Chapter One

Introduction and background of the study

1.1 Introduction
South African educational system has been engulfed by many problems which emanated from the apartheid period. After 1994 democratic elections the government introduced several reforms which aimed at democratising education and reduce inequalities. School principals are now faced with huge problems. During apartheid decisions were made by the provincial and national department of education, now decisions are made by schools. All stakeholders have to participate in school governance and management and it is the responsibility of the principal to encourage this participation. One of the reforms introduced by the government was the South African Schools Act (No.84 of 1996) which contains an approach to school governance. This approach also introduced decentralization of power to schools and promotes participation of all stakeholders i.e. teachers, parents, learners and communities in decision-making.

1.2 Rationale
During the past fourteen years there has been a tremendous change in the education and training arena that suits the political landscape (Le Grange & Reddy 1991:1).

The introduction of South African Schools Act granted school governing bodies considerable power to manage their own affairs. The Schools Act represents a radical departure from the old and has set new demands for school principals such as transformation and leadership to implement the principles and values as stipulated in the Constitution. A principle is a belief (Van Schaik se Verklarende Afrikaanse Woordeboek, 1982:80), a standard or rule of personal conduct or a
set of moral rules of personal conduct (Collins Dictionary and Thesaurus, 188:786) and a general truth underlying reason or action (The New Elizabeth Reference Dictionary’s. a.:1137) From the above explanations, principles can be described as norms directing the conduct of people, communities, societies or even governments. A principle is what is acceptable or not in society or a community (Du Toit et al (1999:92). The restructuring in South Africa has created a new working environment for school principals. This restructuring process transfer macro-policy into everyday activities and priorities in schools and the change is envisaged to bring about a new governance and management structure. The change encompasses the participation of educators, learners and the community in the school governance structure.

In the current policy debates in South Africa, there is a continuing vision of striving towards democratising education system (Sayed & Carrim 1997:91).

Heystek and Louw (1999: 21) are of the view that the relationship between parents and schools should change from a client type of relationship to a partnership relationship.

During apartheid parents were treated as clients and they did not have any say in the governance of schools. The current government engages parents to be partners. This symbolizes that parents are part of the decision-making process and its implementation.

1.3 Problem Statement

The changing leadership role of the school principals in South African schools has created a profound and daunting atmosphere. Before 1996, school principals were mainly working in a highly centralized system with a stable and centrally determined support system. Parents were not involved in decision-making (Heystek & Louw 1999:21).

Do principals of schools have the necessary skills to manage the schools? The demands on the principals pose huge challenges for them.
South African Schools Act requires that school education be transformed and democratized according to the values enshrined in the Constitution. The democratization of education is of the idea that all stakeholders such as parents, educators, learners and community members must participate in school activities.

Many principals do not have the competences to meet the requirements of the Constitution and this creates a lot of problems for students and staff.

1.4 Research objectives
The change process facing school principals is mainly influenced by political and educational factors of the new political dispensation. The aim of this study is to investigate the challenges faced by the school principals to readjust and create an open, effective school governance structure. The following are the research objectives:

- To investigate the roles the school principals are playing in the decision-making processes.
- To establish if there are any support systems offered to the principals by education authorities to help them cope with the changes and transformation.
- To suggest strategies and guidelines for an effective school governance structures and management.

1.5 Research questions
- Which leadership and management programmes are likely to promote the smooth-running of schools?
- Are school managers better empowered to manage schools?
- Is democracy that South Africa fought for crippling education?
- What measures must be taken to advance the convergence of teacher-learner-parent relationships?
1.6 Significance of the study

Through this research, the reader would be able to have a clear picture of the situation the principals are faced with. The study will help the department to be able to pinpoint some of its weaknesses, make alterations in their policies in as far as monitoring and control of schools is concerned. The study will assist the department to strengthen ties with communities which are owning schools. This study also calls for academics to join hands and save the education from a brink of total collapse.

1.7 Literature analysis

The Department of Education in the Eastern Cape is divided into districts. Each district is divided into circuits. Each circuit is headed by an Education Department Official (EDO) who is supervising +16 schools.

The aim of these divisions is to ensure quality management and effective teaching and learning in schools.

The schools are led by education leaders (i.e. school principals). As a result of increasing complexity of the school as an organization, the education leader is subjected to changing demands especially in respect of his management tasks.

The principal’s task used to focus on teaching, but now it has changed to a more management – directed task. The evolutionary expansion of the educational leader’s task has not yet been completed, as problems pertaining to manpower, utilization of time and administration, finances, cosmoscopic or religious differentiation are still experienced. These factors afford further challenges to the task of the principal (Van der Westhuizen 1991).

Today school leaders and managers have to work in a democratic and participatory way to build relationships and ensure efficient and effective delivery, although some school leaders and managers find this difficult to do.

Cawood and Gibbon (1981:45) perceive leadership as meaning different things to different people. Some people describe leadership in terms of power or authority, personality trait, status or position. There are other definitions that still exist in literature about leadership. Modern researchers opt to follow Boles and Davenport definition which describe leadership as a process in which an individual takes an initiative to assist a group to move towards producing goals that are acceptable, and dispose the needs of individuals within the group that forced them to join it.

Eastern Cape Department of Education, Manual for School Management also expands by saying, the responsibility of owning the school should be shared between the state, educators, learners and parents according to the South African Schools Act. This means that the practical day to day management and running of schools as a professional function is carried out by a team of professionals who have the required skills and knowledge to do so. The task of setting objectives and direction for the school rests with a wider, broader representative body which also has an oversight role to ensure that the day to day management of the school is in accordance with the interests of the whole school community.

Taking a closer look at the skills, Calitz et al (2001:54) perceive a leader as somebody who must have intellectual skills. They further state that there is a close relationship between emotional intelligence and intellectual skills. Leaders must know their job. They must have the knowledge and experience to deal with situations they are faced with. Leaders must be able to think deeply about problems, devise plans, make decisions and resolve issues. Leaders are not
expected to be geniuses. Preferable, their emotional, cognitive, social and work-related skills must be enough for them to maintain the respect of their followers.

In the National Education Policy Act 27 of 1996, it is stated that the Minister shall direct that the standards of education provision, delivery and performance throughout the Republic be monitored and evaluated by the Department annually or at other specified intervals with the aim of assessing progress in complying with the provisions of the Constitution and with National Education Policy (Policy Handbook for Educators).

Professor Bennie Grobler (2002) states that the introduction of School Governing Bodies to public schools via the South African Schools Act in 1996 has had major implications for the principal as education manager. The principal, apart from being the educational leader of the school, now acts as executive officer of the governing body and is accountable to both the educational authorities and the governing body. The principal is in a diverse managerial position.

On the other hand, a principal, as a manager or administrator of the public institution has to adhere to administrative and legal regulations. Governing bodies are now legally responsible for the management of the schools.

The White Paper on the Transformation of Public Service (WPTPS) states clearly that the discrimination caused by apartheid education system, coupled by a lack of in-service education and training opportunities for the disadvantaged groups, led to a serious problem among managers.

The Constitution emphasizes that public schools administration must be governed by the democratic values and principles (chapter 10) and educational institutions must maintain standards that are not inferior to standards at comparable public educational institutions (chapter 2).
1.8 Research Methodology

This study will follow a quanti-qualitative approach. Quality refers to the what, how, when and where of a thing i.e. its essence and ambience. This type of research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols and descriptions of things. On the other side quantitative research refers to the amount and measures of things. But certain experiences cannot be meaningfully expressed by numbers. Qualitative research strategies provide perspectives that can promptly recall of common or more forgotten sights, sound and smells. It tends to assess the quality of things using words, images and descriptions (Berg 2004:3).

Du Plooy (1995:33) further describes qualitative research as analytic and interpretative. It attempts to examine phenomena in a holistic manner. Qualitative research prefers to conduct studies in the field in an attempt to capture the normal flow of events.

1.9 Qualitative Approach

1.9.1 Advantages of qualitative approach

Qualitative approach is non-scientific, empirical, objective and it involves life-world experiences such as emotions, motivations, symbols and their meanings and empathy (Berg 2004:10).

1.9.2 Disadvantages of qualitative approach

In this approach researchers have to generate data themselves. It locates existing sources. Another disadvantage in this approach is that the interference and intervention with the events is not needed and the researcher typically does not observe events directly but describes, analyse and interprets those that have taken place (Welman and Kruger 1999:186).
As Du Plooy (1995:184) highlighted triangulation as an advantage, he also sees it as a disadvantage in qualitative approach. This approach is difficult and requires vast amounts of data. It is also time-consuming as long periods of time are needed to collect and interpret the data.

1.10 Instruments or methods used
Methods suitable for this research are questionnaires and structured interviews.

1.10.1 Advantages of qualitative instruments
A list of issues which have to be investigated is made prior the interviews. Respondents are free to choose their own definitions. Influence of the interviewer is considerable. Structured interviews need more specific information. Questionnaires are used without the help of the interviewer (Bless & Higson-Smith 1995:107).

1.10.2 Disadvantages of qualitative instruments
Bless and Higson –Smith (1995:111) state that interviews are costly in time and money. The interviewee can be disturbed by the presence of the interviewer as far as anonymity and respect for private life of interviewee is concerned. Interviewers spend a lot of time interviewing each participant.

1.10.3 Population
Circuit Number 12 schools are in a remote area of King William’s Town. This circuit has 13 Primary Schools and 3 High Schools with 3 908 learners. There are 167 teachers and 16 principals.

1.10.4 Sampling
Population targeted is the Department of Education, Circuit Number 12, King William’s Town District, Eastern Cape. A simple sampling of five out of sixteen schools will be selected from Circuit 12 using primary and secondary schools. The population will be assessed as follows:

5 Students
5 Heads of Departments
5 Principals

1 Deputy Principal

1 Education Department Official (EDO) and 5 Chairpersons of SGB’s.

1.11 Ethical Considerations

Interviewees will be informed of a date of the interviews. Interviewees will participate voluntarily. Participants will be guided on the procedures to be followed. All personal data ought to be secured or hidden and made public only behind a shield of anonymity. All those who will participate will be acknowledged. Participants must be made aware of the fact that this study is not aimed at doing harm to anyone or to the media, political, health, education, market and development spheres on which our reported findings and conclusions reflect.

1.12 Scope of research and acknowledging limitations of study

- Access to the different individuals that are to be interviewed is a limitation in that every individual is to be targeted in his or her own time.
- Time to collect relevant information may be a challenge.
- Access to information may be challenging i.e.to get reliable information. Technology is advancing daily and is expensive.
- Unavailability of transport to move around and honour appointments.

