

**A capability analysis of the working relationships between principals and chairpersons
of school management committees in Lesotho**

THESIS PRESENTED FOR THE DEGREE OF MASTER IN EDUCATION

DEPARTMENT OF EDUCATION

UNIVERSITY OF THE WESTERN CAPE

BY



MOTENA BERNICE MOSOTHOANE

UNIVERSITY of the
WESTERN CAPE

SUPERVISOR: DR. ROUAAN MAARMAN

MARCH 2012



UNIVERSITY of the
WESTERN CAPE

A capability analysis of the working relationships between principals and chairpersons of school management committees in Lesotho

KEY WORDS

Lesotho Education Act no. 10 of 1995

School Management Committees

Church Schools

Capability Approach

Achievement

Freedom

Working Relationships

Decentralisation

School- Based Management

Leadership and Management



ABSTRACT

A larger number of schools in Lesotho are owned and controlled by churches whereas the government pays teachers' salaries and provides school facilities through the national budget. It is through this partnership that the Lesotho government and the churches have a strong link that characterises the Lesotho school management system. However, there have been some major shifts taking place in the education sector of Lesotho that are affecting the way schools are organised, managed and governed. The BCP government considered to revise all the education bills which resulted in the enactment of the LEA of 1995. The LEA of 1995 vested the responsibility of the management of primary schools on democratically elected committees.

The study investigated the working relationships between principals and chairpersons of school management committees (SMCs) of selected church primary schools in Lesotho. The focus of the study was to analyse the working relationships between principals and chairpersons of the SMCs towards their roles and responsibilities as set out in the LEA of 1995. The study was approached from the capability approach. The core of the capability approach is to evaluate the achievement of a society by paying attention to what its members are able to be and to do. One of the roles of the SMCs is to allocate resources in schools by recommending for the appointment of teachers. Therefore, the study utilised the capability approach in order to explore the freedoms that principals have towards choosing resources that they want for schools.

The study adopted the qualitative research approach. Data was collected through three qualitative research instruments namely, semi-structured interviews, observations and document analysis. The interviews were conducted for 16 participants who comprised the chairpersons of the two SMCs (RCC and LEC), principals' representatives, teachers' representatives and principals who were non-members of the SMCs. The purpose of the observations was to observe the physical environments, the behaviours of schools as well as the general availability of resources. Document analysis was done in order to draw on the conclusions of the contents of the SMCs' records of minutes, schools' financial reports and progress reports. The researcher used different methods of data collection in order to find answers to the research questions and also to achieve the aims of the study. The researcher used both constant comparative method and content analysis to analyse data. The data was analysed and interpreted against the views of the participants and literature review.

The study confirmed that in both of the SMCs, most of the principals generally had satisfactory working relationships with the chairpersons. The findings of this study revealed that even though the SMCs perform their roles and responsibilities as set out in the LEA of 1995, there are some broad challenges that church schools face that emanate from the social conversion factors such as social norms, culture and practices within church schools, and environmental conversion factors like geographical locations. The findings further revealed that lack of adequate resources such as classrooms and teachers hampered the teachers' capability to deliver instruction in a normal way because they had to teach multi-grades. These were found to be the challenges that affected the principals' freedoms and capabilities to use and convert resources into achievement. Furthermore, the study exposed fair decision-making regarding resource allocation by the SMCs. Principals were free to use school funds as long as they submit the financial reports to the SMCs at the end of the year. However, the conclusion drawn from document analysis showed that not all the schools under study submitted financial reports. The findings reflect that there are no transparent guarantees in some of the school regarding the

control and use of school funds. The findings of this study have some implications and recommendations to the Ministry of Education and training, church schools, teachers and principals who wish to work in church schools. The study recommends that the Ministry of Education and Training should reconsider the representation of one principal for six schools in the SMCs by establishing the school management system that calls for one school management committee per school. The Ministry of Education and Training in partnership with churches should make efforts to delineate the appropriate roles of churches in the provision of education with regard to the local hiring system whereby the SMCs select teachers to be appointed in their schools. Teachers should be transferred to the schools where multi-grade teaching is still practised in order to rationalise distribution of teachers in church schools. Principals and teachers should make informed decisions when choosing the schools that they want to work at, especially if it is a church school. They should make sure that the church schools they choose to be appointed to shall serve their beliefs, not only to focus on salaries.



DEDICATION

I dedicate this work to my late parents, Taunyane Aston Mosothoane and ‘Malimakatso Alphoncina Mosothoane. Although they may no longer be around to see my achievement, their love and advices made me who I am today.



DECLARATION

I **Motena Bernice Mosothoane** declare that “*A Capability Analysis of the Working Relationships between Principals and Chairpersons of School Management Committees in Lesotho*” is my work. It has not been submitted for any degree or examination in any other university, and that all sources I have used and quoted have been indicated and acknowledged through complete references.

Signed.....

Motena Bernice Mosothoane

Date.....



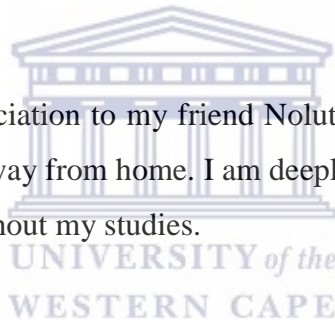
ACKNOWLEDGEMENTS

Foremost and sincere thanks to the Almighty God for carrying me through the hard times that I encountered during my final year of study. He granted me the strength and courage to finish this thesis.

I wish to express my heartfelt gratitude to my supervisor Dr. Rouaan Maarman who wholeheartedly provided unconditional support, advice, encouragement, patience, significant and constant guidance from the commencement to the completion of this thesis.

Special and sincere thanks to my whole family, especially my sisters, Mampoi and Pamola for all the support that they gave me during my time of study away from home. They always listened to me when I called for their support. Their love and support was my pillar of strength to carry on when the road I was trudging seemed all up hill. Thank you for trusting and believing in me.

I acknowledge my sincere appreciation to my friend Noluthano Feshy Hlazo and her family who made Cape Town a home away from home. I am deeply indebted to the Hlazo family for loving and supporting me throughout my studies.



I wish to thank my colleague Paul Munje for all the support and advice during the inception of this study. Dr. Neetha Ravje for all the support and input throughout this journey. My writing coaches, Tinashe Mawere and Rudo Ngara for the support, guidance, constructive and insightful comments that contributed to the successful completion of this thesis.

Grateful thanks to the School Management Committees (SMCs) of the Roman Catholic Church and the Lesotho Evangelical Church for granting me permission to conduct this study in their schools. This study would have not been successful without the co-operation of the two SMCs.

I THANK YOU ALL!!!!

ABBREVIATIONS

ACL	Anglican Church of Lesotho
ACP	Advanced Certificate in Primary
ASC	Advisory School Committee
BCP	Basotho Congress Party
BNP	Basotho National Party
COSC	Cambridge Overseas School Certificate
EO	Education Officer
LEA	Lesotho Education Act N0. 10 of 1995
LEC	Lesotho Evangelical Church
LPTC	Lower Primary Teachers' Certificate
LTTU	Lesotho Teachers' Trade Union
PEMS	Paris Evangelical Church Society
PTC	Primary Teachers' Certificate
RCC	Roman Catholic Church
SBM	School –Based Management
SEO	Senior Education Officer
SGBs	School Governing Bodies
SMCs	School Management Committees

TABLE OF CONTENTS

Pages

Keywords	(i)
Abstract	(ii) – (iii)
Dedication	(iv)
Declaration	(v)
Acknowledgements	(vi)
Abbreviations	(vii)
Table of Contents	(viii)- (xiv)

CHAPTER ONE

Introduction and Background

1.1	Introduction	1 - 3
1.2	The Capability Approach and the working relationships	4 - 6
1.3	Statement of the Problem	6
1.4	Purpose of the Study	7
1.5	Delimitation of the Study	7
1.6	Research Questions	8
1.7	Research Aims	8
1.8	Research Methodology	8
1.8.1	Research Design	9
1.8.2	Selection of Participants	9 - 10
1.8.3	Data Collection	10
1.8.4	<i>Data Analysis</i>	11
1.9	Research Ethics	12
1.9.1	Informed Agreement	12
1.9.2	Right to Withdraw	12
1.9.3	Privacy and Confidentiality	12
1.9.4	Storage and Security	12
1.9.5	Disclosure	12



1.9.6 Integrity	12 - 13
1.10 Thesis Layout	13

CHAPTER TWO

Theoretical Framework and Working Relationships between Principals and Chairpersons of SMCs

2.1 Introduction	14- 15
2.2 The History of Lesotho Education	15
2.2.1 Missionary Education in Lesotho	15 - 16
2.2.2 Lesotho Education during the Colonial Period	16 - 17
2.2.3 The Relationship between Political Parties and the Churches in Lesotho	17 - 18
2.2.4 Lesotho Education after Independence	19 - 20
2.2.5 Lesotho Educational Reforms between 1986- 1993	20
2.2.6 The BCP Government and the Enactment of the LEA of 1995	21 - 22
2.2.7 Summary	
2.3 Theoretical Framework	23
2.3.1 Sen’s Theory of Capability Approach	23 - 24
2.3.2 The Major Constituents of the Capability Approach	24 - 31
2.3.3 Five Types of Freedoms	31
2.3.3.1 Political Freedoms	31 - 32
2.3.3.2 Economic Facilities	32
2.3.3.3 Social Opportunities	33
2.3.3.4 Transparency Guarantees	33 - 34
2.3.4 Summary	34 - 53
2.4 Working Relationships between Principals and Chairpersons of SGBs	35
2.4.1 Some Studies on Relationships between Principals and SGBs: South African Perspective	35 - 38



2.4.2	The Importance of Relationships between Principals and the Chairpersons of School Management Committees	38 -39
2.4.3	The Key Features of a Good Working Relationship	39
2.4.3.1	Trust	40
2.4.3.2	Decision-Making	40
2.4.3.3	Respect	40 - 41
2.4.3.4	Effective Communication	41
2.4.3.5	Interrelatedness	41 - 42
2.4.3.6	Diversity	42
2.4.4	Conflict	42 - 44
2.4.4.1	Types of Conflict	44
2.4.4.2	Positive Conflict	44
2.4.4.3	Negative Conflict	44 - 45
2.4.5	Summary	45 - 46
2.5	Education Decentralisation	46
2.5.1	What is Decentralisation?	46 - 47
2.5.2	Forms of Decentralisation	47
2.5.2.1	Deconcentration	47
2.5.2.2	Delegation	48
2.5.2.3	Devolution	48
2.5.3	Education Decentralisation in Lesotho	48 - 50
2.5.4	Summary	51
2.6	School-Based Management	51 - 53
2.6.1	Summary	53 - 54
2.7	School Leadership and Management	54
2.7.1	School Leadership	54 - 55
2.7.1.1	Chairpersons of the SMCs as Leaders in Schools	55 - 56
2.7.1.2	Principals as Leaders in Schools	56 - 58
2.7.2	School Management	58 - 59
2.7.3	Leadership and Management as Intertwined Concepts	59 - 60



2.7.4 Summary	60 -61
2.8 Conclusion	61 - 62

CHAPTER 3

Research Design and Methodology

3.1 Introduction	63
3.2 What is Research?	63 - 64
3.3 Different Research Approaches	64
3.3.1 Types of Qualitative Research Approach	64 - 65
3.3.1.1 Case study Research	65
3.3.1.2 Grounded Theory	66
3.3.1.3 Ethnographic Research	67
3.3.1.4 Action Research	68
3.3.1.5 Historical Research	68 - 69
3.3.2 Types of Quantitative Research Approach	69 - 70
3.3.2.1 Correlational Research	70
3.3.2.2 Experimental Research	70 - 72
3.3.2.3 Quasi-experimental Research	72 - 73
3.3.3 Mixed Methods Research Approach	73
3.3.3.1 Descriptive Research	73
3.4 Research Design	74 - 75
3.4.1 Case Study	75
3.5 Research Methodology	75 - 76
3.5.1 Research Population and Sample	76
3.5.1.1 Population	76 - 77
3.5.1.2 Sample	77 - 80
3.5.2 Data Collection	80



3.5.3 Research Instruments	81
3.5.3.1 Semi- structured Interviews	81 - 82
3.5.3.2 Observations	82 - 83
3.5.3.3 Document Analysis	83 - 84
3.6 Trustworthiness of the Study	84
3.6.1 Credibility	85
3.6.1.1 Triangulation	85
3.6.2 Transferability	85 - 86
3.6.3 Dependability	86
3.6.4 Confirmability	86 - 87
3.7 Data Presentation and Data Analysis	87 - 88
3.8 Research Process	88 - 89
3.9 Research Ethics	89 - 90
3.10 Limitations for the Study	90
3.11 Conclusion	90 - 91



CHAPTER FOUR

Data Presentation, Analysis and Discussion

4.1 Introduction	92 - 93
4.2 Biographical Information of SMC Members and Principals	93 - 100
4.3 Semi-structured Interviews of 16 Participants	100 - 101
4.4 (A) Roles and Responsibilities of the Chairperson of SMC	101
4.4.1 Meetings	101 - 103
4.4.2 School Supervision	103 - 105
4.4.3 Discipline	105 - 106
4.4 (B) Roles and Responsibilities of Principals' Representative	106 - 109

4.5	Resource Allocation and Conversion for Achievement	109
4.5.1	Decision-Making Regarding Resource Allocation (Teachers' Recommendations)	109 - 113
4.5.2	Availability of Resources and Freedom to Convert Available Resources for Achievement	114 - 119
4.5.3	Principals' Freedom to use School Finances	119 - 124
4.6	Working Relationships	124
4.6.1	Working Relationships between the Chairperson and the Principals per SMC	125 - 131
4.6.2	Working Relationships between Principals' Representative and the Chairpersons of the SMCs	131 - 134
4.6.3	Working Relationships between Principals' Representatives and Principals	134 - 136
4.7	Challenges of Working in a Church School	136 - 139
4.8	Conclusion	140



CHAPTER FIVE

Conclusions and Recommendations

5.1	Introduction	141 - 142
5.2	Conclusions	142
5.2.1	Roles and Responsibilities the SMCs	142 - 143
5.2.2	Resource Allocation and Conversion for Achievement in Schools	143
5.2.3	Working Relationships	144
5.2.4	Challenges of Working in a Church School	144 - 145
5.3	Implications and Recommendations	145 - 147
5.4	Recommendations for Further Research	147 - 148

APPENDICES

- | | | |
|-----------------|-----------|---------------------------------------------------------------------------|
| APPENDIX | A1 | Interview Schedule for Chairpersons of the SMCs |
| APPENDIX | A2 | Interview Schedule for Principals' Representatives |
| APPENDIX | A3 | Interview Schedule for Teachers' Representatives |
| APPENDIX | A4 | Interview Schedule for Principals (Ex-officio Members) |
| APPENDIX | B | Biographical Information for Participants |
| APPENDIX | C | Letter from the supervisor |
| APPENDIX | D | Application to the District Education Officer to conduct Research |
| APPENDIX | E | Application to the Chairpersons and Principals to conduct Research |
| APPENDIX | F | Consent Letter for Participants |



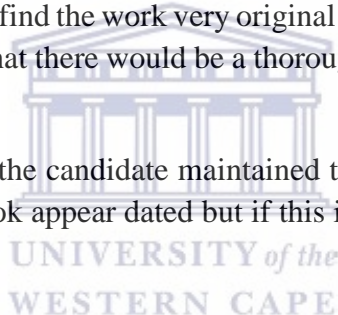
Stellenbosch University
Faculty of Arts and Social Sciences
Department of English
P.O. Box 1506
Matieland, 7602
Stellenbosch

13/11/11

TO WHOM IT MAY CONCERN

This serves to confirm that I edited the Master degree thesis of Miss Motena Mosothoane of University of the Western Cape. I find the work very original and insightful. However, I pointed out the following with the hope that there would be a thorough discussion between her and her supervisor.

1. The thesis is reportage in that the candidate maintained the past form of tenses throughout her discussion. This made the work appear dated but if this is acceptable, and then the work is good for publishing.



Thank you for understanding.

Sola Ogunbayo

shammahpen@yahoo.com
solaogunbayo@hotmail.com

0731853318

CHAPTER ONE

Introduction and Background

1.1 Introduction

Formal education in Lesotho was introduced by the colonial masters and their missionary counterparts. Most of the primary schools were owned and managed by church leaders, especially primary schools. It is common knowledge that religious institutions in Lesotho are known to be autocratic in their making. This is justified by the fact that the government attempted to shift powers from churches to government but churches protested against such a decision (Motsu 2002: 32; Kaibe 2001:33; Muzvidziwa and Seotsanyana 2002: 7). According to the Education Sector Survey (1982:3) and the Ministry of Education (1978)) the government initiated the education policy guidelines which stated that the provision of education was to be a partnership among communities, government and the Christian churches. However, the education policies were never put into practice because the churches opposed secularization of educational management.

Leadership in church schools inherited the kind of authoritarian governance from the churches' control and Education Acts in Lesotho which propose democratic norms are often met with resistance in church schools. Motsu (2002:63) revealed that, the Roman Catholic Church (RCC) viewed the Lesotho Education Act No.10 of 1995 (LEA 1995) as a mechanism to be used by the government to take control of schools from the churches. As a result, the RCC instructed its members to oppose policy of educational decentralisation. Nevertheless, there have been some major shifts taking place in the education sector of Lesotho that are affecting the way schools are organised, managed and run. The LEA of 1995 proclaims that a principal should be appointed by the School Management Committee (SMC). Therefore, the principal is in the front line regarding challenges and has to manage the relationship between SMC and the church. In this regard, it is the principal's task to create a harmonious working relationship between all stakeholders.

In Lesotho, the government and the churches work closely together for the provision and management of education. A larger number of schools in Lesotho are owned and controlled by churches whereas the government pays teachers' salaries and provides school facilities through

the national budget. It is through this partnership that the government and the churches have a strong link that characterises the Lesotho school management system.

The diagram below illustrates the structure of different role players in the management of church schools in Lesotho. The diagram was adopted from smart draw.

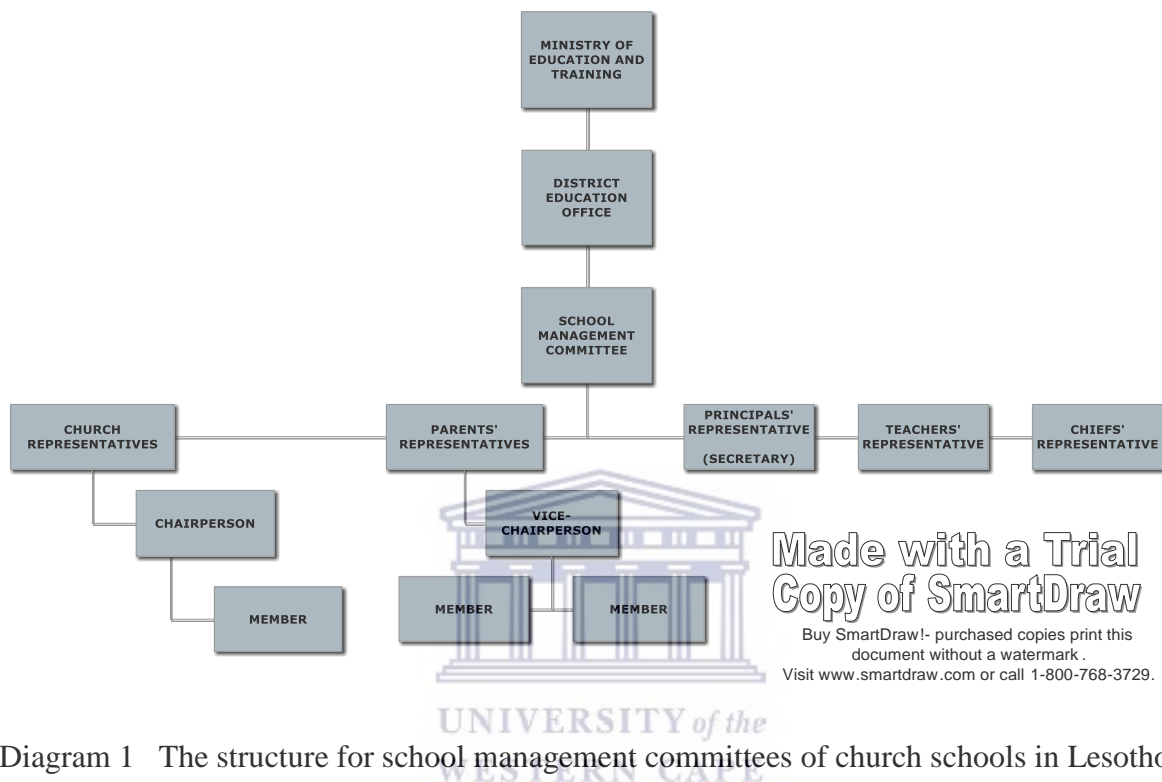


Diagram 1 The structure for school management committees of church schools in Lesotho

A management committee comprises a representative of mixed groups. According to the LEA of 1995 section 17 (The Lesotho government gazette, 1995:962) each SMC shall consist of the following members: two members elected by representatives of the proprietor (church), one of them shall be the chairperson; three members elected by representatives of parents, one of them shall be the Vice-chairperson; the principal elected by the principals of the schools under one management committee who shall be the secretary; one teacher elected by representatives of teachers; one representative of chiefs under whose jurisdiction the eight schools which belong to one proprietor fall.

This is the type of governance which is required in the styles and perceptions of the new public management, where models of consumer empowerment, accountability and decentralization are endorsed by governments as the means of promoting participatory democracy and

accountability (Donnelly, 2000:164). Each church primary school has an Advisory School Committee (ASC) that consists of nine members appointed by the church including the principal as an ex-officio member. The composition of one SMC derives from these various ASCs and the SMC is expected to meet at least four times a year. The LEA of 1995 stipulates that every primary school shall be managed by a management committee appointed by the proprietor and approved of by the Minister of Education and Training. Each management committee is responsible for a maximum of eight schools which belong to one proprietor (church).

According to the Lesotho government gazette (1995: 962-65) section 18 of the LEA of 1995 the responsibility of the SMC is to supervise schools under its authority; to be responsible for the management and proper efficient running of the schools under its control; recommend to the Educational Secretary or Supervisor whether a teacher should be appointed, disciplined, transferred or removed from school on the advice of the District Education Officer; recommend to the Educational Secretary or Supervisor the promotion or demotion of a teacher; submit the financial statement of accounts of the school to the proprietor (church) and parents in the final term of the school year; submit a financial report or statement of accounts of the school to the Principal Secretary when required. The chairperson of the SMC is responsible to preside at all meetings of the management committee and, in his absence, the vice-chairperson shall preside. A member of the management committee holds office for a period of three years, and is eligible for reappointment.

As stipulated in the Lesotho government gazette (1995: 961) section 14 (A) of the LEA of 1995, the principal is responsible for discipline, organisation and day to day running of a school; as the chief accounting officer of the school, he or she shall be responsible to the SMC for the control and use of school funds. He or she should keep school records of income and expenditure, and prepare an annual school budget which shall be submitted to the SMC for approval. A school financial statement should be submitted to the SMC for its approval at the end of each school year. The principal shall perform any other duties as may be prescribed by Minister (employer) or delegated to him by the SMC (proprietor).

1.2 The Capability Approach and the Working Relationships

Sound working relationship between the SMCs and principals is a requirement for the development and well being of schools as there are many different role players. Amartya Sen's (1992) capability approach is used as a theoretical framework to understand what freedoms principals and chairpersons of SMCs have to lead the kind of professional lives that they value. The capability approach focuses on analysing what people value and have reason to value in the society or environment. Sen (1992) views the core of the capability approach as to evaluate a person in terms of his or her actual ability to achieve what he or she values and has reason to value. However, Sen (1992) believes that for a person to achieve what he values or has reason to value; we must look at the extent of freedoms a person has in order to achieve the functionings he or she values.

Given that the LEA of 1995 gave churches the authority to recommend for the appointment and promotion of teachers and principals, churches are given the freedom to promote teachers who are their members to the principal's position. This is supported by Sen (1992:19) when arguing that human beings "begin life with different endowment of inherited wealth and liabilities". Sen (1992: 51) asserts that "choosing a life-style is not exactly as having that life-style no matter how chosen, and one's well-being does depend on how that life-style happened to emerge". Hence the principals' inheritance of denominational affiliation leads to becoming church school principals. However, decisions to recommend for the appointments of teachers are not the church's discretion only. In the past, the churches through the school secretariat had authority to appoint a principal or a teacher, excluding principals in decision-making. The capability approach assesses policies according to their impact on individual's capabilities (Robeyns, 2005:94). According to Sen (1992:5), the capability approach mainly suggests that "social arrangements should aim to expand people's capabilities, their freedom to promote or achieve what they value doing and being". Sen (1992:5) puts forward that as human beings develop, their development should be tested against the freedom that they currently enjoy than they did in the past.

In this study, the capability approach is used to evaluate the impact that the LEA of 1995 has on the principals' capabilities to choose resources (teachers) that they value and have reason to value. Prior to the implementation of the LEA of 1995, principals were denied the opportunity to take part in decision-making in the school committees as well as to choose teachers that they

wanted for schools. Therefore, the impact of the LEA of 1995 on principals is analysed through the capability approach since it is viewed as a “broad normative framework for the evaluation and assessment of individual well-being and social arrangements” (Robeyns, 2005:94).

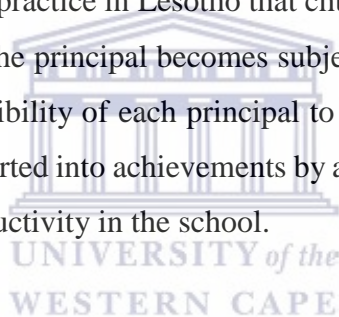
Sen (1992:5) asserts that “freedom of choice can indeed be of direct importance for the person’s quality of life and well-being”. He further posits that a person’s ability to act freely and “being able to choose are directly conducive to well-being, not just because more freedom makes more alternative available”. Dre`ze and Sen (2002: 3) stress that “working within the capability approach in no ways exclude the integration of an analysis of resources or other means”. Nevertheless, Sen (1992:37) acknowledges that “the gap between *resources that help us* to achieve and the extent of *freedom itself* is important in principle and can be crucial in practice”. Since the capability approach is concerned with the freedom that people have that could lead to the achievement of certain functionings, Sen (1992:32) argues that “freedom has to be distinguished not merely from achievement, but also from resources and means to freedom”.

Despite the freedom that a person may have in order to achieve beings and doings that he values and has reason to value, there are various conversion factors based on broader social and cultural context that have to be considered. The conversion factors that influence the freedom to achieve certain being and doings are (1) personal conversion factors such as gender, character and literacy skills, (2) social conversion factors like social norms, culture and practices within a society, and (3) environmental conversion factors like geographical locations (Robeyns, 2005:99).

Referring back to diagram 1 about the composition of the SMCs, the researcher agrees with Sen (1992:33) that “the conversion problems can involve some extremely complex social issues, especially when the achievements in question are influenced by intricate intra- group relations and interactions”. Therefore, the researcher found the capability approach to be an appropriate framework for this study because the study aimed to investigate how the allocation and conversion of resources in schools is influenced by the dynamics between principals, churches and chairpersons of SMCs. Since the SMCs comprise of mixed individuals with different characters, the way in which they behave, relate and interact with each other affects the well-being and the culture of schools in different ways. Furthermore, the type of interaction that they have determines the nature of the capabilities and freedoms that they have while serving the church schools. In one way or another, the type of relationships that they have might

as well influence the SMC members and the principals to perform their roles and responsibilities the way they do, which will later affect the allocation and conversion of resources.

Schools may achieve their goals or objectives not because they have better resources, but rather the way in which they make better use of resources. Schools have certain opportunities to resources varying from human, physical, financial and time resources. However, if schools want to convert available resources into achievements there might be challenges because of the dynamics between the churches, the SMCs and principals because principals serve both the government and the churches. Principals may wish to use resources in different ways that they think are best for the schools but the SMCs may not necessarily share the same view. For example, a principal may want the SMC to recommend a qualified teacher or a teacher with certain skills to be appointed to the school, not looking at the denominational background of the teacher. In such cases there might be objections by the SMC if the teacher does not belong to the church since it is common practice in Lesotho that church schools appoint teachers who are their members. As a result, the principal becomes subjected to the decisions made by the SMC. It is therefore, the responsibility of each principal to make informed decisions on how resources in schools can be converted into achievements by allocating them to where they have a potential of having higher productivity in the school.



1.3 Statement of the Problem

There have been some major shifts taking place in the education sector of Lesotho that are affecting the way schools are organised, managed and governed. The LEA of 1995 vested the responsibility of the management of primary schools on democratically elected committees. Since churches always had the final decisions in the management of schools before 1995, they are now challenged to work with principals as members of SMCs who have the same authority to make decisions. Therefore the study analysed the working relationships between principals and chairpersons of SMCs since the LEA of 1995 has strengthened the role of principals by ensuring their representation in the SMCs.

1.4 Purpose of the Study

The purpose of the study was to conduct an in-depth analysis of the working relationships between the chairpersons of School Management Committees and the principals of church primary schools as they perform their management and leadership responsibilities through Sen's (1992) capability approach. The study envisaged to probe whether principals and chairpersons of SMCs understand and perform their democratic roles and responsibilities as stipulated by the LEA of 1995. If there is no clear understanding of roles and responsibility, there is a possibility that conflict might occur between SMC chairpersons and principals, especially if they do not know when and where to draw the line on certain issues. The study further attempted to find out the extent of freedoms and opportunities that principals have in choosing what they think is best for schools when it comes to resource allocation and conversion for the achievement in schools.

1.5 Delimitation of the Study

In Lesotho one SMC is responsible for a maximum of eight schools. The principals of the eight schools are represented by only one principal in the SMC. This applies to big parishes. On the other hand, the SMC may have the lower number of schools under its authority depending on the number of schools in a parish. Therefore, this study was conducted in two selected SMCs of church primary schools in the Qacha's Nek District. It was one SMC from the Roman Catholic Church (RCC) and the other one from the Lesotho Evangelical Church (LEC). The two churches were chosen because they own a large number of schools in the district, each with six schools. They were found information rich with regard to the problem under study. The intention of the study was to conduct an in-depth analysis on the problem that arises as a result of conflict in dynamics between churches, principals and chairpersons of SMCs. Therefore, the number of schools chosen was appropriate for the purpose of the study.

1.6 Research Questions

The study proposed to find answers to these questions

1. To what extent do principals' representatives and chairpersons of school management committees perform their roles and responsibilities as set out in the Lesotho Education Act No. 10 of 1995?

2. How is the allocation and conversion of resources in church schools influenced by the dynamics between principals, chairpersons of school management committees and churches?
3. What is the nature of the capabilities and freedoms for principals and chairpersons of school management committees in the working relationship?

1.7 Research Aims

- To investigate the extent to which principals' representatives and chairpersons of school management committees perform their roles and responsibilities as set out in the Lesotho Education Act No. 10 of 1995.
- To determine how the allocation and conversion of resources in church schools is influenced by the dynamics between principals, chairpersons of school management committees and churches.
- To analyse the nature of capabilities and freedoms of principals and chairpersons of school management committees in the working relationship.

1.8 Research Methodology

The study adopted a qualitative research design. Qualitative research aims to understand people and the social and cultural contexts within which they live. (Creswell, 2005:406) supports that these qualities of human behaviour, interaction and organisation cannot be accurately measured. The qualitative approach accepts that both people who are studied and the researchers themselves are meaning makers. Since the qualitative approach aims to understand people in the natural settings, the researcher found it appropriate because the interaction with the participants during the interviews and school visits helped the researcher to understand and interpret the meanings constructed from unstructured observations and conducted interviews. As participants responded to the interview questions, the researcher made meaning about the participants' beings and doings that led to the type of the working relationship that they described.

1.8.1 Research Design

Within this qualitative approach, the investigation was a comparative case study of two SMCs in the Qacha's Nek District. According to Henning, Van Rensburg and Smit (2004:210), case

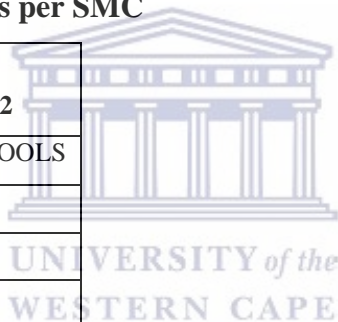
studies are intensive descriptions and analysis of single unit or bounded system such as an individual, a program, an event, group intervention or community. They further confirm that, a case study aims to understand the case in depth, and its natural setting, recognises its complexity and its context. It is also a holistic focus, aiming to preserve and understand the wholeness and unity of the case. Therefore, case studies were used to gain in-depth understanding of the situation and meaning of those involved. Since the study was an in-depth analysis into the working relationships between principals and chair persons of SMCs, the case study strategy was therefore appropriate.

1.8.2 Selection of Participants

Table 1 below shows distribution of schools in each SMC. It is from this table that the selection of participants shall be understood.

Table 1. Distribution of Schools per SMC

SMC 1	SMC 2
RCC SCHOOLS	LEC SCHOOLS
A	A
B	B
C	C
D	D
E	E
F	F

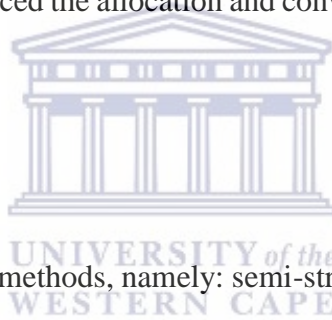


The information in table 1 shows the distribution of six schools under each SMC.

Data for this study was gathered from 12 principals of schools in both SMCs. Six from each of the SMCs (A-F). The schools were selected because they are governed in terms of the LEA of 1995 that one church is responsible for a maximum of eight schools. Nevertheless, the SMCs under this study did not have a maximum of eight schools; they had six schools each. Consequently table 1 above presented a number of six schools in each SMC. However, the principals of schools labelled F were principals 'representatives. Interviews were conducted for 16 participants in this study. Semi-structured interviews were conducted for six members of the SMCs. Two principals who were members of SMCs and two chairpersons of SMCs were

selected because they were responsible for the management of schools. Two teachers' representatives were interviewed because the researcher believed that they had information regarding the problem and their contribution would help to triangulate the information collected from principals and chairpersons.

The way that the LEA of 1995 is designed does not allow for transparency since one principal represents all principals under one SMC. Therefore it was vital to include all the 10 principals under both SMCs (five from the RCC and five from the LEC) since they are ex-officio members of Advisory School Committees which form the SMCs. The reason for including these 10 principals was to get to the core of the problem and answers to the research questions since the researcher assumed that they might have had chances of being elected to the SMCs in some years after the implementation of the LEA of 1995. Semi structured interviews were conducted for 10 principals. Including these 10 principals was of most importance because the inclusion helped the researcher to understand how the dynamics between principals, churches and chairpersons of SMCs has influenced the allocation and conversion of resources in schools into achievements.



1.8.3 Data Collection

Data was collected through three methods, namely: semi-structured interviews for individuals, unstructured observations and document analysis. Interviews were framed around the research questions and literature review. The purpose of the observations was to observe the physical environments, the behaviours of schools as well as the general availability of resources. Document analysis was done in order to draw on conclusions of the contents of the SMCs' records of minutes, schools' financial reports and progress reports. The use of different data collection methods in the same study is referred to as 'methodological triangulation'. Jick (1994:191) and Ngwenya (1998:16) define triangulation as the use of two or more methods such as questionnaires, interviews, document analysis and observations in the study of human behaviour. Ngwenya (1998) further explains that the purpose of using triangulation is to explain fully the richness and complexity of human behaviour by studying it from more than one standpoint. The use of one method of data collection tends to be biased and deform the researcher's picture of the particular slice of reality under investigation.

1.8.4 Data Analysis

The researcher used constant comparative method in conjunction with content analysis (Glaser and Strauss, 1967). The two methods gave a detailed analysis and systematic examination of the contents of data obtained through observations, documents and conducted interviews. This was done in order to analyse the contents of the interviews and the documents that the researcher examined. The constant comparative method as used in the grounded theory approach was selected to help to identify relevant themes and categories that could clarify the research questions through in-depth analysis of the information gathered.

The researcher used the coding procedures in grounded theory approaches as suggested by Strauss and Corbin (1990: 61) that some flexible guidelines for coding data when engaging in a grounded theory analysis may include open coding which they describe as “the process of breaking down, examining, comparing, conceptualizing, and categorizing data”. From the data collected, the key points were marked with codes, which were extracted from interview questions. The codes were grouped into similar concepts in order to make them more workable. From these concepts, categories were formed. During the process, the researcher took one piece of data (one statement) and compared it to all other pieces of data that were either similar or different. It was during this process that the researcher began to look at what made the pieces of data similar or different to other pieces of data collected. Data was described based on understanding rather than language use only.

Content analysis was used to analyse the contents of field notes, observations, transcripts of interviews and documents from schools and SMCs. According to Krippendorff (2004) content analysis is the “use of replicable and valid method for making specific inferences from text that can be used either alone or in conjunction with other methods. Krippendorff (2004) eloquently states that “all sorts of recorded communication can be used. For example field notes of observations, transcripts from interviews and documents such as books”

1.9 Research Ethics

1.9.1 Informed Agreement

The researcher sought permission or approval for conducting the study from relevant persons.

