THE ROLE OF THE COLLEGE COUNCIL
OF PUBLIC FET COLLEGES IN GAUTENG

by

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SHORT DISSERTATION

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STUDY LEADER: Mrs D. Groenewald

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EXECUTIVE SUMMARY

Public Further Education and Training (FET) Colleges are governed by a College Council, which need to perform actions in order to govern the Public FET College. (RSA, 2006:9).

In order to discuss the governance role of the Public Further Education and Training Council, a historical perspective of Public Further Education and Training Colleges was firstly discussed. Extensive literature reviews of Public FET Colleges and Businesses were undertaken in order to provide a solid foundation for further quantitative research.

An existing questionnaire developed to measure good corporate governance was used as a measuring instrument for the research. The questionnaire was designed within the framework of corporate governance applicable to Public FET Colleges and can be used for future research studies.

The approach adopted for this study is of a quantitative nature, where data was obtained in the form of scores, which were tabulated, analysed and displayed in a graphical format.

The primary objective of the research was to investigate the role of the College Council of Public FET Colleges in Gauteng. The secondary objective of the research was to investigate the following research questions:

- determining if members of the College Council at Public FET Colleges are fully aware about their roles and responsibilities;
- making meaningful recommendations on how to improve the perceptions of members of the College Council at Public FET Colleges, based on literature and empirical results obtained from this study and
- make meaningful recommendations to the provincial government on capacitating Public FET College Councils in their roles and responsibilities.

The results of the study indicated that members of Public FET College Councils in Gauteng are not fully aware of their roles and responsibilities and as a result thereof govern and manage Public FET Colleges ineffectively.

The recommendation is that members of Public FET College Councils in Gauteng need to be capacitated in their roles and responsibilities and orientated properly in order to apply good corporate governance and add value to the College.

There is a need for a follow-up study to be conducted on members of Public FET College Councils in South Africa to determine the perceptions of the role and responsibilities of College Councils and the conflicting roles of a College Council member and the Principal, should both be employed by the state. The clarification of roles will add to good corporate governance.

The need to do research on the accountability of the members of College Councils and the consequences in the event that mismanagement occurs is further identified.

Research is also needed to determine if an Activity Based Costing (ABC) method could be used effectively at Public FET Colleges in order to manage costs.

DECLARATION OF ORIGINAL WORK

I, Louwrens Stefanus Daniel Coetzer, declare that this dissertation is my own unaided work. Any assistance that I have received has been duly acknowledged in this dissertation. It is submitted in partial fulfilment of the requirements for the degree of Master of Commerce at the University of Johannesburg. It has not been submitted before for any degree or examination at this or at any other University.

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Louwrens Stefanus Daniel Coetzer   **29 October 2008**

ACKNOWLEDGEMENTS

DEO GLORIA

I can do all things through Christ who gives me strength
(Philippians 4:13)

- **To Almighty God who gave me the strength**

- **My wife, Estelle**

    For your patience and encouragement

- **My mother**

    Your prayers and encouragement, which were not in vain

- **My children Wentzel, Karien and Esmé**

    You made it possible and worthwhile

- My study leader, Mrs D. Groenewald, for giving constructive feedback and encouragement

- Mrs A. Van Den Berg for editing the dissertation.

To God all the Glory

OCTOBER 2008

LOUIS COETZER

(iv)

ACRONYMS

AGRI Seta	:Agriculture Sector Education and Training Authority
AIDS	:Acquired immune deficiency syndrome
BANK Ceta	:Banking Sector Education and Training Authority
CEO	:Chief executive officer
CETA	:Construction Education and Training Authority
CFO	:Chief Financial Officer
CHIETA	:Chemical Sector Education and Training Authority
Council	:The governing body and board, also known as the highest decision authority of a Public FET College
CTFL Seta	:Clothing, footware, textile and leather Sector Education and Training Authority
DoE	:Department of Education
DoL	:Department of Labour
E Seta	:Electronic Sector Education and Training Authority
ETDP Seta	:Education and Training Development Practitioners Seta
ETQA	:Education and Training Quality Authorities
EU	:European Union
FIETA	:Forest Industries Education and Training Authority
FoodBev Seta	:Food and Beverages Sector Education and Training Authority
GDE	:Gauteng Department of Education
FET	:Further Education and Training
FETC Act	:The Further Education and Training Colleges act, Act 16 of 2006
FETCEO	:Further Education and Training Employer's Organisation
HEQC	:Higher Education Quality Council
HIV	:Human Immunodeficiency virus
HOD	:Head of the Provincial Education Department
HW Seta	:Health and Welfare Sector Education and Training Authority
IFAS	:International Financial Accounting Services
INSeta	:Insurance Sector Education and Training Authority
ISETT Seta	:Insurance Sector Education and Training Authority
JCI	:Johannesburg Consolidated Industries

LG Seta	:Local government Sector Education and Training Authority
MAPP Seta	:Media, Advertising, Publishing, Printing and Packaging Sector Education and Training Authority
MEC	:Member of the executive council
MERSETA	:Metal and related sector education and training authority
MQA	:Mining Quality Authority
NDE	:National Department of Education
NQF	:National Qualifications Framework
PFMA	:Public Finance Management Act
PDE	:Provincial Department of Education
Principal	:The Chief executive and Accounting Officer of a Public FET College
P Seta	:Public Service Sector Education and Training Authority
Public FET College	:A Public Further Education and Training College, declared under the FETC Act, Act 16 of 2006
SAQA	:South African Quality Assurance Authority
SASSeta	:Safety and Security Sector Education and Training Authority
SERVICES Seta	:Services Sector Education and Training Authority
SETA	:Sector Education and Training Authority
SRC	:Student representative council
TETA	:Transport Education and Training Authority
THETA	:Tourism and Hotel Education and Training Authority
UMALUSI	:The general and further education and training quality assurer
W&R Seta	:Wholesale and Retail Sector Education and Training Authority

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1

ORIENTATION

1.1   INTRODUCTION

Public Further Education and Training (FET) Colleges are governed by a College Council (RSA, 2006:9). A Council is also defined as a Board (Bosman, Van der Merwe and Hiemstra, 1984:52-726). Educational institutions have a Board or Council, which governs the institutions. The Public Further Education and Training Act, 16 of 2006 (RSA, 2006:20) mentions that the Council needs to perform actions in order to govern the Public FET College. The South African Schools Act (Act 84 of 1996:8) state that the governance of a public school is vested in the governing body. The Higher Education Act (101 of 1997:24) indicates that the Council of a Higher Education Institution must govern the Public Higher Education Institution.

Whitehouse (2006:R1) indicates that the Council's role is to provide oversight and not management. The oversight role could be defined as monitoring, watching, observing, to note, to oversee, to supervise, to keep track of and to survey (Jaff, 2005:27).