1.13 Clarification of concepts and terms

Teacher someone who gives a person knowledge or skill
School Governing Body (SGB) a committee that governs the management of public schools
Curriculum overview of all learning areas
Learner someone who is finding out about something
Curriculum and Assessment Policy Statement (CAPS) a single, comprehensive and concise policy document
School Manager principal
Principal head teacher
Education Department Official (EDO) an officer in charge of schools
Circuit cluster
Constitution the law that provides the basis for transformation and development
Discrimination treatment of people differently and unfairly because of their race, sex or religion
Management the execution and continuation of a variety of functions made possible by public administration
Leadership one who influences others to achieve certain objectives
Transformation a change

1.14 Preliminary Framework for the Research

Chapter 1

This chapter consists of an introduction, rationale, statement of the problem, research objectives, significance of the study, clarification of concepts.

Chapter 2

Legislative and regulatory framework on school management and leadership.

Chapter 3

The focus is on the review of literature in which key conceptual issues will be dealt with to gain insight into the past and contemporary situation in South African schools as far as challenges are concerned.

Chapter 4

Research Methodology
Chapter 5

Data collection and analysis.

Chapter 6

Findings, recommendation and conclusions.

1.15 Conclusion

The research focuses on the challenges faced by school principals: a new paradigm for the school principals in Circuit 12, King William’s Town District of the Eastern Cape Department of Education. Different angles have been viewed which might be the causes such as the relationship between teacher – learner – parent.

The role of the government in attempting to balance the imbalances of the past and systematise South African education contribute to the challenges. In trying to mitigate the challenges, education should be regarded as an essential service. The chaos that Eastern Cape Department of Education is in will make it impossible for the province to attract quality managers.
Chapter Two

Legislative and Regulatory Framework

2.1 Introduction
Prior to 1994 education was segregated. Each group has its own educational system, administration and schools. People had no choice and learners had to attend schools closer to them and the ones appointed to their racial group. South Africa is experiencing unequal changes since the democratic government came into existence in 1994 (Pretorius 1998: iii) There is a new structure in education. Different departments have been streamlined into one National Education Department with nine provincial administrations. New guidelines have been given concerning education which resulted in the formulation of new laws (Bisschoff & Koebe 2005:156)

2.2 Democracy, education and the law
There is a relationship between democracy, education and the law. There is an interrelationship between the aspects mentioned above which is cited in the Constitution, International Law and education legislation. The following instruments stress this interrelationship:

The Constitution of the Republic of South Africa Act No. 108 of 1996 emphasizes that South African democracy is based on the rule of law. Educational ingredients of democracy stipulated in the Constitution are catalogued in s 29 (chapter 2) that everyone has a right to basic education, including adult basic education. In chapter 10 of the Constitution, the democratic values and principles on how public administration should be governed are catalogued.

Scaffolding the new democracy, the government is focusing on key priority areas, goals and processes for transformation, policy instruments that will bring about change, roles and relationships of the most important transformation structures and agencies and the necessity for building effective government community partnership as a precondition for effective change. The government also saw a
need to guide and inform an on-going process of administration transformation and reform as it is alluded in chapter 16 of the White Paper on the Transformation of Public Service 1995.

Amendment of s16A of Act 84 of 1996, as inserted by s8 of Act 31 of 2007 assist in the management of school funds by giving advice to the governing body on financial implications of decisions concerning financial matters of schools. Amendment of s19 of Act 84 of 1996 states that a Head of Department (HOD) may ask a suitable training authority to train members of governing bodies of schools as a way of capacitating them (Basic Education Law Amendment Act No. 15 of 2001).

Insertion of s16A in Act 84 of 1996 declares that principals must act as ex officio members in the governing body. Principals must manage public schools in a professional manner, manage all educators and support staff, manage the use of learning support material and other equipment, perform all functions delegated to him/her by HOD in terms of the Act, keep school records safe, implement policies and legislation, give feedback to governing bodies about the professional management of public schools (Education Laws Amendment Act 31 of 2007).

Promotion of Access to Information Act No. 2 of 2000 highlights transparency, accountability and effective governance of all public and private bodies including empowering and educating everyone. All SA citizens must understand the functions and operations of public bodies. Every individual must be able to effectively examine and participate in decision-making by public bodies that affect their rights.

Cited in South African Qualifications Authority Act 58 of 1995, National Qualification Framework aims at facilitating access to, mobility and progression within education, training and career paths. NQF also increases quality of education and training. It also speeds up redress of past unfair discrimination in education, training and employment opportunities. It also takes part in personal
development of each learner and the socio-economic development of the nation at large.

Amongst the reforms that were introduced by the democratic government was the Skills Development Act, 1998 which focuses on the improvement of delivery of social services. It also aims at providing employees with new skills. The Act encourages workers to participate in leadership and other training programmes. It also improves employment expectations of those people that were previously disadvantaged by apartheid and to address those disadvantages through education and training.

The preamble of the National Education Policy Act (RSA 1996a) confirms that this regulation should be implemented in order to facilitate democratic transformation of the national system of education into the one serves the needs and interests of all South Africans and upholds basic rights.

In the introduction of Public Finance Management Act 1 of 1999 it is stipulated that this Act aims at modernising the system of financial management in the public sector. It also represents a fundamental breakthrough from the past era of opaqueness, hierarchical management, poor information and weak accountability. This Act also lays the foundation for a more effective shared governance framework for the public sector.

The South African Schools Act 84 of 1996 had formally given considerable powers to the governing bodies as a way of decentralising powers to local government. This strategy is trying to establish co-operative governance between the school community and the educational authorities. In terms of this Act, members of the governing body are elected democratically and they represent parents, teaching staff, non-teaching staff and learners. Governing bodies have powers of implementing the laws stipulated in the Constitution.

Public Service Act No. 103 which was established in 1994 aimed at providing for the organization and administration of the public service of the Republic, the regulations of conditions of employment, terms of office, discipline, retirement
and discharge of members of the public service and matters connected therewith (RSA 194:3).

(Cited in Naidoo and Devnarain, 2009) The Education White Paper, 1997 is discussed where it is observed that there is a decrease in community participation, decrease of support for social services and a deficit in state budget has created a climate in which higher education supported by several policies, has to make a commitment to contribute to the construction and development of society by linking academic programmes to community-based priorities (Campbell 2002). Joint Education Trust implemented Community Higher Education Service Partnership (CHESP) in response to the directive of the White Paper on Higher Education (1997). The aim of the development was to develop and research pilot academic programmes through community university and service sector partnership. The functions of these partnerships are to:

- Contribute to the empowerment and development of local communities.
- Make higher education policy and practise responsive to community priorities and enhance service delivery to participating communities (Lazarus 2001).

Expectations from these partnerships would create a sense of citizenship; engender new forms of problem-solving knowledge; capacity and practise; produce a new generation of leaders and contribute to national development (Nuttal, Bruzas & Mosime 2000).

The Skills Development Bill (cited in the Green Paper on Public Service Training and Education) illustrate that the primary aim of the skills development strategy which is flexible, accessible, decentralized, demand-led and based on a partnership between the public and the private sector.

- The purpose of this Bill is to provide for the establishment of a Research and Strategic Planning Unit to collect and spread information on labour market skills trend.
- To provide for the establishment of Employment Services to enable people to be active participants in the labour market.
- To provide for the leadership and other training programmes that lead to registered qualifications.
- To promote high quality and training by a system that is cost-effective, accountable and meets training needs.
- To provide for the financing of skills development by means of levy-grant scheme.
- To provide for the organisation of the strategy by Sector Education and Training Authorities, Education and Training Boards, the National Skills Authority and the Minister of Labour.
- To provide for incidental matters.

2.3 Conclusion

There are so many laws and guidelines concerning public personnel management that have been given particular attention as well as other laws and policy documents that have a strong effect on this dynamic and complicated fields. It does not necessary mean that public personnel must know these written laws of the country by heart, but at least public personnel must know where to get them when coming across challenges with a personnel issue.

In order to put these suggested guidelines into practice, workshops for clarification should be held each time a new SGB is elected. Workshops on clarification may be conducted and a joint action plan, vision can be drafted. These workshops can prevent the tension that is taking place between centralisation and decentralisation and the tension between principals, SGB and SMT processes introduced by the laws.
Chapter Three

Literature analysis

3.1 Introduction
This chapter gives an overview of the management and leadership roles of the school principals as a result of the implementation of South African Schools Act (Republic of South Africa Act No. 84; 1996 Government Gazette, vol.377 No. 17579) in all public schools.

In South Africa there was a long history of apartheid and other forms of unfair discrimination in education. During apartheid there were different and unequal schools and education departments based on ethnicity, race and colour. Our new democratic constitution and the South African Schools Act which is based on it are intended to remove any unfair discrimination in education.

3.2 Education management and leadership issues prior 1994

During the 18th century the Dutch settlers from Europe occupied the whole of what is known today as the Republic of South Africa. Christendom was introduced and one church known as the Catholic Church provided authoritarian framework within which education and other social services developed. In 1839 the Department of Education in the Cape Colony was established with James Rose – Innes as the first Superintendent General under the Governor, Lord Charles Somerset. James suggested the transfer of responsibility for education from the Church to the State (Behr 1988:11).

By 1945 African education was controlled by the Union Advisory Board on Native Education. This board was represented by mainline mission churches. This board also was controlled by a group of non-experts who had a vested interest in preserving the system of mission control (Kallaway 2002).
W.W.W. Eiselen who was the chairperson of infamous Native Education once commented that if no decisive steps were taken to ensure the efficient provision of education for Africans in the near future, the general outlook of education would remain dark (Kallaway 2002).

In 1953 Bantu Education Act was passed. It entailed apartheid government separate education policy. Bantu Education was introduced by the National Party (NP) without a clear plan of action much like ANC (African National Congress) in 1994, after it came into power in 1948. It was officially introduced in schools in 1955. In terms of Bantu Education Act, education was taken out of the hands of missionaries and was lodged within the control of the state. Schools had to receive approval of registration from the government before they are given permission to operate (Kallaway 2002).

The transfer of bureaucratic control from provinces to the national government was to ensure that human resource needs are met which would satisfy the mining and industrial capital (Kallaway 2002:45).

Kallaway (2002:45) also expands by saying central control was regarded as a springboard for educational policies which would contribute towards the reproduction of black labour in a stable form. The national government was the only sphere of government that would be able to provide sufficient resources and ideological commitment to make sure that education system produces the required type of workers.