Agreement to participate in study was voluntary and respondents were provided with detailed information to ensure that agreement was informed.

1.9.2 Right to Withdraw

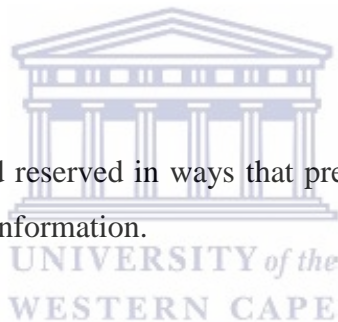
Participants were not forced to participate. They were told that they had the right to withdraw at any time without giving explanation for their withdrawal. The researcher exercised respect and reflexivity in the exercise of these rights.

1.9.3 Privacy and Confidentiality

Participants' right to privacy, confidentiality and anonymity were respected and guaranteed. The researcher made principles and procedures binding and known with ground rules for participants set before the work began.

1.9.4 Storage and Security

Data was arranged, managed and reserved in ways that prevent loss, unauthorised access or wide publication of confidential information.



1.9.5 Disclosure

Participants were informed of their right of refusal and of the degree of confidentiality with which the information that they provide would be handled.

1.9.6 Integrity

The integrity and participation of the study was protected by ensuring that the study was conducted to the highest standards. There was non-discrimination involved in choosing participants that were to be interviewed based on sex, race, age, status, educational background, physical abilities or religion. However, religion as used in this study was for the purpose of classifying schools not individuals

1.10 Thesis Layout

Chapter one gives a detailed introduction which serves as the background of the study. The capability approach is briefly introduced as the theoretical framework in this chapter. The chapter consists of the statement of the problem, purpose of the study, delimitation of the study, research questions and aims research methodology and research ethics followed by the layout of the study.

Chapter two endeavours to explicate the LEA of 1995, the capability approach as the theoretical framework, the working relationships between principals and chairpersons of SMCs. It further discusses decentralization elaborating more on how decentralization has influenced the implementation of the LEA of 1995. Furthermore, the researcher discusses the link between decentralization and school- based management and lastly school leadership and management.

Chapter three discusses the research design and methodology that were chosen for this study. In addition, the researcher explains and discusses the issues regarding research ethics and how the researcher has addressed the ethical issues in the study.

Chapter four deals with data analysis, interpretation and discussion of data collected from the semi-structured interviews, observations and document analysis.

Chapter five provides a summary, conclusions and recommendations based on research findings on the working relationship between principals and chairpersons of school management committees

CHAPTER TWO

Theoretical Framework and Working Relationships between Principals and Chairpersons of SMCs

2.1 Introduction

The purpose of this study is to analyse the working relationships between principals and chairpersons of SMCs by applying the *capability approach*. Therefore, this chapter endeavours to explicate the LEA of 1995, the capability approach as the theoretical framework and the working relationships between principals and chairpersons of the SMCs. This chapter will further discuss education decentralization elaborating more on how it has influenced the implementation of the LEA of 1995. Furthermore, the researcher will discuss school- based management and lastly school leadership and management.

The history of the Lesotho education system will be discussed clarifying the extent to how churches have been historically the providers of education in Lesotho. The aim is to give an outline of educational developments that led to the enactment of the LEA of 1995. The relationship between the main Lesotho political parties, the Basotho National Party (BNP) and the Basotho Congress Party (BCP) and the two main churches, Roman Catholic Church (RCC) and Lesotho Evangelical Church (LEC) which structure the context of this study will be explored. The researcher will argue how this relationship has influenced the control of the Lesotho education system since many scholars believe that the problems that Lesotho faces regarding education policy result from the confusion of who has control over schools between the government and the churches.

The theoretical framework of this study emanates from Sen's (1992) theory of capability approach. This framework will form the basis of the argument in this study. The main constituencies of the capability approach will be discussed with regard to the nature of the capabilities and freedoms of principals and chairpersons of the SMCs in their working relationships. The researcher will also argue how the dynamics between principals, churches and chairpersons of the SMCs influence the conversion of resources. Furthermore, the researcher will argue how other scholars perceive Sen's capability approach for education. It is from this theoretical framework that the concepts of decentralization and school- based

management will be discussed paying attention to the level of freedoms that the schools under this study make use of resources that they have. And lastly, the researcher will discuss school leadership and management.

The chapter will explore the research aims via the above explanation and provide an analysis to clearly indicate how the literature review forms the theoretical basis of the study.

2.2 The History of Lesotho Education

In this section, the history of the Lesotho education system will be discussed in order to show how churches have been the providers of education in Lesotho. This history outlines the educational developments that led to the enactment of the LEA of 1995.

2.2.1 Missionary Education in Lesotho

Formal education in Lesotho was brought by the colonial masters and their missionary counterparts. Missionaries played a central role in the provision of education in Lesotho and continued to do so in the post-independence era (Muzvidziwa and Seotsanyana, 2002:2). The first missionaries to arrive in Lesotho were the French missionaries of the Paris Evangelical Missionary Society (PEMS) in 1833, the later Lesotho Evangelical Church (LEC). From then on, the establishment of any other church usually went hand in hand with the opening of a school (Motsu, 2002:19). As a result, the PEMS was forced to have trained ministers in parishes and the establishment of parish councils. The aim of the PEMS on these activities was to encourage local participation in its schools.

In 1864, the Roman Catholic Church (RCC) missionaries arrived in Lesotho, later followed by the Anglican Church of England which is now known as the Anglican Church of Lesotho (ACL). The two churches had to compete with the well-established PEMS. In order for these missionaries to win support of the Basotho nation, they accepted some of the Basotho traditional values and practices such as polygamy that the PEMS prohibited. Nevertheless, the RCC expansion was slow because the provision of educational facilities was inadequate and it failed to localise responsibility. According to Tyhali (1999:60), the RCC expansion was also slow due to its “hierarchical format and the international character”. That resulted in a more

difficult structural adaptation to unique national conditions as compared to the congregational pattern of the PEMS.

From 1947 there was a struggle by the three churches to establish as many schools as possible and to win as many followers as possible. It was during this time that the RCC made great strides towards overcoming the long standing LEC advantage in the field of education. This competition led to unequal provision of education by the churches in different parts of the country. Ever since the rapid expansion of RCC schools, the church had remained extremely sensitive to unwanted secular intrusion in its schools or in the mission pattern of administration (Weisfelder, 1974:97). By far, the RCC remained the largest and the richest church in Lesotho. Its financial strength from abroad contributed to its political significance. By contrast LEC was fairly poor since it had not enjoyed massive input of external resources. Both physical and social resources of the LEC were generally inferior to those of the RCC.

2.2.2 Lesotho Education during the Colonial Period

Lesotho became under the British protectorate in 1868 (the Basutoland). With regard to the provision of education, the British colonial administration made no direct financial contribution. Churches were responsible for the educational provision. All educational work was centralised at the main church station of each church. Training and employment of teachers was the responsibility of individual church mission. It was only after Lesotho was annexed to the Cape colony in 1871 that the colonial administration participated in the provision of education in Lesotho through the grant-in-aid system in church schools. Consequently, the Lesotho education system became controlled by the government due to the fact that the British government passed the Education Act by which the state became responsible for education in the British Colonial dependencies (Pitso, 1977: 50). The grant-in-aid came from the national revenue paid to the churches to meet the cost of teachers' salaries in grant-aided schools. It was since then that the colonial government gradually provided greater responsibility for financing education and through this system the contemporary Lesotho government is responsible for the payment of teachers' salaries.

Even though the government introduced the grant-in-aid system, it was reluctant to build schools and to take full control over education. This resulted in churches retaining substantial control over schools since they became responsible for building schools in their missions. This

gave churches authority over education policy development in Lesotho which resulted in a type of education system that lacked central control and had poor co-ordination.

The education problem persisted until when a number of government commissions were established in between 1909 and 1946 to investigate these problems. The central Board of Advice headed by the Director of Education and representatives from the government was established in 1909 as a mechanism to this problem. The Board was to work with the three churches' representatives who were nominated by the churches to be church secretaries in 1911. This was viewed as a link between the colonial government and the three churches, and also as the beginning of formal institutionalised co-operation between the government and the churches. Since then, an indispensable link between church schools at parish level and the government still exists. It was through this link that the Lesotho education system was characterised as a three- legged pot in which control is shared by the government, churches and community up to the present time.

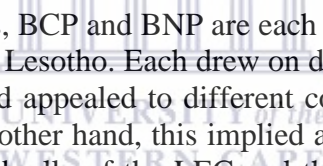
From the church's position of the second leg, the status quo was generally preferred (Rideout, 1996: 277). The Ministry of Education had always depended on school management committees which served groups of church schools in terms of management and administration. Those committees had to report directly to the Education secretaries of churches, and provide daily supervision. Apparently churches have been satisfied with the pre-1995 management structure in view of the fact that they were almost fully in control of their own schools while still being subsidised by the government at school-site management. The local management of the schools was under the regional church control which oversaw the management committee as a body reporting to the church secretaries and composed of members of the church. The government was basically cut off from management and administration of schools.

2.2.3 The Relationship between Political Parties and the Churches in Lesotho

The Basotho Congress Party (BCP) became the first political party in Lesotho when it was formed in 1952 by Ntsu Mokhehle. The PEMS gained its fame from a larger number of literate and highly educated Basotho during the first decades of the twentieth century. This phenomenon was of political importance because the ranks of BCP were filled by teachers, evangelists, writers, traders, civil servants and laymen sharing common education and doctrinal commitment to the PEMS (Weisfelder, 1974:132). The BCP wanted democratic educational

governance that included all stakeholders, the educational management that coincided with a democratic government. The BCP longed for the type of educational management that included students, parents, teachers, churches, the government and non- government organisations. Because of its manifesto and strong links with China, the USSR, Robert Sobukwe and Kwame Nkurumah, the RCC accused the BCP of being communist. These accusations resulted in bitter relationship between the RCC and the BCP. According to Motsu (2002:29), the RCC accusations of BCP being communist helped to trigger RCC intervention in Basotho politics. Following this, confrontation between the BCP and the RCC became more frequent. The reaction of the RCC caused other denominations such as LEC to take part in Basotho politics as well, this time in support of the BCP. The RCC were against the BCP manifesto. As a result, the RCC formed their political party called Basotho National Party (BNP) in 1959. The BNP did not like the idea that the BCP was of the opinion of democratizing the chieftainship and the secularisation of education.

Motsu (2002:29) describes the relationship between the political parties and the churches in Lesotho as follows:



The two political parties, BCP and BNP are each firmly rooted in the history and traditions of Lesotho. Each drew on different elements of tradition and history and appealed to different constituencies which already existed. On the other hand, this implied an alliance of forces combined under the umbrella of the LEC and the RCC, and on the other hand, BCP and BNP.

In 1965, Lesotho held the first general elections and the BNP became the government after winning the elections. In its first five years of ruling, the BNP still did not make any attempt to secularize education since it was still in good terms with the RCC. Accordingly, educational management was still based on a partnership between the churches and the government (Kaibe, 2001:27). The curriculum, funding and inspection were still under the government's control. However, churches were responsible for teachers' appointments, transfers, discipline, promotion, demotion and dismissal (Gill, 1993:225).

2.2.4 Lesotho Education after Independence

In 1966 when Lesotho got her independence, the BNP government made no attempt to change the education system. The management of schools still remained under the control of school

secretaries of the three main churches, RCC, LEC and ACL. It has been the responsibility of churches throughout decades to manage schools ever since the colonial period, with little finance from the government. The Lesotho education system and administration was dominated by the churches because they owned and managed schools. Since then up to the present time, churches still own more than 90 percent of schools in Lesotho.

Given that the Lesotho education system was fragmented and dominated by churches, the BCP recommended secularization of education. The BCP highly criticised the educational policies that were practised by the BNP government during independence. The argument made by the BCP was that secularising the education system would help Lesotho to have a developed and united education system. The BCP was also against the practice of appointing teachers on the basis of denominational affiliation and paternalism of school managers and arbitrary dismissal of teachers (Weisfelder, 1999:12). Since 1974, it has been the government's responsibility to pay teachers' salaries. The school managers were responsible for the submission of contract forms to the church education secretaries for rectifications, and the church education secretary would submit the forms to the Ministry of Education. The government wanted to control the education sector. It therefore started financing the education sector (The Education Sector Survey 1982; Mohapeloa 1982).

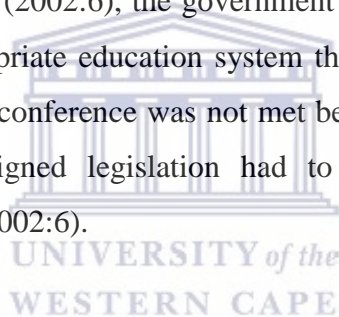
There had been no success in reducing the churches' power in educational management. However, the BNP government challenged the role of churches by launching a National Dialogue in Education in 1978 which recommended a shift of educational management powers from churches to the government. The dialogue included chiefs, parents, teachers, politicians, churches and others but negotiations about this matter ended in a protest made by churches. Despite the protest, in 1980 the Education Sector Survey Task Force was appointed. It was set up to prepare an education policy document that would guide the BNP government in developing education policy appropriate to develop the needs of Basotho nation (Motsu, 2002: 32). The BNP government was still ambitious to gain control over education. In 1982, the appointed task force submitted its report which was adopted as an education policy document by the Ministry of Education.

The report recommended that education in Lesotho should be a tripartite partnership between the churches, the government and parents. It was from this recommendation that even today the Lesotho education is referred to as a 'three legged pot'. However, judging from the role

that has been played by the churches in Lesotho, it is clear that the church's leg has been the 'super leg' in the administration and management of education in Lesotho because the Ministry of Education had depended upon the management committees which served a group of denominational schools. The management committees were to report directly to the education secretaries of the churches and provided daily supervision. Undoubtedly, the government gave churches full control of their own schools while still being subsidised by the government through school-site committees. The government only had a word in the content of education, the organization of schools and the payment of teachers' salaries.

2.2.5 Lesotho Educational Reforms between 1986- 1993

In 1986, the BNP government vacated the office when it was overthrown by the Military rule. The Military government called for a national conference on education in June 1988. The aim of the conference was to transform and restructure the Lesotho education system. According to Muzvidziwa and Seotsanyana (2002:6), the government wanted to achieve school control and implementation of an appropriate education system that would respond to needs of the nation. However, the aim of the conference was not met because churches simply refused to co-operate and a specially-designed legislation had to be aborted at the last minute (Muzvidziwa and Seotsanyana, 2002:6).



Despite the fact that churches opposed the legislation, in 1992 the Military government attempted to put in place the Education Order Number 4 of 1992. The Education Order aimed at fostering education decentralisation and increase local participation. According to Khalanyane (1995a:74), the Education Order gave the Minister of Education the powers to appoint, transfer, promote or dismiss teachers with or without the consent or consultation of churches. The churches felt that they were being undermined by the government. As a result, they opposed the Education Order. Nevertheless, the Military government published the unofficially passed law into an Education Order.

2.2.6 The BCP Government and the Enactment of the LEA of 1995

The BCP government came into power after winning the 1993 general elections. Even during this period the Lesotho education system was still rooted in the deep seat of church denominations and political party affiliation. Seeing that the Lesotho education system had

been reflecting the interests of political parties and the churches, the BCP government attempted to deal away with the autocratic inheritance of the BNP government. The BCP government thought that the education reform was of the most concern on the government agenda. According to Thotanyana (1994: 74), the minister of education was highly critical of the education reform that it was “inflexible and unresponsive because it excluded teachers and parents, and it was weighed down with oppressive rules and regulations”. Due to the fact that all the educational laws or orders that were proposed in Lesotho had not been successful, the BCP government considered to revise all the education bills which resulted in the enactment of the LEA of 1995.

Nevertheless, the proposal of the LEA of 1995 policy document was experienced with some problems. It was not accepted by the opposition parties being the BNP, the RCC and the Lesotho Teachers’ Trade Union (LTTU) which was mostly joined by assistant teachers who were largely members of the RCC. It became difficult for the BCP government to reach consensus over particular issues of governance. Since the BCP was the first democratically elected government in Lesotho, the issue of school governance was democratised under the umbrella of the national democratic ethos. The BCP government wanted to promote democratic culture at the national level. On contrary, this process seemed problematic due to the fact that there had been conflict over many years among the former governments, political parties and the churches regarding the education system.

In view of the fact that churches were in a strong position in the management of education before 1995, they could not resist any education reform that threatened their position. Any initiative by the government regarding education policies were viewed as an attempt to take control of schools by the government. As a result such policies were not successful for the reason that it was likely for churches to delay their implementation or undermine them completely when it came to practice.

Given that there was a denominational and political relationship between the RCC- BNP and the LEC-BCP, the RCC could not stand the enactment of the LEA of 1995 by the BCP government whereas the LEC had no problem with the BCP government implementing the LEA of 1995. The RCC challenged the LEA of 1995 on the basis that it was intended to secularise schools of which in the long run would not serve the common good. This challenge

led to the petition against the LEA of 1995. Despite those petitions, the LEA of 1995 was adopted as an education policy by the BCP government.

Even though the LEA of 1995 was passed as an education policy by the Lesotho parliament, some scholars doubted if it would be fully implemented. Motsu (2000:42) argues that, the implementation of the LEA of 1995 as a mechanism to decentralise educational governance has created some conflicts at a number of levels. For example, churches have lost the responsibility to maintain schools because they regard the LEA of 1995 as the government's mechanism to take control over schools. As a result, this study attempts to understand the working relationship between the principals as government employees and at the same time members of the churches and the chairpersons of SMCs who are the churches' representatives. This relationship is scrutinized through the lens of the capability approach.

2.2.7 A synthesis of the key policy aspects of the LEA of 1995

The major key aspects of the LEA of 1995 are that the management of every church primary school should be by a management committee which is appointed by the proprietor (church) and approved by the Minister. Once such a committee has been approved, it becomes responsible for a maximum of eight schools that belong to one church. The management committee comprises of eight members of which two of them are the church representatives, one of them should be the chairperson of the committee. The chairperson becomes the presiding officer at all the meeting of the SMC. However, he or she can not alone make decisions in the SMC; hence the decision in the SMC is made by the majority of members who are present in the meeting.

Every principal of a church school is responsible for the discipline in the school, organisation and day to day running of the school. He or she is the chief accounting officer of the school and as such is expected to maintain the records of income and expenditure for the school. Furthermore, the principal is responsible to the SMC for the control and use of school funds. As a result, he or she should prepare and submit an annual budget for the school to the SMC for its approval. At the end of every school year, the principal should submit a financial statement of the school to the SMC for its approval.

2.2.8 Summary

The history of the Lesotho education system indicated that the Lesotho school management system was dominated by churches. The Lesotho education system served the interests of political parties and churches. Given that churches have been the providers of education by building schools, they gained significant control over schools to an extent that they chose which teachers were to be appointed to their schools. Therefore the allocation and conversion of resources was strictly controlled by the church. The Principals' voice was dominated by the oppressive education rules and regulations that vested the management of schools upon three board members who were nominated by the church excluding teachers and parents. The board members were given the authority to appoint teachers with the church secretariat rectifying the contract forms. This indicates that churches were autocratic; democracy was not valued in church schools. Since school secretariats were located very far from schools, they did not know the basic needs for the schools because teachers' appointments were made on the basis of the denominational affiliation not on teachers' qualifications or capabilities. Therefore the LEA of 1995 was meant to increase local participation by including all voices in the management of church schools.

The study is approached from the capability approach. The crux of the capability approach is to ask people whether they have freedoms to choose the type of the lives they value and have reason to value. Therefore, the capability approach is discussed in section 2.3.

2.3 Theoretical Framework

In this section, the researcher will discuss the capability approach using Sen's (1992) ideas. The major constituents of the capability approach will be discussed in relation to freedom to choose and convert resource for achievement. This discussion will also show how other scholars perceive the capability approach differently from Sen. Moreover, Sen's types of freedoms will be dealt with, though only four of the five types are found relevant for this study.

2.3.1 Sen's Theory of Capability Approach

Sen's (1995:266) capability approach involves concentration on freedoms to achieve in general and the capabilities to function in particular. In this study the capability approach will be used

to understand the capabilities and freedoms that both principals and chairpersons of school management committees (SMCs) have to lead the kind of professional lives they value. Sen views the capability approach as a normative framework for the evaluation and assessment of individual well-being and social arrangements (Robeyns 2003:5).

The purpose of capability approach is to evaluate the achievement of a society by paying attention to what its members are able to be and to do. In this regard the capability approach is used to understand how principals and chairpersons of SMCs relate to each other. In this study schools as organizations are regarded as social arrangements. Every person is a member of a particular society. As a result, principals and chairpersons of SMCs are members of certain societies (church schools) with the same interests and aims. They have different roles and responsibilities to play in the society, and for that reason they are regarded as an important component of the society. Their particular positions and importance in the society affect the way they relate to each other. Section 2.3.2 below discusses the major constituencies of the capability approach.

2.3.2 The Major Constituents of the Capability Approach

According to Sen (1992:42, 1985:10-11), the capability approach is concerned *primarily* with the identification of value-objects, and sees the evaluative space in terms of *commodities (resources), functionings and capabilities*. In this study, commodities are objects that a school produces or owns. The crux of the study is the working relationship between principals and the chairpersons of the SMCs, the relationship between the two parties is mostly based on the allocation and conversion of resources (ref. 1.1). In order to achieve research aim 2 (ref. 1.7), the capability approach will be used to analyse how the LEA of 1995 freed the oppressed principals from the churches by giving them an opportunity to voice their concerns regarding the identification of resources that they value and have reason to value.

The diagram below illustrates the fundamental aspects of the Capability Approach.

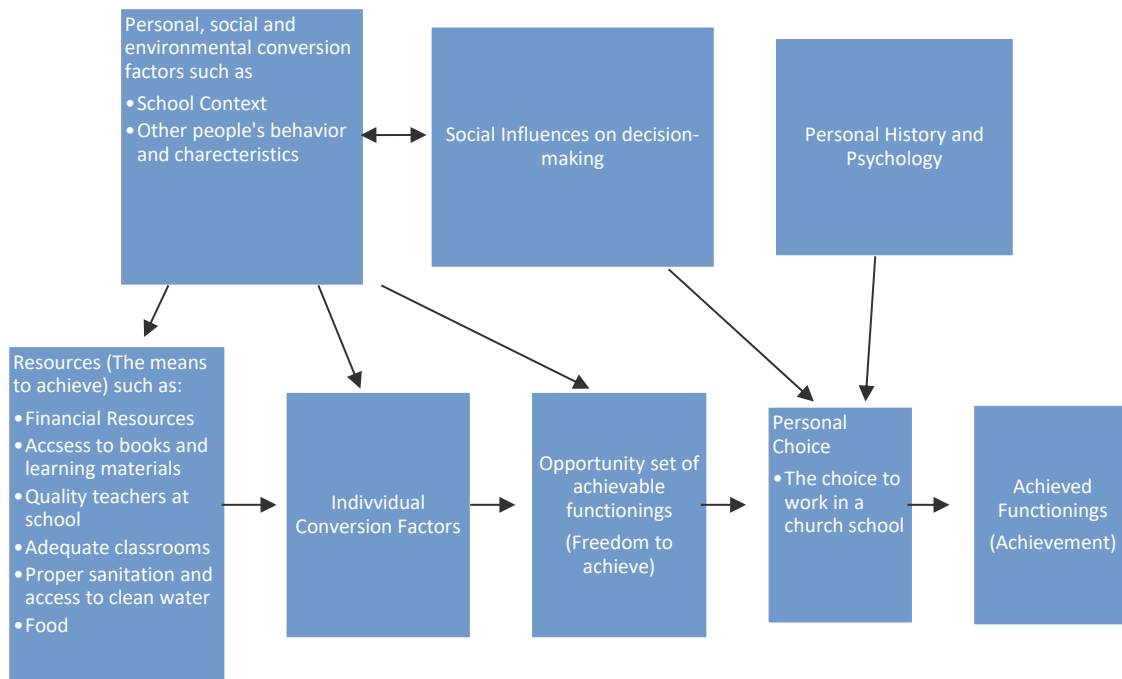


Diagram 2 Visual representation of Sen’s Capability Approach for understanding the working relationships and conversion of resources in church schools (Source: Robeyns, 2005:98).

Sen (1992) asserts that, functionings are the “beings and doings” of a person, they are what a person can achieve. The availability of resources (commodities) relate to the achievement (functionings) of a school. However, these achievements lie with the principal’s ability to utilize available resources into achievements. Functionings are activities that a person values and has reason to value, such as activities or situations, or taking part in group decisions that can encourage them to participate and engage in decision making towards changes that may come their way. When people become part of decisions, they value whatever the outcome may be since they were involved in decision making.

Capabilities are the freedoms or opportunities that people have in order to achieve their goals. This study will investigate the level of freedom that principals have in order to make decisions for their schools. In addition, the study will also explore the level of freedom that the three bodies (chairperson, principals’ representative and the teachers’ representative) have as far as decision- making is concerned in the SMCs. According to Sen (1992: 40) a person’s capability is the various combinations of functionings that a person can achieve. “It is, thus, a set of

vectors of functionings, reflecting the person's freedom to lead one type of life or another and to choose from possible livings" (Alkire, 2003:4).

Given the gist that schools are regarded as sites of social arrangements, Sen's (1992) idea of the capability approach is that, those social arrangements should aim at expanding people's capabilities, meaning their freedom to promote or achieve what they value doing and being. Therefore, the researcher will investigate the freedoms that principals have to get the teachers that they value to be appointed in their schools. There are some reasons that would oblige a principal to put value on a particular teacher. The capability approach looks at what individual principal is substantively free to do in the school or within the society.

Flores-Crespo (2007: 58) views schools as constitutional settings where changing patterns of behaviour, customs and values take form and are reproduced. He stresses the necessity to look at how schools within particular contexts function in order to enable the expansion of freedoms. The schools under this study are in a particular context which is a church. Sen (1992:42) believes that opportunities and prospects depend crucially on what institutions exist and how they function. Given that schools are institutions preparing pupils for future possibilities, teachers are regarded as pioneers to guide pupils in the process of teaching and learning. These activities force teachers and pupils to have an intensive interaction and a certain relationship with each other that is why it is imperative for a principal to make a good choice about which teacher should be appointed to the school.

In the light of the view that schools have their own cultures and environments, Flores-Crespo (2007:61) warns to pay attention on the "diverse factors that may condition the acquisition of knowledge and the development of reason which determine the present and future human freedoms". In order to be sure that people are progressing in whatever they do, we need to look at whether they have greater freedoms today than they did in the past. In this regard, the principals' freedom to choose what they value for the schools was investigated because they were voiceless towards school governance in the past.

Alkire (2003:5) differs from Sen and she views "*functionings* as an umbrella term for the resources, activities and attitudes that people impulsively recognise to be important; such as dignity, knowledge, a warm friendship, an educated mind, a good job" and the like. Sen (1992:33) has no doubt that resources enhance the freedom to achieve. However, he warns to

pay attention on how one converts available resources into functionings in order to realise achievements. Anderson (2002:207) assumes that to some extent resources do matter in terms of achievement. He believes that there should be adequate supply of resources in order to fulfil the purpose of education. Nevertheless, he cautions the way in which resources are allocated internally. Therefore, capability approach is used to investigate specific capabilities that principals should exemplify in order to gain access to resources.

Since resources play a major role in every organization, Simkins (1997:164) believes that resources should be available in abundance in organizations. He points out that, principles and assumptions upon which resources are managed and deployed are important for the entire organization. It is evident that resources play a prominent role in any organization, schools are no exceptions. Schools may achieve stated goals or objectives not because they have better resources, but rather the way in which they manage and make better use of resources.

Schools have certain freedoms to get access to resources varying from financial, human, physical and time resources. However, if schools want to convert those resources into achievements there might be challenges because of the dynamics between the church, the SMCs and principals. Principals may wish to use resources in different ways that they think are best for schools but SMCs may not necessarily share the same view.

Of all these resources that a school may possess, the most key resource is the financial resource because schools have become part of the economic organizations through the 'income and expenditure' practice. Therefore the emphasis on financial management should be taken into serious consideration. If ever financial management is not taken into serious consideration, "many schools could be heading for situations that could ultimately affect their educational aims or objectives negatively" (Mestry, 2006:36). Bush and Bell (2002: 214) posit that, the allocation and management cycle of resources should involve decisions about how both financial and real resources are deployed within a set time period which is usually a year. For schools to achieve intended goals, available resources need to be converted into other forms of resources or into real resources (Bush and Bell, 2002: 214).

Sen (1999) is of the opinion that available resources must be converted into functionings in order to realise achievement. Nevertheless, Bush and Bell (2002: 214) warn that, for financial resources to be converted into other forms of resources there should be a budget setting before everything begins. It is at this point where the LEA of 1995 gives the principals the

responsibilities of being the chief accounting officers in their schools, and as such should prepare financial reports and annual budgets which have to be approved by the SMCs (ref. 1.1). Nonetheless, this leads to misinterpretations between principals and the SMCs resulting in schools experiencing financial mismanagement. For the fact that the LEA of 1995 mandates that principals are accountable to the SMCs for the school funds, it does not give clear guidelines on what grounds are principals accountable to the SMCs as far as the use of school finances is concerned. The issue around school finances is the most alarming one in most of the schools between the principals and school governing bodies on how school finances are being used by principals. Some studies revealed that there was conflict between principals and school governing bodies (SGBs) regarding the use of school finances (Heystek 2004, Mestry 2004, Mestry, 2006 and Khuzwayo 2007). Even though the studies were in the South African context, these problems are not unique or limited to South Africa only, it is the worldwide issue.

In 2008, the Lesotho government declared that all schools receiving the government utility fund should abolish the school fees. Despite the fact that schools are receiving other resources and funds from the government, this does not guarantee that achievement would be achieved since some principals might surprisingly hold back funds meant to upgrade facilities (Christie, 2008: 139). If any how financial resources are held back, how then does this affect the working relationship between the principals and chairpersons of the SMCs? All government and controlled primary schools in Lesotho receive utility fund from the government revenue weighted towards pupil enrolment (R8.00 per child). In addition to the utility fund, the Lesotho government supplies schools with buildings such as classrooms, toilets and the like; feeding programmes, furniture, teaching and learning materials. It is through this financial and other resource support that the Lesotho government helps schools to achieve the intended goals. Although the government provides financial and other resource support, the question stands; do all schools have the basic survival capabilities like clean water and toilets to support schools to function well?

Sen (1999:11) opposes that principals should not just be “passive recipients” of the government utility fund who receive the government assistance”. Nevertheless, Sen (1999:11) wants to see these principals as “individuals who can with adequate social opportunities”, efficiently shape individual schools and to help each other thorough the principals’ representatives and the SMCs. No matter how individual principals would like to shape their schools, the LEA of 1995

forces that individual destiny to be through the interaction of the principals' representatives and the SMCs. Hence their relationship has an effect in either reducing or increasing the level of achievement and possibilities to achieve valuable results.

On the other hand, some of the social contexts in which various schools are operating in affect them negatively so much that they have to find opportunities to generate additional resources to those already allocated by the government. For the fact that this study is conducted in the mountainous region of Lesotho, the researcher assumes that not all schools under study have sufficient resources. The geographical locations of some schools make it hard for schools to have various resources other than funding from the government because some teachers may not be interested to work in remote areas. Furthermore, the locations of schools affect the working relationship between the SMCs and the principals because the SMCs have to walk long distances to get to the schools. Therefore, the environmental conversion factors hamper the SMCs' freedom to visit schools on regular basis. As such the SMCs end up lacking the real information on how schools make use of resources.

Bush and Bell (2002:208) point out that, "the extent to which principals have freedom to obtain additional resources depends on the nature of the school, the school context, and to some extent the principals' personalities and styles of leadership they exhibit". In agreement with Bush and Bell (2002:208), Cheng (1996:22) asserts that the way in which schools acquire resources that they need depend on the principals' potential to influence the SMC. If the principal has the potential to influence the SMC, it is likely that the school may achieve its stated goals and objectives.

Since the LEA of 1995 gives a chairperson of the SMC the most central position in the SMC by being appointed by the church, this position gives the chairperson a certain status and power in the sense that he or she can be highly influential in the decision-making process during the SMC meetings regarding the allocation and deployment of resources. For example, a principal may want the SMC to recommend a qualified teacher or a teacher with certain skills to be appointed to the school, not looking at the denominational background of the teacher. The principal is likely to be opposed by the SMC if the teacher is a no-member of the church since it is common practice in Lesotho that church schools appoint teachers who are their members especially when it comes to principals. As a result, the principal becomes subjected to the decisions made by SMC which impact negatively on the freedom to choose what is best for the

school. For the fact that not all the principals are in the SMCs, it makes it difficult for principals to convince the SMCs about teacher preferences.

In situations where the aspect of recommending an appointment of a teacher in a school is not transparent, the school's principal may go an extra mile by attempting to acquire a required teacher through the favour and influence on any of the SMC member. For example, they may have to nurture the relationship with the chairperson of the SMC or the principals' representative. It is therefore, the responsibility of each principal to make informed decisions on how resources (teachers' recommendations) in the school should be converted into achievements by allocating them to where they have potential of having higher productivity in the school. There is always a reason for principals to put value on particular teachers. Every principal wants to achieve the best, hence informed choice and decision in teachers' recommendations is very valuable.

For Sen, opportunities, resources or freedoms to be converted into achievements, diversity and human agency are fundamental at this point. Sen (1992:56) views a person's agency as the ability to realise and pursue goals she values and has reason to value. He further states that, people have to be seen "... as being actively involved – given the opportunity – in shaping their own destiny, and not just as passive recipients of the fruits of cunning development programs" (Sen, 1999:53). It is at this pointing time that each principal has to be able to influence the SMCs in order to meet the school's needs.

Furthermore, the capability approach is essentially regarded as a 'people-centered' approach, which puts human agency at the center of the stage (Dre`ze and Sen 2002:6). However, at school level principals are deprived from this human agency by the way in which the LEA of 1995 is structured. In the case of principals who are not part of the SMCs, they are truly the recipients of the fruits of cunning development programs because there is no transparency when it comes to the representation of principals in the SMCs. This is due to the fact that six principals are represented by only one principal in the SMC. Whatever the other five principals want for their schools, it becomes difficult and things may not be as fast as they may wish in order to get what they want because they are not actively involved in the decision making. In addition, for the fact that the SMC meets four times a year, the possibility is that there may be a delay in some of the burning issues that need to be attended urgently.

Principals are agents of change in schools. For schools to achieve what they desire, they have to work hard. But it is not always the case with some church school principals especially in cases where the principal is not of the same denomination with the school. Principals are caught up between the church and the government; they are the government employees at the same time members of the church which appointed them. Principals are expected to perform duties that are prescribed to them by the ministry because they get salaries from the government. Some of these duties are not known by the SMCs because they are not stipulated in the LEA of 1995.

Since principals are busily occupied by some of these duties, they end up neglecting the responsibilities of the day to day running of the schools. Judging from a distance, the SMC may conclude that the principal degrades the culture and standard of church schools. The church expects the principal to act according to its expectations because it has appointed him or her to the position. This somehow hinders the principals' freedom to convert available resources in the way that they find best for schools. Naidu et al. (2008:9) accord that even though school principals are faced with massive challenges and complications, it is also crucial that they manage schools no matter the challenges and complications.

Even though Sen's capability approach has been adopted and integrated into many disciplines including education (Flores-Crespo, 2007: 45-61; Unterhalter, Vaughan and Walker, 2007:1; Qizilbash and Clark, 2005:103-139; Saito, 2003: 21-22 and Unterhalter, 2003: 8-11), it focuses mainly on schooling; thus looking at the expansions of students capabilities only leaving a gap on the school management process, which can be on the other hand a source of capability deprivation for the SMCs. While capability approach has been incorporated into education, Gasper (2007:350) argues that several aspects of Sen's 'capability' concept make it difficult to work with.

Gasper (2007) asserts that, the concept draws on but diverges from everyday language. As a result, a number of notions need to be distinguished. Everyday language mostly uses sense but Sen has not elaborated his vocabulary to make this clear, nor related his usage to the different vocabulary in the field of education. On the other hand, unlike Nussbaum (1995, 1999, and 2000), Sen does not prescribe a list of functionings which should be taken into account. Nevertheless, Robeyns (2005: 70-78) supports the idea that Sen's theory does not have to provide a list of functionings. Robeyns argues that Sen's theory focuses more on social choice

and the search for fair and consistent democratic procedures, and so definite list cannot be endorsed if Sen's theory is to be respected. Instead of a list of functionings, Sen identifies five types of freedoms that he considers influential when it comes to policy matters. He specifies that the five types of freedoms add to one another and contribute to the universal capability of a person "to live more freely". The next subsections discuss the five types of freedoms.

2.3.3 Five Types of Freedoms

Sen's (2001:38-40) five types of freedoms are political freedom, economic facilities, social opportunities, transparency guarantees and protective security. For the purpose of this study, special attention is given to only four freedoms which are: political freedoms, economic facilities, social opportunities and transparency guarantees because of the nature of the study.