Naidu (2005:10) indicates that the Minister of Education is going to monitor university Councils to ensure that the governance role, overseeing the management of universities, is executed and that Councils do not abuse their powers by meddling with management or rubber stamping key decisions. Wixley and Everingham (2005:2) furthermore indicate that governance focuses on what occurs at the top of the organisation, by increasingly asking relevant questions, coming close to the line between management and oversight, ensuring that the line is not crossed.

Angelis, Lolwane, Marock, Matlhaela, Mercorio, Tsolo, and Xulu (2001:285) focus on the role of the Principal of an FET College which is responsible for the management and administration of the College. The Principal therefore implements the policies of the College Council.

In order to discuss the governance role of the Public Further Education and Training Council, a historical perspective of Public Further Education and Training Colleges is firstly discussed. Secondly, the problem statement and purpose of the study as well as the benefits of the study are discussed. Research objectives, propositions as well as the demarcation and the scope of the study are followed by a literature review and research design. Chapter one furthermore outlines the chapters to be discussed before reaching a conclusion.

1.1.1 History of Further Education and Training Colleges in South Africa

South African Further Education and Training (FET) Colleges have a rich history, stretching over the last one hundred and fifty five years. According to Rees (1957:11), classes were offered on a part-time basis during 1853 at the Mechanical Institute in Durban (which later became the Public Library). McClelland, Axelson and Esterhuizen (1960:1) add to this and indicate that 20 students enrolled annually for part-time classes in 1873. The number of students annually grew to 41 students, which enrolled by 1883.

The mining development led to the creation of the railways, and a need for trained artisans occurred (Koch, 1994:27). According to the report of the Investigative Committee on the Training, Status and Application of Engineering Technicians (1978:5), the railways offered the first technical classes in Durban in 1884 and expanded their operations to Salt River in Cape Town in 1890, Uitenhage in 1895 and East London in 1902. The SA Mining School was subsequently formed in Kimberley by De Beers in 1896 (Orr, 1932:78). Further developments in technical education followed with the establishment of the Transvaal Technical Institute in Johannesburg in 1903. The Transvaal Technical Institute changed its name to The Transvaal University College in 1906, the South African Mine and Technology School in 1910 and the University of the Witwatersrand in 1922 (Report on the Commission regarding Technical and Vocational Training, 1948:12). Orr (1945:6) mentions that the Chamber of Mines initiated part-time classes in Potchefstroom as well as the East and West Rand and developed a system whereby technical students could write examinations at all technical institutes.

A branch of the Transvaal Technical Institute was established in 1905 in Pretoria. Its name was first changed to the Pretoria Polytechnic in 1906 and to Pretoria Technical College in 1926 (Report of the Investigative Committee on the Training, Status and Application of Engineering Technicians,1978:5).

Technical education was incorporated at the Durban Technical Institute in 1907, which changed its name to the Durban Technical College. The Cape Technical Institute merged with the Salt River Technical Institute and became the Cape Technical College with effect 1 October 1922 (Annual Departmental Report Number 3 for the period 1922-1923, 1924:184). Technical Colleges were established in East London and Port Elizabeth during 1925 and in Pietermaritzburg, Pretoria and Bloemfontein during 1926. The Witwatersrand Technical Institute became the Witwatersrand Technical College during 1930 and established branches in Benoni, Brakpan, Springs, Boksburg, Krugersdorp, Witbank and Vereeniging by 1933 (Annual Report of the Department of Education for the year ending December 1926, 1927:17-22). The Technical Colleges, being autonomic Colleges until 1955, were transferred to become state entities over a period of eight (8) years in order to offer free vocational training until standard 10. The Technical Colleges were transformed to become Higher Technical, Higher Commercial and Higher Home Economics Schools (Act 70 of 1955).

Four Colleges, namely Pretoria Technical College, Durban Technical College, Cape Town Technical College and the main campus of the Witwatersrand Technical College were not transformed, but remained Colleges for Advanced Technical Education (Department of Education and Culture, Annual report for the calendar year 1966, 1967:6). The Vaal Triangle Technical College and the Technical College of Port Elizabeth became Colleges for Advanced Technical Education during 1969 whilst all Departmental trade schools became Technical Colleges (Department of Higher Education, Annual report for the 1969 calendar year, 1969:12).

The Minister of Education announced on 9 November 1978 that the Colleges for Advanced Technical Education would in future be known as Technikons and promulgated the amendment act on Advanced Technical Education, 1978 (Act 43 of 1979), (Department of National Education, Annual report for the 1979 calendar year, 1980:6). All Technical Institutes were declared state-aided Technical Colleges on 1

May 1982 and a process started to transform the 28 Departmental Technical Colleges to state-aided Technical Colleges by October 1985 (Department of Education and Culture: Annual report for the calendar year 1985, 1986:25), which were governed under The Technical Colleges Act (Act 104 of 1981). The Technical Colleges were furthermore declared Public FET Colleges and governed under The Further Education and Training Act, 98 of 1998 before being transformed into multi campus Public FET Colleges in 2002. The 153 FET Colleges were merged into fifty multi-campus FET Colleges in 2002. Interim College Councils were elected in 2002 and Principals appointed by the Provincial Departments of Education. This process was completed by the end of 2003 and was followed by a process where all the non - educator staff were transferred from the state to the College Council as of January 2008. The educator staff was allowed to choose between transferring to the College Council or to remain with the Provincial Department of Education and be redeployed elseware.

1.1.2. Governance of Further Education and Training Colleges

According to Koch (1994:39- 50), South African Technical Colleges were governed by autonomous College Councils until the South African Government decided to promulgate these Colleges as state Colleges and later state-aided Colleges. Technical Colleges initially resorted under the Provincial Government in 1909, were coordinated by the National Government since 1928 and were transferred to the Provincial Departments of Education during 1967 (Act on Education Services, Act 41 of 1967). The Directorate: Post School Education once more assumed control and co-ordination over Technical Colleges during 1986 and gave executive powers to the Provincial Departments of Education (Department of Education and Culture, Annual report for the calendar year 1986, 1987:1).

The Technical Colleges Act, 104 of 1981 was promulgated in order to allow the College Council of a Technical College to govern the College at the micro or College level. This was followed by the Further Education and Training Act (Act 98 of 1998) promulgated to create Further Education and Training (FET) Colleges and transform Technical Colleges to Public FET Colleges. Technical Colleges, being transformed into Public FET Colleges, were merged and a single governance Council for the merged Public FET College was elected (RSA, 2006:16-17).