The Eiselen Commission that was established in 1951 had contradictory views on how schools should be governed. The Commission was committed to the centralization of governance at the same time it advocated for the local control. Hyslop who was supporting the Commission was of the view that through local bodies that were under Bantu Education, school committees and school boards, the government would be able to shift the financial burden directly on to the black committees. The reason why the Commission did not recommend provinces to take powers over local was that provinces were unable to finance and control
education as part of an integrated system of social services which included participation of Bantu as people. P.A.W.Cook added to the views of the Commission that mission committees were not allowed to take ownership of schools by missionaries both financially and socially. The Commission’s governance and administration recommendations reduced local and regional autonomy because decision-making power was vested in the National Department of Native Affairs and later in the Department of Bantu Education (Kallaway 2002:48)

The government established White Paper in 1983. In that White Paper the government demanded education to be centrally controlled. The government was of the view that giving autonomy of managerial independence to execute education departments and autonomous institutions is highly conducive to administrative efficiency (Behr 1988:58).

The Education Affairs Act of 1988 was introduced. This Act established regional councils because it was discovered that to administer total machinery of education from central head office was not conducive to effective administration at regional or local level (Behr 1988:67).

Act No 70 of 1988 provided for parental involvement in terms of section 2(h) of the National Education Policy Act, 67 (Ac 39 of 1967) through school boards, management councils, boards of management and governing bodies for state-aided schools (Behr 1988:68).

During the period 1983 to April 1994 education provision for the black population was divided into six self-governing territory departments. There was a central government department which was administering education for Africans living in urban areas. There were also four nominally independent state departments. Different educational histories for South Africans contributed to severe inequalities and to a divided society with little sense of national unity (Lemmer 2010:117).
### 3.3 Education management and leadership issues after 1994

The South African Constitution (RSA 1996b:21) is providing a legal framework for a national unified system of education managed on three levels based on the principles of co-operative governance.

The government introduced South African Schools Act as a way of democratising education system. SASA gives authority to SGB’s to govern their own schools. In the former “white” schools there used to be management councils who governed schools. In the public schools SGB is a new and unusual terminology. Before the commencement of SASA there were governing structures such as school committees and Parent-Teacher-Student Association. These structures worked under no legal foundation. The structures were familiar with locking teachers out of the school premises and chase principals away from schools (Calitz 2000:80).

By introducing this system the government was of the idea of devolving power from the central level to the local level. The state alone will not be able to control schools. Powers should be shared to other stakeholders particularly those closer to the school on a partnership basis (Lemmer 2010:207).

Lemmer (2010:207) further distinguishes between three (sometimes four) types of decentralisation:

- **Deconcentration** - it is the shift of responsibility by central authority to regional or local offices.
- **Delegation** - it is a transfer of decision-making power to regional bodies without transferring power. Delegated powers can also be withdrawn without promulgating new laws.
- **Devolution** - the power is transferred to local bodies – provincial or local bodies or even schools. Withdrawal of devolved power is done through the law.
- **Privatization** - this can be regarded as delegation or devolution. Decision-making powers are decentralised to the owners of education system.
Considering the nature of school governance, the principal should empower participants by focusing less on discretion and freedom and more on commitment, obligation and duties that people share. In a democratic setting, leadership is characterised by visioning and goal setting, building an environment of trust, stimulating risk taking and innovation and participatory decision-making. The school principal’s ability to empower educators in a decentralised school is achieved through providing support, utilising resources and encouraging educators to be accountable. Principals need to distribute responsibility throughout the school. They must also establish vision, get people aligned and create consensus on school goals, lead in a consultative manner and be responsible for achieving goals (Madsen & Hipp 1999:260).

The restructuring led to transformation in nature and in style of leadership. According to Dimmock (1999:450) there has been a dramatic shift in expectations that learners will change from the autocratic style of leadership to a collaborative and participative (democratic) style. Many areas of school life are expected to be characterised by a more collegial and collaborative relations among staff and more open, democratic, participative decision-making among school community members. That has caused principals to re-think their leadership style. Restructuring has been characterised by the introduction of more complex organisational structures. Whereas school principals have traditionally seen themselves positioned at the head of the school, they are now expected to place themselves at the centre of a complex web of interconnected networks. As an organisation entity, the school has given way to the concept of the school community: a plethora of interest groups and stakeholders comprising professional educators, parents, local community members and learners. These groups must be bonded by the principal, taking into account the multiple points of view while at the same time providing advice and guidance on school policy where possible.

Democracy which searches for responsibility and accountability has led to a new governance structure. School governance decreases district office control, takes
decision- making to the school site and enable educators and parents most knowledgeable about local issues to make decisions. Principals are now in a critical position because they are responsible and accountable for decisions made at school. Complexity of decision –making brings to principals diverse communities and political pressures from policy initiative at local level. According to Harrisons (1998:60) principals are trying to make certainty and increase predictability through formal mechanisms such as specifying rules and procedures. They are also accountable for the overall performance of the school.

Hoberg (1993:64) declare that school management that is effective requires a combination of leadership skills and integrity of purpose that will generate trust, loyalty and respect for colleagues. The principal’s leadership behaviour and effective school management promotes and foster organisational commitment among staff, learners and parents. Taking care of a positive professional school climate, healthy public relations, participatory decision-making and revitalisation of concern for values in the school as an organization are the aspects of leadership behaviour. School management go hand in hand with organisational commitment and effective leadership. School principals often lack the necessary management skills in this area.

Studies undertaken to examine principal’s roles within the democratic school governance framework emphasize the transition that principals make and the types of leadership they provide in these settings (Ortiz & Orgawa 1999:488) Principals struggle to redefine their managerial roles because of the delegation of decision-making authority to the school and the involvement of educators and parents on the governing body. They have to implement new policies and give up certain functions. Research findings on how principals lead were parallel to research findings on strategies that increase the capacity of the school governing body to effect instruction (Blase & Blase 2000:135). School restructuring is calling for transformational type of leadership, where principals articulate vision, foster acceptance of group goals, convey high performance expectations,
provide appropriate models and intellectual stimulation offer individualised support and establish contingent rewards (Leithwood & Jantzie 2000:113).

Principals are likely to perceive decision-making more positively because they are positioned in the dominant position than other stakeholders. Therefore, the leadership role of principals is critical for the smooth functioning of the governing body. An understanding of the role of the school governing body and the ability to allow members of the governing body to take decisions without undue influence increases the participation of the members. Participants will respect the principal’s position if the principal has an ability to deal effectively with the governing body with regard to the handling of matters appropriately. Effective participative governance produces quality education. An SGB must be drawn from all stakeholders who have an interest in learners as their main concern. They must not be elected because of their militant speeches during meetings at school (Mashele & Grobler 1999:296). South African Schools Act encourages the spirit of responsible, democratic consultation and decision-making in schools.

3.4 How did democratic school governance come about in South Africa?

South African school democracy was brought about by National Education Coordinating Committee (NECC) in the 1970’s and 1980’s. It was also the idea of NECC to bring about Parent –Teacher –Association (PTA) in primary schools and Parent –Teacher- Student Association (PTSA) in secondary schools. Education authorities had already introduced school management councils, and PTSA were in conflict with the councils. The government abolished many PTSA’S and arrested a large number of PTSA members. Parents and teachers joined hands in making their schools better (Department of Education 1997c:1).

The National Department of Education under the democratic government took PTA and PTSA as the model when it was crafting a new act of governance of public schools. It is therefore stipulated in SASA that all schools must have democratically elected governing bodies (Calitz 2000: 94).
A new structure of school organisation and a system of governance which will be transformational is needed among South African schools to remove inequalities (Republic of South Africa 1996c:10). The organisational structure and governance must work together and show flexibility in some aspects such as contrasting conditions, lack of management skills, parent’s experience and inexperience in school governance. Before 1994 there was no relationship between the learner, educator and parent (Mashele & Grobler 1999: 295). The report presented by the Review Committee on the Organisation, Governance and Funding (Republic of South Africa 1995:23) showed that Parent-Teacher-Student Association (PTSA) were found in many schools, especially African, Coloured and Indian schools. These associations were embedded by many difficulties in functioning for a number of reasons such as unclear rules, lack of skills and knowledge, unfriendly authorities. In spite and despite of the conditions PTSA worked under, it continued to work especially in managing crisis and conflict in schools.

In the 1980’s NECC associated structures developed in many schools. Such structures were known as PTSA and they worked mostly in township schools. The introduction of PTSA was regarded as a campaign to develop a democratic system of school governance which would empower all participants in the education system (Republic of South Africa 1995:23) during the apartheid system; stakeholders were not involved in the school governance. Student Representative Council (SRC) that were established in many schools were not approved by the school management as official organs of school governance. In some schools SRC’s were recognised by school management (Republic of South Africa 1995:23).

Statutory governing bodies that existed in township schools had less legitimacy in their communities because of the lack of transparency as a result they collapsed as functioning structures before apartheid system ended. Alternative governance structures struggled to operate because they lack understanding of their roles and purpose, lack of necessary skills for proper functioning and
conflicts with school management. This created anarchy because there was no common legislation or set of regulations that guided the functioning of governance structures across departments. Most departments collapse because of the lack of capacity building programmes for those in governance structures or even for school principals (Republic of South Africa 1995:27).

Model C schools had governing bodies elected by the parents with the school principal as an ex officio member. These governing bodies were given considerable powers by the school. The establishment of Model C school (state schools for whites which were resourced and staffed) system increased the parental participation in the affairs of the school. Sometimes, the creative developmental and planning zeal of school communities were unleashed and substantial funds were mobilised for use by the schools. According to the Review Report on the Organisation, Governance and Funding of schools (Republic of South Africa 1995:25), the sponsoring bodies dominated other stakeholders and that resulted in tensions between parents, staff and learners.

In the 1990's there were changes in the political terrain in South Africa, the role and focus of PTSA's was to obey the very strong policy debates (Sayed & Carrim 1997:92). A significant shift in policy development was made by the national elections in April 1994. The South African Schools Bill which directly addressed school governance later became the South African Schools Act. After being appointed Minister of Education, Professor SME Bengu stressed that education should be given back to communities, thereby acknowledging the importance of other stakeholders in education. In this regard, communities included a variety of role players such as educator bodies, learners, parents, business and industry and the broader community in which the school is situated. Various education departments of the state are also a stakeholder. This means that important bonds need to exist between the principal and the different stakeholders. The school principal should develop healthy relationships with these groups by developing better skills in listening, communication and facilitation (Dooms 1997:6).
3.5 The role of principals in school governance

Mncube, 2009 argues that SASA No. 84 of 1996 has compelled that all public schools in SA must have democratically elected SGB’s with the principal acting in an official capacity, educators, non-teaching staff, parents and learners in the case of secondary schools. This reform is planned to encourage tolerance, rational discussion and collective decision-making. Principals should:

- Promote parent-learner participation in SGB’s.
- Play a positive role in SGB’s.
- Be the engines of the school.
- Are the resource persons for other members of the SGB
- Are fingers on the pulse of what is happening at school
- Are in charge of professional management of the school.
- Encourage maximum participation of both learners and parents in meetings.
- Contribute in governance issues as they are familiar with official regulations.