2.3.3.1 Political Freedoms

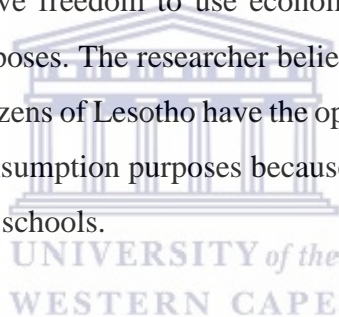
According to Sen (2001:38), political freedoms refer to the opportunities that people have in terms of determining who governs them, as well as the beliefs and values through which they are governed. In this regard, the LEA of 1995 operates in a political state by giving freedom to the concerned stakeholders to hold elections after every three years for the selection of the SMC members as mandated by the education Act. This election of new members of the SMC after every three years marks the importance of representative democracy. This empowers principals and teachers because prior to the implementation of the LEA of 1995, they both had no official role or responsibility in the schools that they lead or the ones they are representing. On the other hand the elections give churches freedom to practice the desired beliefs and values in church schools. The freedom to elect members of the SMCs allows for greater democracy and decentralization because the advocates of decentralization argue that the notion of decentralization is to transfer power from those at the top to the grassroots level, meaning to the people who are closer to the schools, the ones who know the schools' needs. Therefore, the elections give parents chance to participate in their children's education.

However, the LEA of 1995 has not set practical guidelines on how elections should be held. There is no any form of document to assist in the election process. No matter how the elections are held, the researcher finds it democratically because different stakeholders are given the chance to nominate names of people that they think will serve the interests, beliefs and values

of a particular society. This is found more appropriate than being given names of people who will form the management committee by the proprietor as it used to happen in the past. The churches never consulted principals on matters of school management. Even though the political freedoms give the society the opportunity to choose who governs them, the political freedoms alone cannot give people the opportunity to enjoy utilizing economic resources of their country. Hence economic facilities play a major role in the lives of the citizens of a country.

2.3.3.2 Economic Facilities

Sen (2001:38) refers to economic facilities as opportunities that individuals enjoy to utilise economic resources for the purpose of consumption or production. The Lesotho government has introduced a utility fund to all controlled and governed primary schools. The aim of this grant is to fund schools so that they utilise it according to the school's needs. In Sen's words, citizens of a country need to have freedom to use economic resources of their country for production and consumption purposes. The researcher believes that participants (teachers and principals) under this study as citizens of Lesotho have the opportunities to utilise the economic resources of their country for consumption purposes because they get paid by the government even though they work in church schools.



On production purposes, the researcher assumes that all the principals of schools under study have freedom to use the funds that the government provides for their schools. If all principals under study truly get the necessary funding to run the schools, hopefully these schools will achieve desired goals and objectives because their capabilities depend on the resources that are available and the ones that they own, as well as the conditions in which the available ones are in. When schools have great access to funding, they will be able to give the necessary support to learners so that these learners can be able to make right choices for themselves in future. Sen (2001:39) asserts that, the proper dissemination of wealth should make a difference in the quality of people's lives. That is why the SMCs are given chance to be involved in the management of schools by ensuring that schools provide the best education by monitoring the allocation and conversion of resources.

2.3.3.3 Social Opportunities

Since schools are viewed as social arrangements, social opportunities point to the measures that the society takes to ensure that the provision of education as an essential service is rendered. The Lesotho government has taken a major responsibility by providing opportunities for basic education for its citizens, especially in primary schools where there is free education. The Ministry of Education and Training has given the society opportunity to be involved in the management of their children's education by introducing the SMCs. Therefore, SMCs have to make sure that the schools provide the kind of education that is of high quality and that has great influence on learners' freedom to have better lives in the future. The SMCs also ensure the effective and accountable use of resources in the provision of public education. This may be through the hiring of qualified and skilled teachers, the way in which schools use funds by reflecting the usage of school funds in the financial statements at the end of the year.

The relationship between principals and the chairpersons of SMCs should always be positive because any hostile relationship between them hinders the learners' way of achieving what is best for their future. This is due to the fact that schools exist because of learners. Therefore, principals and the chairpersons should always bear in mind that whatever decisions they make should benefit each of the schools and that learners are human beings determined to recognize themselves in their own unprompted behaviour, striving to accomplish their own results in their own way, no matter the level of the school. Given that schools are viewed as social arrangements, it is therefore important to discuss how those in the leadership and management of schools relate to each other.

2.3.3.4 Transparency Guarantees

According to Sen (2001:39-40), transparency guarantees focus on social interactions and how people relate to each other considering what they are being offered, and questioning what they will essentially acquire in the end. They are influential freedoms that help individuals in preventing corruption and in improving financial responsibility at all levels because every society operates on an imaginary level of trust, and that the explosion of this trust can critically impinge negatively on dynamics which will in turn disrupt everyday life and the success of schools. If ever principals are using school finances responsibly, there would not be so many reasons for the SGBs or SMCs not to trust them. This statement lies with the conclusions of

the studies that were conducted in South African schools (Heystek 2004, Mestry 2004, Mestry 2006 and Khuzwayo 2007).

However, the researcher believes that even though these studies were conducted in South Africa, Lesotho might have the same problems as far as the relationship between principals and chairpersons of the SMCs is concerned when it comes to the way schools use funds. That is why each school has to draw a budget for the year and prepare the financial report at the end of the year. An adequately prepared budget or financial report frees the principals from any form of corruption or accusations of inappropriate use of school funds. The LEA of 1995 allows for transparency guarantees because the use of school funds has to be acknowledged by both parents and the SMCs as the society of the church schools and the government as the source of the utility fund.

Given that the Lesotho government interacts with schools by bringing in the utility fund based on the school roll, principals are given necessary information regarding the use of finances. As a result, principals know that they are expected to spend the funds accordingly and prepare the financial reports at the end of the year which will be taken back to the Ministry of Education and Training. It is only through fulfilling this expectation that a school can be funded in the following year. Noteworthy, principals are aware of the consequences of not reporting back. In schools where there are no transparency guarantees, there is always financial mismanagement experienced by the principals that results in poor financial reports, no budgets and not receiving funds for the following year.

2.3.4 Summary

Since the capability approach evaluates the achievement of a society by paying attention to what its members are able to do, the study is underpinned by the capability approach in order to explore the freedoms that principals have towards choosing resources that they want for schools. The capability approach considers the principals' capabilities to enjoy being principals of church schools by being able to make decisions regarding the allocation and conversion of resources. The investigation explores how the dynamics between principals, churches and chairpersons of the SMCs influence the allocation and conversion of resources in church schools. Therefore, the capability approach is utilised to evaluate the working relationship between principals and the chairpersons of SMCs because relationships are

vehicles through which teams achieve aims and goals of an organisation. Section 2.4 deals with the working relationships between principals and the chairpersons of the SMCs.

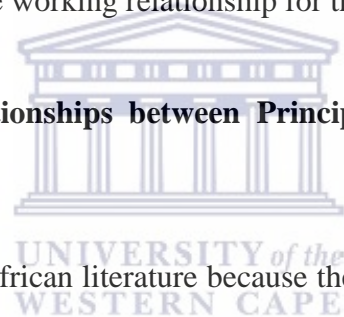
2.4 Working Relationships between Principals and Chairpersons of SMCs

Under this section, the working relationships between the principals and the chairpersons will be discussed in order to contextualise the literature on research aims 1 and 2 of this study because relationships are vehicles through which teams achieve their aims and goals. Therefore relationships play a vital role in determining the extent to which principals' representatives and the chairpersons of SMCs perform their roles as stipulated by the LEA of 1995. Moreover, the type of the relationship that the principals and the SMCs have affects the allocation and conversion of resources in schools either positively or negatively. Section 2.4.1 below discusses the South African studies on the relationships between principals and school governing bodies. The researcher found some commonalities in these studies that helped to contextualise the literature on the working relationship for the study.

2.4.1 Some Studies on Relationships between Principals and SGBs: South African Perspective

The researcher used the South African literature because there is no literature about SMCs in Lesotho yet the SMCs have more or less the same authority like the SGBs when it comes to teachers' appointments and accountability for school funds. In Lesotho, the SMC does not have total authority to appoint teachers; they only recommend the appointment of teachers to the teaching service commission.

Several studies on school governance have been conducted in South Africa although they did not specifically focus on relationships between principals and chairpersons of school governing bodies. They focused mainly on parents as members of school governing bodies (SGBs) Adams and Waghid (2005); Heystek (2004 and 2006); Mahlangu (2005); Poo (2006) rather than on chairpersons of school governing bodies, which is the focus of this study. However, one study conducted by Khuzwayo (2007) was found to be similar to the current study because it was specifically on the role relationship between principals and chairpersons of school governing bodies. Poo's (2006) study caught the researcher's eye because it was a comparative case study on the influence that relationships and skills have on the performance of SGBs. Both



Khuzwayo's (2007) and Poo's (2006) studies seemed to have some similarities with the researcher's study because she (the researcher) also conducts a comparative case study of two SMCs.

Khuzwayo (2007) conducted a multi-case study of four selected schools in the Kwa-Mashu area in the Kwazulu- Natal province. The study focused on *the role relationships of SGB chairpersons and principals*. For his study, he collected data through semi-structured interviews where he interviewed four principals and four chairpersons of school governing bodies. He also made observations and document analysis. The findings from Khuzwayo's (2007) study showed that there was an indication that both the chairpersons of SGBs and the principals seemed to "have an understanding of one's and each other's roles". Nevertheless, Khuzwayo investigated deeper into the roles of chairpersons and principals and found out that clarity of roles was superficial because principals believed that "it was fine if chairpersons needed their assistance in performing their governance duties" (Khuzwayo, 2007). He also revealed that superficial clarity on roles was due to the fact that "inexperienced chairpersons of SGBs and principals lacked adequate understanding of their governance roles and those of each other".

The findings further showed that "there were areas of conflict between chairpersons and principals more especially when it comes to the control of school finances, the selection and appointment of educators" (Khuzwayo (2007). According to Khuzwayo (2007) there was apparent harmonious working relationship between principals and chairpersons which arose because of *inequality* between them in terms of educational level. Alongside the background of Khuzwayo's findings, Karlsson (2002:332) in a study of six schools in Gauteng found that principals were dominant in all meetings due to their power position within their schools and also with the level of education as compared to other members of the SGB.

Poo (2006) conducted a comparative case study of four schools in the Mpumalanga Province. She wanted to obtain an in-depth understanding about the relationships among the SGBs members. The focus was much on principals and chairpersons. Poo (2006) compared two functioning SGBs with two non-functioning SGBs. She used structured observations, semi-structured and open-ended interviews to collect data. The schools under her study were in two categories. Schools in category 1 were the ones with good performance and positive relationships while the schools in category 2 were the ones with poor performance and negative

relationships. Poo's findings (2006) diverge from Khuzwayo (2007) and Karlsson (2002) when arguing that poor relationships are probably the results of attitude and behaviour, and not illiteracy as indicated in the literature review. She concluded that all SGB members in her study were literate because they could read, write and interpret policies. However, Poo (2006) found out that "ignorance and inability to perform functions turn SGBs into crisis committees, and that most of the SGBs were not fulfilling their roles but relied on principals who played dominant roles". When analysing data, Poo (2006) exposed some discrepancies in the feelings about relationships. The findings showed that SGBs with poor relationships with principals experienced "anger, fear, anxiety disrespect and mistrust". She further asserts that SGBs with poor relationships "indicated coldness, neglect, isolation and disjointedness" when compared to the SGBs with good relationships who experienced "mutual trust, respect, happiness, love, cooperation, collaboration, shared decision-making and inclusion".

In addition to Khuzwayo's and Poo's, the aforementioned studies revealed that both principals and school governing bodies expressed uncertainty regarding their roles, responsibilities and accountabilities of the school governors. One of the reasons found for uncertainty and problems was that neither the school governing bodies nor the principals as the main representatives of the governing bodies were sure about the democratic functions for the school governing bodies and school management teams. The reason for this is that many schools operate according to their own interpretation of these functions linked to the personalities of SGB chairpersons and the principal. The authors concluded that where these roles are not clear, there is a possibility that conflict might occur between governors and principals.

The current study draws mainly on the findings of the two scholars, Khuzwayo's (2007) and Poo's (2006). The findings on Khuzwayo's study revealed that, inexperienced school governing bodies' chairpersons and principals lacked adequate understanding of their governance roles and those of each other. Poo (2006) differs from Khuzwayo when arguing that "most of the SGBs are not fulfilling their roles but rely on principals who play dominant roles. Poo's findings further exposed the discrepancies in the feelings about relationships between the SGBs and the principals. The reason behind this is that, in Lesotho chairpersons are elected after every three years (the LEA of 1995) which makes it difficult for them to get used to working with same principals for a longer time. As a result inexperienced chairpersons will depend on the principals for everything. On the other hand, the newly appointed principals

who are in the acting positions also do not know if ever the representatives are being fair as far as decision-making is concerned when it comes to individual schools' needs.

Even so, none of these studies focused on the level of freedoms of the role players in the leadership and management of schools in choosing and converting school resources into achievement. The following section discusses the importance of relationships between principals and the chairpersons of school management committees which is the crux of this study.

2.4.2 The Importance of Relationships between Principals and the Chairpersons of School Management Committees

The working relationships between the principals and the chairpersons of the SMCs can either be good or poor due to the fact that one of the parties may be satisfied while the other one may not be satisfied with certain traits of the SMCs. Basically, the relationship between principals and the chairpersons revolve around the recommendation of teachers' appointments and the use of school finances. For instance, other parties may not be satisfied by the way in which things are done. On the other hand and in many occasions, poor relationships between the principals and the chairpersons can be caused by the lack of communication between the SMCs and the principals.

All concerned stakeholders in schools rely on the principal and the chairperson of the SMC for the well-being and normal functioning of the school. It is therefore imperative for principals and the chairpersons to ensure that there is a smooth working relationship between themselves so that they meet the interests of all concerned stakeholders. Principals are the chief executive officers in schools. They are the links between schools and the SMCs, the Ministry of Education and Training and other educational authorities. The researcher considers that the working relationship between the principals and the chairpersons sets the nature of the working relationship between the staff and other members of the SMCs and in schools. This is because if the principals and the chairpersons do not have smooth relationships, such situations automatically affect teachers and other members of the SMCs. If the chairpersons and the principals are not in good relationships, the schools become dysfunctional. The chairperson is the head of the SMC, whereas the principal is the head of the school. Hence, it is significant

that both chairpersons and the principals should function as partners to ensure common partnership in the running of the school.

Mahlangu (2005:16) asserts that “relationships are the vehicles through which people accomplish the purpose for which they have developed their skills”. In all organisations relationships become complex because they function through different traits and egos of the organizations’ leaders. It is up to the leaders to make relationships to work or not to work. The working relationship can only improve through consensus and collaboration between principals and chairpersons of the SMCs. Principals’ representatives are expected to advise and keep the SMCs informed on matters relating to the management of schools. They have to provide relevant facts and figures to guide the SMCs deliberately and to help them to make decisions for schools.

Furthermore, principals are expected to co-operate with the chairpersons of the SMCs and should allow a channel for information to flow between the committees and the appropriate educational authorities. Since the SMCs are made up of groups of individuals, it can be argued that relationships among groups of people should be grounded in respect and appreciation for contributions from each member of the committee instead of using hierarchical powers within the SMCs. Nevertheless, the principals’ relationship with the chairperson of the SMCs should be one of the partnerships based on mutual understanding of each other’s role and responsibilities. If the two parties work smoothly, their relationship will lead to a flexible and increased pace of decision-making that will enable the team to respond to changing situations. That can only be achieved if certain features of good working relationships are taken into account. Hence section 2.4.3 below presents the key features of a good working relationship.

2.4.3 The Key Features of a Good Working Relationship

The key features below present basic conditions of which the nature of the working relationship between principals and chairpersons of SMCs can be analysed.

2.4.3.1 Trust

Trust is a beginning for any successful relationship. People in trusting relationships ask for contribution from one another, and truly use it. They tolerate one another to do their job without

unnecessary misunderstanding. O'Brien (2001) cited in Poo (2006:61) defines trust as confidence in outcomes of a situation and an expectation about the positive actions of other people without being able to influence or monitor the outcomes. Where there is trust among members, there is always a positive working relationship because people become wholeheartedly committed to their duties and can even go an extra mile. In a trusting relationship people feel free to do their duties as expected and they have a sense of belonging. Trusting relationships encourage people to make decisions freely and openly.

2.4.3.2 Decision-Making

Most of the times the SMCs and principals find themselves in situations that require them to make decisions. Particularly, decisions are based on the recommendation for the appointments and transfers of teachers. Decisions made by the SMCs enable the schools to solve problems and to achieve goals and objectives. Decisions are made because schools want to identify and select actions to be taken to solve the problems.

The LEA of 1995 allows for participative and democratic decision-making (ref. 1.1). It is through decision-making that schools allocate resources (human, material and financial) so that the intended objectives and goals of the school are achieved. During this process, all concerned stakeholders should bring in information, facts, objectives and understanding for actions to be taken so that all stakeholders have a sense of ownership since they are involved in decision-making. These are the types of functionings elaborated by Sen (ref. 2.3.2). When people have a sense of ownership, they respect the input of every member because the aim is to achieve the aims and goals of the school. Therefore, section 2.4.3.3 below explains the significance of respect in working relationships.

2.4.3.3 Respect

Respectful relationships are considerate, sincere and polite. People who respect each other value each other's opinions and freely adjust their minds in reaction to what others say. According to Tallia et al. (2006:48) respect is explicitly significant in challenging circumstances because it can help people to concentrate on solving problems at hand. No matter the level of education, principals should respect the chairpersons. Likewise, chairpersons should as well respect the principals regardless of denomination, gender, age level or the

experiences as principals. Whenever there is respect between principals and the chairpersons of the SMCs, communication becomes smooth because the parties work together to achieve the aims and goals of the schools by feeling free to contact any other member of the SMC.

2.4.3.4 Effective Communication

Tallia et al. (2006:48) assert that communication involving individuals can be explained as rich or poor, it can either be verbal or non-verbal depending on the nature of the relationship. Effective communication is very important in all organizations. The most central point is that, it has to be a two-way process. In the school setting, it is significant because it reflects the nature of the relationship between principals and the chairpersons of the SMCs.

If there is poor communication between the two parties, the schools will not function well because any of them can hold back available information. In particular, the principals because they are the ones who have more information and clear understanding regarding education policies as compared to the chairpersons and they are also secretaries in the SMCs. In a relationship where there is rich communication, all concerned individuals are actively involved and matters are discussed openly. There is constant support and collaboration among all the stakeholders involved. At times, it is good for individuals who work jointly to disregard the unwanted behaviour that may destroy a relationship. The rich communication between principals and the SMCs helps the SMCs to meet the principals' needs by allocating resources accordingly. The allocation of resources through an open communication helps the SMCs to realise how their responsibilities affect the principals' day-to-day running of schools.

2.4.3.5 Interrelatedness

According to Tallia et al. (2006:48) interrelatedness takes place when people are accountable to the responsibilities at hand and realize how their work has an effect on one another. More to the point, they are always conscious of how each individual contributes to the objectives of the school, the Ministry of Education and Training and the larger community which in this case is the church. When principals and chairpersons are accountable and responsible, there will be less conflict among them because each of them will know where to draw the line as far as one's responsibilities and duties are concerned. The way in which they behave or relate to each other affects the school and the church as a whole because both principals and chairpersons are the

church members. At the same time principals serve the government. At the end of the day, both the chairpersons and principals have the same goals for the schools, just as the government does on every school despite who owns the school. However, there will always be a difference on how they view matters because it is not always that people share the same views even if they are working for a common goal. Hence section 2.4.3.6 below discusses diversity.

2.4.3.6 Diversity

Diversity is the difference in the way that people view the world, whether it stems from age, race, gender, education, experiences, religion and some diversity of thought will occur in any organization (Tallia et al. 2006:48). Successful SMCs do not simply accept diversity of opinions but persuade it. Diversity enlarges the number of possible solutions and allows members of the SMCs to discover certain knowledge and skills from one another. According to Sen (1992: xi) human diversity is fundamental when it comes to the way people convert their resources. In most cases, diversity of thought in organisations leads to conflict because people do not always share same views. Section 2.4.4 below discusses the nature of conflict and different types of conflict.



2.4.4 Conflict

Wherever there is a group of people working together, there is always a possibility for conflict. This is because people may have different views and interpretations. There is no way that people working together can have same views every time. In the same way, within schools SMCs and principals are engaged in the running of the schools, consequently could have diverse views concerning leadership and management responsibilities. Since people understand things differently; they can perceive reality in different degrees, in more severe situations while others can perceive it in a lesser severity. It is a way of confronting reality and creating new solutions to tough problems, it is in fact necessary for true involvement, empowerment and democracy in all organisations because organisations are dealing with people's lives, jobs, self-concept, missions and goals.

There is no single organization that can work in isolation. For any organisation to be effective, it needs each and every member to be effectively involved. It is thus a simple truth that there is no way for schools to play their role in addressing barriers to effective working relationship

if a critical mass of stakeholders do not work together towards a shared vision. There are problems to solve, and interventions to plan, implement, and evaluate. Throughout these processes, the SMC members may have different views which may cause conflict. According to Jones (2005:104), conflict refers to a natural disagreement between two or more people or groups within an organisation. This may be due to different approaches, attitudes, morals or needs. It can sometimes result from the past challenges and personality differences for the reason that individuals are unique. Different people have different ways of approaching problems and people.

In view of the fact that the LEA of 1995 mandates that one principal should represent a maximum of six principals in the SMC through elections, this allows for the possibilities that each of these six principals may end up being elected into the SMC in different terms. Given that every principal is liable to be elected as a member of the SMC, it may happen that principals bring in challenges that they encountered in the SMC as part of revenge to other principals who have been in the SMC in the previous years if they felt that their needs had not been met by certain principals who represented them. As part of working relationships, differences can be complementary and helpful. Conflict is not always bad; it can be good at times. It can either have positive or negative implications for the functioning of the school. Therefore schools have to consider the kind of conflict that they are engaged in. Conflict becomes a barrier to establishing effective working relationship only when negative attitudes are allowed to prevail. It becomes a problem when it interferes with achieving school goals, a typical behaviour to be diagnosed and treated or when it shows signs of threatening the hierarchical authority.

In the SMCs, power and distribution of scarce resources are at the centre of conflict. When resources are in short supply, people compete for jobs, titles and reputation. Since every principal is looking for qualified teachers for the schools to perform very well, a principal will definitely not become satisfied if the SMC recommends for an appointment of an unqualified teacher to the school. On the other hand, a principal whose school's roll is low as compared to other schools in the parish may disapprove an appointment of a teacher in another school since there is a need for teachers in every grade though the roll is low. In such cases, teachers are bound to teach multi classes. Consequently, conflict is a natural and inevitable phenomenon, it cannot be avoided and it is not necessarily bad at all times. In many cases, conflict between principals and chairpersons of SMCs evolve around the selection and recommendation of

teachers, financial issues and administration of schools. All concerned stakeholders, principals as ex-officio members, teachers, chairpersons of the SMCs and principals' representatives have to carry out their duties as expected for the benefit of the schools. The next subsection deals with the types of conflict.

2.4.4.1 Types of Conflict

There are two types of conflict that will be discussed in this section; namely positive (constructive) and negative (destructive) conflict. Any of the conflict is likely to bring about exceptional efforts and an alternative that may not have been previously confronted by the SMCs.

2.4.4.2 Positive Conflict

A positive conflict is regarded as constructive while a negative conflict is regarded as destructive. A constructive conflict is when parties begin to realise alternative approaches that may be valuable in the process of discussing the existing problems. For example in a school situation, both the principal and the chairperson of the SMC may have different views on how funds may be raised for the school. They both have a common aim but different means of achieving it. They will therefore have to engage in discussion, consider and explore other possibilities. During these discussions they may have different views. Whatever the outcome of the conflict may be, the important thing is that funds will be raised for the school.

2.4.4.3 Negative Conflict

A negative or destructive conflict is when people do not realise alternative approaches that may be valuable in the process of discussing the existing alternatives. When negative conflict occurs between people who are working together, those with negative feelings may act and say things in ways that produce significant barriers to establishing a good working relationship or finding solutions to the problems at hand. For example, those who are considered to have superior power or knowledge in the SMC concerning teachers' affairs (transfers, demotions, promotions or appointments) may each have different views or two of them may have the same views considering teachers' appointments or transfers.

If two of these people agree on one thing, especially if it is the principals' representative and the chairperson of the SMC, the teachers' representative may be left aside when decisions are made since he or she disagrees with the other two members. The teachers' representative may feel less valuable in the SMC. This difference may result in a negative or destructive conflict among these members of the SMC which means decisions in the SMC will be one sided, thus meaning not being fair. In this manner, the principals' representative and the chairperson of the SMC will be using powers in a wrong way. Since the principal and the chairperson have greater power in the SMC; they may try to make the teachers' representative to change views in favour of theirs. Severe organizational conflict impacts negatively on the life of the organization because members end up withdrawing from positions that they hold. In this case the teachers' representative may feel helpless and decide to withdraw from the committee.

According to Fiedler and Atton (2004) in Nyaba (2009:21) there are some different reasons and cases in which "the chairperson of the SGB and the principal become too close". Fiedler and Atton (2004) assert that in some cases, the links work so quite perfectly while in other cases those links are "regarded as corruption especially if such closeness impacts negatively on the organisational goals". The authors put forward that the links between the chairperson and the principal might be due to "the lack of knowledge or skills to perform the work effectively", and for such cases "where there is high uncertainty among SGB members, their relationship with the principal may be based on utilization of resources" (Fiedler and Atton 2004).

2.4.5 Summary

The LEA of 1995 has completely changed the working relationship between principals and the SMCs. Principals have been given the freedom to make decisions regarding the allocation and conversion of resources in schools. Sound working relationship demands trust. Since the SMC is made up of mixed groups with different characters, the way in which they relate and interact with each other affects the well-being and culture of schools in different ways; hence the researcher integrates Sen's idea of capability approach with the working relationship because transparency guarantees focus on social interactions and how people relate to each other (ref. 2.3.3.4). The reviewed literature indicates that relationships become complex because they function through different traits and egos of the organisation's leaders. Since the relationship between the principals and the SMCs is based on the allocation and conversion of resources,

principals and the SMCs have to be accountable to the responsibilities at hand and realize how their work has an effect on one another. Sen (ref. 1.2) supports that the intricate intra- groups' relations and interactions have effects on the conversion of resources. The literature further discussed diversity in teams (ref. 2.4.3.6); the reviewed literature integrates with Sen's idea of human diversity because the capability approach accepts that human beings are different, as such it depends on how individual principal makes use of resources in order to achieve the aims and objectives of the schools. Section 2.5 discusses education decentralisation and how it influenced the enactment of the LEA of 1995.

2.5 Education Decentralisation

The notion of education decentralization is underpinned by the capability approach because the proponents of decentralization argue that decentralization gives schools varying degrees of power and authority to make decisions in schools relating to resources. Resources are not only delegated but transferred to the SMCs (ref. 2.5.1).The capability approach questions the principals' freedom to make decisions regarding the allocation of resources.

There has been a major shift to autonomy for schools in many countries throughout the past two decades. This trend encompasses England, Wales, Australia, Canada, Hong Kong, New Zealand, Portugal, Spain, parts of the USA and South Africa (Bush and Heystek, 2003:127). There is great diversity in the forms of self-governance adopted in these countries but they are generally underpinned by the concept of democracy and school effectiveness. Power is typically devolved to school-level governing bodies while operational management is the responsibility of the principal (Bush and Gamage, 2001: 39).

2.5.1 What is Decentralisation?

Different authors define decentralisation in different ways. Hanson (1998:112) defines decentralisation as “the transfer of decision-making, authority, responsibility and tasks from higher to lower organizational levels”. Yuliani (2004:2) views decentralisation as a way of handing “over political, financial and administrative authority from central to local (district/city) governments, so that the government can facilitate and guarantee better public services for the people”.

Gamage and Sooksomchitra (2004:291) support the proponents of decentralisation by arguing that decentralisation gives schools varying degrees of power and authority to make decisions in the domains of the school's mission, goals and school policies relating to finance. They further argue that "material and human resources are not only delegated but transferred to a representative managerial body called the school council or board". In relation to this view, Botha (2010: 574) contends that it is very important for all concerned stakeholders to see to it that "policies that are made at school level are democratically arrived at by the rational discourse and deliberations by the principal and all democratically elected representatives" of the SMCs. Botha (2010:574) further posits that decisions in the SMCs "should be made on the basis of consultation, collaboration and participation of all the stakeholders" in the SMCs.

2.5.2 Forms of Decentralisation

There are three common forms of decentralisation that are advocated for by the proponents of decentralisation. They are deconcentration, delegation and devolution.



UNIVERSITY of the
WESTERN CAPE

2.5.2.1 Deconcentration

The simplest and most commonly chosen form of decentralisation by most governments is deconcentration (Rondinelli, McCullough and Johnson, 1989:7). Most governments opt for deconcentration because they want to transfer certain duties, but not authority to lower government levels by mainly establishing branch offices at district or province level (Hanson, 1998). Rondinelli et al. (1989:7) found deconcentration to be the weakest form of decentralisation because central governments shift workloads to the lower levels of the government. In many cases where deconcentration is involved, the central government shifts responsibilities to the local government but retains powers when it comes to decision-making. In short, governments choose deconcentration in order to be able to delegate officers who will be authorised for implementing government rules (Mc Ginn and Welsh, 1999:18).

2.5.2.2 Delegation

According to Campbell (1997) in Masendu (2007:10), delegation involves work being shifted to subordinates by their executives. Thus, executives relieve the work load off themselves so

that they can be able to carry other duties without difficulty. On the other hand, Hanson (1998:12) views delegation as transferring authority from the central government temporarily to lower levels of the government. At this point, the discretion to withdraw authorities regarding decision-making lies with the delegating unit, not the central government

2.5.2.3 Devolution

Devolution involves the transfer of authority and responsibilities from the central government to the lower levels. The authority to make decisions about service delivery lies in the hands of local governors who are independent to make their own decisions as far as investments are concerned and as well as to raise their own revenues. However, this “transfer of authority over financial, administration or pedagogical matters is formalised” (Rondinelli et. al, 1989; Rose, 2001).

2.5.3 Education Decentralisation in Lesotho

Lesotho is a small mountainous country landlocked by South Africa. Small as it may be, it is divided into 10 districts for administration and management purposes. The district education offices act on behalf of the central government. There are different personnel in the office being supervised by an officer of a higher rank, the Senior Education Officer (SEO). Even though Lesotho is a mountainous country, it is easier for the central government to get to the district offices because of the distance in between. However, there are three districts located in the mountain regions which need the central government to travel half a day to get there. The current study was conducted in one of those remote districts in the southern part of the country. The Lesotho education system is a mixture of decentralisation and centralisation. The Lesotho education system is decentralised in the sense that the operation and management of most schools in Lesotho are managed by churches. On the other hand, the education system is centralised because curriculum development, external examinations, funding and teachers' salaries which are based on a national salary scale are still under the government's control. This issue of governments settling for both decentralisation and centralisation is supported by Mc Ginn and Welsh (1999:28) that “there is no country that is completely centralised or decentralised”.

According to Gamage and Sooksomchitra (2004: 291) “education decentralisation reforms have their roots in the political arena”. When decentralisation became a norm throughout the world, governments moved from autocratic to democratic forms of governance. As a result, it naturally turned out that nations made an effort to decentralise educational systems. The study conducted by Motsu (2002) on “*Educational Policy Development and the Reform process in Lesotho*” showed that the Lesotho Education decentralisation was interpreted according to political and denominational affiliations. In Lesotho, education reform became a phenomenon since the late 1980s during the Military regime though it did not become successful due to some reasons (Motsu, 2002: 35). This reform was meant to devolve power and authority from the churches to the Minister of Education (ref. 2.2.5).

As discussed earlier (ref. 2.2.6), the BCP government decentralised the Lesotho education system because the BCP wanted to expand the choices for the Basotho nation. The LEA of 1995 was introduced as a policy that freed the oppressed (principals) from the churches. Sen (1999) believes that people should be free to choose the type of lives they value. The notion of decentralisation was initiated from the idea that churches alone cannot run schools, but should allocate their powers with other stakeholders, mostly those closer to the school, on a partnership basis. The LEA of 1995 mandates the establishment of school management committees that allow stakeholders such as churches, the government, parents and teachers to play an active role in taking decisions on behalf of the school. However, Caldwell (2005) in Heystek (2006:478) posits that, “an essential requirement for decentralised management to succeed is that governors and managers must understand their own roles and functions and must have the ability to perform those functions”. Therefore, both principals and chairpersons of the SMCs as managers of schools must first have a clear understanding of their roles and responsibilities, and must also have the capability to carry out their roles and responsibilities as stipulated in the LEA of 1995.

Prior to the implementation of the LEA of 1995, there were consequences of churches making their own decisions on principals and teachers’ appointments because decisions were only made by the school board, the church and school secretariat (ref. 2.2.4) In the past, there was no partnership like now where posts or grants are advertised publicly for everyone, and when the principal or a teacher is appointed, the decision is made by all members of the SMC. The Ministry of Education (1992:128) has the same opinion that local level management by churches had been problematic as the country was experiencing parallel management structures

which created a negative aspect of accountability at school level. It was difficult for the government to implement the ministry regulations at school level because school management rested on the shoulders of managers nominated by churches, who were not responsible to the Ministry of Education and Training (Kaibe, 2001:42).

Paying attention to how the LEA of 1995 came into implementation, the researcher concludes that capability approach fits in this study because the notion creates policies that give people more access to necessary resources and the ability to make choices. Therefore, the LEA of 1995 gives the capability approach leverage to analyse the situations of deprived people who have not been represented in the school committees during the BNP and Military governments.

However, Sayed (1992:7) argues that:

Although the decentralization of the education system may be seen as an approach that enables a shift in power increasing participation in education management, in reality the state usually devolves power only on some non-essential aspects of provision of education to local authorities.

In Lesotho, the government has power over the SMCs because the approval of the SMC depends on the Minister of Education and Training. Nonetheless, the LEA of 1995 does not stipulate the criteria which the Minister shall use to approve the SMC. As a result, the Minister may be capable of misusing his powers when dealing with individuals who do not subscribe to political or religious beliefs. The power has been shifted to school levels by giving the SMCs authority to recommend the appointment, transfer or dismissal of teachers. But the fact is that the SMCs only recommend the appointment of teachers, they don't have power to appoint teachers. The power lies with the Ministry of Education and Training through the Teaching Service Commission. The SMCs may be viewed as the link between the government and the schools.

2.5.4 Summary

The above sections discussed the concept of decentralisation from different scholars' perceptions. The proponents of decentralisation argue that decentralisation gives schools varying powers and authority to make decisions relating to resources in schools. The aim of

the LEA of 1995 was to shift powers to run schools from churches; to allocate powers with other stakeholders who are closer to the school on a partnership basis. Prior to the enactment of the LEA of 1995, decisions to allocate and convert resources was basically the responsibility of churches through the school secretariat (ref. 2.2.4). Therefore, the investigation set out to determine how the allocation and conversion of resources is influenced by the dynamics between the principals, churches and the chairpersons of the SMCs. For the LEA of 1995 to be implemented at the school level, the Lesotho government had to authorise the SMCs to implement it. Hence the study investigates the extent to which the principals' representatives and the chairpersons for the SMCs perform their roles and responsibilities as set out in the LEA of 1995. Given that the notion of decentralisation is underpinned by democracy, the LEA of 1995 allows for participative and democratic decision-making through the democratically elected members of the SMCs. Decentralisation may be viewed as a broad concept that focuses generally in the education system on how power is shifted to the lower levels regarding the allocation of resources. Subsequently, school-based-management (SBM) focuses at the school system on how decisions regarding the deployment of resources are made. Therefore, section 2.6 below discusses SBM and draws attention to how it integrates with decentralisation.

2.6 School-Based Management

School-based management (SBM) has been introduced in various countries such as New Zealand, the United States, Hong Kong, Australia, the United Kingdom, Indonesia and Thailand to mention few. School-based management is regarded by most scholars (Carron and Chau, 1996; Heneveld and Craig, 1996; Leithwood and Menzies, 1998) as a way of giving schools freedom to make decisions and flexibility to deploy resources in ways that best suit their students' needs. Caldwell (2005:1-2) defines SBM as a way of decentralising authority and responsibility from the central government to the school level. Nevertheless, these SBM reforms have been implemented differently and have encompassed a wide variety of different approaches depending on different reasons for each country.

According to Cheng (2003:31) school-based management is one of the most salient international trends of school reform, which emphasizes decentralization down to the school level as the major means for promoting effective decision-making, improving internal processes, and utilizing resources in teaching and learning to meet the diverse school-based educational needs. Therefore SBM is good for the reason that it allows for more effective

utilization of resources since those who are making decisions for schools are closely familiar with their needs. Since SBM allows for a wider representation of stakeholders as the foremost decision-making authority, it is believed that this shift of decision-making power would lead to improved education delivery. This model fits into Sen's (2001) transparency guarantees (ref. 2.3.2) because where decisions are made openly among many people, there is less corruption expected to take place in the near future.