1.1.3. Management of Further Education and Training Colleges

A considerable time lapsed after the merger of Public FET Colleges before appointing Principals at the merged Public FET Colleges. Some Provinces appointed acting Principals at Public FET Colleges for the interim phase while the College Council at other Public FET Colleges assumed a management and governance role in the absence of a Principal. The Public FET Colleges are currently governed under The Further Education and Training Colleges Act (FETC Act), Act 16 of 2006.

1.2   PROBLEM STATEMENT

Angelis,et al, (2001:285) indicate that the Principal of an FET College is responsible for the management and administration of the College. This is furthermore mentioned in the FETC Act (Act 16 of 2006:24). Some College Councils, which assumed both the Governance and Management roles during the transition time of merging and transformation from Technical to Public FET Colleges, still manage and govern FET Colleges. The assumption was confirmed when several Chairpersons of Public FET College Councils made it clear that Principals of Public FET Colleges will not represent their respective FET Colleges at the newly established Further Education and Training Colleges Employer Organisation (FETCEO). The resolutions taken during the launch of the organisation and the drafting of the constitution not only caused friction, but divided established relations (Moodley, 2007). Waldner (1999:3) adds to this and indicates that the Gauteng Department of Education investigated serious conflicts between principals and governing bodies of schools at forty schools in Gauteng and found inter alia that the governing council interfered with the management of the schools. Naidu (2005:10) mentions that the former vice-chancellor of the Durban Institute of Technology revealed that "some council's wormed themselves into the running of universities". The Minister of Education also indicated that university Councils needed to be monitored because they are either meddling in management or rubber stamping key decisions (Naidu, 2005:10).

The Public FET College could be classified as a non-profit organisation. Brooks (2002:260) indicates that the non-profit sector and public sector often have blurred jurisdictions and are open to micro-management. It is therefore imperative to ensure that the jurisdictions or roles and responsibilities of College Councils and Principals

of Public FET Colleges are properly clarified in order to ensure a healthy organisation (Jaff, 2005:3).

College Councils are composed of executive (internal) and non-executive (external) stakeholders (RSA, 2006:20). Boards could fail because of a lack of clarity about the roles of the non-executive and the executive directors (Simms, 2006:57). Miller (1998b:6) indicates that decision-making suffers from problems such as a diffusion of authority and a lack of clear accountability. Although the FETC Act (RSA, 2006:10-24) defines the Principal of a Public FET College as the "chief executive and accounting officer" and specifies that the Principal of a Public FET College has the responsibility to manage and administer the college while the Council of a Public College needs to govern the college, the concepts "govern" as well as "management and administration" still need to be clarified in order to ensure that the Board stay focused on strategic (governance) issues (Bankston, 2006:56-60). It is clear that the FETC Act distinguishes between the separate roles of the College Council and Principal (RSA, 2006:10-24). Therefore the roles need to be well defined, otherwise it could create confusion (Dalton and Dalton, 2005:9).

College Councils are not sure about their roles, governing Public FET Colleges. It is evident from the discussion that the role of College Councils needs to be defined in order to ensure effective governance.

1.3   PURPOSE OF THE STUDY

The purpose of this study is to clearly identify the role and responsibilities of the College Council of Public FET Colleges in Gauteng.

1.4   BENEFITS OF STUDY

Should the roles be clarified and Public FET Colleges be governed and managed co-operatively, many Public FET Colleges would prosper under a committed board, making a difference in the community and South Africa at large.

Principals of Public FET Colleges will be in a position where the functions of a Principal and Council of a Public FET College are known in order to negotiate grey

management boundaries. This will enable Principals of Public FET Colleges to focus on management and administration without having the fear of obtaining prior permission from the College Council of a Public FET College. Staff, employed by the Public FET College, would also benefit from this study and not create additional tension by making unnecessary demands to the College Council of a Public FET College.

1.5 RESEARCH OBJECTIVES

1.5.1 Primary objective

The primary objective of this study is to determine the roles and responsibilities of College Councils of Public FET Colleges in Gauteng.

1.5.2 Secondary objectives

The secondary objectives of the study are to:

- determine if members of the College Council at Public FET Colleges are fully aware of their roles and responsibilities ;
- make meaningful recommendations on how to improve the perceptions of members of the College Council at Public FET Colleges, based on literature and empirical results obtained from this study and
- make meaningful recommendations to the provincial government on capacitating Public FET College Councils in their roles and responsibilities.

1.6 RESEARCH PROPOSITIONS

Propositions need to be tested against reality before they can be accepted as valid theory. The propositions for this study are:

P¹: College Councils do not govern Public FET Colleges
P²: College Councils do not manage Public FET Colleges
P³: College Councils are not capacitated in order to understand their role and responsibilities fully in Public FET Colleges

1.7   DEMARCATION AND SCOPE OF THE STUDY

The study covers the theory on governance, management, corporate governance, stakeholders, shareholders, directorship, public management and administration as well as politics. The empirical part of this study will focus on the role and responsibilities of College Councils of Public Further Education and Training Colleges in Gauteng.

1.8   LITERATURE REVIEW

Flemming (2002:19) states that it is important to have people from different walks of life, which bring different ideas and values to the table. Dalton, et al, (2005:8) add to this and indicate that the Latin phrase, *e pluribus unum* suggests "the power of harnessing multiple viewpoints around a unified, collective group decision".

The FETC Act (RSA, 2006:20) intends to incorporate knowledgeable stakeholders, with different ideas, values and viewpoints on the Council of Public FET Colleges and stipulates that apart from the five external members to be appointed by the Member of the Executive Council (Provincial MEC of Education), a Public FET College Council must, in consultation with the MEC, "appoint four additional external persons with financial, human resources and legal skills as members of the Council". The members furthermore need to be broadly representative of the community and the FET system and have a thorough knowledge of the FET system and related interests. These external members of Council of a Public FET College are also known as non-executive members, whilst the Principal is an executive member of the Council. Jaff (2005:7) makes it clear that successful College Councils balance strong executive leadership (the role of the principal), political provincial accountability (the role of the members of the Council appointed by the MEC), administrative provincial accountability (the role of the principal) as well as the college's wider social and public purposes.

Public FET College Councils consist of external stakeholders, representing constituencies such as the local council, commerce, trade, industry, the community, organised labour and government, to mention a few. These external members of

Public FET College Councils voluntary offer their time mostly after normal working hours. Boards are however often overwhelmed, overscheduled, undereducated and uncoordinated in addressing major concerns of the business and its stakeholders (Mitchell, 2004:61). The Principal or Chief Executive Officer (CEO) of a Public FET College is however employed by the Provincial Department of Education (Act 16 of 2006:20) and is tasked to manage and administrate the Public FET College.