3.6 The role of School Representative Council in school governance

(Cited in Mncube, 2008) SASA has made it compulsory that secondary school learners, who are the Representative Council for learners, should take part in school governance by participating in SGB’s. It is noted that learners are not given a full opportunity to participate in the most important decisions by adult members of SGB, directly or indirectly. Mncube also suggests that learners must be given enough time to participate sufficiently in SGB’s so as to allow them to exercise their right to participation in this way, engaging them fruitfully in discussions dealing with school governance. In return, learners would be engaged in dialogues following their inclusion in debates and decision-making
processes. Silencing the learner's voice, openly and absolutely, means that issues of social justice and democracy are not taken into consideration in SGB's.

3.7 The role of SGB's in school governance

SASA No. 84 of 1996 (as cited in Van Wyk, 2004) established SGB's where parents are required to form the majority. SGB's are placed in a strong position to influence basic issues such as school budget, school language policy, discipline, appointment and promotion of teaching and administrative staff. Educators do not consider SGB's to be effective. They support the role of SGB's in learner discipline. Educators have conditions about its role in matters of educator misconduct. SGB's are acceptable in staff appointment although educators feel that SGB’s need more training for this and other functions. The fear of educators is that principals might be more powerful than the SGB. Constitutional principles in dividing the responsibilities of SGBs are needed.

3.8 Social system effects on school governance and management

Schools are part of the community and the economic and political system in addition to being part of the larger departmental education management and governance system. In order for school to achieve the expected goals that are pedagogically sound and which governance and management should aid, communities, school districts, departments of education and the state must have an effective governance and management culture and capacity. All these subsystems contribute to the success of school governance and management. Problems such as crime, gangsterism, vandalism, inadequate finances in the department of education, community apathy, violence, teacher militancy, ethnic division, decline in economic resources, unemployment and others, not only
attack communities but also have a negative impact on the effective school governance and management (Mda 2000 :80).

Ngcongco (1997) argues that partnerships should be introduced between schools, education departments, local communities and businesses in the transformation governance and management of schools. The partnership proposed should be part of the strategies for educational management development. The National Task Team on Educational Management Development (1996) recommended a holistic approach to education management development (Mda & Mothata 2000:80).

There are many things that need to be given full attention so that the social system (department of education and communities) may be facilitative of school governance and management. What needs to be known is that schools are open closed systems: they focus on their unique business at the same time involved in happening around. Authors believe that if there was no transformation in the political system, there would be no thorough examination of the education system. Currently, policy issues may not be supportive of successful governance and management (Mda & Mothata 2000:81).

The school principal should involve the community (school parents) and the community’s ideas in educational matters should promote issues that affect the management responsibilities directly in the sense that by instilling healthy relationship between the school and the community, the principal encourages confidence in the school. The principals should be able to act with authority and with self-confidence in as far as community relationship area of his management task is concerned. This means therefore that they should be well equipped. The need of healthy school relationship is recognised by those principals practising it (Van der Westhuizen1991:409).

When the national Department of Education decentralised powers, it wanted to allocate more powers to the local schools. Another reason is that the government wanted local communities to participate more and provide more funds and
resources from their own pockets to the schools. By doing that, local schools will be able to know what their needs are and where money is best spent. The question is whether schools are capable of using these rights and powers. Communities raise children that are characterized by certain cultures and values. The involvement of parents in school education will ensure that formal education offered is in line with their own values and culture (Hennie & Fourie 1997:121). Parents cannot blame the school for not acting according to the values and culture of the community if they are not involved. Parents should participate in school activities so that they should help in the development of the school. Before 1994 the ‘whites only’ schools had governance structure which consisted of parents. Black parents were traditionally involved in the education of their children, according to the local needs and norms but the traditional Westernised school system was not part of their frame of reference (Mavhiva: 1996:68). Today, the problem is with the rural areas in getting parents involved (Calitz 2002:112).

In the Daily Dispatch (20 January 2012:2) Umzimvubu Local Municipality spokesperson Zolisani Sisilana emphasized that education is a societal matter and the municipality is devoted to support the initiative to get the public involved in the education of their children.

3.9 The role of principals in the decision-making process

Under the new governance structure, new roles for principals and parents suggest that power should be balanced in school decision making. According to Bauch and Golding (1998:16) school restructuring efforts put into place mechanisms to change the traditional relationship between parents and educators. The roles of parents are beginning to expand into new arenas while simultaneously the roles of principals are also changing. Hoberg (1993:67) perceives the role of principals as that of a pacifier between educators, learners and parents. Hoberg also argues strongly on the importance of maintaining
healthy relationships with the public. In fact by acting as a boundary between spanning agent and by bridging the gap between organisations, learners, educators and parents, the interdependence which exists among them is placed on a positive, secure footing.

Hoberg (1994:45) also sees active parent involvement as essential in running a successful school. Effective school principals realise the importance of community power structures and maintain positive relations with parents. It is without doubt that the parent community would actively participate and be drawn in school activities not only in terms of auxiliary services, but also in the areas of planning and financing. Niemann (1995:388) concludes by saying an important management role of the principal is to activate parents to a partnership with the schools and to ensure mutual communication between the school and the homes. The school principal should device means of feeding information from the school to the community. In short, the strategic importance to the overall wellbeing of the school is based on the participation in school activities (Hoberg1993:45).

According to Mncube 2009 South African Schools Act (84 of 1996) has given SGB’s authority that all public schools should have SGB’s. SBG committee is made up of principal, educators, non-teaching staff, parents and learners. Learners are included only in secondary schools. The purpose of this reform is to develop tolerance, rational discussion and collective decision-making. The government perceives principals as the finger on the pulse of what is happening at school. Principals are the resource persons for other members of SGB. They are in charge of the professional management of the school. They must ensure that all duties are done adequately, set the tone in SGB meetings, interpret educational policies and ensure that they are well implemented. Principals must make sure that there is maximum participation from both parents and learners in SGB meetings.
3.10 Are school principals empowered?

In the South African context, because of socio-political changes and the effect of changes on educational structures, new demands are required from school principals. This causes principals to make choices and take decisions with far-reaching consequences. Not all principals are sufficiently equipped to make calculated decisions so as to meet the new demands (Myburgh & Niehaus 1999:9).

Ostell and Oakland (1995:68) as cited in Myburgh and Niehaus (199:9) stated that principals are faced with a specialist learning curve as their basic requirements are much like commercial business. Principals are expected to manage school budgets and school curriculum development as well as a fearful situation which makes fellow teachers fell frustrated and upset (Cooper & Kelly 1993:131). In Myburgh & Niehaus (1999:9) Ostell and Oakland (1995:69) documented that because of pressures of principalship, principals decide to take early retirement. The problem is that they are not sufficiently equipped to make considered decisions that will meet new demands.

Cited in Mestry & Singh (2007:478), Bush & Odura (2006) explain that it is rare to find formal leadership training and principals are appointed on the grounds of a teaching record and not on the leadership potential. Bush also expands by saying there are no strict standards and qualifications for the appointment of principals. This results in principals’ under-performing in their management and leadership roles. South African government has no provision of principal preparation or certification programmes. Each provincial department has its own in-service programme. Some provincial departments have no capacity of implementing the programmes they design. It is important to provide principals with knowledge, skills, values and attitude in relation to the dynamic educational changing culture. Professionalization of principals is an important strategy towards transforming education.
As quoted by Mestry & Singh (2007:478) the National Department of Education (Department of Education, 2006) has embarked on professional development programme for appointed principals as well as those intending to become one. In future suitable candidates will be appointed as principals. South African government is preparing to introduce an entry requirement to qualify as a principal and recognition will be given to those who obtained National Professional Qualification for principals. According to Tucker &Codding 2002:12; Jacobson, Logsdon & Wiegman 1973:46) in the United States, a teacher is suitable to qualify as a principal’s post once s/he has completed Master of Educational Administration degree.

Following the process mentioned above, the University of Johannesburg through the Faculty of Education and a non-governmental organisation (NGO) Matthew Goniwe School of Governance and Leadership has introduced a new professional development programme, the Advanced Certificate in Education (ACE) in Educational Management. This initiative is done to address concerns of professional development of principals in South Africa (Mestry &Singh 2007:479).

Cheminais et al (1998:224) discusses the training and development in ‘learning organisations’ which has been active in recent years as a way of summing up the sorts of organisational qualities called for and valued in today’s changing environment. Some of the desirable characteristics of a learning organisation are values such as participation, flexibility, responsiveness, teamwork and faithful adaptation to change. The term ‘learning organisation’ is used to characterise an institution where learning is open-ended and should take place at all levels. There is interplay between a person’s standard of behaviour and action and institutional policy and procedures.

Cheminais et al (1998:225) further describes the profile of a learning organisation which is functioning well as having the following basic principles in place (Harrison 1995:308; Bechard & Pritchard 1992:22-23):
• Training and education programmes must be designed to support the change strategies and values held by top management.

• Performance review and career development must look at both what you do and what you have learnt.

• There must be a clear picture of how the institutions should operate. This means that employees at all levels must understand the importance of both learning and doing.

• Rewards must encourage people to follow these norms. Employees must be encouraged and rewarded for asking questions and challenging ways of work with ideas coming from anywhere.

• Feedback systems that guarantee ongoing information not only about what has been done but about what has been learnt that affects future actions.

• Information system that has been designed and managed to support this balance between performing and doing i.e. information on lessons learnt as well as on doing.

• Communication strategies and programmes must keep learning in the forefront of everyone’s mind.

• Strategic planning process that is thought of as learning as well as a doing process.

• Strategic objectives must be defined to include the learning that must take place in order to achieve them.

3.11 Support systems given to principals by education authorities

Nuku, 2009 describes the condition of Eastern Cape schools as the one that faces total collapse of the execution of management tasks by principals. He further describes this condition as dropping the educator professional standards and the culture of teaching and learning. That is indicated by the high rate of
learner and teacher absenteeism from schools, lack of trust in public rural schooling system by communities who move their children to independent urban schools and poor Grade 12 results. Principals agree to this anarchy and also shift the blame to new democratic tends. Many principals lack the skills that help them utilise their management duties. If there is a lack of management skills obviously there is dearth of professional development programmes. The discoveries have shown corrupt practices by SGB’s. The school-based professional development programmes such as induction-staff meetings, in-service training and workshops are either not conducted or conducted in a haphazard manner in so much that there is no increase in educator professionalism. The environment under which educators work are unintentionally uninviting. Principals themselves lack the characteristics of being professional educators, managers and instructional leaders.