As one of the Sub-Saharan countries, Lesotho has also introduced SBM as a way to reform its education. The implementation of SBM has increased the principals' roles and responsibilities. Principals are now expected to be both effective leaders and managers of their schools. They are expected to demonstrate skills and capabilities as well as making complex decisions in conjunction with others in their school communities, unlike before the implementation of the LEA of 1995 where decisions were typically made by the school secretariats who were located far away from the immediate schools. Noteworthy, the implementation of the LEA of 1995 which allows for power devolvement to the school level has to some extent lead to churches to lose some of their powers since it has changed power dynamics within schools. Churches had to surrender some control over how they run their schools, especially in appointing teachers. In Lesotho, SBM transfers the responsibility for school operations and decision-making to the SMCs. The aim is to engage the local community in a significant way making decisions regarding their local schools. SBM aims at mounting the speed and relevance of school level decision-making through the SMCs.

In Sen's words (1992:36) "resources tell us about the set of commodity bundles from which we can choose". In every school, the principal looks forward to having qualified teachers so that the school can achieve the desired goals, which is why it is very important that principals make precise decisions on which teachers they want to be appointed to their schools. Whatever choices the principals may have; their personal characteristics can differ greatly and can lead to substantial interpersonal variations in the conversion of resources into achievements (Sen, 1992:38). Even if a principal gets the kind of teachers he or she wants, the success of the school depends on the principal's personal characteristic.

Barrera et al. (2009:6) believe that SBM produces better school management that is more cognizant and responsive to the needs of those end users, thus creating a better and more conducive learning environment for students. In countries where SBM has been introduced,

schools are likely to benefit effectively since SBM involves among others the following benefits: It allows for more effective use of resources because those who are making decisions for schools are closely up to date with the schools' needs; It enhances a higher quality of education due to the fact that there is an efficient and transparent use of resources; It increases participation of all stakeholders in the decision-making process, leading to more positive working relationships and increased satisfaction (Barrera et al., 2009:6).

When people are given greater freedom to make decisions, they become responsible and accountable for their actions and decisions. The LEA of 1995 places the principals as the chief accountant officers of school finances. Principals now have control over discretionary funds; such control gives them more latitude in what they can do. This freedom to control school funds allows teachers to have more flexibility in choosing materials for effective teaching and learning. The enactment of the LEA of 1995 through SBM has lead schools to be managed in a more transparent way since schools are not run by churches only. This condenses chances for fraud especially for principals because they have to report to the SMCs how the school funds have been used (ref. 1.1).



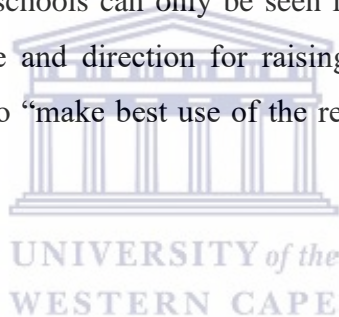
UNIVERSITY of the
WESTERN CAPE

2.6.1 Summary

The implementation of the LEA of 1995 contributed to the general capability of principals to live more freely since decisions on how to use school funds and the allocation of resources are made collectively. Everyone who takes part in the decision-making becomes accountable. At this point, SBM lies along Sen's freedom of transparency guarantees (ref. 2.3.2) since principals and SMCs are compelled to work together on school finances. This prevents corruption in schools and enhances financial responsibilities at all levels. Noteworthy, SBM has the potential to hold those who make decisions at schools accountable for their actions. Hence the process becomes transparent. However, the conversion of resources into achievements is still the responsibility of the principals and the SMCs. As the leaders and managers of schools, they have to see that resources are allocated accordingly and converted as expected in order for schools to achieve and to maintain a good working relationship. The next paragraph, 2.7 below deals with school leadership and management.

2.7 School Leadership and Management

Under this section, school leadership and management will be discussed in order to contextualise the literature on research aim 1 (ref. 1.7) of this study because the LEA of 1995 places the principals and the chairpersons of the SMCs on the leadership and management positions (ref. 1.1). Bush (2007:391) argues that various nations across the world have recognised that at school level, there is a requirement for effective leadership and management in order for “schools to provide the best possible education for their learners”. For schools to operate effectively and to accomplish their goals and objectives, Bush (2007:392) believes that the concept of “leadership and management need to be given equal prominence” since they are both important for the well-being of schools. Leithwood and Riehl (2003:2) accord that leadership and management are equally important roles that have opposite intentions seeking to achieve diverse outcomes. They further contend that at all levels in the school situation; leadership and management ought to be judged by their outcome on the value and principles of the school. The outcomes in schools can only be seen if those who are in the leadership positions can “provide the drive and direction for raising achievement” and those in the management positions are able to “make best use of the resources and process to make this happen” (ibid, x).



2.7.1 School Leadership

Many times different scholars define leadership following their particular view point and the circumstances of the experiences that are of most important to them. Below are different definitions of leadership from some well-known authors and scholars from the field of leadership.

According to Dunford, Fawcett and Bennett (2001: 16), school leadership means “seizing opportunities, dealing with problems and always striving to improve”. However, Simkins (1997:14) views school leadership as “the identification, acquisition, allocation, coordination and use of the social, material and cultural resources necessary to establish the conditions for the possibility of teaching and learning”. Bush and Glover (2003:10) define leadership as “a process of influencing others and leading them to the achievement of desired purposes. It involves inspiring and supporting others towards the achievement of a vision for the school that is based on clear personal and professional values”. Thibault, Lynch and Mc Bride (1995:

156), define leadership as the “ability to get things done under right circumstances” while Bush and Bell (2002: 54) perceive leadership as a process to influence the behaviours of individual members and of the whole organization’s attitudes, values and beliefs. It also influences the goal achievement and development as well as building the organizational culture. Dunford et al. (2001:16) argue that leadership is about ideas and inspirations, dreams and visions, aspirations and hopes. It is also about communicating the dream, persuading others of the validity of the cause and inspiring them to follow. It ultimately focuses on the plans necessary to achieve the vision.

From the above definitions, it is clear that, leadership has two functions which are providing direction and exercising influence. Leaders carry out their work with and through others to achieve shared goals. The definitions relate to research aim 1 because the SMCs’ responsibilities are to influence principals and lead them to achieve desired purposes. Subsection 2.7.2 below discusses chairpersons as leaders of schools.

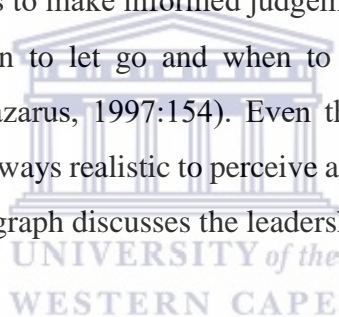
2.7.1.1 Chairpersons of the SMCs as Leaders in Schools

Davidoff and Lazarus (1997:161) put forward that educational leaders are faced with excessive “challenges in their attempts to build effective schools”. They argue that leaders are faced with challenges of being confident that schools under their authorities fulfil their tasks as defined by their missions and set goals and objectives.

Davidoff and Lazarus (1997:163) view the role of a leader as “sharing responsibility, being able to work with different types of people, different set of values and often opposing needs”. As leaders of the SMCs, chairpersons should be able to know when and where to draw the line as far as roles and responsibilities are concerned. They should be able to accommodate every member of the SMC regardless of the position of a member in the committee. The way in which they relate to other people is very important because they are the icons of the SMCs and the community in general. The kind of relationship required does not merely have to be among members of the SMCs only but also between the chairperson and other principals who are non-members of the SMCs. Chairpersons should be individuals who can work harmoniously with all schools under their authorities though each school has its different values and goals depending on the needs of the principal, the staff, parents and learners who are the bearers of the individual school. Nevertheless, church schools share the same culture, values and beliefs.

Chairpersons should execute their roles in a way that principals can have trust in them. On different situations, they must be able to show the ability of flexibility in their leadership roles by being able to recognise unplanned circumstances that may cause havoc in schools. They should be able to respond appropriately to unplanned matters by working outside the regulations of the LEA of 1995 when necessary. For instance, The LEA of 1995 mandates that the SMCs should meet at least four times a year. To some SMCs, this has become a must rule that sets a number of meetings for them. A wise chairperson would be flexible enough not to feel bounded by the set rules; instead he or she would call a meeting at any time and on regular basis depending on the issues that need immediate action.

The chairperson should be able to handle different situations, whether tough or simple. This is due to the fact that chairpersons work with individuals that have different characters. This is a very big challenge especially for inexperienced chairpersons because different principals have different traits and needs that they expect the chairperson and the committee to fulfil. It is at this point that the chairperson has to make informed judgement about “when to push, when to hold back, when to direct, when to let go and when to confront and leave the situation unchallenged” (Davidoff and Lazarus, 1997:154). Even though the SMC chairpersons are regarded as school leaders, it is always realistic to perceive and appreciate principals as the key leaders in schools. The next paragraph discusses the leadership role of principals in schools.



2.7.1.2 Principals as Leaders in Schools

The responsibility of being a principal encompasses serving the school community by working effectively with staff, parents, school governors and learners for proper education of learners. The principal is responsible for the management and leadership of all the work that is carried out at school in order to enable teachers to execute the most important duty which is teaching. While Senge (1990:15) views leaders as people who “lead through developing new skills, capabilities and understanding, Leithwood and Riehl (2003:2), regard leaders as people who occupy “various roles in the school, who provide direction and exert influence in order to achieve the school’s goals”. Nevertheless, it depends on the context of the school, the culture and nature of the school’s goals being pursued and the principal as an individual on how leadership functions are carried out.

Leithwood and Riehl (2003:5), posit that:

School leaders monitor and adjust the structural organization of the school including how tasks are assigned and performed, the use of time and space, the acquisition and allocation of equipment, supplies and other resources; and all of the routine operating procedures of the school.

As school leaders, principals have more than one important role to play in schools in setting the tone and direction for the schools since they are in the hot seat to make teaching and learning better in schools. This pressurises principals to do whatever it takes to use resources that are available effectively in order to achieve what they want for the schools. Every principal aspires to achieve the best for the school. Principals' abilities are based on the enterprises of building schools that persuade dynamic teaching and learning at all times for all learners. Dunford et al. (2001:18) argue that principals as school leaders can contribute much to their schools by making sure that the best available teachers are appointed and given the best resources to get on with their teaching activities.

However, the way in which the principal as the school leader exemplify leadership capabilities has effect on the entire school situation. It depends on the leadership styles that a principal decides to use since the leadership style adopted by the principal is predominantly significant in achieving the school goals and objectives, and in evoking performance among staff. There is no one specific leadership style that is correct. Each style is acceptable for a different situation or intention. Hence effective principals make use of wide range of leadership styles on expected basis, seeking to fit each situation or intention. Dunford et al. (2001: 1) argue that "principals who are effective leaders have to use a range of leadership styles on a regular basis, seeking to fit each situation or purpose". Each of the schools under this study has unique situations no matter the same SMCs that manage them. As a result, schools in one SMC cannot be expected to be on the same level of achievement as the other schools. Hallinger and Heck (2003:220-6) believe that the essence of leadership lies with achieving results from others, but what matters most is the way in which leaders achieve their goals.

Since principals are regarded as the educational leaders of schools, they are responsible for the work and performance of all the people in the school. People in schools are classified as human resources of the schools; they can be teachers and learners. Each and every one of these people

use material resources such as finances, information, equipment and facilities to produce an educated learner as the end product. Both principals and chairpersons of the SMCs are school leaders faced with massive challenges while attempting to build effective schools. They both need confidence to lead schools; they can gain confidence by performing their roles and responsibilities as stated in the LEA of 1995. By so doing, the schools under their authority may be able to fulfil the government and the churches' goals and objectives as well as fulfilling various tasks as defined by the missions in individual schools. Paragraph 2.8 below discusses school management.

2.7.2 School Management

Kreitner (1986:78) defines management as the process of working with and through others to achieve organizational objectives. Since schools under this study are regarded as social arrangements, consequently, management is viewed as a social process. For whatever collective purposes that individuals are brought together, managers are responsible for getting things done by working with and through others. Therefore management in schools should provide opportunities for all stakeholders to bring their contribution towards their children's education and the running of the school. Naidu et al. (2008:5) view school management as a pillar of strength for schools to achieve their goals and objectives when arguing that "the purpose of management in all areas of the school is to enable the creation and support of conditions under which high quality teaching and learning can take place". Reflecting on the purpose of management as viewed by Naidu et al. (2008), the researcher would like to find out from the SMCs and principals of schools under study how the owners (churches) of the schools create conditions under which quality teaching and learning can take place and how they support conditions under which quality teaching and learning can take place.

Khuzwayo (2007:9) views management as the universal and unavoidable personal and organisational process of relating resources to objectives. This statement fits into Sen's (1992) capability approach because Sen's framework asks whether people are happy about the resources necessary for their capabilities. Necessary resources such as teachers, buildings and funds are the basic needs for school management issues. If ever such resources are available, what freedoms do principals have to convert available resources into achievements? On the other hand, a principal can be regarded as a professional manager who is responsible for the day-to-day administrative and functions of the school by ensuring effective teaching and

learning, and efficient use of school's human and material resources (Van Deventer and Kruger, 2003: 245). Since principals are school managers, they have to accomplish their managerial duties. Like other managers in organisations, school principals as well have to keep records of everything, submit required reports to the SMCs prepare the school budget, order supplies and equipment where necessary and maintain schools in general.

Everard, Morris and Wilson (2004:4) assert that in management, managers set directions and set plans and objectives for their organisations. They are further expected to set up how progress will be made or accomplished. They have to organise accessible resources like people (teachers and learners), time and materials so that the goals and objectives can be efficiently achieved in the intended manner. As managers, principals should also be able to measure the achievement in schools against the set plans so that should anything happen; corrective actions can be put forward in order to improve standards of the schools.

Given different definitions and functions of leadership and management, it is clear that both concepts cannot be distinguished since they are both necessary for schools to succeed. The following section presents an argument on leadership and management as intertwined concepts.

2.7.3 Leadership and Management as Intertwined Concepts

According to Davidoff and Lazarus (1997:162) "leadership and management is about power relations and influence". The structure of the SMC places the chairperson and the principals' representative as executives of the committee because they hold higher positions than other members in the SMC. This can provoke weak chairpersons and the secretaries to make decisions without taking into consideration views of other members of the SMC. Davidoff and Lazarus (1997:162) caution those in the leadership and management positions in the organisations about the importance of "being able to see and understand the forms of power influence existing in schools". This also applies to the SMCs, if members of the SMC do not understand the influence of power relations among themselves; they are likely to be functioning beyond or below their authority.

Davidoff and Lazarus (1997:162) further contend that "management and management structures reflect the way in which power and influence are organised". This means that if both the chairperson and the principals' representative hold too much power within themselves,

there is a possibility that the SMC may not function properly. If other members do not contribute freely and fully in decision-making, there will definitely be power imbalance. Since the chairperson and the secretary are at the frontal in the SMC, they “should ensure that all other role players (in the SMC) feel free to participate meaningfully” (Davidoff and Lazarus, 1997:162) for the lives of the communities that they represent.

There is a tendency that those in leadership and management positions exercise power over subordinates. This normally leads to dominant situations that can affect relationships among members as well as in the organisation. More often, those who are being dominated turn to “lack control over their lives and their frustration and resentment become part of the organisation” (Davidoff and Lazarus, 1997:163), leading to greater extend that people end up withdrawing from the organisation. Once every member of the SMC “believes that they can make a difference in a situation, feels confident and assertive and able to participate” (Davidoff and Lazarus, 1997:162), they become motivated and empowered to raise concerns and contributions. On the other hand, if the very same members are able to “participate and involve themselves in decision- making processes” (Davidoff and Lazarus, 1997:162), they again feel empowered and motivated. Every individual has a right to belong and be recognised. The ability to have self-esteem empowers people to feel a sense of control over their lives. For that reason, every human being needs to be empowered. When teachers’ representatives do not have control over their lives within the SMCs, they feel neglected, disconnected, undermined and left out in decisions that are made in the SMCs. There is no way that a dominated, neglected or undermined member of a society contributes whole heartedly in decision-making.

2.7.4 Summary

Although leadership and management have different definitions by different scholars, all definitions suggest that leadership definitions are two functions which are providing direction and exercising influence. The definitions highlight that leaders carry out their work with and through others in order to achieve shared goals. Management definitions show that management is the process of working with and through others to achieve organisational objectives. Nevertheless, leadership and management cannot be distinguished because it is all about power relations and influence. However, management structures reflect the way in which power and influence are organised. Therefore, the SMC chairpersons and principals have to understand the influence of power relations among themselves so that they execute their roles

as expected by the schools and as mandated by the LEA of 1995. Since there are challenges to build effective schools, both chairpersons and principals have to gain their confidence to do so by performing their leadership and management roles as set out in the LEA of 1995.

2.8 Conclusion

This chapter explicated the LEA of 1995 by outlining the developments that led to the enactment of the Act. The chapter began by providing the history of the Lesotho education system and clarified the extent to which churches have been historically the providers of education in Lesotho. Then, it discussed how the relationship between the Lesotho political parties and the churches lead to the enactment of the LEA of 1995. Furthermore, the chapter discussed and showed how the study is underpinned by Sen's theory of capability approach by presenting the argument on the major constituencies of the capability approach and how other scholars perceive Sen's theory. The capability approach considers that resources can enhance a persons' ability to achieve. Since resources play a vital role in any organisational life, the capability approach is utilised to explore how the dynamics between the principals, churches and chairpersons of the SMCs influence the allocation and conversion of resources in church schools (ref. 1.7, research aim 2). The chapter discussed the literature on the working relationships and showed how this study draws from the existing studies and why the researcher chose to use the South African literature. The literature on the working relationship covered the key features that presented the basic conditions that helped the researcher to analyse the nature of capabilities and freedoms of principals and chairpersons of the SMCs while serving the church schools (ref. 1.7, research aim 3). The section further presented an argument about the concept of conflict and the types of conflict showing the impact that conflict can have on teams.

The notions of education decentralisation and school-based management are underpinned by the capability approach because the capability approach evaluates the achievement of a society by paying attention to what its members are able to do. The decentralised education system introduced the SMCs in church schools while the SBM gives principals flexibility to choose and use resources the way they find best for schools. The decentralised education system helped principals who were dominated by the churches to voice their concerns by giving them authority to choose resources for schools. As a result, the capability approach is utilised to investigate the extent to which principals' representatives and the chairpersons of SMCs

perform their roles and responsibilities as stated in the LEA of 1995 (ref. 1.7, research aim 1). Finally, the chapter discussed school leadership and management. The discussion showed that leadership and management is all about power relations and influence, hence the chairpersons of the SMCs and the principals should understand the influence of power among themselves that could affect the way they execute their roles and responsibilities as set out in the LEA of 1995 (ref. 1.7, research aim 1).

The next chapter presents the research methodology that was used in the study



CHAPTER 3

Research Design and Methodology

3.1 Introduction

The first chapter presented the introduction and background of the study, the statement of the problem, the purpose of the study, research questions and aims. Chapter two explored the LEA of 1995 and the capability approach as the theoretical framework for this study. It also discussed the working relationships between principals and chairpersons of SMCs. Furthermore, the chapter discussed how the concept of decentralization has influenced the implementation of the LEA of 1995 and the link between decentralization and school-based management. And lastly, the chapter discussed school leadership and management.

This chapter discusses the research design and methodology that were chosen for this study. However, the chapter begins by giving a general discussion of what research is. Different research approaches are discussed in order to locate this study. Thereafter, it gives a general discussion on the types of research. After discussing the types of research, the chapter gives a detailed discussion on research design and methodology. Furthermore, it describes and discusses the population and sampling used in this study and how data was collected. It describes how the research instruments that were used to collect data in this study were formulated. Moreover, the chapter explains how the data was analysed and interpreted. And finally, the chapter explains and discusses the issues regarding research ethics and how the researcher has addressed the ethical issues in the study.

The study adopted the qualitative approach and the chapter describes and discusses the methods used in the qualitative research design, outlining various stages that were considered during the design and the implementation of methodology for the study. Within this qualitative approach, the investigation is a comparative case study of two SMCs.

3.2 What is Research?

Research is a scientific and systematic process that searches for knowledge on a specific topic. The search for this knowledge begins with a problem that needs to be solved. This process

includes data collection, analysis and interpretation in order to provide facts or solution(s) to the problem being studied. According to Tuckman (1994:4) research is a “systematic attempt to provided answers to questions”. Kothari (2009:1-2) defines research as

a systematic method consisting of enunciating the problem, formulating a hypothesis, collecting facts or data, analysing the facts and reaching certain conclusions either in the form of solution(s) towards the concerned problem or in certain generalisations for some theoretical formulation.

In addition to the definitions given above, Clough and Nutbrown (2008:4), define research as a process of “asking questions, exploring problems and reflecting on what emerges in order to make meaning from the data and tell the research story”.

3.3 Different Research Approaches

Research can be approached in three different ways. The researcher can choose qualitative, quantitative or mixed methods where he or she uses both qualitative and quantitative approaches. Different researchers use different types of research depending on the types of questions they want to answer. For this study, the researcher chose the qualitative research approach and utilised the case study design due to the nature of her study. In this study, the researcher chooses to discuss some of the common research types in qualitative, quantitative and mixed methods approaches. Under qualitative research design, the following are discussed: case study, grounded theory, ethnographic, action and historical. Correlational, experimental and quasi-experimental are discussed under quantitative research design, while mixed methods approach deals with descriptive research.

3.3.1 Types of Qualitative Research Approach

Slavin (2007:8) defines qualitative research as research that puts more emphasis on elaborating “description of social or instructional settings”. According to Creswell (1998:15) qualitative research is “an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem”. Creswell (1998:15) further states that in a qualitative research, the social problem is explored in a natural setting. As a result, it becomes easier for the researcher to build a holistic and complex picture of the phenomenon under study

by analysing words and reporting information in detailed views. Since the study would have been conducted in the natural setting, the qualitative approach accepts that both people who are studied and the researchers themselves are meaning makers

3.3.1.1 Case Study Research

In a case study research, the researcher aims at shedding light on a phenomenon under study by doing an in-depth study of a single or multiple cases. Depending on the researcher's choice, the case may be an event, a group of people, an individual or an institution. According to Henning, Van Rensburg and Smit (2004:210), case studies are intensive descriptions and analysis of single unit or bounded system such as an individual, a program, an event, group intervention or community. In a case study research, the researcher has to use multiple methods of data collection such as in depth interviews, document analysis and observations. Using different methods of data collection helps the researcher to get the same information from different perspectives to avoid biases. Data is analysed according to the qualitative data analysis standards.

Case studies focus on specific and interesting cases based on experiences, opinions, values and beliefs. They provide in-depth information and initiate details about the particular case being studied. This serves as an advantage because there is no right or wrong answer since case studies are not dealing with facts like scientific studies. An added advantage of a case study is that it is flexible in a sense that it opens wide chances for introducing unexpected and new results during the study which lead to the research taking new directions. However, there are some disadvantages of case studies such as that, the results cannot be generalised or used in another population because the researcher is deeply studying a particular case making it difficult to study a larger group of participants. Furthermore, important information may be missing, and result in making the case hard to interpret due to the fact that there is only one researcher gathering and analysing data of that particular case. As a result, there is a possibility of biases in the data collected and analysed by a single researcher because the interpretations are mainly based on the opinions of that single researcher.

3.3.1.2 Grounded Theory

In a grounded theory research, the researcher aims at building theories and concepts by using available data. According to Strauss and Corbin (1998:12), grounded theory is “theory that was driven from data, systematically gathered and analyzed through the research process”. However, Bryman (2008:541) argues that, “grounded theory is not a theory- it is an approach to the generation of theory out of data”. Bryman (2008:541) notes that, “usually *data* is taken to refer to qualitative data, but grounded theory can be used in connection with different kinds of data”.

Grounded theory researchers collect data by making observations, interviews and document analysis in order to generate theories or concepts from the beginning of their studies. Grounded theorists begin their studies by studying the data that is available and start to separate, sort and synthesize it through qualitative coding. In other words, researchers analyse the data early. Charmaz (2008:3) defines coding as attaching labels to “segments of data that depict what each segment is about”. Charmaz (2008:3) further states that, “coding distils data, sorts them, and gives researchers a handle for making comparisons with other segments of data”.

Myers (2008:8) identified some advantages of grounded theory as that, in a grounded theory, researchers are “immersed in the data at a detailed level”, for such reason, research “has intuitive appeal for novice researchers”. Myers (2008:8) further posits that grounded theory “encourages detailed analysis of the data since it provides a method for doing so”. It also gives researchers sufficient data to support their claims and it further encourages a constant relationship between data collection and analysis (Myers, 2008:8). On contrary, Myers (2008:8) notes these disadvantages for grounded theory: “first time users can get overwhelmed at the coding level. It can be difficult to *scale up* to large concepts or themes because open coding takes a long time”. Since grounded theory is a detailed method, it can be difficult to see the bigger picture especially for first time researchers resulting in producing lower level theories or concepts. Another setback for grounded theory is the “continual back-and-forth effort of going from data to theory building and then back to collecting more data to verify and test theoretical ideas” (Baker, 1999:241).

3.4 Research Design

According to Mothata (2000:145) and White (2003:42) the research design is a plan for selecting participants, sites, data collection strategies for research in order to enable the researcher to answer the research question(s). Kothari (2009:31) describes research design as the conceptual structure within which a research is conducted. He further states that a research design constitutes the blue print for collection, measurement and data analysis.

In other words, a research design is a plan of how the research will be conducted. It indicates where the data will be obtained from and how it will be obtained indicating precisely how it will be analysed. In Bell's (1993:6) view, the nature of the research inquiry and the type of data to be collected, influence both the approach and the method of data collection that the researcher adopts. The researcher aligned herself with Bell's (1993) view in the sense that the design for this study was influenced by the nature of the research and the type of information needed for this study. The study explores the working relationship problems which is a social phenomenon. Therefore the study is situated in the qualitative research approach by nature.

The researcher finds qualitative approach suitable for this study since she wanted to provide a rich description and explanation of the problem under investigation. According to Bell (2001:7), a "qualitative research deals with the individual's experiences, views, feelings, attitudes as well as the organisational functioning and social arrangements". Since Sen's capability approach is viewed (Robeyns, 2003:5) as a normative frame work for the evaluation and assessment of individual well-being and social arrangements, it is utilised to understand how principals and chairpersons relate to each other in the management of their schools.

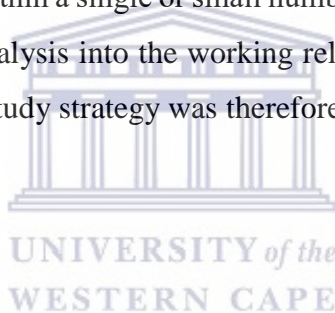
Qualitative research aims to understand people and the social and cultural contexts within which they live. Creswell (2005:406) supports that these qualities of human behaviour, interaction and organisation cannot be accurately measured. In agreement with Creswell, Strauss and Corbin (1998:10) posit that the findings of a qualitative research are not "arrived at by statistical procedures or other means of quantification". It is through understanding people and the social and cultural contexts within which they live that findings can be reached. Bairu (2003: 58) posits that the purpose of a qualitative research is to "work from the setting in which inquiry is being made so that the depth of complexities surrounding the topic of the study can be uncovered and linked appropriately by the findings". The qualitative approach accepts that

both people who are studied and the researchers themselves are meaning makers.

3.4.1 Case Study

Within this qualitative approach, the investigation is a comparative case study of two SMCs in the Qacha's Nek District. The use of multiple cases has advantage over using a single case because the use of a "single case forfeits the opportunity of cross case pattern analysis that is advantageous for theoretical generalization" (Larsson, 1993:1518). In accord with Larsson, Yin (1994:44-45) asserts that "the use of more than one case study has distinct advantages since evidence from multiple cases is often more compelling".

According to Henning et al. (2004:210), case studies are intensive descriptions and analysis of single unit or bounded system such as an individual, a program, event, group intervention or community. In addition, Bloor and Wood (2006: 27) view the aim of a case study as to understand "social phenomena within a single or small number of naturally occurring settings". Since the study is an in-depth analysis into the working relationships between principals and chairpersons of SMCs, the case study strategy was therefore appropriate.



3.5 Research Methodology

A research methodology is a section where the researcher describes where and how she or he will gather data for his or her study. In this description, the researcher shows methods of data collection. Each of the methods chosen has to be explained and the researcher will also have to explain what she or he will do in each of the chosen methods. Henning et al. (2004:36) refer to research methodology as the "coherent group of methods that complement one another and that have the *goodness of fit* to deliver data and findings that will reflect the research question and suit the research purpose".

According to Bell (2000:101) a researcher has to select methods because they will provide the data that he or she requires in order to produce an absolute piece of research. Furthermore, Bell (2000:101) points out that a researcher has to make precise decisions regarding the type of methods he or she chooses for his or her study not forgetting the nature of the problem under investigation. With this in mind, it is only then that the researcher can design instruments for

collecting data. According to Marshall and Rossman (1995:78) qualitative research collects data mainly on participation, direct observations, in-depth interviews and document analysis.

The type of methodology used in this study was determined by the nature of the study. The qualitative approach is found suitable by the researcher because it gave allowance to do an in-depth study of two cases by deeply probing and intensively analysing the behaviour and characteristics of schools and SMCs under this study. This allowed the researcher to get to the core of what was being investigated.

3.5.1 Research Population and Sample

3.5.1.1 Population

A population is the total number of all members that the researcher is going to get information from. This groups of people “possess a special set of one or more common characteristics that define it” (Wiersma 1986 in Moorosi-Molapo 2005:83). The population for this study is derived from church schools in the Qacha’s Nek District. It comprises leaders and managers of church schools. The researcher could not investigate all the SMCs of church schools in the Qacha’s Nek district because of the type of the study which is a case study.

A case study requires an in- depth investigation of a small number of participants. For this reason, the population for this study was narrowed down to RCC and LEC schools in Qacha’s Nek. Nevertheless, the sampling frame was still found large for this study. Therefore, the researcher decided to investigate two SMCs from both churches that she knew well, rather than studying all the SMCs of church schools in Qacha’ s Nek that she knew little about and that would be difficult to reach due to the geographical locations. The population for this study has two categories. The first category includes members of the SMCs. It comprises the chairpersons of the SMCs, principals’ representatives and teachers’ representatives. The second category is that of the school principals in their ex-officio capacity. These categories are clearly illustrated in the sample section.

Table 3.1 below illustrates the population for this study. The table shows the number of parishes under each church, schools and the number of SMC’s per church.

Table 3.1. Population for the Study: Number of Parishes, Church Schools and their SMC's

Denomination/church	RCC	LEC	ACL	Total
Number of parishes	10	7	2	19
Number of schools	43	34	11	88
Number of SMCs	10	7	2	19

The population table shows that the number of SMCs is determined by the number of parishes. There are 43 primary schools in the RCC while there are 34 primary schools in the LEC.

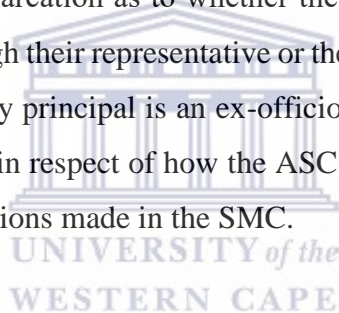
3.5.1.2 Sample

The sample was derived from the population in the Table 3.1 above. The participants for this study were purposively selected. Coleman and Briggs (2002:101) posit that in a purposive sampling, the researcher has to apply his or her experiences and judgements to select cases that are representative or typical. The researcher had valid reasons for the selection. First of all, she strongly believed that these participants were particularly information rich regarding the problem under study since they are all concerned with the issues of how resources should be allocated and utilised in their schools and the ones that they are representing. As a result, the researcher believed that their opinions were more valuable for this study. Secondly, the schools selected for this study were easy to reach. These SMCs have most of their school around Qacha's Nek town. However, two of the schools in each of the SMCs are between 30 and 50 kilometers away from town. Far as the schools maybe, the LEC School was easy to reach with transport while it was not that easy to reach the RCC School. The researcher had to walk for a long distance.

Thirdly, the selection of schools was found best by the researcher because the chosen SMCs under this study have at least six schools each while other RCC and LEC SMCs were far to reach and had a low number of schools (two or three schools). Pertaining to the researcher's opinion, these SMCs would have not given the in-depth understanding or enough information regarding the problem under study. Judging by the time frame that the LEA of 1995 has been effective, the researcher hoped that if not all, most of the principals under this study have had some experiences of being the SMCs members in their parishes.

A sample of 16 participants for the study is comprised of two chairpersons of the SMCs, two principals' representatives, two teachers' representatives and 10 principals who are the ex-officio members of the ASCs which form the SMCs. For the purpose of this study, principals are regarded as the key sources of data because the study is mainly about how they interact with the chairpersons of the SMCs, and these principals are chief accounting officers in their schools. Moreover, whatever decisions are made in the SMCs in their physical absence may affect their schools in one way or another.

Furthermore, principals in this study play a frontal part since the LEA of 1995 denies them more authority in decision making in the SMCs by allowing for one representation of principals for a larger number of schools. The LEA of 1995 lacks some clarification in many issues regarding the interaction of principals and the chairpersons of the SMCs. There is no clarity with regard to how these principals should work with the chairpersons of the SMCs. The LEA of 1995 does not set a clear demarcation as to whether these principals' interaction with the chairperson should only be through their representative or them as principals can freely interact with the chairperson. Since every principal is an ex-officio member of the ASC, the LEA of 1995 also does not make it clear in respect of how the ASC interacts with the SMC in case of disagreements pertaining to decisions made in the SMC.



Moreover, the LEA of 1995 is not clear on the channels that principals should consider if they are not satisfied by the way their representative is handling their concerns since there is no clear demarcation as to how they should consult with their representative. Therefore, decision to give feedback on issues that have been discussed in the SMC to other principals is the discretion of the principals' representative. For the fact that the SMC meets four times a year, the researcher assumes that it would have been much more appropriate if principals were represented by more than one person so that decisions that are made in the SMC may not be viewed as biased or one sided.

Tables 3.2.1 to 3.2.4 illustrate the sample chosen for this study using the population categories. The sample is divided into four tables that have similar categories, 1 and 2. Category 1 covers members of the SMCs only while category 2 covers principals only. Table 3.2.1 illustrates the sample of SMC 1 (RCC) whereas table 3.2.2 illustrates a sample of principals of RCC schools.

Table 3.2.3 illustrates a sample of SMC 2 (LEC) whilst table 3.2.4 illustrates a sample of principals of LEC schools. The tables illustrate the positions held by each participant, their denomination and gender.

Tables 3.2.1 and 3.2.2 below illustrate the sample of participants from RCC population

Table 3.2.1 Category 1: SMC 1 Members

Participants	Position held	Participant's denomination	Gender
Participant 1	Chairperson of SMC	RCC	Male
Participant 2	Principals' representative	RCC	Female
Participant 3	Teachers' representative	RCC	Female

Table 3.2.1 shows a sample of three participants in category 1 who are SMC 1 members.

Table 3.2.2 Category 2: Principals (Ex-officio Members of ASC)

List of Schools	Participants	Position held	Participant's denomination	Gender
School A	Participant 1	Principal	RCC	Male
School B	Participant 2	Principal	RCC	Female
School C	Participant 3	Principal	RCC	Female
School D	Participant 4	Principal	RCC	Female
School E	Participant 5	Principal	RCC	Female

Table 3.2.2 shows a sample of five participants in category 2 of SMC 1. These are principals in RCC schools; they are the ex-officio members of the ASC in their schools. These principals are not members of the SMC.

Tables 3.2.3 and 3.2.4 below illustrate the sample of participants from LEC population

Table 3.2.3 Category 1: SMC 2 Members

Participants	Position held	Participant's denomination	Gender
Participant 1	Chairperson	LEC	Female
Participant 2	Principals' representative	LEC	Female
Participant 3	Teachers' representative	RCC	Female

The table 3.2.3 shows a sample of three participants in category 1 who are SMC 2 members

Table 3.2.4 Category 2: Principals (ex-officio members of ASC)

List of Schools	Participants	Position held	Participant's denomination	Gender
School A	Participant 1	Principal	LEC	Male
School B	Participant 2	Principal	LEC	Female
School C	Participant 3	Principal	LEC	Female
School D	Participant 4	Principal	LEC	Female
School E	Participant 5	Principal	RCC	Female

Table 3.2.4 shows a sample of five participants in category 2 of SMC 2. These are principals in LEC schools; they are the ex-officio members of the ASC in their schools. These principals are not members of the SMC.

3.5.2 Data Collection

Here the researcher describes the process of how data was collected for the study. Data collection usually involves research instruments. Data for this study was mainly collected through semi-structured interviews, observations and document analysis. According to Bell (2000:101), for a research to be completed, the researcher has to select the methods of data collection needed for his or her study. Bell (2000) further points that, the researcher must make decisions about which methods of data collection are best for the study type. After this decision, it is only then that research instrument that will be used to collect data can be designed.