Dalton and Dalton (2005:9) highlight the importance of the Board to adopt and maintain an independent Board leadership structure (one of the elements of corporate governance) whereby separate individuals serve as the CEO and the Board chairperson. Although these two separate portfolios are also specified in the FETC Act (RSA, 2006:10-24) and imply that the College Council of a Public FET College governs and oversees the Principal's management and administration role, only a few people understand the phenomenon corporate governance (Rout, 2005:2). The thorough understanding of corporate governance could result in effective governance. Riley (2006:28) adds to this and describe the phenomenon corporate governance as using resources optimally and to ensure accountability for the stewardship of the resources.

The Principal of a Public FET College is mandated to manage and administer the resources optimally and is accountable to the College Council of a Public FET College in terms of the realization of the strategic objectives (RSA, 2006:20). Peregrine (2007:34) states that the Board needs to oversee the CEO and elect a leader to liaise with management (Dalton and Dalton, 2005:9). This leader is known as the Chairperson of the Council of the Public FET College (RSA, 2006:10-24).

An intrusive Board which override the CEO on management issues and getting involved with staff hiring, is dangerous (Hargrove, 1996:22). Palmer (2005:17) adds to this and indicates that some chairpersons were never exposed to hands-on management in their careers. These chairpersons want to fulfil the inner need to manage and often cross the line between management and governance, wasting valuable time of the chief executive, which end up managing the chairperson. Such College Councils could then be labelled as unsuccessful.

Hargrove (1996:23) mentions that Boards select and retain the CEO, set the corporate course (developing of policies and approving the strategic plan), monitoring management (not managing), exacting discipline (monitor for compliance) and act in a crisis (prepare media packages, mergers, takeovers, etc.)

1.9   RESEARCH METHODOLOGY

1.9.1   Research design

The study is an exploratory descriptive research that will be conducted to complete the short dissertation. Mouton (2001:276) defines research design as a planned structural approach to maximise the validity of the research findings. The approach adopted for this study is of a quantitative nature, where data is obtained in the form of scores, which will be tabulated, analysed and displayed in a graphical format (Swetnam, 1998:669-670). The latest literature on the subject will be analysed and reviewed to draw a clear picture of the subject of the study.

1.9.2   Sample

For the purpose of this research College Councils and Principals of Gauteng Public Further Education and Training Colleges will be used. There are 8 Public Further Education and Training Colleges in Gauteng. The average College Council at any Public Further Education and Training Sector in South Africa has 16 members. The average size of the population is thus 108, which will constitute the sample size for the research.

1.9.3   Data collection

Data collection is done by means of a structured, self-completion questionnaire, where respondents are required to select their responses from alternatives provided. Several questionnaires were considered during the research and a questionnaire, designed by the Institute of Directors, was decided upon. This questionnaire, designed to measure corporate governance in many facets of an organisation, was adopted in its entirety for the purpose of this study (IFAC, 2000).

A structured questionnaire was chosen for this research because of its benefits. Best and Kahn (1993:23) indicate that structured questionnaires are less time consuming, relatively objective, easy to tabulate and analyse and help respondents to focus on the subject.

Zikmund (2003:144) describes secondary data as books and periodicals. Secondary data will be collected by conducting an extensive literature study, focusing on topics such as corporate governance, governance, management, leadership, chairpersonship, stakeholders and shareholders.

1.9.4 Questionnaire design

Zikmund (2003:331-333) mentions that a questionnaire is relevant if the information needed solves the problem identified. A questionnaire is accurate if the information obtained is reliable and valid.

In order to obtain accurate information, questions need to be interesting and easy to answer. Fixed-alternative or closed questions are not only easier to administrate but are easier to answer.

The structured questionnaire that was chosen is relevant, because it addresses governance and management aspects identified in the problem statement.

1.9.5 Data analysis

Gay (1996:96) indicates that a good research plan must include a description of the statistical technique(s) used to analyse data. Questionnaire items will be subjected to successive first and second order analytical procedures and not to individual responses to items on the questionnaire. Resultant factors with high reliability coefficients will be subjected to statistical testing in order to ascertain possible statistically significant groups.

Swetnam (1998:670) prefers bar charts and graphs as graphical instruments in order to interpret results easily in an attractive manner. Graphical summaries, illustrated by corresponding tables, will be used where applicable.

The SPSS statistical data analysis programme will be used in order to analyse the data collected and determine the validity and reliability.

1.9.6 Validity and reliability

In order to ensure content validity, a current questionnaire was adopted, which focuses on governance. The draft questionnaire will be submitted to the supervisor for expert scrutiny regarding the relevance of each item.

1.9.7 Ethical considerations

The researcher will inform the participants that the response will remain anonymous and that their voluntarily co-operation is appreciated. An undertaking will be given to avail research results to the respondents (Schumacher and McMillan, 1993:182)

1.10 CHAPTER OUTLINE

A literature review of Public FET Colleges will be done in chapter two. Some key features and views on governance, corporate governance, management, leadership, chairpersonship and stakeholders will be reviewed by different authors on the subject. The chapter will explore some of the different roles as well as collective roles associated with governance and management.

A literature review of businesses will be done in chapter three. Key features such as directorship, shareholders, corporate governance, management, leadership, non-executive directors and executive directors will be reviewed by different authors on the subject. The chapter will explore the different and collective roles of executive and non-executive directors from a corporate business perspective.

Chapter four will provide the research design and research methodology. This chapter discusses in detail the research design selected, the population and the sampling frame used, the data collection and analysis techniques applied as well as the validity and reliability of the results.

Chapter five will explore the findings of the research. This chapter also includes the processing, analysis and interpretation of the data in figures and tables used to represent the findings of the study.

Chapter six will provide a summary of the main findings and results, as well as some recommendations.

1.11   CONCLUSION

The focus of the chapter was on introducing the research study. The need for the research as stated in the problem statement is to determine the role and responsibilities of College Councils of Public Further Education and Training Colleges.

Key concepts throughout the study that will form part of the frame of the literature and empirical study will be governance, management, corporate management, stakeholders and shareholders.

In answering the critical questions raised in the purpose and importance of the study as well as reaching the objectives stated, Public Further Education and Training Colleges in South Africa will benefit from the study by using the energies of Principals and College Councils collectively in order to create harmonious environments and reach the vision, mission and goals of individual Colleges, Government and South Africa.

CHAPTER 2

LITERATURE REVIEW OF PUBLIC FURTHER EDUCATION AND TRAINING (FET) COLLEGES

2.1   INTRODUCTION

Chapter one introduced the study and gave a historical perspective of Public FET Colleges in South Africa. A literature review of Public FET Colleges will be done in chapter two in order to discuss key features and elements of governance, corporate governance, management, leadership, chairpersonship and stakeholders from a National or macro perspective, Provincial or meso perspective and College or micro perspective. These elements will establish a foundation in order to discuss the different and collective roles of the College Council and Principal. Chapter three will focus on a literature review of businesses.