Fowler and Fowler 1983:1136 (cited in Mestry and Grobler 2004 define training as a series of connected events or ideas or actions to teach and give practice in a skill or profession.

Gerber, Nel and Van Dyk (1997:503-507) in Mestry and Grobler 2004 describe development as growth, increasing skill level, maturity, unfolding, blossoming, improving and building-up, strengthening and making progress, advancement and evolvement.

Fidler and Cooper (1992:193) also cited in Mestry and Grobler 2004 state that development consists of the following:

- Coach and counsel principals in order to improve their performance and develop future potential.
- Develop commitment in the organisation through planning and discussions.
- Motivate principals through the recognition of their achievements and support.
- Strengthen principal-educator relations.
• Diagnose individual and organisational problems

Everard and Morris (1996: ix) make a very serious point when they state that principal development must lead to greater understanding and competence. Programmes must include the acquisition of techniques or skills or the learning data. These programmes must lead to a high level of intellectual and creative performance. The process of development is mostly concerned with helping principals obtain and improve the competencies needed to manage schools effectively.

November et al 2010 declare that schools are a locus where democratic practices for democratic citizenship would be fostered. Although the democratic government has provided schools with policies and legislations, principals are not imbued with virtues or ideals of democratic practices required to empower them.

Sybouts and Wendel (1994:150) (cited in Mestry and Grobler 2002) state that principals have an important role to play in the implementation of change by providing vision, direction, encouragement support and resources for developmental activities. Sybouts and Wendel believe that training must be relevant to the educator’s work. By means of collaborative effort, principals and staff training can be attached to other scheduled commitments, commonly perceived needs and mutually agreed- upon ideas.

Lambert (as cited in Sybouts and Wendel) believe that most staff developmental programmes do not challenge educators to discover more information, criticise, participate or create.

3.12 Conclusion
This chapter has taken stock of theoretical perspectives, which came out from the studies on the realities of restructuring school governance, management and leadership and the effects these changes make on the management and leadership role of a school principal.
The South African educational reforms concentrate on the participatory decision-making. The role of principals has changed into a collaborative participatory decision-making (Republic of South Africa 1996d: 2-28) which places the responsibility of school governance on the shoulders of the governing body of a school. The principal has to use a consultative method with all stakeholders all the time.

Bisschoff & Sayed (1999:311) state that participatory management by all stakeholders makes things difficult for principals to come into a unilateral decision. South African Schools Act (No. 84 of 1996) is a new instrument for governing schools; it is advisable that principal be given training programmes and advice.
Chapter Four

Data collection

4.1 Introduction
This chapter indicates the research methodology that has been employed by the researcher to conduct this study. It will describe the selection of participants. This investigation, directed at school principals, deputy principals, HOD’s, SGB’s, students and EDO, will be conducted as exploratory and descriptive research which will form the foundation of methodology.

According to Neumann (1997:19) in exploratory research, there is nothing much that is written by the previous researchers about the topic or population being studied and the researcher is going to analyse data from participants and build a picture based on their ideas. Descriptive research is giving us a picture of the exact details of a situation, social background or relationship. The research undertaken found by scholarly journals or used in engaging in policy decision falls in the category of descriptive research (Neumann1997:25).

4.2 Research methods and design
Questionnaires were sent to the five participating principals, one deputy principal, five HODS’, five SGB chairpersons, five students and one EDO. This selection was done in order to get South African views on the challenges concerning the changing role of principals in their management and leadership.

4.2.1 Measuring instruments

4.2.1.1 How the instrument was chosen
The research instrument used to carry on with the study is a structured questionnaire which consists of 21 techniques. The literature study gave direction on how to plan these techniques. The questionnaire as a research instrument was used to investigate the challenges faced by principals in trying to readjust
and create an open, effective school management and leadership structure as it is required by the South African Schools Act (84 of 1996). The language that is used in questionnaires is English.

### 4.2.1.2 The structure of a research instrument

Section A of the questionnaire is biographical information of principals. For instance, the principal is requested to indicate his or her gender, years of completed work experience, qualifications and other information which might have a direct impact on the input that the principals make in carrying out some of the their professional responsibilities.

Section B contains questions or techniques about the research topic. There are 21 techniques catalogued. All these techniques are arranged using the Likert five point scale (1930 in Neumann 1997:50). The participant is requested to circle the suitable response on the scale provided for each question. The scale ranges from 1 which means strongly agree to 5 which means not sure.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### 4.2.1.3 Scaling process of the instrument

In the previous paragraph 4.2.1.2 it was indicated that the Likert (1930) five point scale was used to show answers on each question. Each participant was asked to point out the proportion of his or her input concerning change and transformation in management and leadership in schools. The scaling technique chosen enables the participant to give a qualitative opinion about each question and the researcher can use a great variety of statistical technique. All questions are arranged in the same format, the same anchor points can be used for each item and a five scale allows participants to give well thought idea.
4.3 Participant grid
The South African Schools Act (1996d: 14) gives considerable powers to parents, teachers, learners and community members to take part in participatory governance of school. The principal must be the one who is driving participation of all these stakeholders. Participation grid is aiming at investigating how much involvement all these stakeholders render.

4.4 Participants

4.4.1 How participants were chosen
The research topic focuses on the management and leadership challenges facing school principals. The participants were Principals, Deputy principals, HOD’s, SGB chairpersons, students drawn from the primary and secondary schools in the education district of King William’s Town including Circuit No. 12 EDO which falls under the jurisdiction of Eastern Cape Department of Education.

4.4.2 Biographical information
The management and leadership challenges facing school principals can be detected by exploring and describing the information about their educational qualifications, work experience, gender. The above quoted information may have an impact on how principal manages his or her school as it is stipulated in the South African Schools Act.

4.5 Population targeted
The sample is made up of five schools form Circuit No. 12. This circuit falls under the King William’s Town District of the Eastern Cape Department of Education. These schools were chosen because they are in the same circuit closer to the researcher and the costs of collecting data are limited. These schools are in a remote rural area of King William’s Town. The delay of distributing questionnaires was caused by floods that have overwhelmed the whole of the Eastern Cape and teachers could not reach their work places.
4.6 Sampling method

Five schools were selected from the 16 schools of Circuit No. 12. All principals, Deputy Principals, HOD’S, SGB’s and students from the selected schools were requested to take part in the study. One more school was incorporated in the research because of the death of one of the principal in targeted schools. Five SGB chairpersons from targeted schools were also selected. Some principals refused to give the researcher permission to interview SGB chairpersons. They rather chose SGB secretary to participate in the investigation.

4.7 Process of collecting data

Data was collected from Circuit No. 12 of the King William’s Town District of Eastern Cape Department of Education. Permission to carry on with this investigation was granted by the Education Department Official. The EDO himself was also targeted as he is supervising Circuit No. 12 schools. The permission was communicated to Principals, Deputy Principals, HOD’s, SGB’s and students and appointments were made to distribute the questionnaires. A saying which says, "If you want something to happen, be patient". Patience helped me a lot as some participants lost their questionnaires or even forgot to fill them in. A letter signed by the EDO which guaranteed confidentiality of the information was given to each participant. The topic was also described in the letter and each stakeholder was requested to give hi or her feeling about the topic. Dates to collect the questionnaires were set and the researcher has to be flexible, flexible and energetic as collections were in different points and at different times.

4.8 Process of data

Circuit No. 12 is a group of schools that or cluster that was formulated by the Department of Education. This demarcation was done by the South African democratic government after several attempts of confusion in trying to demarcate schools. This confusion was brought by the fact that schools in King William’s
Town District had to merge i.e. those that belonged to the apartheid Republic of South Africa and those that belonged to the homeland of the Republic of Ciskei.

The data was collected by means of questionnaires. The data also was processed separately for each stakeholder (i.e. principal, deputy, HOD, SGB, students, EDO). The process of collecting data was done in October 2012. Permission to carry on this study in this circuit was sought from the EDO. Permission was communicated to the Principals, Deputy Principals, HOD’s, SGB’s and students. The researcher made appointments with all the above-mentioned stakeholders and questionnaires were delivered to the willing participants. During the appointment, the researcher had to explain to the participants that the questionnaire is just seeking the competence of all the stakeholders by giving their opinion so as to obtain true and reliable information.
Chapter Five

Analysis of data

5.1 Introduction
Chapter 4 of this study was dealing with research methodology. Chapter 5 is focusing on the analysis and interpretation of data which was drawn from the participants through structured questionnaires.

5.2 Biographical information of participants (referring to principals)

Questionnaires were carefully examined and it was discovered that all respondents did complete the part of biographical information. The sample consisted of 3 females and 2 males, meaning that 60% was completed by female principals while 40% was completed by male principals. The researcher discovered that all principals (i.e. 100%) have completed more than 19 years in teaching. It was also found out that 60% of principals had more 19 years being principals and 40% had less than 5 years being principals. Before getting into the principalship position 40% of them were educators, 40% were HOD's and 20% were deputy principals. 60% of principals have gained post graduate qualifications while 40% are still diplomats. It was also found out that 60% of principals are from primary schools and 40% are from primary schools.
5.3 Validity

The validity of the content was found out by analysing literature in chapter 2 and stress was put on the leadership and management challenges facing school principals because of the changing leadership role of principals which resulted by implementing SASA.

5.4 Analysis of questionnaires

The participants were requested to answer the questionnaires by circling 1, 2, 3, 4 or 5 to indicate the degree in which they agree or disagree to the statements given. The responses 1 to 5 ranges from strongly agree to not sure. Beneath are the responses from Principals, Deputy Principals, HOD’s, SBG’s, students and EDO.

- Ques. 1 Governing bodies should take part in the formulation of vision, mission and values.
  80% of principals agree that governing bodies should be part of vision, mission and values and 20% disagree. 100% of Deputy Principals, EDO, SGB’s and HOD’s all agree. 80% of students agree and 20% is not sure.

- Ques. 2 At school, everyone is regarded as a decision-maker within his / her area of performance.
  All Principals, Deputy Principals, HOD’s and EDO agree that everyone is a decision-maker, 25% of SGB’s agree and 75% disagree and 40% of students agree and 60% disagree.