3.5.3 Research Instruments

Research instruments are mechanisms or tools that the researcher uses to collect data. For this study, semi-structured interviews, observations and document analysis were used in order to understand the working relationship between principals and the chairpersons of the SCMs. The interview questions helped the researcher to determine if there were some issues that could not allow both the principals' representatives and the chairpersons of the SMCs to perform their roles and responsibilities as set out in the LEA of 1995. Since the study is underpinned by the capability approach which is concerned with the freedom to convert available resources into achievements, the semi-structured interviews and observations helped the researcher to find out whether principals in church schools were free to use resources. Furthermore, interviews

were found convenient for this study because the researcher gained an insight on how the SMCs make decisions regarding the allocation of resources. The data from the documents corresponded with some of the data that was collected from the interviews and observations, especially in resource allocation and conversion.

3.5.3.1 Semi- Structured Interviews

This study used face-to-face interviews as one of the research instruments. The researcher conducted face-to-face interviews with chairpersons of the SMCs, principals, principals' representatives and teachers' representatives. According to Babbie and Mouton (2001:289) an interview is "a conversation in which the interviewer establishes a general direction for the conversation and pursues specific topics raised by the respondent.

Scholars like Coleman and Briggs (2002:148) and Fontana and Frey (1998:48) distinguish the most commonly used types of face-to-face interviews as: structured, semi-structured and unstructured. The researcher utilized semi-structured interviews that were framed around the research questions and literature review. Interviews were conducted in Sesotho in order to allow participants to express themselves very well and freely. Fontana and Frey (1998:48) assure that the researcher can use semi-structured interviews to measure a scope of individual or group perspectives, or when the researcher wants to understand individual or group perspectives.

In this case study, semi-structured interviews were used to cover large areas of concern, which were identified as interesting points for this study (Bell, 2000: 137). The face-to-face interviews gave the researcher ample opportunity to have an in-depth discussion with participants because interviews took place in the natural settings. During the interviews, the researcher was able to probe questions where she felt that participants were giving vague responses. Probing was used to make sure that participants understood what the questions wanted.

Since interview questions were open-ended, the researcher was able to probe questions so that participants could clarify the answers making it easier for the researcher to understand what has been said by participants. Probing was also done in order to get facts, opinions and insights from participants by asking them to elaborate more on the statements and examples that they gave. The face-to-face settings allowed for an exchange of views between the researcher and

the participants. These interviews were alongside the theoretical framework of the study since participants were able to interpret the world in which they live and the kind of lives they value (Sen, 1992).

Albeit interviews were chosen to be the best methods of data collection data for this study, they had some disadvantages. For the fact that there is only one interviewer, the information gathered is subjected to the interviewer's views. On the other hand, the interviewees may only provide information that they want the researcher to hear, withholding relevant and abundant data. Furthermore, the interviewee may somehow not feel free in front of the interviewer. This may affect the way in which the interviewee responds to the questions. As a result, given responses may not be explicit (Creswell, 2008:225).

3.5.3.2 Observations

According to Schwandt (1997:106) an observation in qualitative research is “firsthand eye-witness accounts of everyday social action”. Maxwell, (2005:94) posits that, observations enable the researcher to “draw inferences about the perspectives” which could not be obtained by relying on interviews only. Maxwell (2005) further claims that observations help researchers to understand the aspects that participants could be reluctant to state directly in an interview. The researcher used unstructured observations to collect data. The observations were done in order to support the data that was collected through the interviews. Observations were recorded in a journal as field notes. The researcher observed the physical environment and the behaviour of schools under study. The school surroundings were observed to check if schools had basic facilities such as access to clean water and toilets as well as the general availability of resources including classrooms and teachers. Moreover, the researcher observed the daily practices like assemblies that were carried out in schools under this study.

Initially, the researcher had planned to observe the meetings of the two SMCs but could not attend meetings because of limited time. By the time that she went to the field, meetings had already been held and due to time limit, it seemed that some of the meetings would be held later in the year when she would be out of Lesotho. Nevertheless, the researcher managed to observe one of LEC's (SMC 2) visits to one of their schools on 26-10-2010. This was one of the remote schools about 30 km outside town. The researcher decided to join the SMC so that she could be able to observe that meeting. The SMC secretary informed other members of the

SMC about the researcher's purpose of the visit. Since the secretary and the chairperson knew the purpose of the study, there were no problems encountered.

3.5.3.3 Document Analysis

Bloor and Wood (2006:57) define document analysis as “the careful examination of documents and their content in order to draw conclusions about the social circumstances in which the documents are produced and read”.

This study intentionally used documents by analysing them in order to supplement the responses from the interviews. Coleman and Briggs (2002:64) justify that most of the projects undertaken in the field of education require document analysis for evidence. However, De Vos et al. (2003:322) argue that not all documents are “written with a view of research, they are for the continual functioning of an organization or for the establishment of a particular matter”. Such non-personal documents include records of meetings or agendas and internal office memos. The researcher requested permission to analyse documents from the schools and the SMCs. Documents that were analysed in schools included school financial budgets and financial reports, whereas for the SMCs documents included schools' progress reports and minutes of meetings.

The researcher decided to use document analysis to supplement other methods of data collection that were used in the study because it was found that using document analysis does not require the presence of participants once access to documents is obtained. Moreover, document analysis is found to be the best way (Middlewood, Coleman and Lumby, 1999:146) of minimising biases and distortions for the fact that those documents have not been written for research purposes. Lastly, it helped the researcher to triangulate the study by studying it from more than one standpoint. Nevertheless, there were some negative issues that a researcher has to put in mind when using document analysis such as documents being not available. Documents may not be available because records of such have never been kept before or they may not be easy to access due to security purposes. The data from the documents were interpreted and analysed descriptively. Both the data from the documents and observations are included and presented under relevant themes.

The minutes of meetings were requested because they reflect how the committees undertake decisions and how decisions agreed upon would be implemented. The SMC 2 secretary

responsibly kept records of all the meetings. The evidence from the records of minutes showed that SMC 2 held 10 meetings since they came into office. All their meetings were dated and the agenda for every meeting was clear. In every meeting, members signed their names at the end of every meeting. This helped the researcher to draw conclusions on how decisions were made in the SMC with regard to how the LEA of 1995 suggests for decision-making. However, SMC 1 minutes were found inappropriate for the study, the minutes were not properly kept. This will be dealt in detail in chapter 4.

3.6 Trustworthiness of the Study

A variety of trustworthiness measures were used to justify the findings of this study. Trustworthiness is checking if readers can trust the researcher's findings. Many qualitative researchers have adopted the work of Lincoln and Guba (1985) by addressing issues of trustworthiness of their findings by demonstrating how their findings are credible, transferable, dependable and confirmable. Like other qualitative researchers, the researcher also followed the same strategies of credibility, transferability, dependability and confirmability to promote trustworthiness in this study.



3.6.1 Credibility

For trustworthiness purposes, the researcher made sure that she adopted appropriate and well recognised research methods. The researcher was familiar with the culture of participating schools since she has been in a leadership and management position in one of the schools under study and has also been working closely with other neighbouring schools. She also used different methods to collect data such as interviews, observations and document analysis. She incorporated different sources of data where she interviewed different participants; principals, chairpersons and teachers' representatives. The researcher regarded herself as the research instrument as well since she kept records of observations and interviews.

3.6.1.1 Triangulation

Yin (1993) in Toma (2006:412) suggests that researchers should use a multiple measures of the same construct because most of the instruments designed to collect data in studies are "less accurate than desired". The use of different data collection methods in the same study is

referred to as ‘methodological triangulation’. Jick (1994:191) and Ngwenya (1998:16) define triangulation as the use of two or more methods such as questionnaires, interviews, document analysis and observation in the study of human behaviour. Ngwenya (1998) further explains that the purpose of using triangulation is to explain fully the richness and complexity of human behaviour by studying it from more than one standpoint. The use of one method of data collection tends to be biased and deforms the researcher’s picture of the particular slice of reality under investigation. Hence different participants and different methods of data collection were used in this study.

3.6.2 Transferability

According to Lincoln and Guba (1985:296) transferability refers to the degree in which the findings of a research can be applied or transferred beyond the bounds of the same study. Research processes and findings for this study have been described and analysed in such a way that it would become easy for any researcher who intends to transfer them or repeat the same processes as closely as possible. However, the researcher does not imply that results will be the same even if another researcher uses the same processes as hers because human beings are unpredictable creatures.

In this study, data was described and analysed excessively to meet the reader’s attention by giving a detailed report about the working relationships between principals and chairpersons of the SMCs of schools under this study. For the fact that results of case studies are not open to generalisation, they leave the researcher in a situation where he or she is forced to have a detailed description of findings so that they become ideal for transferability. However, Marshall and Rossman (1999) in Toma (2006:414) argue that in a case study research, there is a possibility that “findings can still relate to other cases or contexts in a situation where researchers use the lesson of one case to make recommendations that can apply to others”.

3.6.3 Dependability

According to Toma (2006:416) “dependability involves accommodating changes in the environment studied and in the research itself”. Miles and Huberman (1994:278) assert that the issue of dependability depends on the consistency of the processes undertaken when the study is conducted. Miles and Huberman (1994:278) further posit that if the processes are

“reasonably stable over time and across researcher’s methods”, then the research is ideal to dependability.

3.6.4 Confirmability

Toma (2006:417) defines confirmability as “the concept in which the data can be confirmed by someone other than the researcher”. Likewise, Miles and Huberman (1994:279) agree that, a research can only be confirmed by another person besides the researcher if the findings of such study are found to be relatively neutral and show “reasonable freedom from acknowledged researcher’s biases”. The findings should be at the minimum level of biases and show explicitness about unavoidable biases that exist (Miles and Huberman, 1994:279).

The findings of this study are the results of ideas and experiences of principals and members of the SMCs that took part in this study. The researcher used strategies and measures that helped her to avoid biases and predispositions that she could have that would have impacted negatively on the findings of this study. She ensured that by collecting data from different sources and using different methods of data collection.

3.7 Data Presentation and Data Analysis

According to Hatch (2002) cited in Leech and Onwuegbuzie (2007:564)

Data analysis is a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations and make interpretations”.

The researcher used constant comparative method in conjunction with content analysis. The constant comparative method as used in the grounded theory approach was selected to help identify relevant categories and themes that could clarify the research questions through in-depth analysis of the information gathered. The researcher used the *coding procedures in grounded theory approaches*. As suggested by Strauss and Corbin (1990: 61) some flexible guidelines for coding data when engaging in a grounded theory analysis may include *open*

coding which they describe as “the process of breaking down, examining, comparing, conceptualizing, and categorizing data”.

After data collection, the researcher read data over and over again. From the data collected, she then broke up those pieces of data into smaller meaningful parts which gave her key points that were marked with codes. The key points were extracted from interview questions and the literature review. The codes were then grouped into similar concepts in order to make them more workable. From these concepts, themes were formed. During the process, the researcher took one piece of data (one statement) and compared it to all other pieces of data that were either similar or different. It was during this process that the researcher began to look at what made the pieces of data similar or different to other pieces of data collected by comparing each piece of data to the previous codes. Data was described based on understanding rather than language use only.

Krippendorff (2004) justifies that content analysis is “the use of a replicable and valid method for making specific inferences from text that can be used either alone or in conjunction with other methods. Krippendorff, (2004) eloquently states that “all sorts of recorded communication can be used, for example field notes of observations, transcripts from interviews and documents such as books”. Therefore the researcher used content analysis to analyse the content of the interviews, field notes that were recorded in a journal and documents that she requested from the SMCs and schools.

Constant comparative analysis helped the researcher to identify and explain the emerging patterns and themes within the data that she had gathered. Since the researcher used a case study, these methods of analysis were appropriate because the aim of analysing a case study is to identify categories, themes and patterns that would help the researcher to build a picture of what is important within the context in which the research is conducted. As a result, the researcher was able to identify other convincing relationships which exist.

3.8 Research Process

The researcher sought permission to conduct study in selected RCC and LEC church schools from the District Education Office in Qacha’s Nek. The researcher met the Education Officer (EO) who was acting on behalf of the Senior Education Officer (SEO). The researcher

presented a letter that she obtained from her academic supervisor (see Appendix C) to the EO as proof of permission to conduct the study. Then, the researcher handed out the letter (see Appendix D) that she wrote to the SEO requesting permission to conduct research in the selected church schools. After reading the letter, the EO stamped it and handed it back to the researcher. The letter was to be produced to the chairpersons of the SMCs, schools' principals and teachers' representatives as proof of permission to conduct the study.

The researcher was able to meet one chairperson of the LEC schools to request permission to conduct research in the schools under her authority. The researcher gave the chairperson two copies of letters concerning the research, one from the researcher's supervisor and the other one from the EO showing that the researcher was granted permission to carry out the research in those selected schools. Furthermore, the researcher handed out the letter (see Appendix E) to the chairperson of the SMC requesting permission to conduct the study and permission was verbally granted.

The RCC chairperson was out of town during the week that the researcher was meeting the participants. Therefore, the researcher found it convenient to leave all the information regarding the research with the principals' representative who is the secretary of the SMC to inform the chairperson about the researcher's visit in RCC schools. However, the researcher made a follow up through telephone to find out if the chairperson was aware of the study that was going to take place in his schools. The chairperson was of course aware of that and permission was also verbally granted in RCC schools. The purpose and aims of the study were made clear to all concerned stakeholders in this study.

The researcher visited selected schools to meet the principals and to explain the purpose of the study. She then handed out three letters that granted her permission to conduct the study (see Appendices C, D and E). During the school visits, the principals and the researcher set the dates for interviews. However, not all principals were met because by the time that the researcher went out in the field to collect data it was during the final examinations in Lesotho primary schools. As a result, principals were busy preparing for the examinations. During the visits, the researcher required permission from the principals to conduct interviews with those teachers who were teachers' representatives in the SMCs. These meetings with the principals were mainly with the neighbouring schools since they were easy to access in terms of their locality. The rest of the principals were contacted telephonically to set dates for interviews. All

participants were told that participation was voluntary and could withdraw at anytime. The researcher gave each participant a letter (see Appendix F) requiring their consent to participate in the study

3.9 Research Ethics

Participants were guaranteed confidentiality regarding the information that was to be collected from them. They were also notified that their names and that of their school would not be used; assuring that their anonymity would be respected. Instead, numbers and letters were going to be used to identify participants and their schools. Participants will be labelled using codes such as letters and numbers relating to their positions and denominational categories 1 and 2 (ref. 3.5.1.2).

The following codes shall be used for SMC 1 members: C₁ for chairperson, PR₁ for principals' representative and TR₁ for teachers' representative. With regard to SMC 2, members shall be coded as: C₂, PR₂ and TR₂ for chairperson, principals' representative and teachers' representative respectively. Schools shall be coded using letters A, B, C, D and E. Each SMC has five principals excluding the one who is already a member of the SMC. Therefore, in the case of the 10 principals who are not members of either SMC 1 or SMC 2, the codes shall be P_{1A} –P_{5E} to represent each principal from each school where P₁ -P₅ represent participating principals and A-B the schools they represent. These codes are used for both SMC 1 and SMC 2 non- members.

Participants were also assured that the information was going to be used mainly for the research purpose and would be destroyed afterwards. The researcher also promised the participants that the information will be kept safely and will not be disclosed to anyone. She further informed participants that there would be no discrimination involved in choosing participants to be interviewed based on sex, race, age, status, educational background, physical abilities or religion. Since schools under this study were church schools, the researcher made it clear that religion as used in this study was for the purpose of classifying schools.

3.10 Limitations for the Study

The study was limited by time frame, cost and accessibility to some of the schools. It was difficult for the researcher to travel to Lesotho regularly in order to keep in contact with schools due to cost effectiveness. The study was limited to 12 church primary schools in the Qacha's Nek district. The results obtained in this study do not necessarily represent the rest of church schools across the country. However, they provide some insights into how principals and chairpersons of the SMCs in church schools relate to each other.

3.11 Conclusion

This chapter discussed research design and methodology that were used to collect data for this study. The research design and methodology used in this study helped the researcher to understand issues around working relationships between principals and chairpersons of the SMCs by using the capability approach. The capability approach focuses mainly on freedoms that people have in their lives and about the lives that they live. The chapter started with a general discussion of what research is and then went on to give a brief discussion of different research approaches which helped the researcher to locate the study. The chapter further discussed and described the population and sampling used to collect data in this study. Moreover, the chapter explained how research instruments were formulated and how they were used to collect data. The chapter explained how data was analysed and interpreted. It ended up by giving an explanation and discussion around issues regarding research ethics and how the researcher addressed those issues in the study.

The next chapter presents the analysis and discussion of the data that was gathered through data collection methods that were discussed in Chapter 3 (ref. 3.5.3).

CHAPTER FOUR

Data Presentation, Analysis and Discussion

4.1 Introduction

Chapter 3 presented an argument on research design and methodology that were utilised in this study. The chapter outlined and discussed different research approaches to provide the researcher theoretical direction to locate the study. The chapter further described and discussed the population and sample for the study. Furthermore, the chapter described how research instruments that were used to collect data were formulated. It lastly explained and discussed the issues regarding research ethics and how the researcher had addressed them in the study.

The intention of this chapter is to present, analyse and discuss the findings of this study. Data interpretation and discussion of the findings are related to the literature review. Data was collected through three methods namely: semi-structured interviews, observations and document analysis (ref.3.5.3). Semi-structured interviews were prepared in such a way that they gave the researcher an insight about the working relationship between principals and chairpersons of the SMCs. The interview questions served different participants (see appendices A1 to A4). Observations that were recorded in the journal entries and the conclusions drawn from the document analysis were used to support data gathered from semi-structured interviews.

The chapter first gives biographical information of participants. The researcher found it thoughtful to include participants' biographical information because this information helps to link responses from interviews with the individual participant, and also for verifying the level of policy interpretation by the chairpersons. Occupation and being a member of any other committee indicated positions and importance of the chairpersons in the society in which they are part of. Moreover, being a member in more than one committee is an indication of different roles played by the participants in the society.

Furthermore, the chapter provides an argument on the themes that emerged from research questions and interviews. The argument will be supplemented by data from the field notes. The

field notes include data that was recorded during the observations and conclusions that were drawn from the content of the documents from the SMCs and the schools.

4.2 Biographical Information of SMC Members and Principals

Tables 4.2.1 to 4.2.4 present the biographical information of participants (see appendix B for additional information). Participants were firstly categorised according to their denomination, Roman Catholic Church (RCC) and Lesotho Evangelical Church (LEC) which will be referred to as SMC 1 and SMC 2 respectively. Tables 4.2.1 and 4.2.2 deal with SMC 1 participants while tables 4.2.3 and 4.2.4 deal with SMC 2 participants. There are two categories under each SMC. Category 1 comprises members of the SMC only while category 2 comprises principals only. Category 2 participants excluded the two principals who are in the SMCs. These are the principals of the schools labelled F (ref. 1.7.2).

Table 4.2.1 below presents biographical information of SMC 1 participants in category 1.

Table 4.2.1 Category 1: Biographical Information of SMC 1 Members

Participants	Position held	Denomination	Number of years serving the SMC	Work experience	Gender	Qualifications
Participant 1	Chairperson	RCC	11 years	11years	Male	LPTC
Participant 2	Principals' representative	RCC	2 years and 10 months	2 years and 10 months	Female	ACP
Participant 3	Teachers' representative	RCC	6 years	35 years	Female	PTC

Table 4.2.1 illustrates background information of SMC 1 members in category 1. The table shows the positions held by each participant, their denomination, number of years serving in the SMC, work experience, gender and qualifications.

Findings of SMC 1: Category 1

(i) Chairperson

The information in table 4.2.1 shows that the first participant (chairperson) of SMC 1 has been serving the SMC for 5 terms and a total of 11 years. This shows that he has been the chairperson immediately after the enactment of the LEA of 1995. This implies that in terms of Sen's political opportunities (ref. 2.3.3.1), the RCC society has been re-electing this chairperson for more than a decade probably because they strongly believe in his leadership roles democratically. Therefore his service in the SMC could possibly imply that he is far abreast with issues relating to the working relationships between principals and chairperson of SMCs. In addition to the information provided in Table 4.2.1, Appendix B revealed that this chairperson was a former teacher who holds a Lower Primary Teachers' Certificate (LPTC).

He is currently a government employee who works under the Ministry of Local Government and Chieftainship. He is the Chief Executive Officer of the district administrator. He has been in this position for five years, while he served as the district secretary for 6 years before the current position. A very good position that he holds in the government could have worn him dignity and the terms that he has been serving in the SMC also contributed to his knowledge to understand how the LEA of 1995 functions. In addition, the experience as a teacher also could have played a major role in understanding teachers' affairs. The section below presents the findings of the background information of the principals' representative.

(ii) Principals' Representative

The principals' representative who is the second participant in SMC 1 is an inexperienced and acting principal who will become a permanent principal after 3 years. However, she has an Advanced Certificate in Primary (ACP) which is a requirement for the position of being a principal. Below are the findings of the teachers' representatives.

(iii) Teachers' Representative

The last participant who is a teachers' representative has been elected twice in the SMC. She therefore served in the SMC for 6 years. She holds Primary Teachers' Certificate (PTC) and

has been a teacher for 35 years. It is clear with all these pieces of information that the chairperson and teachers' representative of SMC 1 are experienced participants regarding issues around the SMC. The section below illustrates and presents the findings of the ex-officio members of SMC 1.

Table 4.2.2 below illustrates biographical information of SMC 1 participants in category 2

Table 4.2.2 Category 2: Biographical information of SMC 1 principals

Participants	List of schools	Denomination	Work Experience	Number of terms elected into SMC	Gender	Qualifications
Principal 1	A	RCC	21 years	1	Male	ACP
Principal 2	B	RCC	23 years	1	Female	ACP
Principal 3	C	RCC	25 years	0	Female	LPTC
Principal 4	D	RCC	1 year	0	Female	Diploma
Principal 5	E	RCC	2 years and 10 months	0	Female	Diploma

Table 4.2.2 illustrates the background information of category 2 participant under SMC 1. The table shows participants' denomination, work experience, number of terms elected into the SMC, gender and qualifications.



Findings of SMC 1: Category 2

The results in Table 4.2.2 show that, out of five principals of SMC 1 schools, three of them are the most experienced principals. These are principals C, B and A. Their work experiences show that they have been principals prior to the enactment of the LEA of 1995. This justifies that they have been working with different SMCs; as such they are abreast with issues relating to the working relationships between principals and chairpersons of SMCs. Principal 3 of school C is the most experienced principal in RCC schools. This participant has been a principal for a period of 25 years. The principal has LPTC. However, she has not been elected to serve in the SMC.

The second participant with more experience is principal 2 of school B in RCC schools. This principal has been a principal for 23 years and has been elected into the SMC once, which means she has served in the SMC for a period of three years. She also holds an ACP. The third

experienced participant is principal 1 of school A. He has been a principal for 21 years. The principal holds an ACP as well. While serving as a principal, he has been elected into the SMC once.

Principals 4 and 5 are regarded as inexperienced principals relating to matters concerning the working relationship between principals and chairpersons of the SMCs due to the short period that they have been serving as principals. They are both serving as acting principals because they are not yet permanent in the positions. However, they both hold Diplomas in primary education.

Table 4.2.3 below illustrates biographical information of SMC 2 participants in category 1.

Table 4.2.3 Category 1: Biographical Information of SMC 2 Members

Position held	Denomination	Number of years serving the SMC	Work experience	Gender	Qualifications
Chairperson	LEC	1 year	1 year	Female	COSC
Principals' representative	LEC	1 year	7 years	Female	ACP
Teachers' representative	RCC	1 year	22 years	Female	PTC

Table 4.2.3 illustrates background information of SMC 2 members in category 1. The table shows the positions held by each participant, their denomination, number of years serving in the SMC, work experience, gender and qualifications.

Findings of SMC 2: Category 1

(i) Chairperson

The information in table 4.2.3 shows that the chairperson of SMC 2 has been serving the SMC for only 1 year. Therefore, chairperson is a new member of the SMC. She is inexperienced regarding issues about working relationships between principals and chairpersons of SMCs. This chairperson is also a chairperson of ASC in school D of SMC 2. She has Cambridge

Overseas School Certificate (COSC) which is equivalent to South African Metric. She is a business woman and a member of mothers' union in the LEC.

(ii) Principals' Representative

The second participant has recently been a member of the SMC and has been elected into the new committee a year ago before the study was conducted. She has been a principal for 7 years but she has never been elected before. This principal has an ACP. Since the principal is new in the SMC, it could be assumed that she is inexperienced in issues relating to SMC. However, she could be abreast with issues relating to the working relationships between principals and chairpersons of the SMCs looking at the experience as a principal. Below are the findings of the third member of the SMC 2.

(iii) Teachers' Representative

The last participant is also new in SMC matters. However, the teachers' representative has been a teacher for 22 years. She holds a PTC. It can be concluded with all this information that SMC 2 members are inexperienced participants regarding the issues around the SMC.

Table 4.2.4 below illustrates biographical information of SMC 2 participants in category 2.

Table 4.2 .4 Category 2: Biographical Information of SMC 2 Principals

Participant s	List of schools	Denomination	Work Experienc e	Number of terms elected into SMC	Gender	Qualifications
Principal 1	A	LEC	27 years	1	Male	ACP
Principal 2	B	LEC	10 months	0	Female	ACP
Principal 3	C	LEC	5 years	0	Female	LPTC
Principal 4	D	LEC	15 years	1	Female	ACP
Principal 5	E	RCC	9 years	1	Female	LPTC

Table 4.2.4 illustrates the background information of category 2 participant under SMC 2. The table shows participants' denomination, work experience, number of years elected into the SMC, gender and qualifications.

Findings of SMC 2: Category 2

Out of the five principals of SMC 2 schools, the outstanding experienced participant is principal 1 of school A. The participant has been a principal for 27 years and has served in the SMC once. This principal holds an ACP as well. The information provided in Table 4.2.4 shows that the principal of school D in LEC schools has been a principal for 15 years and has served in the SMC once. The experience shows that the participant became a principal immediately after the enactment of the LEA of 1995. The principal also holds an ACP and is currently registered for Diploma in Special Educational Needs. This indicates that she has been working very closely with the SMCs when she became a principal in school D which concludes that she is also abreast with issues relating to the working relationships between principals and chairpersons of SMCs.

Participant 5 who is the principal in school E of LEC schools has been a principal for 9 years and has served in the SMC once. Noteworthy, she is a non-member of the LEC. She holds LPTC. The less experienced principal who falls below the first three LEC principals is participant 3 of school C. She has been a principal for 5 years and has never been elected to be a member of the SMC. She as well has LPTC. Only one principal in SMC 2 schools is found to be highly inexperienced relating to matters around the working relationship between principals and chairpersons of the SMCs due to the period of 10 months that she has been serving as a principal. She is regarded as an acting principal. However, she has a Diploma in primary education.

The findings revealed that all participants in the RCC schools were members of the RCC while the opposite was observed in the LEC schools that two participants were non-members of the LEC. According to Sen (1992), for one to achieve what he or she values and has reason to value; we must look at the extent of freedoms a person has in order to achieve the functionings that she values and has reason to value. Hence research aim 3 (ref. 1.7) analysed the capabilities and freedoms of principals and chairpersons of the SMCs in the working relationships while serving church schools. The Ministry of Education and Training gave teachers freedom to apply to any of the schools where there are vacant posts. However, for teachers who are non-members of either the RCC or the LEC, the capabilities and freedoms to apply to be a principal in a church school is constrained by the fact that in practical church schools prefer to promote teachers who are the members of their churches. This indicates that church schools inhibit the

principals' freedom to achieve the functionings that they value and have reason to value because being a principal comes with the benefit of getting a better salary. It can further be argued that church schools can be viewed as social arrangements that contract people's capabilities because their freedom to promote or achieve what they value doing and being is controlled by churches.

The following section presents and discusses the findings from the semi-structured interviews that were utilised to gather data for this study. The discussion will include the findings from the observations and document analysis where appropriate. The interviews helped the researcher to understand the working relationships between principals and chairpersons of SMCs. Participants were grouped into their respective categories which were category 1 and 2. Category 1 comprises SMC members in both SMC1 and SMC 2 while category 2 comprises school principals in both SMC 1 and SMC 2. This was done to make the data more workable. The semi-structured interviews that were used to collect data for this study were formulated around research questions (ref. 1.6) and the literature study in order to serve different categories of participants (see Appendix A1 to A4).

From the participants' responses, research questions and literature review, the researcher identified four themes that would provide answers to the research questions (ref. 1.6). Identified themes were (i) roles and responsibilities of the SMCs, (ii) resource allocation and conversion for achievement (ii) working relationships, (iv) challenges of working in church schools. However, sub-themes emerged under these themes after reading and re-reading the interview responses, records of observations and document analysis. These sub-themes helped the researcher to find data more workable.

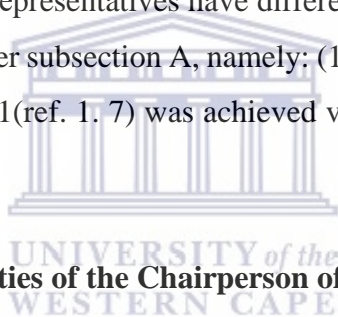
As stated in Chapter 3 under research ethics (ref. 3.9), the researcher will use codes to label participants. The following codes shall be used for SMC 1 members: C₁ for chairperson, PR₁ for principals' representative and TR₁ for teachers' representative. With regard to SMC 2, members shall be coded as: C₂, PR₂ and TR₂ for chairperson, principals' representative and teachers' representative respectively. Schools shall be coded using letters as illustrated in Chapter 1 (ref.1.8.2). Each SMC has five principals excluding the one who is already a member of the SMC. Therefore, in the case of the 10 principals who are not members of either SMC 1 or SMC 2, the codes shall be P_{1A} –P_{5E} to represent each principal from each school where P₁ - P₅ represent participating principals and A-E the schools they represent. These codes are used

for both SMC 1 and SMC 2 non- members. The section below presents the responses from the 16 participants.

4.3 Semi-Structured Interviews of 16 Participants

Responses for this section are twofold. The first section presents responses from 6 participants in category 1 which consists of SMC members only. Category 1 covers both members of SMC 1 and SMC 2. The second part presents responses from category 2 which is the 10 principals from SMC 1 and SMC 2 who are not members of the SMCs but ex-officio members of Advisory School Committees (ASCs).

Theme 1 below presents and discusses the findings on roles and responsibilities of the SMCs. The theme is divided into two subsections (A) and (B). Subsection A deals with the chairpersons of the SMCs while subsection B deals with principals' representatives. The chairpersons and the principals' representatives have different roles and responsibilities in the SMC. There are 3 subthemes under subsection A, namely: (1) meetings, (2) school supervision and (3) discipline. Research aim 1(ref. 1. 7) was achieved via the responses from subsections A and B.



4.4 (A) Roles and Responsibilities of the Chairperson of SMC

The focus of this section is on what participants in this study understand as the roles and responsibilities of both the chairpersons of the SMCs and principals' representatives. Their perceptions shall be interpreted according to the LEA of 1995. The decentralised education system allocated powers to run schools to people who are closer to schools through the establishment of the SMCs (ref. 2 2.6). Therefore to meet the requirements for decentralised school management, both principals and chairpersons of the SMC as managers of schools must first have a clear understanding of their roles and responsibilities, and must also have the capability to carry out their roles and responsibilities as stipulated in the LEA of 1995. Sections 4.4.1 to 4.4.3 below present the findings of the roles and responsibilities of the chairpersons of the SMCs as reported by participants in category 1 followed by category 2 participants. Sub-theme 4.4.1 below presents the findings from category 1 and 2.

4.4.1 Meetings

In terms of the LEA of 1995, the SMC is liable to meet at least four times per year and the chairperson is responsible to call meetings through the principals' representative who is the secretary of the SMC. The LEA of 1995 stipulates the roles and responsibilities of the chairperson of the SMC (ref. 1.1). Below are the responses from the SMC members.

(i) Responses from Category 1

Out of six participants in this category, only three participants considered the role of the chairperson as to call meetings through the secretary and to preside in all the meeting during his or her presence. C₂ said: "It is my responsibility to call meetings and chair them". C₁ also mentioned that it is his responsibility to preside in the SMC meetings whenever he is available. PR₂ as well agreed that the chairperson has to chair all the meetings and to make sure that the SMC meets at least four times a year. According to the records of the minutes, SMC 2 has had eight meetings up to October 2010 when data was collected for this study. In every meeting the agenda was clearly stated and the minutes were signed by the members who attended the meetings. The records revealed that the chairperson did not attend two meetings, while the secretary has been attending all the meetings. Unfortunately, the SMC 1 minutes were not properly prepared and controlled, the content of the minutes was found inappropriate for the study. According to the records, there were no dates and agendas in most of the meetings. It was evident that SMC 1 sees no value on the records of minutes for the continual functioning of the organisational life. As such, the minutes were regarded insufficient to supplement data that was collected from the interviews and observations in SMC 1.

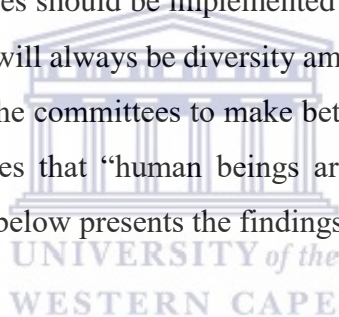
From these responses, it is evident that other members of the SMCs are ignorant that the chairperson is responsible to call and to preside in all meetings. This is reflected by the silent responses from PR₂, TR₂ and TR₁. The section below presents the principals' views about the roles and responsibilities of the chairpersons of the SMCs.

(ii) Responses from Category 2

Out of 10 principals, only four of them seemed to be clear about the roles and responsibilities of the chairperson as set out in the LEA of 1995. P_{4D} of SMC 1, P_{1A} of SMC 2, P_{3C} of SMC 2,

and P_{4D} of SMC 2, interpreted the LEA of 1995 accordingly that the chairperson is responsible for calling meetings. Participants mentioned that the chairperson has to preside in all meetings in his or her presence and to make sure that there is order during the meeting. They further pointed out that the chairperson has to guide members of the SMC so that they know what they are expected to do in the meetings and to solve problems in the meeting among the SMC members. They concluded by stating that the chairperson has to make sure that the SMC meets at least four times in a year.

When comparing the above responses, it is apparent that principals from SMC 2 schools understand the LEA of 1995 regarding the chairpersons' responsibilities when it comes to meetings. It can therefore be concluded that SMC 1 principals are ignorant about the SMC meetings. The SMC meetings are very important for the functioning of schools because the SMCs are the vehicles through which schools function properly and achieve the stated goals and aims. It is during these meetings where the SMCs find solutions for the problems that the schools have and plan how policies should be implemented in schools. Since SMCs are made up of different individuals, there will always be diversity among members. However, diversity among members should benefit the committees to make better decisions. Hence Sen's (1992) capability approach acknowledges that "human beings are thoroughly diverse in personal characteristics". Subtheme 4.4.2 below presents the findings from category 1 and 2.



4.4.2 School Supervision

According to the LEA of 1995 (ref.1.1) the SMC is responsible for the supervision and proper efficient running of the schools under its control. Most of the responses from the interviews revealed that SMCs have to supervise schools under their jurisdiction. Below is a summary of responses from category 1 participants.

(i) Responses from Category 1

PR₁ reported that the chairperson has to see that schools under his authority are running effectively. The participant further stated that the chairperson has to know teachers and the rolls in all the schools under his authority. As the proprietor's representative, the chairperson has to be informed about visitors coming to the school. When asked about his roles and responsibilities, C₁ said: "it is my responsibility to visit schools individually regarding their

problems". C₂ agreed with C₁ and mentioned that she visits schools under her authority. C₁ said:

As the church's representative, I have to visit schools in order to see how they work and report to the proprietor. As the SMC, we visit schools so that we work together with the principals to help them to solve problems that they encounter. These visits help us to find the weaknesses and strengths of our schools.

When examining the records of minutes dated 19-03-2010, SMC 2 agreed to visit two of their schools. The visits were dated 23-04-2010 for school C and 26-10-2010 for school B. The purpose of the visit was to meet parents, teachers and the ASC in both schools. PR₂ reported that during the SMC visits to the schools, as the principal, she has to check school documents like schemes and records of work done, the registers and lesson plans from the principal and the staff of the school visited since other members of the SMC are not teachers; they may have difficulty in understanding the contents of those documents.

From the responses given above, it is evident that the chairpersons and the members of the SMCs understand that the SMC is responsible for the supervision of schools under its authority as stated in the LEA of 1995 (ref.1.1). The findings agree with what Sen (1992:56) refers to as human agency achievement. The purpose of having the SMCs in schools is to see that schools provide quality education and that church schools prosper. Hence the human agency achievement of chairpersons of the SMCs involves evaluating various affairs in schools. This evaluation is not simply meant to reflect the scope to which possible achievements would contribute to churches as the proprietors but to the society in general (Sen, 1992:56). The chairpersons' report indicates that the two chairpersons have goals and values that they want to pursue by visiting schools under their authority. The responses from the non-members of the SMCs are summarised below.