2.2   GOVERNANCE OF PUBLIC FET COLLEGES

Governance, government and governing are similar terms (Cowie, 1989:539) and are a legal process of being responsible and accountable for an organisation (Oldroyd, Elsner and Poster, 1996:27). Governance, derived from the Greek word *kubernetes* or *cybernetics,* is directly translated as an integrated steering system (Garratt, 2005:2).

Hoppers, Mokgatle, Maluleke, Zuma, Hlope, Crouch, Lombard, Lolwana and Makhene (2000:73-77) distinguish between governance at the National or macro perspective, Provincial or meso perspective and College or micro perspective. Figures 2.1 to 2.4 indicate Further Education and Training governance and links between the executive national macro, macro, meso and micro perspectives mentioned. A broader Public FET governance and management perspective at the meso level in the Gauteng province is included in figures 2.5 to 2.7. The macro, meso and micro levels will furthermore be discussed in detail.

Figure 2.1: Governance at Executive National Macro Level
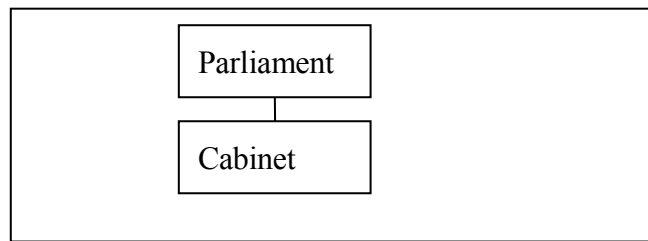
Source: own compilation

Figure 2.2: Governance at National Level (Macro governance)
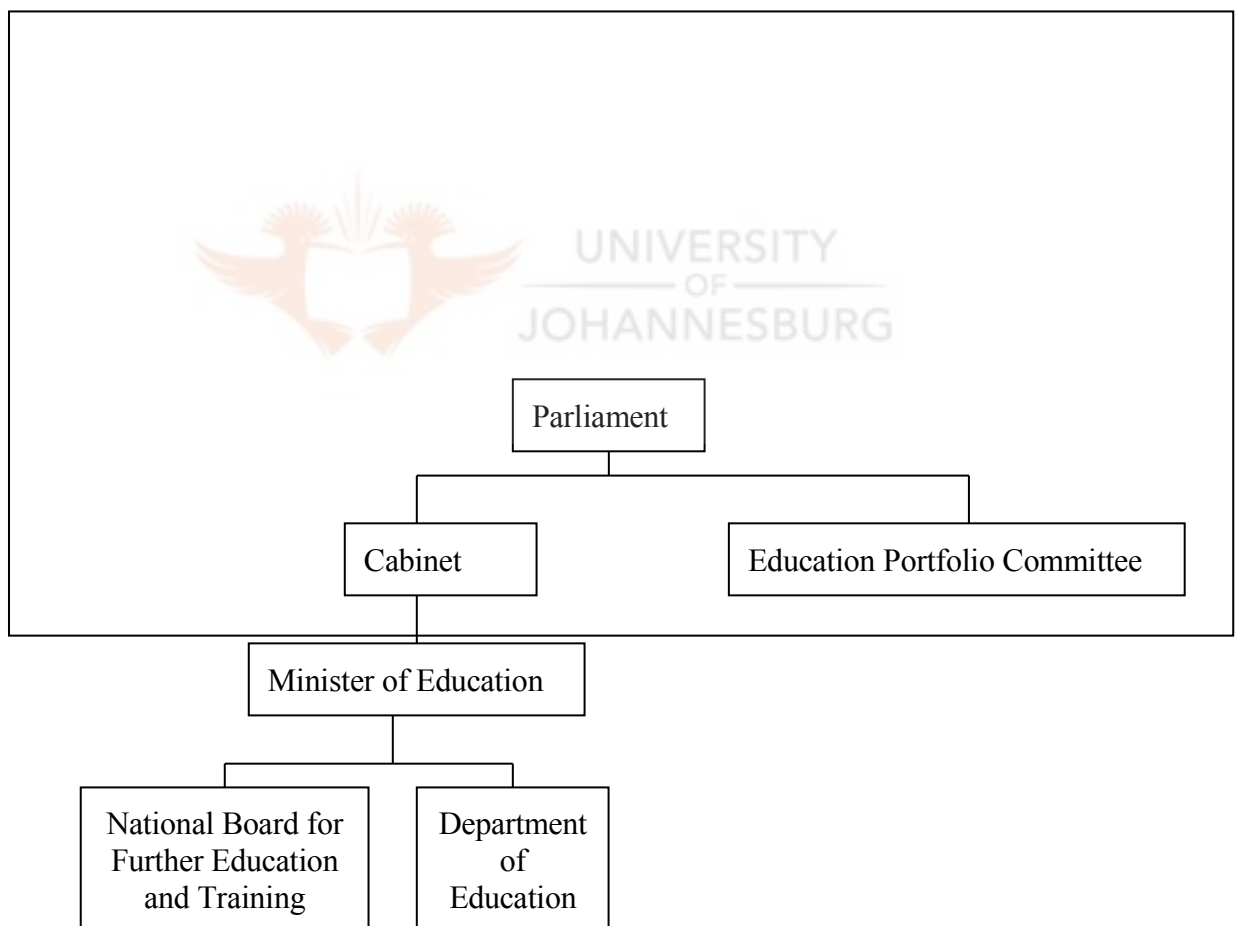
Source: Hoppers, et al, (2000:73)

Figure 2.3: Governance at Provincial Level (Meso governance)
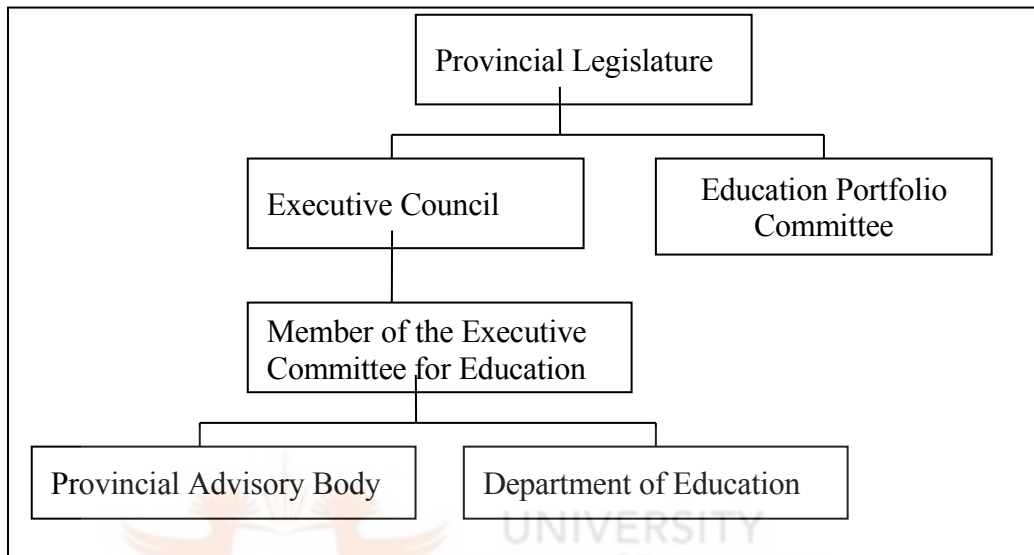
Source: Hoppers, et al, (2000:75)