- Ques. 3 At school, people work together productively and respectfully without considering post level.
All principals, Deputy Principals and EDO agree that people must work together. 80% of HOD’s agree and 20% disagree. 75% of SGB’s agree and 25% is not sure. 60% of students disagree and 40% agree.

- Ques.4 working together towards decision-making is effective.
  A total of 100% of principals, deputy principals, HOD’s SGB’s and EDO agree that working together is effective. 60% of students disagree and 40% agrees.

- Ques.5 There is enough provision for the training of governing body members.
  A total of 100% of EDO and deputy principals strongly disagree that there is enough provision for training of SGB members. 60% of principals agree and 40% disagree. 60% of HOD’s agree and 40% disagree. 60% of students disagree and 40% agree.

- Ques.6 The new governance structure brings challenges to the principals in planning management and leadership of the school.
  A high proportion of respondents (100%) which are SGB’s and EDO agree that the new governance structure brings challenges. 100% of deputy principals disagree. 80% of principals and HOD’s agree and 20% disagree. 60% of students disagree and 40% agree.

- Ques.7 Principals should have a clear understanding of the South African Schools Act.
  All principals, deputy principals, HOD’s, SGB’s and EDO strongly agree that principals should have a clear understanding of SASA. 80% of students agree and 20% is not sure.

- Ques.8 Effective management requires participatory decision-making.
All stakeholders agree to the fact that effective management requires participatory decision-making.

- Ques. 9 Smooth-running of the school is improved by involving parents in school activities.
  Results indicate that all stakeholders agree to the fact that schools are improved by involving parents in school activities.

- Ques. 10 Formulation of school policies is the responsibility of the school governing body.
  It is revealed that 100% of the principals and deputy principals strongly agree and 100% of EDO strongly disagree that formulation of school policies is the responsibility of the governing body. 80% of the HOD’s agree and 20% disagree. 75% OF SGB’s agree and 25% disagree. 60% of students disagree, 20% disagree and 20% is not sure.

- Ques.11 Governing body members should be part of the interviewing panel when selecting and recommending human resource at school.
  This study found out that all principals, deputy principals; SGB’s and EDO agree that governing body members should be part of the interviewing panel. 60% of HOD’s agree, 20% strongly disagree and 20% is not sure.

- Ques. 12 The principal may delegate management functions to the governing body members.
  Strongly with this statement, 100% of EDO’s and 100% of deputy principals strongly disagree with it. 60% of principals agree and 40% disagree. 20% of HOD’s strongly agree and 80% strongly disagree. 50% of SGB’s agree, 25% disagree and 25% is not sure. 60% of the students strongly disagrees and 40% agree to the statement.

- Ques. 13 Parents should also decide on the school curriculum.
A total sample of 100% principals, deputy principals, students and EDO’s agree that parents should be involved in the school curriculum. 60% of the HOD’s agree and 40% disagree. 25% OF SGB’s agree and 75% is not sure.

- Ques. 14 The principal should maintain the school image.
  Almost all stakeholders do agree that principals should maintain the school image whereas 80% of principals agree and 20% strongly disagree to the statement.

- Ques. 15 The parent component of the governing body plays no role in the day to day management of the school.
  With regard to this statement, deputy principal, all SGB’s, students and EDO agree with it. 80% of principals agree whilst 20% disagree. 60% HOD’s agree while 40% disagree.

- Ques. 16 There are enough programmes to empower principals.
  100% of HOD’s and EDO disagree that there are enough programmes to empower principals. 40% of principals agree, 40% disagree and 20% is not sure. 75% of SGB’s agrees and 25% is not sure. 40% of students agree, 40% disagree and 20% is not sure.

- Ques. 17 These programmes are satisfactory.
  The same deputy principal and EDO who disagreed to the above statement completely disagree that these programmes are satisfactory. 40% of the principals agree, 40% disagree and 20% is not sure. 80% of HOD’s disagree whereas 20% agree. All SGB’s agree with this statement. 40% of students agree, 40% disagree and 20% is not sure.

- Ques. 18 A course on financial management must be compulsory in the education training curriculum.
100% of principals, Deputy Principal, HOD’s and EDO agree that a course on financial management must be compulsory in the education training curriculum. 75% of SGB’s also agree and 25% disagrees. 80% of students agree while 20% disagree.

- Ques. 19 In-service training on financial management must be provided to principals on a continuous basis.
Almost all stakeholders agree that in-service training on financial management must be provided to principals on a continuous basis while 50% of SGB’s agree and 50% disagrees.

- Ques. 20 Students should be involved in school governance.
The majority of the stakeholders agree to this statement whilst 20% of students disagree.

- Ques. 21 The School Management Team executes its roles without challenges.
An EDO and the Deputy Principal disagree to the above statement. 60% of principals disagree and 40% agree. 60% of HOD’s while 40% agrees. 50% of SGB’s is not sure, 25% agrees and 25% disagrees. 40% of the students are not sure, 40% disagree and 20% agrees.

5.5 Analysis of the Participation Grid

South Africa became a democratic country in 1994 after decades of oppression and inequality. The Department of Education (DoE) published a White Paper on Organisation, Governance and Funding of schools to foster democratic institutional management at school level. All stakeholders are given active and responsible roles to encourage tolerance, rational discussion and collective decision-making (Mncube 2008).
The South African Schools Act 84, 1996 which came into effect in 1997 originated from this White Paper. This Act states clearly that, all public state schools in SA must have democratically elected SGB’s which consists of parents, educators, learners, non-teaching staff and school principal. Their functions are to create an environment conducive to teaching and learning, developing mission statements for the school, promoting the best interests of the school, ensuring quality education for learners, safety security of learners, deciding on school-uniform policy, disciplinary action and policy regarding determination of school fees.

Following is the analysis of the participation grid:

None (0%) responded to the fact that they never take part in budget, expenditure, management, policy-making, sport, strategic planning and staff development. 25% out of 100% indicated that they rarely take part in sport and 0% indicated in budget, expenditure, management, policy-making, strategic planning and staff development. More than three quarters (75%) sometimes contribute to sport, 25% in budget, expenditure, management, policy-making and strategic planning. 0% indicated on staff development. A high proportion (100%) indicated that they always take part in staff development, 75% in budget.
expenditure, management, policy-making and strategic planning. 0% said nothing about sport. 0% showed **uncertainty** in budget, expenditure, management, policy-making, sport, strategic planning and staff development.

**Figure 2: Deputy Principal**

Nobody (0%) contributed to the statement that says they *never* take part in budget, expenditure, management, policy-making, sport, strategic planning and staff development. A majority (100%) *rarely* take part in sport. 0% gave views about budget, expenditure, management, policy-making, strategic planning and staff development. 0% *sometimes* contribute in budget, expenditure, management, policy-making, sport, strategic planning and staff development. A high proportion (100%) indicated that they *always* take part in budget, expenditure, management, policy-making, strategic planning and staff development. 0% is said about sport. 0% showed **uncertainty** in budget, expenditure, management, policy-making, sport, strategic planning and staff development.
0% of the respondents indicated on the statement that says HOD’s *never* take part in budget, expenditure, management, policy-making, sport, strategic planning and staff development. 20% *rarely* participate in expenditure and 0% indicated in budget, management, policy-making, sport, strategic planning and staff development. More than a half (60%) *sometimes* takes part in expenditure and sport. 40% sometimes contribute towards budgeting. 20% in management, policy-making, strategic planning and staff development. A high proportion (80%) indicated that they *always* take part in management, strategic planning and staff development. 60% sometimes contribute in budget and policy-making. 40% sometimes take part in sport and 20% in expenditure. 20% out of 100% showed *uncertainty* in policy-making. Nobody (0%) indicated in terms of budget, expenditure, management, sport, strategic planning and staff development.
SGB’s *never* take part in budget, expenditure, management, policy-making, sport, strategic planning and staff development, 0% indicated on that statement. 25% *rarely* take part in budget, management and sport. No results (0%) in expenditure, policy-making, strategic planning and staff development. A low proportion (25%) indicated that they *sometimes* take part in budget, expenditure, management, policy-making and sport. None (0%) indicated in strategic planning and staff development. A majority (100%) indicated that they *always* participate in strategic planning. 75% always take part in expenditure, policy-making and staff development. 50% always contribute towards budgeting. 25% always take part in management and sport. 25% out of 100% is *not sure* about management, sport and staff development. No results (0%) found in budget, expenditure, policy-making and strategic planning.

![Figure 5: Students](image.png)

A high proportion (100%) indicated that they *never* take part in policy-making. 80% never take part in budget and expenditure. 40% never take part in
management and staff development. 20% never take part in sport. 0% indicated in planning. 40% rarely participate in management. 20% rarely take part in budget, strategic planning and staff development. Less than a half (40%) indicated that they sometimes take part in strategic planning. 20% sometimes take part in expenditure, sport and staff development. There is no indication (0%) in budget, management and policy-making. 40% always contribute in sport and strategic planning. 20% out of 100% take part in management. No indication (0%) in connection with budget, expenditure, policy-making and staff development. Only 20% showed uncertainty in sport and staff development. No indication (0%) in budget, expenditure, management, policy-making and strategic planning.

**Figure 6: EDO**

![Graph showing participation in various activities](image)

A high proportion (100%) indicated that they never take part in sport. No indication (0%) about budget, expenditure, management, policy-making, strategic planning and staff development. 0% rarely indicated in budget, expenditure, management policy-making, sport, strategic planning and staff development. A majority (100%) sometimes participate in budget, expenditure and strategic planning. No indication (0%) about management, policy-making, sport and staff development. A high proportion (100%) always takes part in management, policy-making and staff development. None (0%) indicated in budget, expenditure, sport and strategic planning. 0% is not sure about budget,
expenditure, management, policy-making, sport, strategic planning and staff development.

5.6 Interpretation of the processed data

Questionnaires formulated are to make sure that participants do agree with the views of writers stipulated in chapter one of the study.

- Governing bodies should take part in the formulation of vision, mission and values
  All stakeholders fully agree to this statement. According to SASA 84 of 1996 (as cited in Mncube, 2009) all public state schools in SA must have democratically elected SGB’s whose functions include developing mission statement for the school (section 20(1) (a).

- At school, everyone is regarded as a decision-maker within his/her area of performance
  All other stakeholders strongly agree to the above statement except 24% which does not agree and 5% which is not sure. Hargreaves 2003:9 (as cited in Williams, 2006) encouraged principals to embrace “distributed leadership and shared systemic responsibility” stressing the need for “data guided instructional decision-making.”