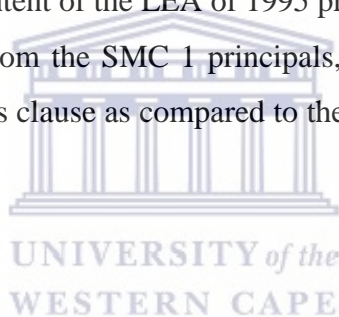
(i) Responses from Category 2

Out of 10 participants, seven mentioned that the chairperson of the SMC has to supervise schools. P_{2B} of SMC 1 stated that the chairperson has to see to it that the principals and teachers in schools under his authority work cooperatively. According to P_{3C} of SMC 1, the chairperson has to make sure that school develop and grow. She or he has to get involved when necessary to solve schools' problems. The participant further pointed out that the chairperson of the SMC

has to see that all the schools under his authority perform up to the expected standards as stated by the government and the church.

P_{4D} of SMC 1 also mentioned the responsibility of the chairperson as to administer and advice schools under his authority. According to P_{5E} of SMC 1, the chairperson has to see that the running of schools under his authority is smooth. P_{5E} of SMC 2 remarks that “the chairperson has to administer everything in schools including teachers’ affairs because she is the coordinator between the government and the schools”. P_{1A} of SMC 1 alleged that the SMC has to check that schools keep their standards by maintaining both school rolls and academic achievement. P_{2B} of SMC 2 considers the responsibility of the chairperson as to make sure that schools use time effectively for teaching and learning.

The findings revealed that principals acknowledged that the chairperson of the SMC and the rest of the team are responsible for the supervision of schools. This means that most of the principals are interpreting the content of the LEA of 1995 precisely on this theme. Most of the responses from this theme are from the SMC 1 principals, it can be concluded that SMC 1 principals are far abreast with this clause as compared to the SMC 2 principals. Below are the findings of subtheme 4.4.3.



4.4.3 Discipline

The LEA of 1995 proclaims that the chairperson of the SMC is liable to recommend to the educational secretary for discipline of a teacher (ref. 1.1). Although the LEA of 1995 says discipline of a teacher should be through the educational secretary, some members of the SMC and principals feel that it is the responsibility of the chairperson to handle discipline matters without consulting the educational secretary. Participants feel that some issues should first be sorted at the school level before being taken to the higher level. The views of category 1 participants are summarised below.

(i) Responses from Category 1

Out of six participants, only two stated that the chairperson has to be involved in discipline measures of teachers. C₁ referred to his role as to discipline teachers through the ASC. He pointed out that not all matters should be taken to the education officer. PR₁ feels that if there

are differences among teachers or between a teacher and the principal in schools under the same management, the chairperson has to be informed so that he interferes accordingly.

The findings show that other participants take it for granted that the chairperson of the SMC has to be involved in matters relating to discipline in schools. These responses are one sided. It seems that SMC 2 participants are ignorant of this section of the LEA of 1995 because they did not mention discipline as one of the responsibilities of the SMC. Some of the participants in category 2 also showed understanding to this section by providing the responses below.

(ii) Responses from Category 2

Out of 10 principals, only two principals seemed to have an idea that the chairperson has to be involved in discipline matters. Both P_{2B} of SMC 1 and P_{5E} of SMC 2 mentioned that the chairperson has to get involved in discipline matters. P_{2B} of SMC 1 has this to say: “if there is anything to discipline, the SMC has to interfere between the principal and teachers not taking sides”. According to P_{5E} of SMC 2, the chairperson has to discipline both teachers and principals and should be informed with any matters relating to teachers’ discipline at all times.

The findings indicate that most of the principals take no notice that the LEA of 1995 gives the chairperson the responsibility to be involved in disciplinary measures in schools. However, the general findings with regard to research aim 1 (ref. 1.7) from both categories revealed that the chairpersons are performing their roles and responsibilities as stated in the LEA of 1995. According to Sen (1992:56-59) “a person’s agency achievement refers to the realisation of goals and values she has reason to pursue”. It is therefore evident that the chairpersons’ human agency achievement is reflected by the efforts and active part that they play in supervising schools. The ability to supervise schools brings about achievement because proper supervision leads to quality education. Section 4.4 (B) presents the findings on the roles and responsibilities of the principals’ representatives.

4.4 (B) Roles and Responsibilities of Principals’ Representative

As stipulated in section 17 (c) of the LEA of 1995, the principals’ representative shall be the secretary of the SMC. Participants agreed that the principal’s representative is the secretary of the SMC. Below is a summary of the responses from the SMC members.

(i) Responses from Category 1

C₁ showed that the principals' representative has to keep all the records of meetings and write letters to other principals on matters that the SMC would like to announce to schools or if there is any request to be made. According to C₂, the principals' representative has to give advice to the SMC on matters relating to school administration and to explain educational regulations and circulars. When asked about the roles and responsibilities of the principals' representative, both PR₁ and PR₂ reported that they keep records of SMC minutes and write letters to schools on matters that the SMCs want the schools to know. This report is corroborated by the records of SMC 2 minutes dated 19-02-2010 where the secretary (PR₂) noted that she wrote letters to other schools to inform them that the SMC wanted each school's roll for the beginning of the year. On contrary, SMC 1 records of the minutes were not well prepared and controlled. Participants further showed that they give other principals feedback of the SMC meetings. Both participants pointed out that they explain educational regulations, circulars and policies to the SMCs. They both added that they take the responsibility to check financial reports that are submitted to the SMC by other principals at the end of the year. PR₂ reported that principals have received training on how to prepare financial reports; she therefore takes the responsibility to check if they are prepared accordingly.

The findings in section 4.3.1 (A) and 4.3.1 (B) under category 1 substantiate Khuzwayo's (2007) findings (ref. 2.4.1) because the responses revealed that both chairpersons and principals' representatives seemed to have an understanding of one's and each other's roles and responsibilities. The findings concur with Sen's (1992:58) human agency achievement in the sense that both the chairpersons and the principals' representatives specifically look at their own roles in the promotion of quality education in church schools. The findings reflect how the chairpersons and the principals' representatives portray themselves as role players in bringing about achievement in church schools. The other 10 principals viewed the roles and responsibilities of the principals' representatives as discussed below.

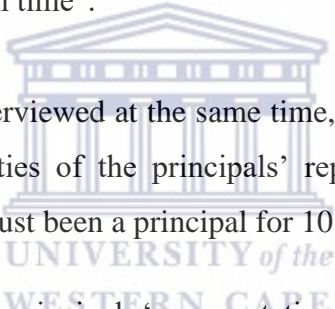
(ii) Responses from Category 2

Most of the participants in this category mentioned the role of the principals' representative as the secretary of the SMC. They view the representatives as coordinators between the SMCs and themselves. P_{1A} of SMC 1 reported that the principals' representative has to notify schools

if vacancies are available, and if such vacancies are available, the representative should ensure that they are immediately occupied by qualified teachers. The participant added that, as the SMC secretary, the principals' representative is responsible for filling in the forms for teachers' recommendations.

Participants, P_{2B} of SMC 1, P_{3C} of SMC 1, P_{3C} of SMC 2 and P_{4D} of SMC 2 have the same views regarding the responsibility of the principals' representatives. The four participants mentioned that the representatives are the secretaries of the SMCs. They showed that the principals' representatives have to explain the education Act and other educational circulars to the members of the SMC because some members are not educated. P_{3C} of SMC 2 put forward that: "lately members of the SMC are not trained while some are not educated, so the principals' representative has to do most of the duties in the SMC going as far as to explaining educational regulations and circulars". P_{5E} of SMC 2 referred to the representative as the spokesperson. She said: "when we tell her our problems, we expect her to put pressure on the chairperson so that our concerns are dealt with on time".

Though participants were not interviewed at the same time, they were all confident and clear about the roles and responsibilities of the principals' representative. P_{2B} of SMC 2, the inexperienced principal who has just been a principal for 10 months, said:



The responsibility of the principals' representative is to make sure that principals prepare and submit the financial reports on time. She has to help new principals like me, give guidance and advise us on matters relating to school administration. She also has to inform us about the church's expectations on us so that we know how to run their schools in order to stay out of trouble.

P_{1A} of SMC 2 showed that the principals' representative has to see to it that any negative effect towards the schools that she is representing is treated accordingly with respect. The participant further pointed out that in minor cases where matters should not be taken to the SMC, the representative must treat matters secretly with the concerned principals. For instance, cases of discipline, whether it is for teachers or learners, it has to be first dealt with at the school level before being taken to the SMC.

It is evident that most of the participating principals in category 2 are clear about the roles and responsibilities of the representatives in the SMC no matter the experiences in the post.

However, the findings exposed added responsibilities of the principals' representative due to the fact that some members of the SMC cannot read. The inability to read is a lack of social opportunity to some members of the SCM. This may lead to undemocratic decision-making in the SMC because illiterate members of the SMC are unable to participate effectively as expected since they cannot read and interpret the contents of the LEA of 1995 for themselves (ref. 2.3.3.3).

The findings from category 1 and 2 revealed that there is interrelatedness among the members of SMCs (ref. 2.4.3.5) because the principals' representatives and the chairpersons of the SMCs are accountable to the responsibilities at hand and realize how their work has an effect on one another. The findings further indicate that the SMCs have freedom to lead the type of lives they value by performing their roles and responsibilities as expected by their society. Moreover, the findings indicated that participants are always conscious of how each individual contributes to the objectives of the school, the Ministry of Education and Training and the larger community which in this case is the church. It is apparent that principals' representatives and chairpersons are accountable for their responsibilities. The researcher concludes that the SMCs are effective agents as described by Sen (1992:58). They are able to promote educational objectives because of the part they play together in bringing about achievement in church schools. As a result, there will be less conflict among them because each of them knows where to draw the line as far as the responsibilities and duties are concerned.

Theme 4.5 below presents and discusses the findings on resource allocation and conversion for achievement. The responses under this theme helped the researcher to achieve research aims 2 and 3 (ref. 1.7). The theme is divided into 3 subthemes, namely: (1) decision-making regarding resource allocation (teachers' recommendations), (2) availability of resources and freedom to convert available resources for achievement and (3) principals' freedom to use school finances. The responses presented under this theme offered answers to research questions 1 and 2 (ref.1.6), hence research aims 1 and 2 were achieved.

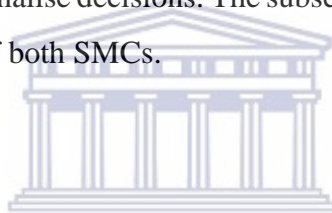
4.5 Resource Allocation and Conversion for Achievement

Resources play a vital role in every organisational life and to some extent they do matter in terms of achievement (ref. 2.3.2). Nevertheless, the discussion in Chapter 1 (ref. 1.2) suggests that various conversion factors influence the freedom that people may have in order to achieve

certain beings and doings. The LEA of 1995 has given the SMCs authority to allocate human resources at school level by recommending for the appointment, transfers and promotion of teachers (ref. 1.1). The LEA of 1995 gives guidelines on decision-making during the SMC meetings. Therefore subtheme 4.5 presents and discusses the findings on how participants view decision-making regarding the allocation of resources by the SMCs.

4.5.1 Decision-Making Regarding Resource Allocation (Teachers' Recommendations)

Through decision-making, the school resources (human) are allocated so that the intended objectives and goals of the school are achieved. During this process, all concerned stakeholders bring in information, facts, objectives and understanding for actions to be taken so that all stakeholders become accountable to decision-making. Section 17 (9) of the LEA of 1995 specifies that the majority of SMC members who are present in a meeting are entitled to make decisions through voting. In cases where there are equal votes, the chairperson, as the presiding officer can cast a second vote to finalise decisions. The subsection below presents and discusses the findings from the members of both SMCs.



UNIVERSITY of the
WESTERN CAPE

(i) Responses from Category 1

Out of six participants in this category, five reported that the SMCs make fair decisions with regard to the teachers' recommendations. Participants reported that decision-making is fair because the SMC is guided by the situation at hand. Moreover, decision-making includes every member of the SMC, and if any how there is disagreement, they consider what the final decision as the one from the majority not on hierarchy. It is therefore evident that decision-making in both SMCs meet varieties of competing needs. C₁ reported that at times members of the SMC have contradicting views regarding the issues that are being discussed during the meetings. He said:

As much as I can, I make sure that I question the team on certain decisions regarding the appointment of a teacher. I don't just take decisions made by the majority; I have to be clear about their decisions. Whenever vacancies are available, I work with my team to interview teachers before we can recommend him or her to a post.

This response indicates that there is shared decision-making in SMC 1 because all concerned stakeholders bring in pieces of information and ideas for actions to be taken in order to help schools solve their problems. This collaboration entitles members of the SMC to decisions that are made because they are involved during decision-making.

PR₂ reported that the SMC works according to the principals' needs. The participant reported that the Ministry of Education and Training approved that principals can choose teachers that they want by writing to the SMCs to tell them the kind of teachers they would like to be recommended to schools. She stated that academic achievement and the culture in church schools are the forces that drive principals to choose specific teachers. The participant added that "principals do approach me as their representative to tell me about their choices in advance to the SMC meetings".

These findings are supported by the literature reviewed (ref. 2.4.3.2) that shared decision-making in the SMCs enables schools to solve problems, while on the other hand they achieve their goals and objectives. However, TR₂ reported unfair decision-making in SMC 2 because she believes that the chairperson works with a certain group of SMC members to make decisions. The participant argued that she feels excluded in decision-making. The participant showed that she stays out of town, far from the chairperson and the principals' representative. Since the participant is located outside town, probably she does not attend all the meetings. Therefore, it can be concluded that TR₂'s capability to attend meetings is constrained by the environmental conversion factors (ref. 1.2) due to the location of her school. Nevertheless, the participant strongly considers decision-making in SMC 2 as dominated by both the chairperson and the principals' representative.

Nevertheless, section 17 (10) of the LEA of 1995 allows for a quorum of five members of the SMC. From the records of SMC 2 minutes dated 28-01-2010, the SMC made decisions to recommend two teachers in TR₂'s school (school A) and to recommend for a transfer of one teacher to school F. The records of minutes revealed that TR₂ did not attend two meetings on 28-01-2010 and on 19-02-2010 where decisions to recommend the appointment of teachers in schools A and F were made. It is therefore evident that TR₂ is not aware that section 17 (10) of the LEA of 1995 allows five members who are present in a meeting to make decisions. However, the argument on this case could be communication among the SMC 2 members. If ever TR₂ was totally uninformed about decisions that were made during her absence in the

meetings, this indicates that there is poor communication among the SMC 2 members because TR₂ made her own assumptions giving the reasons about what was happening. Her assumptions might lead to mistrust and provide a breeding ground for her thoughts. In any organisation, it is very important to provide and explain information. The subsection below presents and discusses the findings from the non-members of the SMC, the 10 principals who are the ex-officio members of the ASC.

(ii) Responses from Category 2

The responses under this category regarding decision-making in the SMCs show some different views towards teachers' recommendations. Out of 10 principals, five of them reported that decision-making is unfair and always resulted in conflict among principals. Participants claimed that there is no transparency on the recommendation of teachers' appointment because teachers are recommended on favouritism and denominational affiliation. Participants further argued that the SMC members deliberately ignore the requests that they (principals) make for the teachers that they want. P_{4D} of SMC 1 angrily expressed that:

The SMC has found a teacher that could be appointed to my school but up to now the teacher has not filled in the forms for appointment, there are still vacant posts in my school. The chairperson always gives me petty excuses saying that he cannot find *causality returns (CRs)* of those teachers who have been transferred. For someone who doesn't know this sounds true but he should be getting the CR from the parish office.

This type of behaviour and attitude by P_{4D} of SMC 1 is confirmed by the findings of the study conducted by Poo (2006) (ref. 2.4.1) that poor relationships experience "anger, anxiety, disrespect and mistrust".

Both P_{2B} of SMC 2 and P_{5E} of SMC 2 reported that the SMC recommended teachers without proper procedures in their schools. P_{5E} of SMC 2 reported that a teacher was recommended to school E without the principal's knowledge. The participant strongly indicated that as the school principal, she has a right to identify teachers that she wants. She fiercely concluded that:

The SMC uses their power to transfer teachers within the parish without consulting the principals. This has caused much conflict among principals because we feel disrespected when teachers are being transferred without our knowledge. Every principal wants the

best for his or her school; it is all about achievement at the end of the day. That is why we go extra miles to identify teachers that we want in our schools.

P_{2B} of SMC 2 as well declared unfair decision-making by the SMC she experienced. The participant expressed that:

The previous SMC recommended for my appointment as an acting principal while there was still a principal who was acting on the same position. That teacher was demoted and had to substitute me. The situation resulted in a very serious conflict between the two of us.

The participant sadly reported that the situation was degrading because it gave the impression that the SMC drove the previous principal away because they wanted to appoint P_{2B} of SMC 2 in favouritism since she is a member of the LEC while the previous principal was a non-member of the LEC. This indicates that church schools have a person in mind before they begin the selection process, especially for the position of a principal. This may result in a church member being appointed in preference to a non-member. The response is confirmed by the literature review that there is a tendency that those in the leadership and management positions exercise their powers over their subordinates (ref. 2.7.3).

Nevertheless, some principals showed trust in the SMCs. Five of the participants reported fair decision-making in resource allocation. Participants stated that the fairness in decision-making is reflected by the circular where the Ministry of Education and Training authorises the principals to feel to choose the type of teachers that they want by writing to the SMCs. The participants showed that whatever decisions are made in the SMCs, they are always based on what the majority says. Participants reported that they have never experienced problems with teachers that they had identified.

As Sen (199:31) notes, achievement is concerned with what people *manage* to bring about, and freedom with the actual opportunity that they have to achieve what they value. The findings indicate that principals have freedom to choose teachers that they want though the principals' responses are contradicting. Apparently, it can be argued that other principals do not grab the opportunity that they have to choose teachers that they want. The reason might be that they are ignorant and used to blaming the SMCs whenever things do not work out as expected in

schools. The report from the last five principals coincides with the response from PR₂ that all principals have received a circular from the ministry of education and training that gives them authority to choose teachers that they want in schools.

Subtheme 4.5.2 below presents and discusses the findings on availability of resource and freedom to convert available resources into achievement. The researcher presents and discusses the findings from the observations and document analysis as the starting point for the interviews. Therefore, responses under this subtheme are supported by the data collected during the observations and the conclusions drawn from the document analysis in schools and in the SMCs (ref. 3.5.3.3).

4.5.2 Availability of Resources and Freedom to Convert Available Resources for Achievement

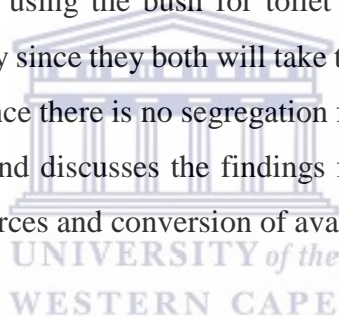
The process of resource conversion for achievement is related to personal and social characteristics, environmental features as well as group (ref.1.2). Since the capability approach takes into consideration conversion factors, it thus takes into account the broader social and institutional context that affect a person's capability set.

The researcher made some general observations (ref. 3.5.3.2) before and after the interviews. The observations showed that some of the school had less number of learners and teachers as compared to other schools. Furthermore, the observations revealed some schools had no adequate classrooms, furniture as well as teaching and learning materials while the opposite was observed in some of the schools. All the schools under study had the school feeding programme provided by the government. There was access to clean water in all schools. The availability of clean water and school feeding programmes are the basic survival capabilities for learners in these schools. Since resources have value when used as tools in supporting people's functionings and capabilities, the availability of water and feeding programmes play important roles to both learners and teachers because learners can be able to concentrate in class when they have had something to eat. As a result, the end product can be easily achieved when learners are able to concentrate in class.

As discussed in Chapter 1 (ref.1.2) that working within the capability approach in no ways exclude the integration of an analysis of resources, the observations revealed that the lack of

proper toilets was a very serious problem in some schools. In both of the SMCs, the observations revealed that there were no proper toilets for teachers and learners in three schools. Two schools were located between 30 to 50 km outside town and one was 10 km outside town. Notwithstanding that the schools are reported to be outside town, they are within a walking distance of 3km for learners. Therefore, learners' capabilities to walk long hours to schools which could affect them negatively as well as teachers are safeguarded. The observations revealed that in school A and B of SMC 2 and school D of SMC 1, there were no toilets for learners and teachers (*Journal entries, 26th and 29th October 2010*).

The access to proper toilets is indispensable for the well-being of a human being for sociological and psychological reasons because the availability of toilets can help both learners and teachers to use time effectively. Lacking access to proper toilets may result in a possible health and psychological risk to both learners and teacher because learners and teachers could be using the bushes to relieve themselves. This obstructs the capabilities to social life because they are not safe and free to be using the bush for toilet purposes. It also constrains their capabilities to use time effectively since they both will take time trying to find hiding places in the bush to relieve themselves since there is no segregation for gender differences in the bush. The subsection below presents and discusses the findings from category 1 participants with regard to the availability of resources and conversion of available resources for achievement.



(i) Responses from Category 1

All participants in this category reported that some of the schools lacked adequate resources such as human and physical resources. The responses indicated that most of the schools located outside town were reported to be the ones experiencing the most problems with resources. C₁ stated that town schools had high rolls as compared to the ones outside town. This response matches with the field notes that the researcher kept during the school visits (*Journal entries 10th October 2010 to 04th November 2010*). Among the SMC 1 schools, school A had the highest roll of 384 learners while school D had the lowest roll of 70 learners. In SMC 2 schools, school D had the highest roll of 926 learners while the lowest school roll of 93 learners was in school C. Despite the consequences of the inconsistency in rolls, all of these schools offer a complete cycle of primary schooling which is from grade 1 to grade 7 that forms the final grade in the Lesotho primary education system.

Participants showed that in some schools, there were only three teachers to teach all the grades. The observations exposed a similar pattern of teacher unavailability in both SMC 1 and SMC 2 schools with regard to what participants reported (*Journal entries, 10th October 2010 to 04th November 2010*). The findings revealed that in schools B, C, D and E of SMC 1, the total number of teachers ranged from three to five. It was observed that in SMC 2 schools, school B had three teachers while school C had four teachers. PR₁ mentioned that the situation in some of the schools impact negatively because teachers have to teach multi-grades. This might be due to the fact that teachers become unwillingly to work in rural areas because the schools in the rural areas lack facilities and travelling to these schools is difficult due to the geographical locations of schools.

PR₂ is as well concerned with the schools that have less than seven teachers relating to the seven grades. However, she argued that schools had enough teachers regarding to the teacher: pupil ratio of 1: 40. The participant argued that it depends on the principal's decision on how to convert available resources (teachers) into achievements by allocating them to where they have a potential of having higher productivity in the school. For instance, principals can allocate qualified teachers in grades 1 and 7 as suggested by the ministry of education and training.

When interviewed about the condition of physical resources in schools, participants mentioned that some of the schools had shortage of classrooms while those available in some of the schools are in poor conditions. This was generally referred to schools outside town. The next paragraph presents and discusses the findings from category 2 participants.

(ii) Responses from Category 2

Out of 12 participants in this category, five reported the lack of adequate classrooms in schools as reported by participants in category 1. Both P_{4D} of SMC 1 and P_{3C} of SMC 2 blamed the church's inability to maintain schools. Participants reported that there were only three classrooms and a church hall per school. In both schools only grades 1 and 7 had separate classrooms while the other five grades used the church halls. They showed that the churches do nothing particularly to show that they own schools with regard to buildings and furniture. The participants added that the lack of classrooms constraints the teachers' capabilities to deliver what is expected from them because it is difficult and very stressful for a teacher to manage more than one grade level in the same classroom. According to P_{5E} of SMC 1, teachers

have to teach multi-grades because of the condition in the school. She added that it is very difficult for teachers to teach multi-grades because they were not trained for it. As a result, the teaching of multi-grades hampers teachers' freedom to deliver what is normally delivered in a normal classroom situation.

The inability to deliver what is expected may be due to the fact that teachers are over loaded with work because they are faced with more preparations as compared to teachers who teach mono-grades. The multi-grade teaching in its nature restricts a teacher to cover the curriculum as expected because the teacher is forced to be in a situation where she or he has to deliver the curriculum in two different ways to learners of different grade levels and age range. As a result, the teacher's capability to deliver quality instruction is reduced due to work load and stress. In such cases, teachers are deprived time to attend to individual learners who have different educational needs. Hence the response by C₁ that no one can anticipate miracles to happen in cases of special educational needs learners that they can achieve at the same level like the normal performing learners. Noteworthy, if all schools had teachers for individual grades, there would be a possibility for miracles to happen because teachers would be able to pay attention to learners with special educational needs.

P_{2B} of SMC 2 reported that one of the classrooms in the school did not have doors and window panes. This statement coincided with the observations that the researcher recorded (*Journal entry, 26th October 2010*). The poor condition of the classrooms is revealed by the statement that P_{2B} of SMC 2 puts forward when sadly reporting that: "The floors have to be smeared with soil or cow dung by learners because parents do not offer any form of help to maintain the classrooms." In accord with P_{2B} of SMC 2, P_{C3} of SMC 2 also reported that in school C of SMC 2, learners are responsible for smearing the floors of the church hall.

P_{2B} of SMC 1 reported that the school had five classrooms. Only grades 1 and 7 had separate classrooms while other grades had to share classrooms. She further mentioned that the toilets were in a very poor condition. The report matches the observations that the researcher recorded (*Journal entry, 25th October 2010*).

In reality, it is the responsibility of the church as the proprietor to see that teaching and learning takes place in well-managed classrooms with enough resources. Nevertheless, churches have neglected their responsibilities on the maintenance of schools (ref. 2.2.2). The well-being of a

classroom encompasses a competent teacher, using time effectively and efficiently for class, enough teaching and learning materials, adequate buildings and sufficient furniture. Having all these under control makes it easier for learners to identify the types of life they value for the future.

The findings revealed that town schools had adequate resources with regard to both physical and human while the counterpart schools outside town lacked both physical and human resources in terms of classrooms, toilets, teachers and learner intake. This indicates that teachers in schools that are located outside town lack the freedom to convert resources into achievement because the capability to teach in a normal situation is hampered by the lack of classrooms. When examining the documents of the SMCs under this study, SMC 1 documents indicated that the SMC had the following for all the six schools: a total number of 1,191 learners, 40 teachers, 39 classrooms as well as the two church halls. SMC 2 documents indicated that from the six schools, there were 1,971 learners, 59 teachers, 41 classrooms and two church halls (*Journal entries: 1st and 2nd November 2010*).

Though the capability approach is not concerned with the condition and the abundance of resources that schools have, the fact is that their availability enhances the freedom to achieve because resources play a vital role in every organisational life. Hence the argument in Chapter 2 (ref. 2. 3.2) that there should be adequate supply of resources in order to fulfil the purpose of education. The schools with low rolls are regarded as small schools that were purposely established to serve the disadvantaged community outside town. It is not by choice that such schools have low rolls and few teachers. Therefore, the teacher: pupil ratio of 1:40 as indicated earlier by PR₂ is the reason why these small schools have fewer teachers. Considering the geographical locations of some of the schools in this study, it can be concluded that P_{4D} of SMC1 and P_{2B} of SMC 2 lack capabilities to achieve certain functionings because some circumstances are beyond control. Sen (1992:41) notes that “choosing may itself be a valuable part of living because some types of capabilities at least contribute directly to well-being, making one’s life richer with the opportunity of reflective choice”. Even though these principals chose to work in the remote areas, it is evident that the some conversion factors such as the environment factors like harsh weather conditions, geographical locations and social factors “construct different types of scenarios in which more freedoms makes one certainly less happy, and possibly even less fulfilled” (Sen, 1992:59).

Moreover, the findings exposed that teachers' capabilities to enjoy teaching in a classroom environment that is conducive to both teaching and learning are deprived because they have to teach multi-grades. At this point, it is important to look at the principals' capabilities rather than functionings by identifying the reasons other than choices why certain beings and doings are not being achieved by some schools. It would be important to substantially differentiate between a principal whose staff has to teach multi-grades and the principal whose staff has to teach mono-grades. Although all teachers in schools under study have the capabilities to teach, multi-grades teaching denies teachers the elementary freedoms to enjoy teaching and delivering quality instruction. This is due to the fact that the capability to teach multi-grades needs special training, experiences and skills. Those teachers were not trained to teach multi-grades so it is a very huge task for them. With regard to research aim 2, the findings revealed that principals are not totally free to convert resources in to achievement due to various conversion factors. Subtheme 4.5.3 below presents and discusses the findings with regard to the principals' freedom to use school finances. The interview responses in this subtheme are supported by conclusions drawn from the analysis of the schools and SMCs' documents.

4.5.3 Principals' Freedom to use School Finances

The LEA of 1995 has set guide lines regarding the principal's control and use of school funds (ref. 1.1). Given that each school receives utility fund from the government weighted on pupils' roll (ref. 2.3.2), the freedom to use school funds shall be based on the utility fund and other means that schools use to achieve the stated aims and goals. The researcher examined (schools and SMCs' documents) schools' financial reports and annual budgets. The documents revealed that out of 12 schools (including the principals' representative schools); only five had prepared the budgets for the year 2010. These are schools C and F of SMC 1 and schools A, D and F of SMC 2. The findings indicated that some principals underestimated the value of budgeting. The analysis of financial reports in both SMCs revealed that out of the 12 schools, only seven schools had prepared the financial reports for the year 2009. The seven schools were schools A, C and F of SMC 1 and schools A, B, D and F of SMC 2. However, SMC 1 records showed that schools D and E did not receive the utility fund while SMC 2 documents revealed that school E did not receive funding. Hence there were no financial reports in those schools. School B of SMC 1 and school C of SMC 2 had not prepared the financial reports for the year 2009 but the SMCs' records showed that the schools had received the utility fund in 2009. (*Journal entries: 20th, 27th and 29th October 2010*). When interviewing participants in category 1 about

the principals' freedom to use school finances, participants reported that principals are free to use school finances as long as they accounted for the exploitation. The subsection below presents and discusses the findings from SMC 1 and SMC 2 participants.

(i) Findings from Category 1

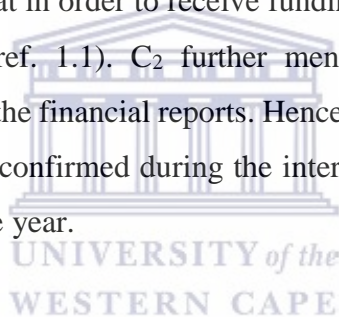
PR₁ stated that principals are accountable to the SMC on how they use school finances. When schools receive the utility fund, the principals have to inform the SMC and the ASC about such funds. In cases where a school needs to raise funds, the principal informs the SMC and the ASC about that. This response indicates how the school funds should be controlled and used (ref. 1.1). As the principal of school F, PR₁ reported that she has freedom to use school funds because the SMC and the ASC are always informed about all the financial activities that the school is involved in. The participant's school had an approved annual budget and a financial report.

C₁ reported that some principals ignore the value of budgeting because preparing a budget gives principals a guide on how the school funds shall be used in the year. The participant mentioned that some schools had not received the utility fund; hence there were no financial reports, whereas others used finances carelessly and avoided to submit financial reports at the end of the year. C₁ added that some reports had no receipts attached on as required by the Education Office, so it was difficult for the SMC to approve such reports. In the same view with C₁, PR₂ reported that in SMC 2 schools some financial reports were sent back to the principals because they had no receipts attached. PR₂ reported that all principals received training on how to prepare the financial reports but some principals chose to do a different thing. The participant reported that according to the new structure of financial report, all the receipts of expenses should be attached to the report as proof of expenses and to make it easy for the person who will be auditing them. The participant mentioned that, the principals' tendency to prepare the financial reports in the old method created conflict between the SMC and some of the principals. When interviewed about the freedom to use funds in school F of SMC 2, PR₂ mentioned that she was free to use school funds because what the SMC wants from the principals is accountability on how the funds were used.

The findings coincided with the literature reviewed (ref. 2. 4.4) that wherever there is a group of people working together, there is always a possibility for conflict. It is evident with the

response from PR₂ that financial reports were sent back because they were not complete. By sending the reports back, the SMC was confronting the reality by disapproving the incomplete reports. It can be argued that conflict between the SMCs and the principals arises because people understand things differently; they can perceive reality in different degrees, in more severe situations while others can perceive it in a lesser severity (ref. 2.4.4). The principals take it lightly that they have to attach the receipts to the reports for accountability purpose.

PR₂ raised a concern that when principals do not prepare budgets at the beginning of the year, they get tempted to misuse school funds because the SMC may not be aware of how much money a school has received from the government. PR₂ further maintained that, it has become a habit that principals avoid to prepare the school annual budget at the beginning of the year. The participant reported that P_{3C} of SMC 2 was once accused of misusing school funds. C₂ reported that principals are free to use school funds because they know what is expected from them at the end of every year. The participant stated that some principals use the freedom carelessly because they ignore that in order to receive funding in the following year they have to fulfil certain requirements (ref. 1.1). C₂ further mentioned that principals suffer the consequences for not submitting the financial reports. Hence some schools under study did not receive funding. The participant confirmed during the interview that school E of SMC 2 did not receive the utility fund for the year.



The findings indicate that some of the principals prepared the school financial reports while on the other hand the majority of them did not prepare the annual budgets. Therefore it can be concluded that there is no transparency guarantees as stated by Sen (2001) (ref. 2.3.3.4) between some of the principals and SMCs because the way in which school funds are used seem not to be transparent because the SMCs are not included in the budgets. It is therefore not clear as to how schools use funds without first preparing the budgets. An adequately prepared budget or financial report frees the principals from any form of corruption or accusations of inappropriate use of school funds. This shows that both the principals and the SMCs do not understand the value of budgeting at the beginning of the year. The findings further indicate that there was no sign of improved financial responsibility on the principals who have not submitted financial reports. The inability to submit the financial reports was valid enough for the SMC to mistrust them. The subsection below presents and discusses the findings from the 10 principals who are non-members of the SMCs.

(ii) Findings from Category 2

During the interview with the 10 principals regarding the use of school funds, participants showed that they were free to use funds because they report to the SMCs and ASCs on how funds were used. It can be argued that since principals were assertive on how they use school funds, it is clear that they understood their responsibilities regarding the school funds (ref. 1.1:3) However, the responses contradicted the documents that were examined (ref. 4.5.3). P_{1A} of SMC 1 reported that the SMC knew all the school activities related to the use of funds because the principal informs the SMC through the ASC on how the school funds shall be used. Even though P_{1A} of SMC 1 claimed to be involving the ASC and the SMC in the use of school funds there was no evidence of such involvement because the principal failed to provide the annual budget that could have been signed by the SMC for approval. However, the 2009 financial report was approved by the SMC. Both P_{1A} of SMC 2 and P_{4D} of SMC 2 reported that they are free to use school funds. The responses agree with the analysis of the SMC and schools' documents because the documents were approved by the SMC (*Journal entry 28th October and 4th November 2010*).

During the interview with P_{2B} of SMC 2, the participant also reported to have freedom to use school funds. This was the school visited by the SMC together with the researcher (ref. 3.5.3.2). Among issues that were discussed during the meeting with P_{2B} of SMC 2, was the inability of the principal to submit an annual budget and a proper financial report with attached receipts. The SMC 2 members raised a complaint about how the school funds were used in school B. During the discussion with the SMC, the participant mentioned that she used the fund that was received in 2009 for maintenance purposes. The participant acknowledged that there were no receipts attached to the report, hence the SMC complained about the financial report. The financial report in school B of SMC 2 gave the SMC suspicion because the report reflected the figures that were uncertain for some of the expenses and could not be accounted for by the principal. It can be argued that if P_{2B} of SMC 2 had prepared the school annual budget, the attachment of receipts might have not been the main issue for being interrogated by the SMC because the annual budget could have matched the expenses on the financial report. When interviewed about the freedom to use funds, the participant reported that there is freedom to use funds as long as one can account for the expenses and attach the receipts as proof. The participant accepted the mistakes that the SMC highlighted and acknowledged that they will never happen again.

The findings indicate that there are transparency guarantees (ref. 2.3.3.4) in SMC 2 because both P_{2B} of SMC 2 and the SMC were free to discuss the financial problems that school B had. This is a clear indication of the social interactions among the SMC 2 members. When questioning the principal on how the school funds were used, the SMC wanted to have a clear understanding so that they could have no doubts about the principal. Since the principal was calm during the interrogation and seemed innocent, she convinced the SMC to trust her again. In a trusting relationship people feel free to do their duties as expected and they have a sense of belonging (ref. 2.4.3.1). The findings further showed that the relationship between the SMC and P_{2B} of SMC2 indicated the transparency guarantees because the relationship is based on trust. The aim of the SMC was to help P_{2B} of SMC2 in preventing corruption and in improving financial responsibility at all levels because every society operates on an imaginary level of trust (ref. 2.4.3).

The findings further revealed that there was conflict between the SMC and P_{2B} of SMC2. However, the type of conflict was constructive because the principal began to realise alternative approaches that might be valuable in preparing a proper financial report and the importance of preparing the annual budget. The collaboration seen in this school coincides with the literature reviewed that, for any organisation to be effective, it needs each and every member to be effectively involved (ref. 2.7.3). In this case it was evident that SMC 2 stakeholders worked together to help school B to address the problems that were the barriers to effective working relationship between the SMC and the entire school.