Figure 2.4: Governance at Institutional Level (Micro governance)
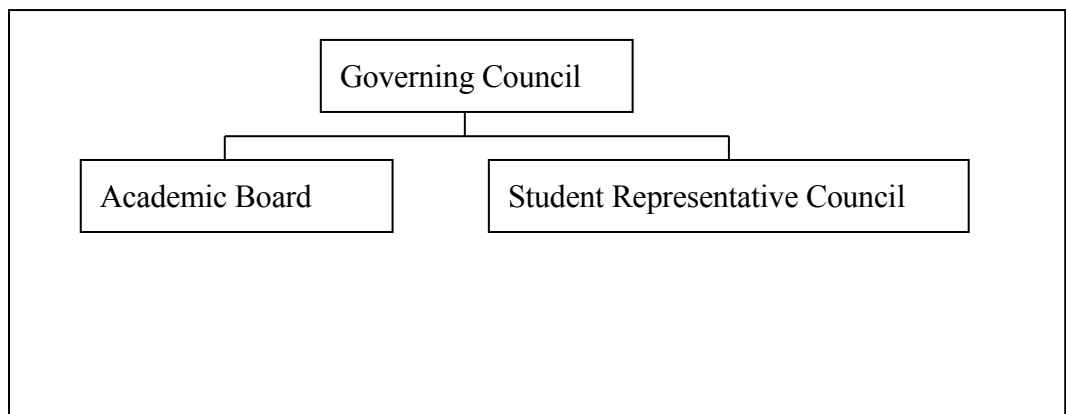
Source: Hoppers, et al, (2000:77)

Fig 2.5: Management and Governance at Provincial (Meso) Level
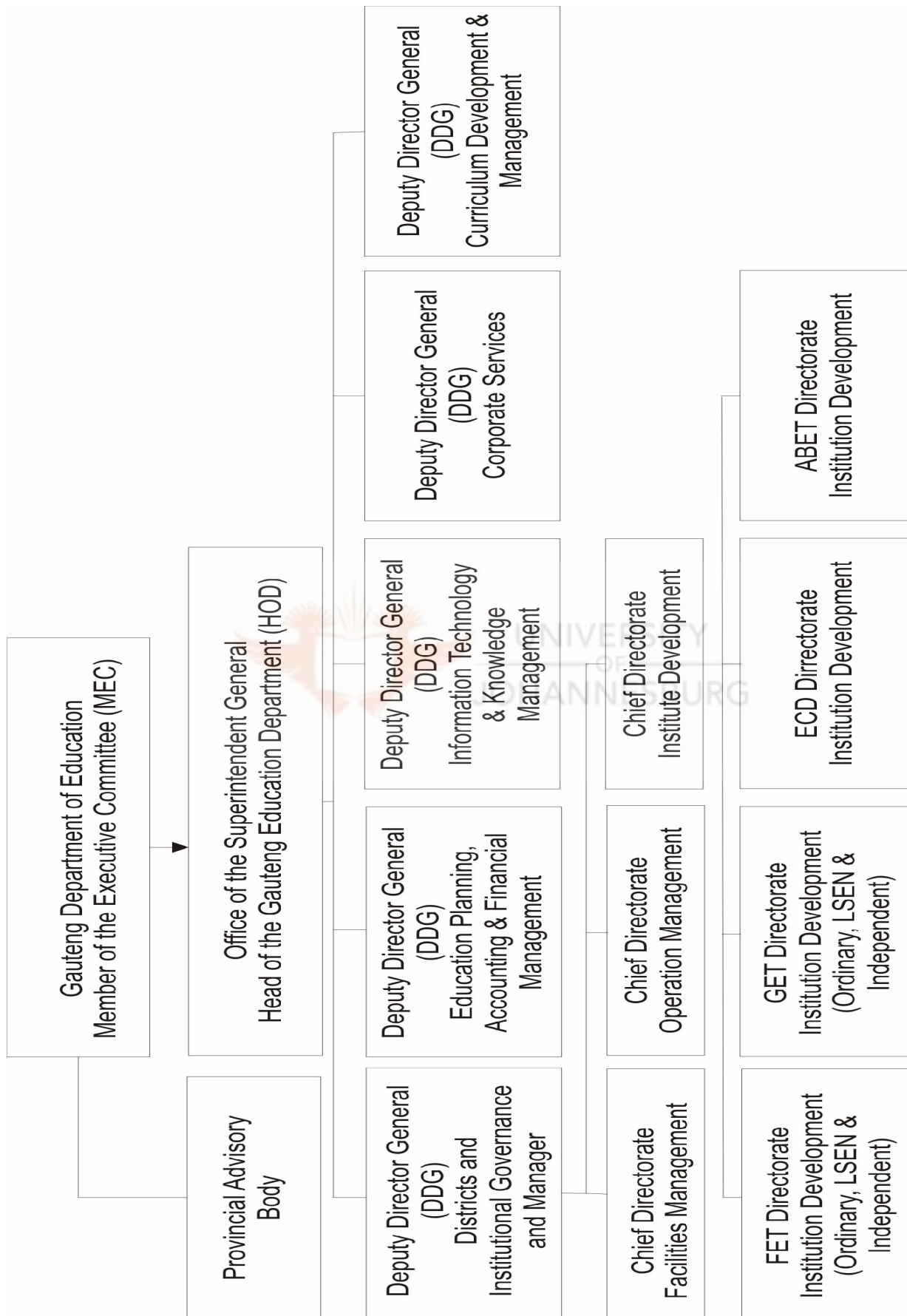
Source: Own compilation