- At school, people work together productively and respectfully without considering post level
  Almost all stakeholders agree except 19% who disagree and 5% which is not sure. (Cited in Williams, 2006) Hargreaves stressed a need for educators to replace “strings of interaction with enduring bonds and relationships” and to “work and learn in collaborative groups” by pursuing “professional learning with colleagues.”
• Working together towards decision-making is effective
  All stakeholders fully agree to this statement except 5% which does not agree. Leaders must delegate to give themselves time to do complex and difficult management tasks, to improve productively or to develop the skills of their followers. Minor decisions and repetitive routines often consume major portion of the day. Most, if not all, of these can be delegated by teaching the followers the policies and procedures which apply. They are likely to know the details better than the leader (Calitz 2002:51).

• There is enough provision for the training of governing body members
  52% of all stakeholders agree while 48% disagree with the above statement. (Cited in Mncube, 2009) Mncube 2005&2008 declare that in practise, parent governors are not all participating fully yet since many of them lack skills to perform the duties assigned to them.

• The new governance structure brings challenges to the principals in planning management and leadership of the school
  71% of the stakeholders fully agree that there are challenges, 19% disagrees and 10% is not sure. Myburgh, Niehaus & Kok 1997:61-65 (cited in Niehaus & Myburgh, 1999) state that principals like most managers in various fields are faced with newly defined demands. It is hardly surprising that principals as well as educators in management positions struggle to cope successfully among many, sometimes diverse tasks and that principal are choosing out of the pressure to take early retirement.

• Principals should have a clear understanding of the South African Schools Act
  95% of the stakeholders agree without doubt with the above statement except 5% which is not sure. Principals of schools should understand SASA clearly, because they are under the authority of The provincial head
of education and are given the responsibility for the management of the schools as this is stated in the preamble of SASA, 1996 (RSA,1996(a)).

- Effective management requires participatory decision-making
  All stakeholders fully agree to this statement. The idea of collegiality has become enshrined in the folklore of management as the most appropriate way to run schools and colleges in the 1990s. It is closely associated with school effectiveness and school improvement (Harris 2002:67-68).

- Smooth-running of the school is improved by involving parents in the school activities
  100% of all stakeholders agree to this statement. Boaduo et al 2009 is citing the work of Fullan 2001:198 who concurs that “the closer the parent is to the education of the child, the greater the impact on child development and educational achievement.”

- Formulation of school policies is the responsibility the school governing body
  Stakeholders fully agree to this statement. Only 14% disagrees and 5% is not sure. Calitz et al (2002:87) cites Conradie 2000:85-86 who points out that policy-making functions such as the promotion of the best interest of the school, adoption of a constitution, development of mission statement and the acceptance of a code of conduct for learners are the management tasks executed by SGB.

- Governing body members should be part of the interviewing panel when selecting and recommending human resource at school
  Only 14% disagrees with the above statement and 5% is not sure. Naidoo 2005(as cited in Brown and Duku,2008 point out that SGB leadership responsibility include making recommendations on teaching and non-teaching appointments.
• The principal may delegate management functions to governing body members
57% of the stakeholders disagree to this statement while 38% agrees and 5% is not sure. Calitz et al 2002:87, when citing the work of Conradie (2000:85-86) proclaim that according to the modern management theory and practice, certain functions of the SGB are the management tasks which include policy-making functions, motivation and organising.

• Parents should also decide on the school curriculum
76% agree that parents should decide on the school curriculum whereas 10% disagrees and 14% is not sure. Ornstein and Hunkins (2004:324) declare that schools belong to the communities; they do not belong to educators so parents must furnish inputs into curriculum development and change.

• The principal should maintain the school image
95% agree without doubt that principals should maintain the school image whereas 5% disagrees. Oplatka Izha 2007 maintains that principals should always be involved in the marketing and image-building of their schools. They should emphasize the key role of marketing in educational environments, together with some discomfort arising from the need to be engaged in promotion, public relations and other forms of marketing.

• The parent component of the governing body plays no role in the day-to-day management of the school
Almost all stakeholders agree with this statement and only 14% disagrees. SASA as cited by Mncube, 2009 makes it clear that the day to day management (running) of the school is the responsibility of the principal and not of the SGB.

• There are enough programmes to empower principals
48% of the stakeholders disagree while 38% agrees and 14% is not sure. Bush & Heystek in Bush & Oduro 2006 (cited in Mestry and Singh, 2007) pronounced that most principals have no qualifications in management and also have limited opportunities for leadership development. They attend short in-service training which lasts from one to two days, organised by the provincial department of education.

- These programmes are satisfactorily

48% of the stakeholders disagree that these programmes are satisfactory while 42% agree and 10% is not sure. (Cited in Niehaus and Myburgh, 1999; Travers and Cooper (1996:50) declare that principals are not always sufficiently equipped to make carefully considered decisions in meeting situational demands. Eastern Cape schools face the collapse of carrying out management tasks by principals to encourage professionalism among educators. This state of affairs has also collapsed both educator professional standards and the culture of teaching and learning. Evidence is seen in the (a) teacher and learner high rate of absentism from school, (b) Poor Grade 12 results that the province continues to get (c) lack of trust in public rural schooling system by communities who move their children to independent urban schools.

- A course on financial management must be compulsory in the education training curriculum

Only 5% out of 100% disagrees and 5% is not sure. Campher (2003:37) states that the SGB financial committee includes people with expertise, for example, educators who are facilitators of economics and management sciences. Shay & Wood 2004:34 (as cited in Horn 2006 declare that many schools across the country are not offering entrepreneurship education. The primary reason for that is that schools do not have teachers who have an ability to teach entrepreneurship and supporting material is not available in many schools.
• In-service training on financial management must be provided to principals on a continuous basis
The rest of the stakeholders fully agree to the above statement and only 10% disagrees. Bush and Tony 2006 identified in the Gauteng schools that there is a need for financial management in schools and several aspects of human resource management. Qualifications at universities do supplement by short courses that fail to have meaningful impact on practise in schools. School-based assessment is needed as a key element of an expanded programme of leadership and management development.

• Students should be involved in school governance
Only 5% out of 100% disagrees with this statement. SASA (as cited by Mabovula, 2009) pronounces that a Representative Council of Learners at school must be established at every public school enrolling learners in the eighth grade or higher. Such a council is the only recognised and legitimate learner body at the school. To endorse this statement Makubu, 1993 elaborates by saying alienation of learners from decision-making results to learner frustration that will have a negative impact on education.

• The School Management Team executes its roles without challenges
57% of the stakeholders disagree while 24% agrees and 19% is not sure. As discussed by Barnes et al 2012 studies have discovered that the better the school culture and the school climate, the lower the levels of school violence. A lack of school safety contributes to the learners experiencing high levels of violence. This results to SMT’s incapability to execute its roles properly.

5.7 Interpretation of the participation grid

• Involvement of stakeholders in the school budget
Van Wyk 2004 points out that SASA has given authority the establishment of SGBs consisting of parents, educators, non-educator member staff
and students. They are placed in a powerful position with authority to influence fundamental issues such as school budget, school and language policy, discipline, appointment and promotion of teaching and administrative staff.

- Involvement of stakeholders in the school expenditure
  Mestry 2004 indicates that the Schools Act has advised how schools should manage funds. Although the department provides training for school governing bodies in financial management, financial problems in many schools have not dropped.

- The day –to –day management of the school
  Mestry and Khumalo 2012 declare that SGBs are tasked to manage discipline in schools through the enforcement of learner code of conduct. Many governors in rural schools still lack relevant knowledge and skills to plan and enforce a learner code of conduct effectively. The illiteracy level is the cause of this difficulty although training is provided by department. Parent governors are completely not engaged in day-to-day operations of the school and that also causes them to fail to contextualise discipline problems.

- Involvement of stakeholders in policy-making
  Mestry and Khumalo 2012 insist that SASA provides that SGB’s should adopt and assist in the enforcement of a learner code of conduct to maintain discipline.

- Organisation of sport
  (Cited in Van Deventer) Bloch 2009:58 supports that schooling in SA is a national disaster. Quality holistic education includes Physical Education (PE) and school sport should be the focal point of progress in developing countries. PE worldwide is in a political crisis. Curriculum 2005(C2005), the first democratic curriculum, launched a total onslaught on PE. Studies conducted in WC, EC, NC and FS discovered that teachers facilitating PE
are not qualified. Sport is a powerful tool to enrich the lives of poor township learners.

- Participation in strategic planning
  SGB is involved in the formulation of vision, mission and values. This obviously gives them opportunity to be involved in strategic planning.

- Participation in staff development
  Lemon 2004 states that in the ANC led government, people inherited a racially divided and discriminatory education system which was headed by the National Party. The reforms that were introduced in the 1990s, added an element of a market-driven system which demands all citizens more especially educators. Calitz 2002:26 maintains that Education Management Development encourages people development by re-skilling managers, teachers, governors and others by building their competences and providing on-the-job support to them.

5.8 Conclusion

(Cited in Mestry and Singh 2007) Gallie and Sayed 1997:461 insist on the legacy of the past education system which was characterised by unfairness, fragmentation, crisis in lawfulness in many schools and death of culture of teaching and learning. Resistance to change caused many serious managerial problems in schools that led to the sinking of the standards of education. Ramphele 1997:25 (as cited in Mestry and Singh 2007) is of the opinion that attempts by government to transform bad inequitable and inadequate school system are characterised by failure translate good policies into thorough practise.
Chapter Six

Findings, recommendations and conclusion

6.1 Introduction
This chapter will be discussing the findings of the study. Findings noted in this study might happen to be found in other studies as challenges of restructuring are a daily routine worldwide.

6.2 Findings
There is enough provision for the training of governing body members. The study found out that 48% of the stakeholders disagree with the above statement. When the democratic government took over in 1994, it aimed at building open and democratic societies. Among the several reforms that were established by the government SASA was introduced to regulate all public schools with SGB’s as partners in governance. Training of SGB’s is very important. In the history of apartheid, parents were never given an opportunity to manage and govern schools. Provision was made by government to train SGB’s. The challenge lies with those tasked to train SGB members. South Africa is in dearth of people who are having the necessary skills and SGB trainers fall under that category. Workshops that do take place last for one or two days. This puts more burdens to school principals as they have to direct and guide SGB’s. This reveals mismanagement and maladministration by the EC government where it is found out that funds set for running education department are mismanaged and even returned to the National Reserve Bank.