Both P_{2B} of SMC 1 and P_{3C} of SMC 2 as well agreed that there is freedom to use school funds. However, the principals failed to produce both the annual budgets and the financial reports which could provide evidence of freedom to the researcher. When interviewed, P_{2B} of SMC 1 excused that she was involved with lots of activities so much that things were not done on time. The participant acknowledged that both the annual budget and the school financial report were not prepared and submitted to the SMC. P_{3C} of SMC 2 had no valid reasons on why the documents that the researcher required could not be provided. This is the principal that PR₂ reported to be accused of misusing the school funds.

Participants P_{5E} of SMC 2, P_{4D} of SMC 1 and P_{5E} of SMC 1 reported that their schools were not funded in 2009; hence there were no financial reports in these three schools. However,

there were no annual budgets for the year 2010 in these three schools. When asked about the budget, the participants excused that there was no way that they could prepare the budgets because there was no guarantee that the schools were going to be funded for the year 2010. The participants added that it was also difficult to prepare the budgets for the unknown amount of money. The responses indicate that the participants do not understand that a budget is prepared at the beginning of the year in order to guide both the principals and SMCs on how funds shall be used. A well prepared budget frees the principal from any form of corruption because priorities are set out on a budget. This helps principals to use funds accordingly by the time that they receive the utility fund.

The findings in this category indicate that some of the principals do not understand the value of budgeting. The inability to prepare both the financial report and the annual budget leads to principals being accused of misusing the school funds. It can be argued against these findings that some principals misused school funds because the SMCs have not approved the financial records. A well prepared annual budget helps the principals to use school funds appropriately because the school has to prioritise the goals. Hence Sen (ref. 2.3.3.4) identifies transparency guarantees as one of his five types of freedoms that contribute to the universal capability of a person to live more freely. Sen (2001) suggests that transparency guarantees contribute in the lives of the society by helping them to avoid corruption and improve financial responsibilities at all levels.

Theme 3 below presents and discusses the findings on the working relationships between the principals and chairpersons of SMCs. The theme provides answers to research questions 1, 2 and 3 (ref. 1.6). Any form of relationship between principals and chairpersons sets a tone for the well-being of schools. The theme is divided into 3 subthemes namely: (1) working relationship between principals' representative and the chairpersons of the SMCs, (2) working relationship between the chairperson and the five principals and (3) working relationships between principals' representatives and principals

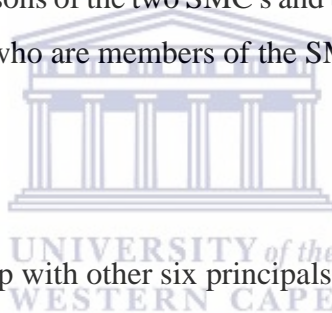
4.6 Working Relationships

According to Mahlangu (2005:16), "relationships are the vehicles through which people accomplish the purpose for which they have developed their skills". For individuals to build relationships that would develop their skills, Sen's (2001), transparency guarantees (ref.2.3.3.4

) should be considered because the focus is on social interactions and how people relate to each other considering what they are being offered, and questioning what they will essentially acquire in the end. Subtheme 4.6.1 below presents and discusses the findings with regard to the participants' views about the working relationship between each chairperson and the five principals who are non-members of the SMCs

4.6.1 Working Relationships between the Chairperson and the Principals per SMC

A valuable working relationship entails trust and working together for a common goal. All members of the school community are intertwined and can only achieve a sense of belonging through active participation and trusting relationships. A smooth working relationship between principals as ex-officio members and chairpersons is of great importance if schools' best interest and the goals of education in general are to be met. In the next paragraph, the researcher presents and discusses the findings from SMC 1 and SMC 2 members regarding the working relationship between the chairpersons of the two SMCs and the principals under their authority. This includes the two principals who are members of the SMCs.



(i) Responses from Category 1

When asked about the relationship with other six principals, C₁ reported that:

My relationship with these schools is very well. They have trust and confidence in me and my advice is well accepted. At times I show them that they have power to make decisions on their own without depending on me as long as I know what is going on, I don't see a problem with them making their own decisions.

This claim is supported by the responses of SMC 1 participants in category 2 (see paragraphs 1 to 4 under category 2 below). It is therefore clear from the above statement that there is trust between the chairperson and the principals. People in trusting relationships ask for contribution from one another, and truly use it. That is why the chairperson reports that the principals have confidence in him and accepts his advice.

When responding to the question about his relationship with the six principals regarding schools' achievement and administration of the schools, he said:

When we talk about achievement we always refer to academic achievement, which has to do with the curriculum. In this case, it is the responsibility of each principal to see that teachers deliver what is expected by the government. As the church, we too expect all our schools to deliver what is expected by the ministry of education and training.

This statement indicates that the chairperson knows where to draw the line when it comes to the day-to-day management of schools. As discussed in Chapter 2 (ref. 2.4.3.1), in trusting relationships people tolerate one another to do their job without unnecessary misunderstanding. The findings further indicate that the church is working closely with the government by making sure that schools deliver what is expected.

This chairperson went further and stated that:

The principals make sure that they keep me posted about everything that goes on in their schools. According to our records, they are performing very well. Our schools' pass rate ranges from 100 percent to 85 percent depending on situations like special educational needs. In such cases, one would not expect miracles.

The findings indicate that SMC 1 schools always keep the chairperson informed about the achievements of the schools. This shows that there is a good working relationship between the chairperson and the principals of the six schools. Furthermore, the findings revealed that there is good communication between the chairperson and the six principals because; they always inform him about the academic achievement of the schools. The type of communication in SMC1 reflects the nature of the working relationship between the principals and the chairpersons of SMCs (ref. 2.4.3.4).

When asked about the administration in the six schools, he pointed out that: “the administration in the six schools is very good because teachers work quite cooperatively with principals. However, principals do experience some problems like absenteeism of teachers”. He further mentioned that since the SMC is not so close to schools like the ASC, the SMC experiences problems with the ASC because members of the ASC do not always show up in the meetings when schools need their input due to their parental responsibilities.

Both PR₁ and TR₁ mentioned that the working relationship between the chairperson and other principals is smooth though it is not with all principals. Both participants showed that the poor

working relationship is experienced with the principals who avoid reporting the schools' activities to the SMC as expected, and those who avoid preparing financial reports as recommended. In the same view with PR₁ and TR₁, C₂ claimed that generally the working relationship with the six principals is smooth, though it is not with all the principals. She stated that the poor working relationship stems from the inappropriate preparation of financial reports by the principals. She said: "some of these reports are totally not satisfying, so when we send them back or try to talk harder with some principals they become angry with us". This indicates a common practice in both of the SMCs as indicated by the responses from PR₁ and TR₁ earlier.

When responding to the question about achievement in schools, C₂ reported that the SMC encourages schools that are academically underperforming to keep up with other schools. The participant reported that three of the schools have outstanding results of 100 percent every year. She further stated that the purpose of the SMC's visits to schools is mainly to find problems that schools have so that they find ways out to help such schools by interacting them with the schools that perform very well. The participant concluded by saying: "members of the SMC have never been teachers, so we rely on the principals' representative on other issues that need a teacher's knowledge; we leave the teaching to the principals and the staff".

The statement made by C₂ is similar with the statement made by C₁ earlier that as the chairpersons of the SMCs, they leave the aspect of teaching to the principals who are the day-to-day managers of schools. This indicates that the two chairpersons understand their roles and responsibilities and do not interfere in schools unnecessarily.

PR₂ and TR₂ have the same view with C₂ that the relationship is not always smooth. They showed that some principals are lazy to perform their duties. PR₂ mentioned that even though the relationship may not seem to be smooth, they have never experienced some serious conflict resulting from those poor relationships. She mentioned that most of the time the poor working relationship is experienced from principals who do not like to be confronted about their mistakes. The participant reported that the SMC experienced the poor working relationship with P_{3C} of SMC 2 because the principal was always late to school, so much that the SAC logged a protest about the principal.

The findings revealed that in under any normal circumstance in an organisation, people cannot always have good working relationships. This is because "human beings are thoroughly

diverse” (Sen: 1992: 1) and this diversity affects the way in which people relate to each other. The findings show that the kind of conflict between the SMCs and the principals is relatively normal because it is minor things that can be talked over and get corrected. This is due to the fact that differences are sometimes complementary and helpful since they are part of working relationships. For the fact that some principals get angry with the SMCs when shown their mistakes, this indicates that differences are ways of confronting reality and creating new solutions to tough problems. In fact, they are necessary for true involvement, empowerment and democracy in all organisations since organisations are dealing with people’s lives, jobs, self-concept, missions and goals (ref. 2.4.4). The next paragraph presents and discusses the findings from the 10 principals who are non-members of the SMCs.

(ii) Responses from Category 2

Most of the responses in this category are resource based. Participants view the nature of the working relationship with the chairpersons as revolving around the allocation and deployment of resources. Participants were basically concerned about decision-making regarding the recommendation of teachers’ appointments. This is due to the fact that, in all organisations relationships become complex because they function through different traits and egos of the organizations’ leaders, subsequently schools are no exceptions.

Out of 10 principals, seven reported to have relatively good working relationships with the chairpersons since the only thing that the chairpersons are interested in is accountability. P_{1A} of SMC 1, mentioned that the chairperson has been trained so he knows where to draw the line. As a result, he does not interfere with principals unnecessarily. P_{2B} of SMC 1 mentioned that she gets all the support she needs from the SMC to run the school. The participant reported that: “the SMC always shows up in the parents meeting when I need them, even if it is not the chairperson himself but he delegates someone to represent him”. P_{2B} of SMC 1 further stated that the current SMC has never had any negative issues towards principals in general. She went on to express gratitude about the SMC by saying:

It is a group of individuals who are clear about of how things should be done and how to work peacefully with people. Their focus is not on who goes to church regularly but on how to help principals to be the best principals that they can be.

This statement is supported by the reviewed literature where Poo (2006) revealed that the SGBs with good relationships experienced “mutual trust, respect, happiness, love, cooperation, collaboration, shared decision-making and inclusion” (ref.2.4.1).

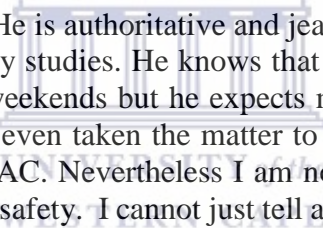
P_{3C} of SMC 1 reported that the chairperson encourages all the schools to work hard and feel free to consult him if there is anything specifically that has to be addressed by him. The claim made by the participant indicates that communication between P_{3C} of SMC 1 and the chairperson can be described as rich and open because the type of communication seen here seems to be a two-way type. In agreement with P_{3C} of SMC 1, P_{5E} of SMC 1 mentioned that whenever the school needs help from the chairperson they get it. She also reported that she is free to approach the chairperson at any time about the problems that the school faces other than through the principals’ representative. The participant concluded by saying: “Nevertheless he is always much occupied with his work”. Most of the responses from SMC 1 participants confirm the statement made by C₁ earlier. As a result, the responses confirm what has been discussed in Chapter 2 that where there is trust among members, there is always a positive working relationship because people become wholeheartedly committed to their duties (ref. 2.4.3.1). It is also evident that, in a trusting relationship people feel free to do their duties as expected and they have a sense of belonging. Hence this chairperson has no problem with principals making their own decisions. This kind of relationship will lead to a flexible and increased pace of decision-making that will enable the team to respond to changing situations.

P_{2B} of SMC 2 also reported a good working relationship because the SMC confronts her whenever necessary. She therefore accepts mistakes and does not take confrontations personally. P_{4D} of SMC 2 reported that the chairperson of SMC 2 is also a chairperson of the ASC in school D of SMC 2, hence the relationship is smooth. The participant reported that during the time that she served in the SMC, she never experienced problems as well with the former chairperson because the chairperson was a retired teacher. P_{5E} of SMC 2 considers that the smooth working relationship with the chairperson is because the chairperson is a new member so she does not have much knowledge regarding schools, hence “she doesn’t interfere unless there is something that she has to do in our schools”. However, the participant reported on the experience while she was serving in the SMC. The participant declared that the relationship was not good because the chairperson was not trained; the chairperson interfered with the day-to-day running of the schools. She further reported that there was always negative

conflict between her and the chairperson because they could not agree on many issues regarding teachers' recommendation. This participant reported that the chairperson viewed himself as the employer. She concluded by reporting that she ended up withdrawing from the SMC due to the severity of the conflict between the chairperson and herself.

The findings are supported by the literature (ref. 2.7.3) that there is a tendency that those in leadership and management positions exercise power over subordinates. This normally leads to dominant situations that can affect relationships among members as well as in the organisation. More often, those who are being dominated turn to "lack control over their lives and their frustration and resentment become part of the organisation" (Davidoff and Lazarus, 1997:163). As a result, people end up withdrawing from the organisation.

In view of responses by P_{4D} of SMC 1, P_{1A} of SMC 2 and P_{3C} of SMC 2, the working relationship with the chairpersons is not always smooth. P_{4D} of SMC 1 expressed anger when asked about the relationship with the chairperson, she said:



We are not in good terms. He is authoritative and jealous with me because I am furthering my studies. He knows that this place is totally not safe to travel during weekends but he expects me to come back to work on Sundays. He has even taken the matter to chief of the village who is a member of the SAC. Nevertheless I am not going to do what they want me to do for my safety. I cannot just tell any person about my moves, this place is totally not safe.

The response indicates some discrepancies exposed by Poo (2006: iv) in the feelings about relationships. Poo (2006) revealed that SGBs with poor relationships experienced "anger, fear, anxiety disrespect and mistrust and those poor relationships are probably the results of attitude and behaviour" (ref. 2.4.1). This is indicated by the harsh statement that P_{4D} of SMC 1 makes regarding the chairperson of SMC 1. On the other hand it can be argued that the cause of the poor working relationship is triggered by the social and environmental conversion factors since the participants is concerned about her safety. Sen (1992:61) argues that, "sometimes more freedom of choice can bemuse and befuddle, and makes one's life wretched". This is reflected in the statement made by P_{4D} of SMC 1 that even though she choose to be a principal in a remote school, it is clear that the participant is unhappy with her choice though she cannot say it out. Even though none of SMC 1 participants reported about the poor relationship between the chairperson and P_{4D} of SMC1, it is clear that the relationship between the chairperson and

P_{4D} of SMC1 is poor because the participant's response reflects anger and disrespect. What can be concluded here is that both SMCs experience the same problem though it is nothing serious. This further confirms that whenever there is a group of people working together, there will always be conflicting issues.

P_{3C} of SMC 2 was not pleased with the way the chairperson treats cases in SMC 2 schools. She said: "Most of the times when I ask her to help me she delays and gives me excuses about the location of my school". This statement coincides with the literature reviewed (ref. 2.2.3) that environmental conversion factors such as geographical location can make it difficult for the chairpersons and their teams to visit schools to see how they perform and to monitor the situations in schools . As a result, this affects the working relationship between the principals and the chairpersons in a negative way resulting in poor relationships. Subtheme 4.6.2 below presents and discusses the findings of SMC 1 and SMC 2 participants regarding the working relationship between principals' representatives and the chairpersons of the SMCs.

4.6.2 Working Relationships between Principals' Representative and the Chairpersons of the SMCs

The working relationship between principals' representative and the chairpersons of SMCs can either be good or poor due to the fact that one of the parties may be satisfied while the other one may not be satisfied with certain behaviours of the SMCs. Basically, the relationship between principals' representatives and the chairpersons of the SMCs revolves around the recommendation of teachers' appointments and financial issues (resources allocation and utilization) which sometimes result in conflicting views. Therefore the relationship between principals' representatives and the chairpersons of SMCs should always be positive because any hostile relationship between them hinders the effective functioning of schools. The LEA of 1995 has not set any guiding principles regarding the working relationship between all the concerned stakeholders in the leadership and management of church schools. So the responses will be from the participants' point of view not according to the LEA of 1995. The paragraph below presents a summary of the findings from category 1 participants.

(i) Responses from Category 1

C₁ mentioned that the relationship with the principals' representative is exceptionally good. He said: "I have never experienced any problems with her since she came into office". According to PR₁ the relationship with the chairperson is very satisfactory, the participant believes that the cause of the good working relationship might be due to the fact the chairperson is a former teacher; who therefore has an idea of how schools work. TR₁ pointed out that the way in which the chairperson and the principals' representative solve problems shows that they work together and peacefully because the participant reported that ever since they occupied the SMC office, the participant has never seen or heard of anything negative conflict between them. PR₂ as well claimed the working relationship with the chairperson as very satisfactory. She said:

Since we came into office we have never had any disagreement, maybe it is still too early for us because this is our first year in the SMC. Besides, our chairperson is a very respectful and humble person; whenever she needs my help she doesn't hesitate to ask.

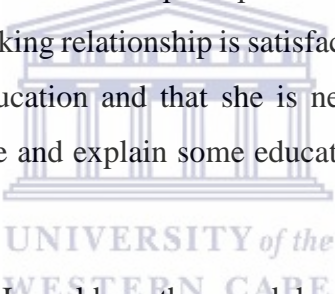
This shows that there is an element of respect among members of SMC 2. People who respect each other value each other's opinions and freely adjust their minds in reaction to what others say (ref. 2.4.3.3). That is why respect is explicitly significant in challenging circumstances because it can help people to concentrate on solving problems at hand rather than wandering on things that would not benefit the school. The findings indicate that principals' representatives are willing to make the relationship conducive among themselves as SMC members by taking it into consideration that the working relationship can only improve through consensus and collaboration between principals and chairpersons of the SMCs.

However, TR₂ does not have the same view as other participants in category 1 regarding the working relationship between the chairperson and the principals' representative. She expresses her anger about the relationship between the chairperson and the principals' representative when saying: "their relationship seem to be smooth but the reason behind that smoothness is that they make decisions on their own not taking into consideration what other members of the SMC have to say". This response corroborates the findings of Fieddler and Atton (2004, cited in Nyaba, 2009:21) when arguing that "there are some different reasons and cases in which "the chairperson of the SGB and the principal become too close". Fieddler and Atton assert that in some cases, this closeness is "regarded as corruption especially if such closeness impacts

negatively on the organisational goals”. The paragraph below presents and discusses the views of category 2 participants regarding the working relationship between principals and the chairpersons of the SMCs.

(ii) Responses from Category 2

All the responses from SMC 1 and SMC 2 participants revealed that the working relationship between the chairperson and the principals’ representative is very satisfactory. The participants reported that they have never heard of any negative issues between the chairpersons and the principals’ representatives. From the SMC 1 side, it can be concluded that since the schools have been working with the same chairperson from the time when the LEA of 1995 was implemented, the chairperson knows and understands his roles and responsibilities very clearly; he is experienced; hence the working relationship is generally smooth in SMC 1 schools. However, SMC 2 participants have other reasons for the satisfactory working relationship between the chairperson and the principals’ representative. According to P_{1A} of SMC 2 and P_{4D} of SMC 2, the working relationship is satisfactory because the chairperson does not know anything regarding education and that she is new in the office. As a result, the principal in the SMC has to guide and explain some education policies to her. P_{2B} of SMC 2 reported that:



From what I have seen, I would say they work harmoniously together in many things though I am still new in this school. They showed togetherness during the meeting that they held in my school regarding my school performance, I didn’t see any disagreement arising between them.

However, P_{4D} of SMC 2 claimed that even though the working relationship is good in the current SMC, both the chairperson and the principals’ representative are not trained members of the SMC. Nevertheless, some of the trained SMC members have been re-elected into the SMC, so they help them.

The findings from the two SMCs indicate the good working relationship between the chairpersons and the principals’ representatives because there has never been any serious conflict reported or experienced. This indicates that both chairpersons and the principals’ representatives work as partners. The findings coincides with Poo’s (2006) findings that “SGBs with good relationships experience trust, respect, happiness, love and cooperation (ref. 2.4.1).

However, the findings from SMC 2 indicate that since the chairperson and the principals' representative are new in the office, it was too early for the principals to spot any poor relationship between them. This indicates that so far principals are satisfied about the relationship between the chairperson and the principals' representative. Subtheme 4.6.3 below presents and discusses the findings from SMC 1 and SMC 2 participants regarding the working relationship between principals' representatives and the chairpersons of SMCs.

4.6.3 Working Relationships between Principals' Representatives and Principals

The LEA of 1995 has not set guide lines about the interaction between principals and the representatives in the SMC. Again it is not clear as to how principals and the principals' representatives should meet to discuss issues concerning decisions made in the SMCs. When interviewed about the working relationship, participants showed that the relationship is very good between the principals as ex-officio members of ASC and principals' representatives in the SMC. In the next paragraph, the researcher presents and discusses the findings from category 1 participants.



UNIVERSITY of the
WESTERN CAPE

(i) Responses from Category 1

Most of the participants reported that the working relationship between principals' representatives and the principals of the 10 schools was smooth, though there were some differences. C₁ reported that there have never been issues of destructive conflict between principals and the representatives reported to the SMC office. However, the participant mentioned that the principals' representative is overloaded with work because all the principals expect that the representative attends to all matters concerning the five schools. The participant reported that every principal wants to be served first without taking into consideration that the principals' representative also has some duties that have to be attended to in school F of SMC1.

Both PR₁ and PR₂ reported that they have good working relationships with the principals they represent in the SMCs. PR₁ reported that being the principals' representative is a very huge task that requires more time. The participants mentioned that at times the relationship with the other principals is affected by the way the government delays to process teachers' recommendations. They both reported that at times the principals lack trust in them when providing feedback regarding matters on teachers' recommendations. PR₁ stated that some of

the principals do not consult her when there are some delays from the government. PR₂ reported that in cases where the principals doubt the feedback from the SMC about teachers' recommendations, the SMC refers them to the Teaching Service Commission with letters or necessary documents so that they make follow ups themselves.

The findings indicate that even though there are reports of good working relationships, the principals' representatives are overloaded with work because they have to attend to all the principals with different needs and personalities. Moreover, the findings revealed that other principals mistrust the representative by questioning their ability to influence the ministry of education and training for the appointment of teachers. This might be due to the fact that the LEA of 1995 fails to provide guidelines on how principals and principals' representatives should meet in order to discuss matters relating to the schools. However, the findings indicate that the principals' representatives perform their roles as expected because they are able to handle difficult situations of unsatisfied principals. The following paragraph presents and discusses the findings from category 2 participants.

(ii) Responses from Category 2

Eight of the participants reported that they had good working relationships with the principals' representatives from the previous SMCs and the current one. Only two participants reported that the working relationships were once not smooth between them and the principals' representatives. Both P_{1A} of SMC1 and P_{1A} of SMC 2 reported that sometimes the principals' representatives influence the SMC members to recommend for the appointment of teachers in some schools in favouritism so much that conflict arises among schools resulting from the transfers of teachers without consulting the concerned principals.

The findings indicate that the poor working relationship results from the poor allocation of resources and power imbalance in the SMC. It is apparent that principals' representatives are very influential in the SMCs so much that the whole team in the SMCs listens to them. This shows that the principals' representatives have bad influence in the SMCs. The findings are similar to those of Karlsson (2002:332) who found that principals were dominant in all meetings due to their power position within their schools and also with the level of education as compared to other members of the SGB.

Theme 4 below presents and discusses the findings on the challenges of working in church schools. The responses from this theme helped the researcher to find the answer to research question 3. Hence the researcher was able to achieve research aim 3.

4.7 Challenges of Working in a Church School

Given the history of the Lesotho education system (ref.2.2), church schools are modelled by strong religious cultures that demonstrate familiar features such as rituals and shared myths. Church schools elucidate religious experiences in different ways to motivate the schools' goals and history of the culture in the lives of its members. In the following paragraph, the researcher presents and discusses the findings from category 1 participants.

(i) Responses from Category 1

All the participants stated that the main challenge of working in church schools is religion because the proprietors want the schools to keep the culture and identity of church schools. The participants showed that church schools have certain cultures and practices that identify them. For example, when leading an assembly in the morning and after school there is bible reading, prayer and singing of hymns (*Journal entries, 19th October to 4th November 2010*). The participants stated that schools have learners and teachers of different denominations, who are non-members of the RCC and LEC. As a result, principals experience problems because sometimes those learners and teachers do not participate in the churches rituals. C₁ reported that he once intervened in one of the schools where learners could not participate in the church activities. According to TR₂, the main challenge of working in a church school is being a non-member of a church that one is working under. The participant who is a non- LEC member reported that the experience of representing teachers of an opposite denominational affiliation is very difficult and demanding. She stated that LEC teachers underestimate her ability in the SMC, by saying:

Since I am not a member of the LEC, I represent teachers who seem to underestimate me and take over even before I respond to their needs, especially in the school that I work at. They treat me like an outsider. What I can say is that there is discrimination in church schools, especially if you are not a member of that church.

The findings indicate that even though the LEA of 1995 shared some powers to run schools with other stakeholders, churches have control on how schools should be run because schools under this study still function within the deep-seated culture of churches which identifies them from other schools. The existing culture in church schools includes values, traditions like assemblies and other things that church schools celebrate. The information presented in table 4.2.3 indicated that TR₂ is a non-member of the LEC. Despite the fact that the LEA of 1995 gave TR₂ freedom to represent teachers in the SMC by being democratically elected, the social conversion factors (ref. 1.2) within the LEC society restrain TR₂'s freedom to enjoy being the teachers' representative because the LEC teachers undermine her capabilities to represent them. It can be concluded that LEC teachers feel insecure to be represented by a non-member of the LEC, and the insecurities bear a fertile ground that TR₂ might not be doing things the way the LEC schools do things. The findings as interpreted according to Sen (ref. 1.2), indicate that the LEC schools as sites of social arrangements do not expand TR₂'s capabilities and her freedom to promote her agency as the teachers' representative because the participant feels like an outsider. The next paragraph presents and discusses the findings from the 10 principals who are non-members of the SMCs.



(ii) Responses from Category 2

All participants reported that most of the challenges that they face in church schools are mainly about religion and the culture in church schools. The participants stated that all church schools are shaped and identified by the explicit beliefs, values and practices. They added that churches perform certain rituals that they want their schools to follow. These rituals are performed in different ways that express the culture in church schools. Participants in SMC 1 reported that all RCC schools identify themselves in a very different way from other church schools. They stated that for a school to be called a Catholic there must be a clear understanding of what Catholic means and such a school must identify itself as Catholic.

They added that principals in Catholic schools must show an appreciation and commitment towards the RCC beliefs and values. They further reported that the tradition in RCC schools is that all teachers and learners must attend the church service on every first Friday of the month. Participants, P_{2B} of SMC 1, P_{4D} of SMC 1 and P_{5E} of SMC 1 reported that there must be a cross with the sculpture of Jesus in every classroom to identify that the school belongs to the RCC. The participants mentioned that the crosses are a sign of appreciation to the RCC. The

responses are substantiated by the observations that the researcher recorded during the school visits (*Journal entries, 19th October to 4th November 2010*). Both P_{4D} of SMC 1 and P_{5E} of SMC 1 mentioned that in the final examination, grade seven learners sit for the religious education paper at the cost of R5. Participants reported that the examination fee causes conflict between the principals and the parents because parents know that the final examination is free because primary education is free.

Other participants showed that the challenge of working in church schools is that they find themselves caught up between the churches and the government that pays their salaries. However, they identified themselves as the government employees because the government pays their salaries. Participants mentioned that to serve the church, they make sure that the schools abide by the rules that govern church schools. Whatever the churches want from schools, as principals they make sure that they meet the churches' needs. The participants reported that sometimes the churches want them to do things that are against the limitations of Ministry of Education and Training. Both P_{3C} of SMC 2 and P_{5E} of SMC 2 reported that they feel threatened by the church because whenever they question the church about the activities that are outside the parameters of the LEA of 1995, the church keeps reminding them that they were appointed to the positions because they are members of the church, therefore they must serve the church without questioning. The response is confirmed by the literature in Chapter 1 when Sen (1992: 19) argues that human beings "begin life with different endowment of inherited wealth and liabilities", hence teachers in church schools stand better chances of being church schools principals because they inherited the denominational affiliation (ref. 1.2). However, in practical churches are still reluctant to promote teachers who are not their members to be principals in their schools. They prefer to promote their members to the position of a principal.

P_{3C} of SMC 2 went further and expressed anger about how the church treats them by saying:

The church keeps reminding me that they appointed me. So if I don't want to do what they are telling me to do, I might be in trouble. This puts me at a tight spot making me their slave. Some of the things they want me to do are beyond the restrictions of the Ministry of Education and Training.

In conformity with P_{3C} of SMC 2 and P_{5E} of SMC 2, P_{4D} of SMC 2 reported that sometimes the church wants the schools to pay certain monies in support of the church's life. She said:

Looking at the Free Primary Education policy, the proprietor wants learners to pay certain amount of money so that the church can get a share. This causes conflict between the schools and parents because parents know that primary education is free.

The statement substantiates P_{4D} of SMC 1 and P_{5E} of SMC1 response that churches charge monies from learners yet primary education is free. This confirms what has been discussed in Chapter 1 (ref. 1.1) that Education Acts in Lesotho which propose democratic norms are often met with resistance in church schools.

Like TR₂, P_{5E} of SMC 2 is a non-member of the LEC. The participant showed that the church is a stumbling block because she is not informed about the plans that the church has about the school. The participant feels that she receives unfair treatment because she is a no-member of the LEC. The participant angrily showed that the LEC still uses the old management styles where they impose rules over people.

The findings indicate that serving a different church school from one's affiliation is a very challenging task because principals and teachers have to compromise believes and norms that they are used to by practicing the new ones in the schools that they are working at. This is confirmed by the literature as discussed in Chapter 1 (ref. 1.2) when Sen (1992:19) argues that "choosing a life-style is not exactly as having that life-style no matter how chosen, and one's well-being does depend on how that life-style happened to emerge". The participants' choice of working in LEC schools should not be seen as a way of changing their denominational affiliation. However, their well-being in terms of getting salaries, permanent and decent jobs depends on the SMC of LEC schools. The norms, believes and the culture in the LEC schools hinder their capabilities and freedoms to work freely because participants feel confined by the traditions and culture of the LEC schools, hence they find the working relationships in the LEC society unpleasant. The findings are supported by the literature (section 1.2) where Sen (1992) argues that being able to choose where one wants to work is directly conducive to well-being, not just because more freedom makes more alternative available. Therefore teachers and principals should wisely choose church schools that will serve their beliefs, not only to focus on salaries as alternatives.

4.8 Conclusion

This chapter presented the findings and discussions of the data that was collected in RCC and LEC schools with regard to the working relationship between principals and the chairpersons of the SMCs. The data collection for this study was mainly through semi-structured interviews that were complemented by the observations and document analysis. The data was analysed according to the guiding principles of constant comparative method in conjunction with content analysis as discussed in Chapter 3 (ref. 3.7). The findings revealed that the principals' representatives and the chairpersons of the SMCs perform their roles and responsibilities according to the guidelines of the LEA of 1995. However, the findings revealed some discrepancies that some principals were silent about some of the roles and responsibilities of the SMCs. The behaviour was observed in both SMCs on experienced and inexperienced principals. The findings further revealed that the principals' representatives and the chairpersons of the SMCs understand one's, and each other's roles. Embarking on the capability approach, the findings exposed that the principals have freedom to lead the type of lives that they value and have reason to value because the LEA of 1995 sets guiding principles regarding the freedom to use financial resources. Moreover, the Ministry of Education and Training gave them freedom to choose teachers that they want to be appointed in schools. Contrary, the findings revealed that not all the principals under this study enjoy the freedom to be principals in church schools and to choose teachers that they want. As a result, some principals experience the poor working relationship with the chairpersons of the SMCs due to unsatisfactory behaviour of the SMCs in some cases.

Since the study is underpinned by the capability approach, the findings further exposed that, despite the freedom that principals in this study seem to have regarding achievement in schools, their freedom to achieve certain beings and doings is influenced by the various conversion factors based on broader social and cultural context (ref. 1.2). Hence the allocation and conversion of resources in church schools is influenced by the dynamics between principals, churches and chairpersons of the SMCs. The next chapter presents conclusions and recommendations for the study.

CHAPTER FIVE

Conclusions and Recommendations

5.1 Introduction

Chapter four reported on the research findings. The study investigated the working relationship between principals and the chairpersons of school management committees in Lesotho using the capability approach. Therefore, this chapter provides conclusions and recommendations based on research findings on the working relationship between principals and chairpersons of school management committees via the capability approach.

In Chapter 1, the researcher introduced the capability approach as the theoretical framework which reinforces this study. The researcher discussed the theoretical lenses of the capability approach in terms of the capabilities and freedoms to achieve what principals and the chairpersons of the SMCs value and have reason to value. The discussion served to foreground the working relationships between principals and chairpersons of the SMCs against the setting of the LEA of 1995 as a policy and church schools as sites for social arrangements. The study was guided by the following three research questions: (1) to what extent do principals' representatives and chairpersons of school management committees perform their roles and responsibilities as set out in the Lesotho Education Act No. 10 of 1995? (2) How is the allocation and conversion of resources in schools influenced by the dynamics between the principals, churches and chairpersons of school management committees? (3) What is the nature of the capabilities and freedoms for principals and chairpersons of school management committees in the working relationship?

Since the background of this study is against the LEA of 1995 as a policy and church schools as social arrangements, Chapter 2 discussed the history of the Lesotho education system outlining the changes that lead to the enactment of the LEA of 1995 and how churches have been historically the managers of schools in Lesotho. Thereafter, the capability approach was introduced as the theoretical framework. The researcher drew on the literature from the capability approach, working relationships, educational decentralisation, school-based management, leadership and management in order to understand various complications of working relationships in church schools.

Chapter 3 discussed the aspects of methodology that were relevant to this study. The chapter indicated that, the study predominantly adopted the qualitative research approach. Within this qualitative approach, the investigation was a comparative case study of two SMCs in the Qacha's Nek District. The study adopted the qualitative research approach because the researcher aimed to understand participants' views, opinions, beliefs, experiences and attitudes towards their working relationship in church schools based on the four themes, namely, (i) roles and responsibilities of the SMCs, (ii) resource allocation and conversion for achievement (iii) working relationships, (iv) challenges of working in church schools.

Data was mainly collected through semi-structured interviews, observations and document analysis. The 12 schools were purposively selected for this study. The data was broken down into four themes that emerged from the interview responses, observations and document analysis. The constant comparative method was used in conjunction with content analysis to analyse collected data. The combined methods gave detailed and systematic examination of the contents of data obtained from conducted interviews, observations and document analysis. The data analysis was interpreted in favour of the participants' responses, the theoretical framework and literature review.

In Chapter 4, the researcher presented and discussed the research findings drawn from the participants' views supported by the literature review. The researcher discussed the data using the literature to present an in depth understanding of the working relationships. The conclusions and recommendations for this chapter shall be drawn from the four themes mentioned above.

5.2 Conclusions

5.2.1 Roles and Responsibilities of the SMCs

The study exposed that participants do understand the roles and responsibilities of the SMCs. Both the principals and the chairpersons of the SMCs understand one's and each other's roles and responsibilities. The study found that principals as ex-officio members of the SMCs understand the roles and responsibilities of both the chairpersons and the principals' representatives. However, the findings indicated that some of the roles and responsibilities of the chairpersons of the SMCs received less recognition by most of the participants whereby responses were from two participants in both categories (ref. 4.4.3). Nevertheless, it can be

concluded that the study found that the SMCs perform their roles and responsibilities set out in the LEA of 1995. However, the study revealed that there are some challenges regarding this.

5.2.2 Resource Allocation and Conversion for Achievement in Schools

Subsection 4.5.1 of this study revealed that there was fair decision-making regarding resource allocation by the SMCs. The SMCs are responsible for the allocation of resources in schools by recommending for the appointments, promotions or transfers of teachers. The study revealed that principals were free to use financial resources for achievement in schools. The freedom to use resources is underpinned by the transparency guarantees (ref. 2.3.3.4) in the sense that principals have to report how schools make use of resources. The study has shown that all the principals know that they have to report to the SMCs on how the schools have used the utility funds. But the conclusion drawn from document analysis showed that not all the schools under study had prepared financial reports (ref. 4.5.3). Most of the schools had not prepared the annual budget for schools. Both the annual budget and financial report have to be approved by the SMCs to free principals from any form of corruption. However, the study found that in some schools principals did not have the freedom to use available resources that schools own because the capability to convert resources into achievement was negatively affected by the social conversion factors such as social norms, culture and practices within church schools, and environmental conversion factors like geographical locations (ref. 4.5.2).

In addition, the study revealed that some of the schools are located far from town; it is therefore difficult for the SMCs to carry out their supervision roles regularly. The study exposed that lack of adequate resources (classrooms and teachers) affects teachers' capability to provide quality education. In some schools one teacher taught more than one grade levels in one classroom. This situation hampers the teachers' capability to deliver instruction in a normal way. This was confirmed by the responses from category 2 participants (ref. 4.5.2). The responses from category 2 participants revealed that churches have neglected the responsibility to maintain their schools. Since the enactment of the LEA of 1995, churches have never made developments or improvements concerning the buildings in their schools.

5.2.3 Working Relationships

The study confirmed that in both the SMCs, most of the principals generally had smooth working relationships with the chairpersons. The study showed that there has never been any negative conflict among them. Nevertheless, there seemed to be poor working relationships between some of the principals and the chairpersons of the SMCs in both SMC 1 and SMC 2. The poor working relationships resulted from resource allocation and conversion of resources by schools. The study revealed that sometimes the SMCs recommend for the transfers of teachers without first consulting the concerned principals and recommend for the appointment of teachers in favouritism (ref. 4.5.1). This might be due to the findings that lately the SMCs members are not trained. As a result, the situations cause conflict between principals and the chairpersons of the SMCs.

