

**CHALLENGES CONFRONTING SCHOOLS GOVERNING BODIES IN
MAKING SCHOOLS SPECIFIC POLICIES: A CASE STUDY OF
MALAMULELE NORTH EAST CIRCUIT**

BY

SHIVAMBU PHANUEL.

(STUDENT NO: 11604442)

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Supervisor: Prof M.P Khwashaba

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ABSTRACT

The Department of Education, through the South African Schools Act No 84 of 1996 aim to instill the principles of democracy, equity, equality and transparency in schools, as it provide for a "uniform system for the organisation, governance and funding of schools" SASA (1996). The large responsibility of managing and governing schools is in the hands of schools with the help from the Department of Education. It is for this reason that this study aims to explore the role and effectiveness of School Governing body as it carries this amount of responsibility mentioned above.

In April 1994, after South Africa's first democratic elections, a new era in education commenced. The education system was transformed to a unitary system and a programme of legislation was launched aimed at promoting democratic ideals and practices. It therefore takes a capacitated SGB to facilitate the process and procedures for the newly introduced legislations.

The study uses both quantitative and qualitative techniques for data collection and analysis. Qualitative techniques were mostly used in that they provide the researcher with an understanding of experiences and problems faced by SGB during the implementation of the policies. Random and purposive samplings were used for the selection of sample for the study. Both primary and secondary data were used for analysis in this study. Secondary data were obtained from government publication, research publication, and report. Primary data were obtained through questionnaires.

The findings of this study have shown that there are differences in the understanding of roles to be played in the SGB. Learners, educators and SMT members feel that they play a positive role in the SGB whilst the parent members do not understand their roles, and this impact negatively on the effectiveness of the SGB. The study also showed that the low levels of literacy amongst parents disadvantage them in terms of their understanding of educational issues and how to perform required tasks, however good cooperation and understanding amongst member supplement the weaknesses of this SGB.

The recommendations suggest the need for workshops and capacity development programmes to improve confidence amongst parents as well as to provide information to all SGB members.