Figure 2.6: Reporting line function of Principals of Gauteng Public FET Colleges
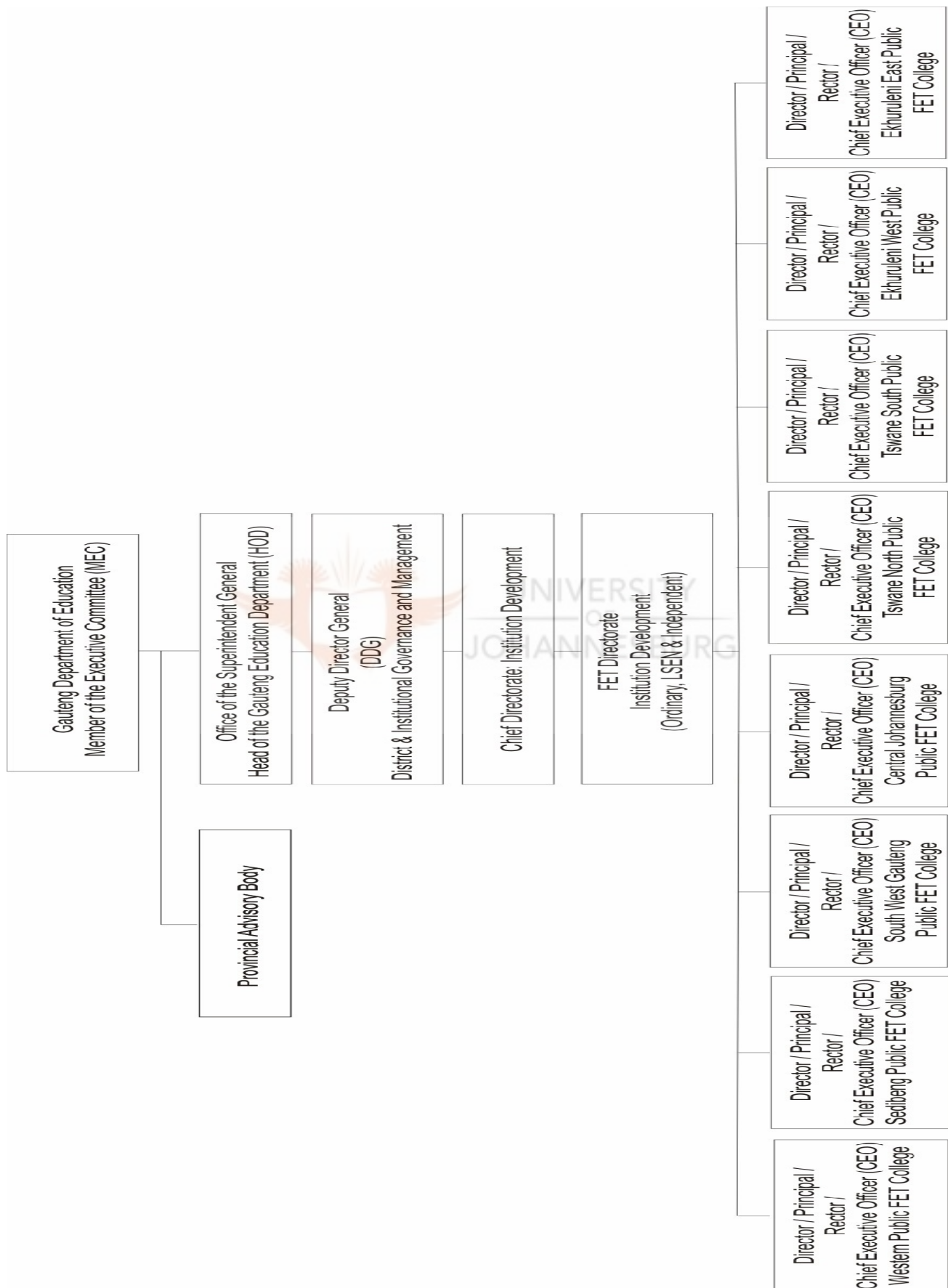
Source: Own compilation

Figure 2.7: Reporting function of College Councils at Gauteng Public FET Colleges
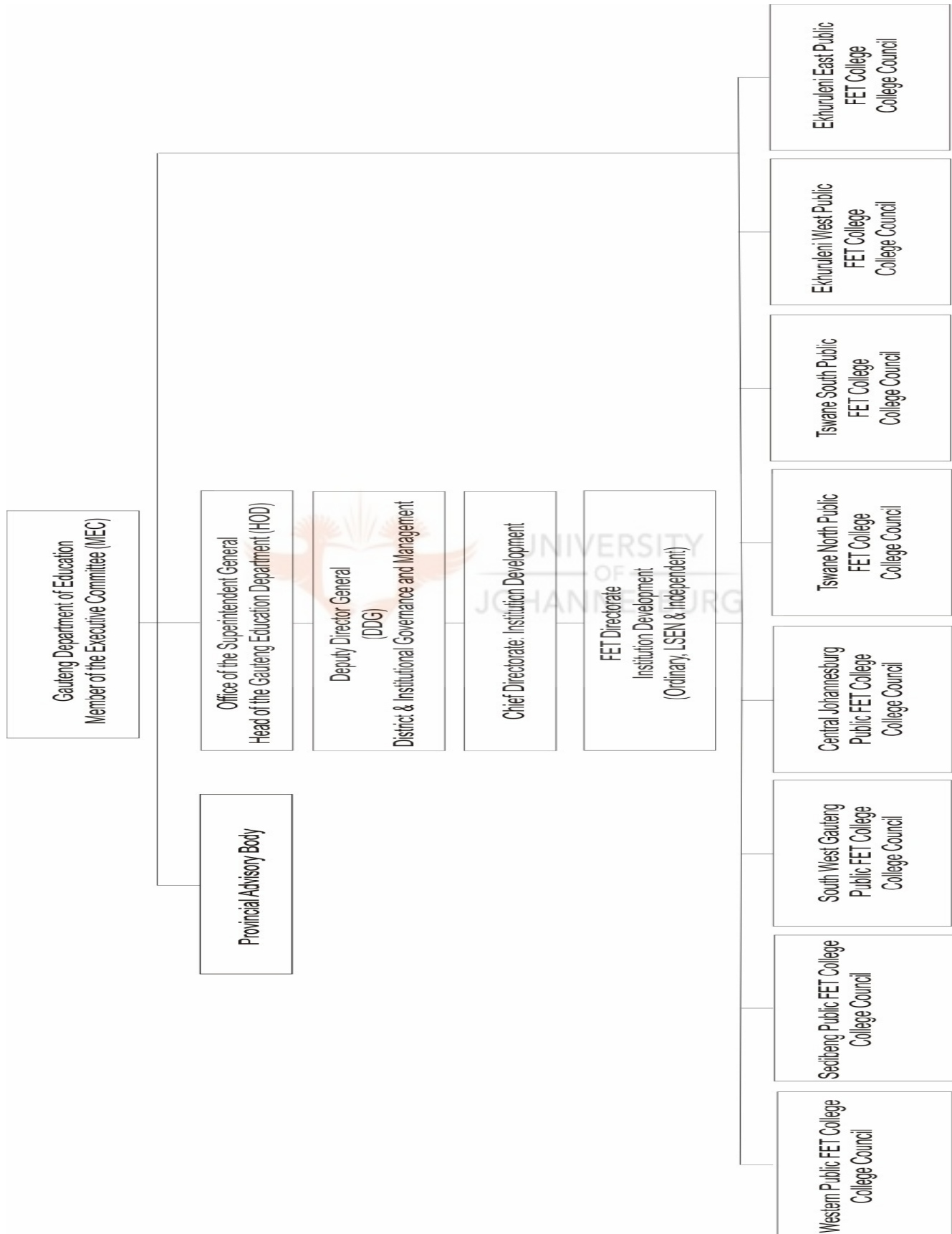
Source: Own compilation