However, the study showed that some of the principals experienced poor working relationship with the chairpersons of the SMCs by not complying with the rules of the LEA of 1995 that principals have to report to the SMCs on how school monies were used (ref. 4.5.3). As discussed in Chapter 2 (ref. 2.3.3.4), providing reports on how school funds were used frees principals from of any form of corruption and makes it easy for the SMCs to trust them.

The study exposed that both experienced and inexperienced chairpersons had satisfactory working relationships with the principals. Furthermore, the study revealed that the working relationship between principals as ex-officio members and the principals' representatives was satisfactory. However, in section 4.6.3 (responses from category 1) the study discovered that principals' representatives were overloaded with work by representing five schools.

5.2.4 Challenges of Working in a Church School

The findings indicated that church schools still function within the deep-seated culture of churches which distinguishes them from other schools. Some of the traditions that church schools practise are outside the boundaries of the Ministry of Education and Training. In the RCC schools, every first Friday of the month is for the church rituals (ref. 4.7, category 2). The study exposed that it is difficult for one to work in church schools that is different from one's affiliation. This affiliation difference hinders one's capabilities and freedoms to work freely and to enjoy working in church schools because they feel confined by the traditions and culture

of church schools; hence they find the working relationships in church schools unpleasant. Principals and teachers have to compromise beliefs and norms that they are used to by practicing new ones at work. This is because being able to choose where one wants to work is more conducive to well-being, not just because more freedom makes more alternative available (ref. 1.2). However, the choice to be a principal in a church school should not be seen as a way of changing their denominational affiliation. The study exposed that principals who work in church schools feel caught up between the churches and the government because they are both church servants and government employees at the same time.

5.3 Implications and Recommendations

The crux of the study was the working relationships between principals and the chairpersons of the school management committees within the context of church schools. Therefore, the findings for this study have some implications for working relationships within the church school context. In conclusion, the researcher concentrates on the implications possible for the Ministry of Education and Training as policy-makers, churches as proprietors, principals and teachers as church members and government employees. In conclusion, the researcher offers recommendations for further study based on the following implications:

- The Ministry of Education and Training should reconsider the representation of one principal for six schools in the SMCs. The researcher feels that the representation is not ideal because it does not provide for direct decision-making in schools. The researcher therefore recommends that the Ministry of Education and Training should restructure the management committees of church schools by establishing the school management system that calls for one school committee per school.
- The Ministry of Education and Training in partnership with churches should make efforts to delineate the appropriate roles of churches in the provision of education with regard to the local hiring system whereby the SMCs select teachers to be appointed in their schools. Teachers should be transferred to the schools where multi-grade teaching is still practised in order to rationalise distribution of teachers in church schools.

- The LEA of 1995 should stipulate the roles and responsibilities of a teachers' representative in the SMC. The Act says nothing about the roles and responsibilities of the teachers' representatives. This gives the chairperson and the secretary more power over the teachers' representatives.
- The Ministry of Education and Training should reconsider the training programme for the new members of SMCs before they start performing their management duties.
- There should be workshops on how to prepare annual budgets and financial reports at the beginning of every year to equip new principals with necessary skills and to refresh old ones so that planning and reporting of school finances is done accordingly.
- Churches should find alternatives to maintain their schools so that they become conducive to teaching and learning.
- Church schools should have admission policies for learners specifying the rules and regulations in church schools.
- Each church school should have a copy of the LEA of 1995 so that the chairpersons, principals and teachers know the roles and responsibilities of the SMCs because there is a possibility that they might find themselves being elected into the SMCs.
- The chairpersons of the SMCs should at least visit schools twice a year not to wait to be called or to intervene only when there are problems.
- The minutes of every meeting of the SMC should be properly recorded and maintained in order for the records to reflect the continual functioning of the organisational life.
- The minutes should show the agenda of the meeting, the date and members who attended the meeting in order to show who made decisions for schools.
- Principals and teachers should make informed decisions when choosing the schools that they want to work at, especially if it is a church school. This is because choosing a church school which is different from one's denominational affiliation makes the

working relationship not conducive to a non-member. Principals and teachers should make sure that the church schools they choose to be appointed to shall serve their beliefs, not only to focus on salaries.

5.4 Recommendations for Further Research

This study revealed how the working relationships in church schools are influenced by the allocation and conversion of resources via the capability approach. The capability approach clarified the social and environmental conversion factors that influence the barriers to convert available resources into achievement in church schools. Although, the social and environmental conversions factors cannot be directly stated as the causes of poor working relationships in church schools, the researcher suggests that further study needs to be conducted on the following areas:

1. Working relationships in a church school that is different from one's denominational affiliation. It would be constructive to find out the attitudes and experiences of principals and teachers who work in church schools that are of different denominational affiliation from theirs. This should be done as a way to offer alternative means in which the SMCs as the panel that recommends for the appointment, transfers and promotions of teacher in church schools can have direction for understanding the working relationships in church schools.

WESTERN CAPE

2. The working relationships between the Advisory School Committees and the School Management Committees. It would be vital to find out how the two committees manage church schools. The SMCs of church schools are responsible for a maximum of eight schools while the ASC is responsible for one church school. This should be done to find out how the two committees relate to each other as far as resource allocation and conversion in church schools is concerned.

3. A study should be conducted on leadership and management in church schools. This should be done in order to find out what attracts teachers to be principals in church schools and how it feels to be a principal in a church school.

4. A cohort analysis of the culture in church schools: A capability Approach. This should be done in order to understand whether church schools can be regarded as sites of social

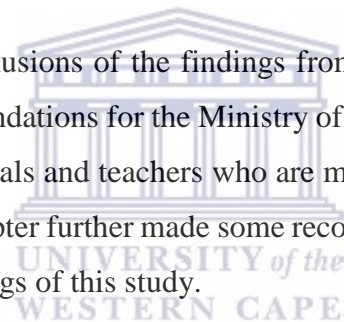
arrangements that aim to expand people's capabilities, their freedom to promote or achieve what they value doing and being. An analysis of situations and behaviours in church schools can help researchers to understand the culture of church schools.

5. A capability analysis of freedom and the well-being of principals of church schools in remote areas in Lesotho. This should be done in order to find out the potential differences between freedom and the well-being of principals of church schools. It would be vital to understand their live experiences in the remote areas.

6. Applying the Capability Approach to assess the school improvement interventions in church schools. It would be important to use the capability approach to identify conversion factors that can constrain teachers' capabilities and functionings in church schools.

5.5 Conclusion

This chapter presented the conclusions of the findings from Chapter 4. The chapter reached some implications and recommendations for the Ministry of Education and Training, churches as the owners of schools, principals and teachers who are members of the churches as well as government employees. The chapter further made some recommendations on further studies to be conducted based on the findings of this study.



Bibliography

Adams, F. & Waghid, Y. (2005). In defense of deliberative: Challenging less democratic school governing body practices. *South African Journal of Education*, 25 (1): 25- 33.

Alkire, S. (2003). *The Capability Approach as a Development Paradigm?* Material for the training session preceding the 3rd international conference on the capability approach, Pavia, 7 September.

Anderson, L. (2002). Resource acquisition and allocation. In: Bush, T. & Bell, L.A. (Eds). *The Principles and practice of educational management*. Educational management: research and practice. London: Paul Chapman Publishing.

Anderson, G. & Arsenault, N. (1998) *Fundamental of Educational Research*. London and New York: Taylor & Francis.

Anderson, G., & Arsenault, N. (2001). *Fundamentals of Educational Research* (2nd Edition). Bristol, PA: Falmer Press.

Babbie, E. & Mouton, J. (2001). *The Practice of Social Research*. Cape Town: South Africa Oxford University Press.

Bairu, Z. G. (2003). *An investigation into the leadership and management roles of secondary school principals in Zoba Debub, the Southern Region of Eritrea*. Unpublished (M.Ed.) Thesis. Bellville: University of the Western Cape.

Baker. T. L. (1999). *Doing Social Research* (3rd Edition). Boston: Mc Graw-Hill College.

Barrera- Osori, F., Fasih, T., Patrinos, H. A. & Santibanez, L. (2009). Decentralized Decision –Making in Schools. *The theory and Evidence on School-Based Management*. The World Bank: Washington, D.C.

Bazeley, P. (2002). *Issues in Mixing Qualitative and Quantitative Approaches to Research*. Paper Presented at 1st International Conference – Qualitative Research in Marketing and Management. University of Economics and Business Administration, Vienna 10th April.

Bell, J. (1993). *Doing your research project: a guide for first timer researchers in education and social science*. Philadelphia: Open University Press.

Bell, J. (2000). *Doing your research project: a guide for first timer researcher in education and social science*. Philadelphia: Open University Press.

Bell, J. (2001). *Doing your research project: a guide for first time researchers in education and social science*. Philadelphia: Open University Press.

Bloor, M. & Wood, F. (2006). *Key words in Qualitative Methods: A vocabulary of Research Concepts*. London: Sage Publications.

Botha, R. J. N. (2010). Perceptions with regard to the responsibilities of principals in the democratic management of South African school. *International Journal of Education Administration*, 2 (3): 573-587.

Bryman, A. (2008). *Social Research Methods* (3rd Edition). New York: Oxford University Press.

Bush, T. (2007). Educational Leadership and Management; Theory, Policy and Practice. *South African Journal of Education*, 27 (3): 391 – 406.

Bush, T. & Bell, L. (2002). *The Principles and Practice of Educational Management*. London: Paul Chapman Publishing.

Bush, T. & Gamage, D. (2001). Models of self-governance in schools: Australia and the United Kingdom, *International Journal of Educational Management*, 15: 39–44.

Bush, T. & Glover, D. (2003). *School Leadership: Concepts and Evidence*. Nottingham: National College for School Leadership.

Bush, T. & Heystek, J. (2003). School Governance in the New South Africa. *Compare*, 33 (2): 127.

Caldwell, B. (2005). *School-based management*. Paris: IIEP-UNESCO.

Caldwell, B. (2006). 'Autonomy and Self-management: Concepts and Evidence. In Heystek, J. School Governing Bodies in South Africa: Relationships between Principals and Parent Governors—A Question of Trust?: *Educational Management Administration & Leadership*. London, Thousand Oaks and New Delhi: Sage Publications, 34 (4): 473–486.

Campbell, D.J. (1997). *Organisations and the Business Environment*, Butterworth: Heinemann.

Carron, G. & Chau, T. N. (1996). *The Quality of Primary Schools in Different Development Contexts*. Paris: IIEP/UNESCO.

Charmaz, K. (2008). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*. London: Sage Publications.

Cheng, Y. J. (1996). *School Effectiveness and School Based Management. A Mechanism for Development*. London: Falmer Press.

Cheng, Y. J. (2003). New Vision of School-Based Management: Globalization, Localization and Individualization. In Friedman, I. A & Volansky, A. (Eds). 'School-Based Management: An International Perspective'. Publication Department, Ministry of Education, Devora Ha-Niviah 2, Jerusalem, Israel.

Christie, P. (2008). *Opening the Doors of Learning*. South Africa Heinemann: Publishers.

Clough, P. & Nutbrown, C. (2008). *A Student's Guide to Methodology* (2nd Edition). London: Sage Publication, Ltd.

Cohen, L., Manion, L., & Morrison, K. (2008). *Research Methods in Education*, (6th Edition). London: Routledge Taylor & Francis Group.

Coleman, M. & Briggs, A. (2002). *Research Methods in Educational Leadership and Management*. London: Paul Chapman and Kegan.

Creswell, J.W. (1998). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks, London: Sage.

Creswell, J.W. (2005). *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Upper Saddle River, New Jersey: Pearson.

Creswell, J.W. (2008). *Educational Research, Planning, Conducting and Evaluating Qualitative Research* (3rd Edition). Pearson International Edition. University of Nebraska-Lincoln, Pearson-Merrill, Prentice Hall: Pearson Education International.

Davidoff, S. & Lazarus, S. (1997). *The Learning School*. Cape Town: Creda Press Publication Ltd.

De Vos, A. S., Strydom, H., Fouch`e, C. B. & Delpont, C. S. L. (2003). *Research at Grass Roots for the Social Sciences and Human Services Professions* (2nd Edition). Pretoria: Van Schaik Publishers.

Donnelly, C. (2000). Churches and the governing of schools in Northern Ireland: A distribution of power. *Educational Management Administration and Leadership*. London: Sage Publications, 28 (2): 161-172.

Dunford, J., Fawcett, R. & Bennet, D. (2001). *School Leadership: National and International Perspectives*. London: Kogan Page.

Dre`ze, J. & Sen, A. (2002). *India: Development and Participation*: Oxford University Press, Oxford.

Education Sector Survey: *Report of the Task Force of (1982)*. Maseru, Lesotho.

Everard, K.B., Morris, G. & Wilson. I. (2004). *Effective School Management* (4th Edition). London: Paul Chapman.

Fiedler, B. & Atton, T. (2004). *The Headship Game. The Challenge of Contemporary School Leadership*. London: Rutledge Falmer.

Flores-Crespo, P. (2007). Situating Education in the Human Capabilities Approach. In Walker, M. & Unterhalter, E. (Eds), *Amartya Sen's Capabilty Approach and Social Justice in Education*. New York: Palgrave Macmillan.

Fontana, A. & Frey, J. (1998). Collecting and Interpreting Qualitative Materials. In Denzin, N. & Lincoln, Y. (Eds.) *Interviewing: The Art of Science*. Thousand Oaks, CA: Sage.

Gamage, T.D. & Sooksomchitra, P. (2004). Decentralization and School-Based Management in Thailand: *International Review of Education*, 50 (3-4): 289-305. Netherlands: Kluwer Academic Publishers.

Gaspar, D. (2007). What is the Capability Approach? Its Core, Rationale, Partners and Dangers. *The Journal of Socio-Economics*, 36: 335-359.

Gill, S. J. (1993). *A Short History of Lesotho: From the Late Stone Age until the 1993 Elections*, Morija Museum & Archives, Lesotho.

Glaser, B., & Strauss, A. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New York: Aldine de Gruyter.

Hallinger, P. & Heck, R. (2003). Understanding the Contribution of Leadership to School Leadership. In Wallace, M. & Poulson, L. (Eds). *Learning to Read Critically in Education Leadership and Management*. London: Sage, Paul Chapman Publishing.

Hanson, E. M. (1998). Strategies of Educational Decentralization: Key Questions and Core Issues. *Journal of Educational Administration*, 36 (2): 111-128.

Hatch, J. A. (2007). Doing Qualitative Research in Education Settings. In Leech, N. L. & Onwuegbuzie, A. J. An Array of Qualitative Data Analysis Tools: A Call for Data Analysis Triangulation. *American Psychological Association*, 22 (4): 557-584.

Heneveld, W. & Craig, H. (1996). *Schools Count: World Bank Project Designs and the Quality of Primary Education in Sub-Saharan Africa*. Technical Paper No. 303, Washington DC: Africa Technical Department, the World Bank.

Henning, E. Van Rensburg, W. & Smit, B. (2004). *Finding Your Way in Qualitative Research*. Pretoria: Van Schaik.

Heystek, J. (2004). School Governing Bodies: The Principal's Burden or the Light of his/her Life? *South African Journal of Education*, 24 (4): 308-312.

Heystek, J. (2006). School Governing Bodies in South Africa: Relationships between Principals and Parent Governors— A Question of Trust?: *Educational Management Administration & Leadership*. London, Thousand Oaks and New Delhi: SAGE Publications, 34 (4): 473-486.

Jick, T. D. (1994). Mixing Qualitative and Quantitative Methods; Triangulation in Action: *Comparative Education in Qualitative Research in Education*, Vol. 17. Pretoria: University of South Africa, 191.

Jones, J. (2005). *Management Skills in Schools: A Resource for School Leaders*. London: Paul Chapman.

Kaibe, M. M. (2001). *A Study of Parental Participation in School Governance: The Experience of the Roman Catholic Church High Schools of Leribe Lesotho*. Unpublished M.Ed Thesis. Bellville: University of the Western Cape.

Karlsson, J. (2002). The Role of Democratic Governing Bodies in South African schools *Comparative Education*, 38 (3): 332.

Khalanyane, T. (1995a). *Power and Struggle: A Critique of the State Hegemony and Control of Schooling in Lesotho*. Unpublished M.Ed Thesis. Johannesburg: University of the Witwatersrand.

Khuzwayo, S. (2007). *Role Relationships of School Governing Body Chair persons and Principals in School Governance in Selected Primary and Secondary Schools in the Kwamashu Area*. Published M.Ed Thesis: University of Kwazulu Natal.

Kothari, C. R. (2009). *Research Methodology: Methods and Techniques* (2nd Edition) Revised Edition. New Delhi, India: New Age International Publishers.

Krietner, R. (1986). *Management*. Illinois: Houghton Mifflin.

Krippendorff, K. (2004). *Content Analysis: An Introduction to its Methodology*. (2nd Edition). Thousand Oaks, California: Sage Publications.

Larsson, R. (1993). Case Study Methodology: Quantitative Analysis of Patterns across Case Studies. *Academy of Management Journal*, 36 (6): 1515-1546.

Leithwood, K., & Menzies, T. (1998). A Review of Research Concerning the Implementation of Site-Based Management. *School Effectiveness and School Improvement*, 9: 233–285.

Leithwood, K. & Riehl, C. (2003). What We Know About Successful School Leadership. *American Educational Research Association*.

Lesotho Government Gazette Extraordinary (1995). *Education Act 1995*. Maseru, Government Printers, Vol. XL No. 92.

Lincoln, Y. S. & Guba, E. F. (1985). *Naturalistic Inquiry*, Beverly Hills: Sage Publications.

Mahlangu, V. P. (2005). *The Relationship between the School Principal and the School Governing Body*. Published Doctoral Thesis. Pretoria: University of Pretoria.

Marshall, C. & Rossman, G. (1995). *Designing Qualitative Research*. Thousand Oaks, California: Sage Publications, Inc.

Marshall, C. & Rossman, G. (2006). *Designing Qualitative Research* (3rd Edition). In Toma, J.D. Approaching Rigor in Applied Qualitative Research. In Conrad, C. & Serlin, R. C. (Eds). *The Sage Handbook for Research Education: Engaging Ideas and Enriching Inquiry*. Thousand Oaks, CA: Sage Publications.

Masendu, M. E. (2007). *A Critical Study of the Implementation of the Education Decentralisation Process and its Effects on Secondary Schools in Botswana: A Case of the South Central Region*. Published M.Ed Report. Johannesburg: University of the Witwatersrand.

Maxwell, J.A. (2005). *Qualitative Research Design: An Interactive Approach* (2nd Edition).

Thousand Oaks: Sage Publications.

Mc Ginn, N. F. & Welsh, T. (1999). *Decentralization of Education: Why, When, What and How*. Fundamentals of Educational Planning 64. Paris: UNESCO International Institute for Educational Planning.

Mestry, J. (2004). Accountability: The Principal or School Governing Body. *South African Journal of Education*, 24: 126-132.

Mestry, J. (2006). The Functions of School Governing Bodies in Managing School Finances. *South African Journal of Education*, 26 (1): 27-38.

Mertler, C. A. & Charles, C. M. (2005). *Introduction to Educational Research* (5th Edition). Boston, United States of America: Pearson.

Middlewood, D., Coleman, M., & Lumby, J. (1999). *Practitioner Research in Education: Making a Difference*. London: Paul Chapman Publishing.

Miles, R. P. & Huberman, A. (1994). *Qualitative Data Analysis: An expanded sourcebook* (2nd Edition). Beverly Hills, CA: Sage Publications.

Ministry of Education (1978). *The National Dialogue in Education* Government Printers, Maseru.

Ministry of Education (1992). *Education Sector Development Plan of 1991/92-1995/96*. Government Printers, Maseru.

Mohapeloa, J. (1982). *Education in Lesotho* in Fafubwa, A. B. and Aisiku, J. U. *Education in Africa: A comparative Survey*, London. George Allen and Unwin Publishers.

Mothata, S. (2000). *A Dictionary of South African Education and Training*: Hodder & Stoughton.

Motsu, M. M. (2002). *Educational Policy Development and Reform in Lesotho: A case of the Lesotho Education Act, 1995*. Unpublished M.Ed Thesis. Bellville: University of the Western Cape.

Muzvidziwa, N.V. & Seotsanyana, M. (2000). *Continuity, Change and Growth: Lesotho's Education System. Radical Pedagogy*: Produced by ICAAP.

Myers, M. D. (2008). *Grounded Theory: Qualitative Research in Business Management*. London: Sage Publications.

Naidu, A., Jourbert, R., Mestry, J. & Ngcobo, T. (2008). *Education Management and Leadership: A South African Perspective*. Cape Town, South Africa: Oxford University Press.

Ngwenya, M. M. (1998). *An Investigation into the criteria used in assessing professional studies in teacher Education at Mkoba Teachers college in Zimbabwe*, Published M.Ed dissertation. Pretoria: University of South Africa.

Nussbaum, M. C. (1995). Human Capabilities, Female Human Beings. In *Women, Culture and Development*, edited by M. Nussbaum and J. Glover. Oxford: Clarendon Press.

Nussbaum, M. C. (1999). "Women and Cultural Universals", in *Sex and Social Justice*, New York: Oxford University Press.

Nussbaum, M. C. (2000). *Women and Human Development: The Capabilities Approach*. Cambridge, Cambridge University Press.

Nyaba, S.J. (2009). *An Investigation into Tensions between Principals and School Governing Body Members in Secondary Schools in Inanda*. Published M.Ed Thesis. Durban: University of Kwazulu –Natal.

O' Brien, R. C. (2001). *Trust*. New York: John Wiley & Sons.

Pitso, L. (1977). *Problems in the Development of the Lesotho Education System and Their Resolutions*. Unpublished M.Ed Thesis: University of South Africa.

Poo, M. F. (2006). *The influence of relationships among and skills levels of school governors on the performance of school governing bodies*. Published M.Ed Thesis. Pretoria: University of Pretoria.

Qizilbash, M. & Clark, D. (2005). The Capability Approach and Fuzzy Poverty Measures: An Application to the South African Context. *Social Indicators Research*, 74: 103–39.

Rideout, W. M. (1996). *Expanding Efforts to Decentralise in Africa: Lesotho as a Case Study*.

Robeyns, I. (2003). Sen's Capability Approach and Gender Inequality: Selecting Relevant Capabilities. *Feminist Economics*, 9: 61-92.

Robeyns, I. (2005). The Capability Approach: A Theoretical Survey. *Journal of Human Development*, 6: 93-114.

Rondinelli, D. A., McCullough, J. S. & Johnson, R. W. (1989). Analysing Decentralisation Policies in Developing Countries: A Political-Economy Framework. *Development and Change*, 20 (1): 57–87.

Rose, G. (2001). *Deciphering Social Research*. Beverly Hills, CA: Sage.

Saito, M. (2003). Amartya Sen's Capability Approach to Education: A Critical Exploration. *Journal of Philosophy of Education*, 37 (1): 21-22.

Sayed, Y. (1992). *A Critique of the Decentralisation of Educational Administration: Reconceptualising the Governance of schools*. National Education Policy Investigation: Working Paper.

Sen, A. (1992). *Inequality Re-examined*. Cambridge MA: Harvard University Press.

Sen, A. (1995). Gender Inequality and Theories of Justice. In Nussbaum, M. & Glover, J. (Eds.). *Women, Culture and Development: A Study of Human Capabilities*. Oxford: Clarendon Press.

Sen, A. (1999). *Development as Freedom*. Oxford University Press: Oxford.

Sen, A. (2001). *Development as Freedom*. Oxford University Press: Oxford

Senge, P. (1990). *The Fifth Discipline. The Art and Practice of the Learning Organization*. New York: Century Business Books.

Schwandt, T. A. (1997). *Qualitative Inquiry: A Dictionary of Terms*. Thousand Oaks, CA: Sage Publications.

Simkins, T. (1997). "Managing Resources" in Fidler, B., Russell, S. & Simkins, T. (Eds), *Choice for Self-Managing Schools: Autonomy and Accountability*. London: Paul Chapman Publishing.

Slavin, R. E. (2007). *Educational Research in an Age of Accountability*. New York: Pearson, Allyn and Bacon.

Strauss, A. & Corbin, J. (1990). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. Newbury Park, CA: Sage Publications

Strauss, A. & Corbin, J. (1998). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Thousand Oaks, California: Sage Publications.

Struwig, F. W & Stead, G. B. (2001). *Planning, Designing and Reporting Research*. Cape Town: South Africa, Pearson.

Tallia, A. F., Lanham, H. J., Mc Daniel, R. R. & Crabtree, B. F. (2006). 7 Characteristics of Successful Work Relationships. *American Academy of Family Physician*. Available online at www.aafp.org/fmp/. Retrieved on 08/03/2010.

Thibault, E. A., Lynch, L. M. & McBride, R. B. (1995). *Proactive Police Management*. New Jersey: Prentice Hall.

Thotanyana, A. M. (1994). Lesotho Parliament Hansard, Lesotho Parliament, Maseru.

Toma, J. D. (2006). Approaching Rigor in Applied Qualitative Research. In Conrad, C. & Serlin, R. C. (Eds). *The Sage Handbook for Research Education: Engaging Ideas and Enriching Inquiry*. Thousand Oaks, CA: Sage Publications.

Tuckman, B. W. (1994). *Conducting Educational Research (4th Edition)*. Philadelphia, United States of America: Harcourt Brace College Publishers.

Tyhali, V. (1999). *Five Years of Fighting*: Lesotho Teachers Trade Union. Unpublished Paper.

Unterhalter, E. (2003). 'The Capabilities Approach and Gendered Education: An Examination of South African Complexities', *Theory and Research in Education*, 1 (1): 7-22.

Unterhalter, E., Vaughan, R. & Walker, M. (2007). *The Capability Approach and Education*. Available online at <http://www.capabilityapproach.com/>. Retrieved on 25/02/2010.

Van Deventer, J. & Kruger, A. G. (2003). *An Educator's Guide to School Management Skills*. Pretoria: Van Schaik.

Weisfelder, R. F. (1974). Early Voices of Protest in Basutoland: The Progressive Association and Lekhotla La Bafo. *African Studies Review*, 17.

Weisfelder, R. F. (1999). *Political Convention in Lesotho, (1952-1965)*. National University of Lesotho: Institute of Southern African Studies.

White, C.J. (2003). *Research Methods and Techniques*. Pretoria: C.J. White.

Wiersma, W. (2005). *Research Methods in Education: An Introduction* (4th Edition). In Moorosi-Molapo, M. J. *Investigating Leadership Styles in Tertiary Institutions in Lesotho: Comparing and Contrasting Practices*. Published Doctoral Thesis. Bellville: University of the Western Cape.

Yin, R. K. (1994). *Case Study Research: Design and Methods*. Thousand Oaks, CA: Sage Publications.

Yuliani, E. L. (2004). *Decentralisation, Deconcentration and Devolution: What do they mean?* Paper Presented at Interlaken, Switzerland. 27-30 April.



APPENDIX A1

Interview schedule for the chairpersons of the SMCs

1. For how long have you been in the SMC?
2. According to the LEA of 1995, what are the roles and responsibilities of the chairperson of the SMC?
3. According to the LEA of 1995, what are the roles and responsibilities of the principals' representative in the SMC?
4. How would you describe the nature of your working relationship with the principals' representative?
5. How would you describe the nature of your working relationship with the six principals of schools under your authority regarding achievements, leadership and management?
6. How much do you participate in the recommendation of teachers' appointments, promotions or demotions?
7. How are decisions made in the SMC regarding the recommendation of teachers' appointments, promotions or demotions?
8. What are your views regarding the use of resources (time, finances, teachers, buildings etc) by principals under your authority?
9. What influence does the church have regarding leadership, management and achievements of its schools?
10. What are the challenges that you face in working with one principal representing the five schools?
12. What are the challenges that you face for being the chairperson of the SMC which is responsible for six schools?
13. What challenges do you face for being a chairperson of the SMC in a church school?

APPENDIX A2

Interview schedule for the principals' representative

1. For how long have you been the principal?
2. Have you ever been elected into the SMC before?
3. For how long have you been the principals' representative in the SMC?
4. According to the LEA of 1995, what are the roles and responsibilities of the principals' representative in the SMC?
5. According to the LEA of 1995, what are the roles and responsibilities of the chairperson of the SMC?
6. What are your views with regard to the use of resources (time, finances, teachers, buildings etc) by the other principals that you are representing?
7. How would you describe the nature of the working relationship between the chairperson of the SMC and the principals (including yourself) as far as finances are concerned?
8. How do you work with the chairperson of the SMC regarding the achievements, leadership and management of the six schools?
9. How would you describe the nature of your working relationship with the principals that you are representing in the SMC?
10. To what extent do you influence the recommendation of teachers' appointments, promotions, or demotions for the schools that you are representing?
11. How are decisions made in the SMC as far as the recommendations of teachers' appointments, promotions and demotions are concerned?
12. If any, what are some issues of disagreements between you and the chairperson of the SMC?
13. What influence does the church have as far as the school leadership, management and achievements are concerned?
14. What challenges do you face for representing the five principals in the SMC?
15. What are the challenges of being a principal in a church school?

APPENDIX A3

Interview schedule for principals

1. For how long have you been the principal in this school?
2. Have you ever been elected into the SMC? If yes how many times?
3. According to the LEA of 1995, what are the roles and responsibilities of the chairperson of the SMC?
4. According to the LEA of 1995, what are the roles and responsibilities of the principals' representative in the SMC?
5. How would you describe the nature of the working relationship between the principals' representative and the chairperson of the SMC?
6. How would you describe the nature of your working relationship with the principals' representative?
7. How would you describe your working relationship with the chairperson of the SMC regarding the achievements, leadership and management of your school?
8. As the chief accounting officer, how would you describe your working relationship with the chairperson of your SMC as far as resources (time, finances, teachers, buildings etc) are concerned?
9. To what extent are you free to choose how you want to use resources that your school has without consulting your SMC?
10. How do you view decision-making by the SMC towards your school as far as the recommendations of teachers' appointments, promotions or demotions are concerned?
11. How would you describe the church's influence regarding achievements, leadership and management of your school?
12. If any, what are some issues of disagreement between you and the principals' representative of the SMC?
13. Have you as the principal directly other than through the principals' representative had some issues of disagreement with the chairperson of the SMC?
14. What challenges do you face for being a principal of a church school?

APPENDIX A4

Interview schedule for teachers' representatives

1. For how long have you been a teacher?
2. How many times have you been elected to be a member of the SMC?
3. According to the LEA of 1995, what are the roles and responsibilities of the chairperson of the SMC?
4. According to the LEA of 1995, what are the roles and responsibilities of the principals' representative in the SMC?
5. How would you describe the nature of the working relationship between the chairperson of your SMC and the principals of six schools under his/her authority?
6. To what extent do you participate in the recommendations of teachers' appointments, promotions, or demotion?
7. How are decisions made as far as the recommendations of teachers' appointment, promotion or demotion are concerned?
8. How would you describe the principals' freedoms in choosing how they want to make use the resources that are available in their schools as far as the church and the SMC are concerned?
9. What are your views about the church as far as the school leadership management and achievements are concerned?
10. If any, what are some issues of disagreements between the chairperson of your SMC and the principals of the six schools under his/her authority?
11. If any, what are some issues of disagreements between you and the chairperson of your SMC?
12. If any, what are some issues of disagreements between you and the principals' representative?
13. What challenges do you face for representing eight schools in the SMC?
14. What are the challenges of working in a church school?

APPENDIX B

Participants' Background Information

Gender.....

Denomination.....

Educational Qualifications.....

Position held in current position.....

Number of years in the position.....

Number of terms elected in the SMC.....

Number of years serving in the SMC if you are a member of the SMC.....

Are you a member of any other committee? If yes, mention the committee and the position that you hold in that committee.....

.....

Experiences in the SMC.....

.....

.....

.....



APPENDIX C

FACULTY OF EDUCATION

Private Bag X17, Belville, 7535
South Africa
Tel : +27 (0) 21 959 2246
Fax: +27 (0) 21 959 3943
Website: www.uwc.ac.za
Email: rmaarman@uwc.ac.za

TO WHOM IT MAY CONCERN

Ms Motena Mosothoane (2112411) is a Masters student in the above-mentioned faculty registered for an M.Ed degree in Comparative Education. The student has submitted a proposal and is in the process of her empirical work consisting of a qualitative analysis of the working relationship between SMCs and School principals.

As the supervisor of the student I hereby kindly request your assistance in the process of data gathering and thank you for your willingness to contribute to the understanding of the educational environment in Lesotho and elsewhere.



The student undertakes to comply with all the relevant ethical considerations of this study.

Regards

Dr RFA Maarman – Supervisor)

(Faculty of Education, University of the Western Cape)

021-959 2450

rmaarman@uwc.ac.za



APPENDIX D

University of the Western Cape
Faculty of Education
Private Bag X 17
Bellville 7535

07th October 2010

The Senior Education Officer
Education Office
P.O. Box 23
Qacha's Nek

Dear Sir/ Madam

Re: Permission to conduct research in selected primary schools: Qacha's Nek District

I am a registered student with the University of the Western Cape. I am currently a research student for a Master of Education (M. Ed) degree. The title of my thesis is: **A capability Analysis of the working relationships between principals and chairpersons of School Management Committees in Lesotho.** This study is a requirement for the M. Ed programme. The study is concerned with the working relationships between principals and chairpersons of church primary schools.

The study will gather information through semi-structured interviews, observations and documents analysis. I request your permission to conduct interviews with principals and chairpersons of the SMCs of selected RCC and LEC primary schools from 18th October 2010 12th November 2010. The interviews will not interfere with the normal functioning of the schools. All information will be treated confidential, and no personal details or school names will be used. All information gathered and used in this study will be destroyed after use.

Attached is a list of selected LEC and RCC primary schools.

Thanking you in anticipation.

Yours Faithfully

Motena Mosothoane

Cell: +266 63023767

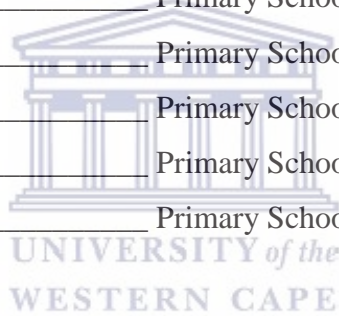
Selected RCC and LEC Primary Schools

RCC schools

_____ Primary School
_____ Primary School
_____ Primary School
_____ Primary School
_____ Primary School
_____ Primary School

LEC schools

_____ Primary School
_____ Primary School
_____ Primary School
_____ Primary School
_____ Primary School
_____ Primary School



APPENDIX E

University of the Western Cape
Faculty of Education
Private Bag X 17
Bellville 7535

07th October 2010

The chairperson/ Principal
RCC and LEC schools
Qacha's Nek

Dear Sir/ Madam

Re: Permission to conduct research in your school

I am a registered M. Ed student at the University of the Western Cape. This study is a requirement for the M. Ed programme. The purpose of the research is to conduct an in-depth analysis of the working relationships between the chairpersons of the School Management Committees (SMCs) and principals of church primary schools (RCC & LEC) in the performance of their duties.

Participants will be the principals, chairpersons of the SMCs and the representatives of teacher in the SMCs. You are assured that the information that you provide will be treated confidentially and remain anonymous. You are guaranteed that the information will be used for the research purpose only. A copy of the study will be made available to schools on request.

The ethical guidelines of the Faculty of Education at UWC require me to obtain your consent to participate in this study. Please find attached a consent form to be signed by you should you agree to participate in this study. Should you have any concern or require further information, feel free to contact my supervisor, Dr. R. Maarman at Tel. 0027 21 959 2450, or at E-mail: rmaarman@uwc.ac.za.

Thanking you in anticipation.

Yours Faithfully

Motena Mosothoane

APPENDIX F

University of the Western Cape
Faculty of Education
Private Bag X 17
Bellville 7535

07th October 2010

Dear Participant

Re: agreement to participate in the study

I am a registered student with the University of the Western Cape. I am currently a research student for a Master of Education (M. Ed) degree. The title of my thesis is: **A capability Analysis of the working relationships between principals and chairpersons of School Management Committees in Lesotho**. This study is a requirement for the M. Ed programme. The study is concerned with the working relationship between principals and chairpersons of church primary schools (RCC & LEC) because these schools are governed in terms of LEA (1995) that one church is responsible for a maximum of six schools and these churches own a larger number of schools in this area, which makes them suitable for the study.

The study will gather information through interviews, observations and SMCs and schools' documents analysis. Since you have been selected in this study, I am requesting your assistance where you will be interviewed. The date, time and venue will be decided in consultation with you. You are guaranteed that participation is voluntary and you are free to withdraw from the study at any time without giving any explanations. There will be no any negative or undesirable consequences to you. All information will be treated confidentially, and no personal details or school names will be used. All information gathered and used in this study will be destroyed after use.

I _____ (full name of participant), hereby confirm that I understand the contents of this document and the nature of the study be conducted. I therefore agree to participate in this study. I understand that I have a right to withdraw from the study at any time should I desire so.

Signature of Participant

Da