The new governance structure brings challenges to the principals in planning management and leadership of the school. Principals used to work under a centralised support system of the apartheid government. The decentralisation of powers with the premise of bringing government closer to the people posed huge challenges to school principals. The situation principals are in of having no
direction is much the same as the situation of the ANC government when it came into power. It becomes worse when the EC Department of Education show no stability. Its instability results into the ever-changing leadership and management which is influenced by political landscape. The chaos in the EC Department of Education has reached a climax which resulted into the National Department of Education intervening under s100 (b) of the Constitution. These management challenges under the Minister of Basic Education, Angie Motshekga are showing a fatal trail of inefficiency as this leads to substandard government schools. Another point that makes SA education standard even lower than that of Kenya, Zimbabwe and Tanzania is the political-administration-dichotomy. Education must be insulated from politics as this is one of the factors that are undermining education system. The chaos that is taking place in the EC Department of Education makes it impossible to enforce management and accountability, which shows clearly that there is dearth of administrative and leadership capabilities.

Smooth-running of schools is improved by involving parents in school activities, decide on school curriculum and be part of the interviewing panel. Parents were regarded as clients in their children’s schools. They did not have a say in their education. The introduction of participatory management is trying to share responsibility for the smooth-running of schools. For principals who are the products of apartheid and who are used to autocratic ruling, involvement of parents is not an easy task. Since Circuit 12 is in remote areas of King William’s Town and parents of these schools come from nearby farms, it is unusual to them to get involved in school matters. Illiterate people pay too much respect to school environments. Their illiteracy might be the cause of their withdrawal from school matters. It becomes more difficult when it comes to deciding on the curriculum. The schools should promote values of societies because education is value-based. Educators should accept what is valued by communities, meaning that the norms, values, beliefs and cultures of societies are maintained. Smooth-running of schools in the EC is still a dream as parents are fed-up and have lost hope. Principals are tired of writing to the department which does not take action.
Absence of smooth-running in schools and low education system is the cause of pupils between communities and provinces. This resulted in the department to earmark about 500 schools that will be closed because of low numbers. One of the schools in King William’s Town District had over 30 pupils this year who are learning in the kitchen because the school has already reached its capacity. Two other formal Model C schools in East London had more than 400 learners in their waiting list for pupils that are moving from township schools that are not attractive. A comment released by Western Cape Premier, Helen Zille, sparked outrage when she called Eastern Cape pupils flocking to the Western Cape in search for better education “refugees”. A ten-day survey conducted at the beginning of 2012 showed about 8000 children from the EC have unexpectedly entered the WC education system.

Principals may delegate some of the management functions to the SGB. More than a half of the stakeholders disagree with the statement. SASA has clearly stipulated the roles of stakeholders in connection with school governance.

There are enough programmes to empower principals and these programmes are satisfactory. The study reveals that there are not enough programmes. It was indicated earlier in the study that all Circuit 12 principals are products of apartheid. The beginning of democracy opened doors for SA to network with the developed countries. Networking means the use of technology in order to connect and be connected. As it is today, technology is so advanced. The results of this study might be because they cannot catch up with the ever-changing world in as far as management and leadership is concerned. The lack of competency among education officials led education superintendent-general Modidima Mannya threaten to suspend five district directors because of poor performance of their districts, maladministration and other matters.

A course on financial management must be compulsory and in-service training on financial management must be provided continuously. The study reveals that there is a need for financial management. All projects that are planned need to
be financed and these finances must be managed properly. Almost all managers have a weakness on this part. Failure to manage finances is a wake-up call to the government to provide training to principals time and again. Training alone is not enough; monitoring must be done by the department officials on the implementation. Time frames on financial reports must be set. Studies advise that the financial committee must consist of people who are doing or have done business studies, something which is practically impossible as educators with such expertise are very scarce. On the other side, Public Finance Management Act, 1996 stipulates that anyone can be a good financial manager without looking at the background or qualifications as long as that person has a smart way of managing finances. Continuous training of principals is the responsibility of the EC Department of Education which has been in the headlines about its incapability to spend budget. The department has got backlogs and it keeps on under spending on programmes. It is clear that the department will continue under spending on crucial programmes because of lack of capacity.

6.3 Recommendations

South Africa as a developing country needs citizens that are having knowledge, skills and values. There is no country that can develop without educated people. This means therefore that education should be regarded as an essential service. As essential as it is, it is so complex. Its complexity involves educators, students, administrators, consultants, state employees, university professors, parents lay citizens and political officials interested in education.

Transforming the socially engineered mass that democracy inherited from apartheid in 1994 was going to be almost impossible. Perhaps our biggest mistake in the nearly two decades since the formal end of white rule has been to assume that the task was so obvious that virtually anyone could do it. All we had to do was dismantle the artificial barriers put up by whites to keep blacks
subjugated and to replicate the services built for that largely urban-white minority across the country.

Several problems always occur between teachers, SGB’s and SMT. This means that strong ties of relationship have to be built between teachers, SGB’s and SMT. Most of these problems arise when it comes to financial matters and appointment of a new staff member.

At the present juncture, SA does not need certain requirements in order for one to qualify for principalship, and this might be one of the issues that hinder management and leadership in schools. This is a call to the government to require principals who have national professional standards. On top of that principals must be appointed on a one-year contract basis so that they can prove their competencies.

Parents must be allowed participation or even informed of everything that is happening at school. Lack of knowledge or information causes conflicts and protests that we see as a national phenomenon. Promotion of Access to Information Act is one of the reforms that were introduced by today government so as not to deny citizens of information. Batho Pele principles are preached over the heads of all managers but they are not practised.

Better and more frequent inspection on schools must be done as it used to be during apartheid regime. Training of school managers and office-based managers on monitoring and evaluation is highly needed. It is obvious that there is ability and inability to execute management and leadership roles. Challenges are caused by the nature of challenge at hand which requires a manager to have specialised skills and knowledge.

Another thing that is collapsing management and leadership in our schools is the mismanagement and misappropriation of funds through fraud and theft. The idea of paper budget and transfer of funds into a school bank account is good. Each time the new SGB is elected, continuous trainings on financial management are required. Educators must also be motivated do short courses on financial
management. The provincial department of education must spend its budget wisely; Minister Pravin Gordhan has just announced EC as a worst spending province. All this requires an effort to enhance project management capability of the provincial administration.

6.4 Conclusion

SASA was found on the belief of participation and representation in school governance. The idea of participation is not understood clearly by everyone. According to SASA, in order to achieve the desired outcomes, traditional top-down approach in management can take its course. Shared decision-making must be practised. For principals who are the products of apartheid and who are used to it, shared decision-making is a major challenge. The main driver of participatory management is the principal. In order to avoid the exodus of pupils from township schools to former Model C schools, the government must make rural and township schools more attractive by supporting them with funds and expertise. A school should be value-based because it is where tomorrow leaders are moulded. Educators must be encouraged to be life-long learners in terms of expertise.
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Promotion of Access to Information Act No. 2 of 2000.

Public Finance Management Act No. 1 of 1999.

Public Service Act No. 103 of 1994.


APPENDIX 1
DEPARTMENT OF PUBLIC ADMINISTRATION

The aim of this study is to analyse management and leadership challenges confronting school principals in C12 schools of the King William’s Town District, EC.

Dear colleague,

South Africa is one of the countries that have decentralised some educational decision-making powers to the individual institution level, where the institutions through their school governing bodies take responsibility for certain educational decisions. The School Governing Bodies have been in existence since 1996 as part of the National Department’s effort to allow local participation and accountability.

Would you please spare a few minutes of your time to complete this questionnaire

Take note:

- Do not write your name on the questionnaire, your name remains anonymous.
- There are no correct or incorrect answers in section B or C, your first spontaneous reaction is the most valid one.
- This is not a test of your competence. We merely require your honest opinion in order to obtain reliable and trustworthy data.
- Please answer ALL questions.
- Please return this questionnaire to the person from whom you received it, after having completed it.
- It should return by ……………………………..
Thank you for your valuable time and input.

Yours faithfully

…………………………..                                     ………………………
Ngangelizwe N.O.                                             Mr Mentoor (EDO)
P.O. Box 3332                                                Department of Education (C12)
King William’s Town                                           K.W.T. District
5600                                                        Eastern Cape
084 640 4933
APPENDIX 2

Section A–Bibliographical information (referring to principals)
Circle the applicable number where necessary.
If you are a female then circle as follows:

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1. Gender

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2. Your teaching experience (completed years)

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3. Number of completed years as principal

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5. Your school is a:

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6. Most senior post prior to becoming principal at this school:

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**Section B**

For this part of the questionnaire, indicate your response by circling 1, 2, 3, 4, 5

To what extent do you agree or disagree with the following statements:

1. Governing bodies should take part in the formulation of vision, mission and values.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Not sure</th>
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<tr>
<td>1</td>
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2. At school, everyone is regarded as a decision-maker within his/her area of performance.

<table>
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<th>Agree</th>
<th>Strongly Disagree</th>
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3. At school, people work together productively and respectfully without considering post level.

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<th>Disagree</th>
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4. Working together towards decision-making is effective.

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<th>Disagree</th>
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5. There is enough provision for the training of governing body members.

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6. The new governance structure brings challenges to the principals in planning management and leadership of the school.

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7. Principals should have a clear understanding of the South African Schools Act 1996.

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<th>Not sure</th>
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8. Effective management requires participatory decision-making.

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<th>Agree</th>
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<th>Disagree</th>
<th>Not sure</th>
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9. Smooth-running of the school is improved by involving parents in the school activities.

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<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Not sure</th>
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10. Formulation of school policies is the responsibility of the governing body.

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<th>Agree</th>
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<th>Disagree</th>
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11. Governing body members should be part of the interviewing panel when selecting and recommending human resource at school.

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12. The principal may delegate management functions to governing body members.

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13. Parents should also decide on the school curriculum.

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14. The principal should maintain the school image.

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15. The parent component of the governing body plays no role in the day-to-day management of the school.

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16. There are enough programmes to empower principals.

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17. These programmes are satisfactory.

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18. A course on financial management must be compulsory in the education training curriculum.

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19. In-service training on financial management must be provided to principals on a continuous basis.

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20. Students must be involved in school governance.

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21. The School Management Team executes its roles without challenges.

<table>
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<tr>
<th></th>
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</table>
Section C-Participation Grid

For this part of the questionnaire, indicate your response by indicating the level of participation in each cell. What is the level of participation of the stakeholders when dealing with activities identified below.

Use this response category choice:


<table>
<thead>
<tr>
<th></th>
<th>Deciding on the school budget</th>
<th>Deciding on the school expenditure</th>
<th>Day to day management of the school</th>
<th>Governance (Policy-making)</th>
<th>Organising sport</th>
<th>Strategic planning</th>
<th>Staff development program</th>
</tr>
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<tbody>
<tr>
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### Summary of participation Grid

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