2.2.1. Macro perspective of Public Further Education and Training

Governance of Public FET Colleges will be discussed on three different levels in order to obtain an understanding thereof. The highest level of governance is found at Parliament and ministerial level, known as the macro level. The governance roles at this level are discussed in order to define the roles and responsibilities of the Council of a Public FET College.

2.2.1.1. Ministries and their governance roles

The South African government established bodies to govern education at the National (Parliamentary) level within the constitution of the country (Fig 2.2). Cabinet therefore has the power to appoint ministers, change legislation, appoint super ministers and resort more than one portfolio under a single minister. For example, cabinet recently decided to broaden the powers of a minister and published a green paper on agriculture and land affairs in order to broaden the powers of the Minister of Agriculture to include local government affairs (De Waal, 2008:3). Cabinet appoints a Minister and Deputy Minister of Education, who governs Higher Education, Further Education and Training as well as General Education by legislation and may change the structure by amending legislation. Public FET Colleges however also offer courses, which are governed by the Ministry of Labour. Cabinet similarly appoints a Minister and Deputy Minister of Labour, who govern, inter alia, occupational directed programmes and skills programmes through the Sector Education and Training Authorities (SETAs) and labour centres. The Ministries receive advice from a number of advisory bodies such as the National Board for Further Education and Training (NBFET), which advise the Minister of Education (Fig 2.8). These bodies advise the Minister of Education and the Minister of Labour separately in order to introduce or amend legislation. Cabinet approves legislation and amendments to it ensuring that these are published through the government printer.

Fig 2.8: Governance at macro level indicating the ministries of education and labour
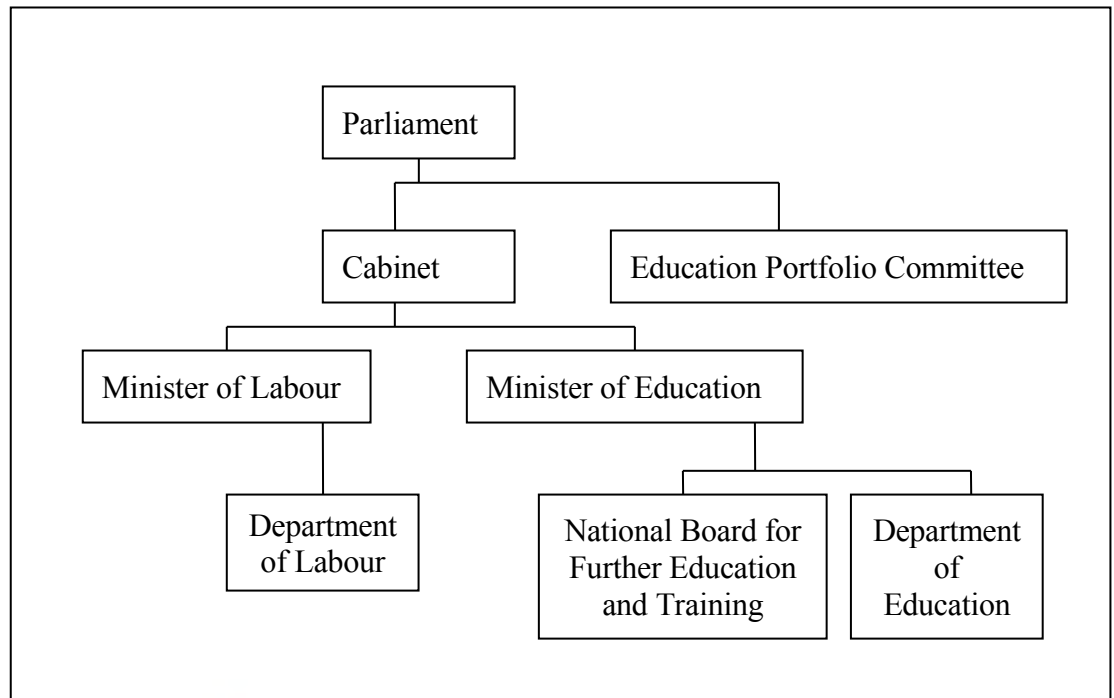
Source: own compilation

2.2.1.2. **The respective governance roles of the Departments of Education and Labour**

Education and Training in South Africa is governed under two different ministries, namely the Department of Education (DoE) and the Department of Labour (DoL). The Department of Education receives funding from the treasury to enable education and training at Public Schools, Public FET Colleges and Higher Education Institutions (HEIs). The Department of Labour receives funding from the treasury to enable education and training via the Sector Education and Training Authorities (SETAs). Public FET Colleges may provide education and training, being funded by both ministries. The ministries have the following roles and responsibilities, which are at the macro level.

(i)   Registration of service providers

The Department of Education is mandated to establish institutions such as Public FET Colleges and to register Private FET Colleges (RSA, 2006: 12-32). The

Department of Labour is mandated to register SETAs, which co-ordinate the delivery of occupational directed programmes.

(ii)   Establishment of Quality Assurance Councils and a Qualifications Authority

Government established the South African Qualifications Authority (SAQA), which registers courses and educational programs at different levels, the Higher Education Quality Council (HEQC) and UMALUSI (The General and Further Education and Training Quality Assurer). Government governs the Education and Training Quality Assurer (ETQAs) of the Sector Education and Training Authorities (SETAs) through the Department of Labour, which reports to the Minister of Labour.

(iii)   Developing of curriculum and the establishment of Unit Standards

The Department of Education established the National Curriculum Statement (Schools) as well as the National Certificate (Vocational) for FET Colleges and developed curricula accordingly (Government notice no. 826, 2007:6).

The Department of Labour established SETAs, which developed unit standards through standard generating bodies as well as occupational courses. These courses are furthermore linked to learnerships.

Public FET Colleges offer both the National Curriculum (Vocational) and Occupational courses. The implication is that Public FET Colleges need to obtain accreditation from all of the SETAs and UMALUSI, indicated in figure 2.9.

Fig 2.9: The ETQAs of the Departments of Labour and Education
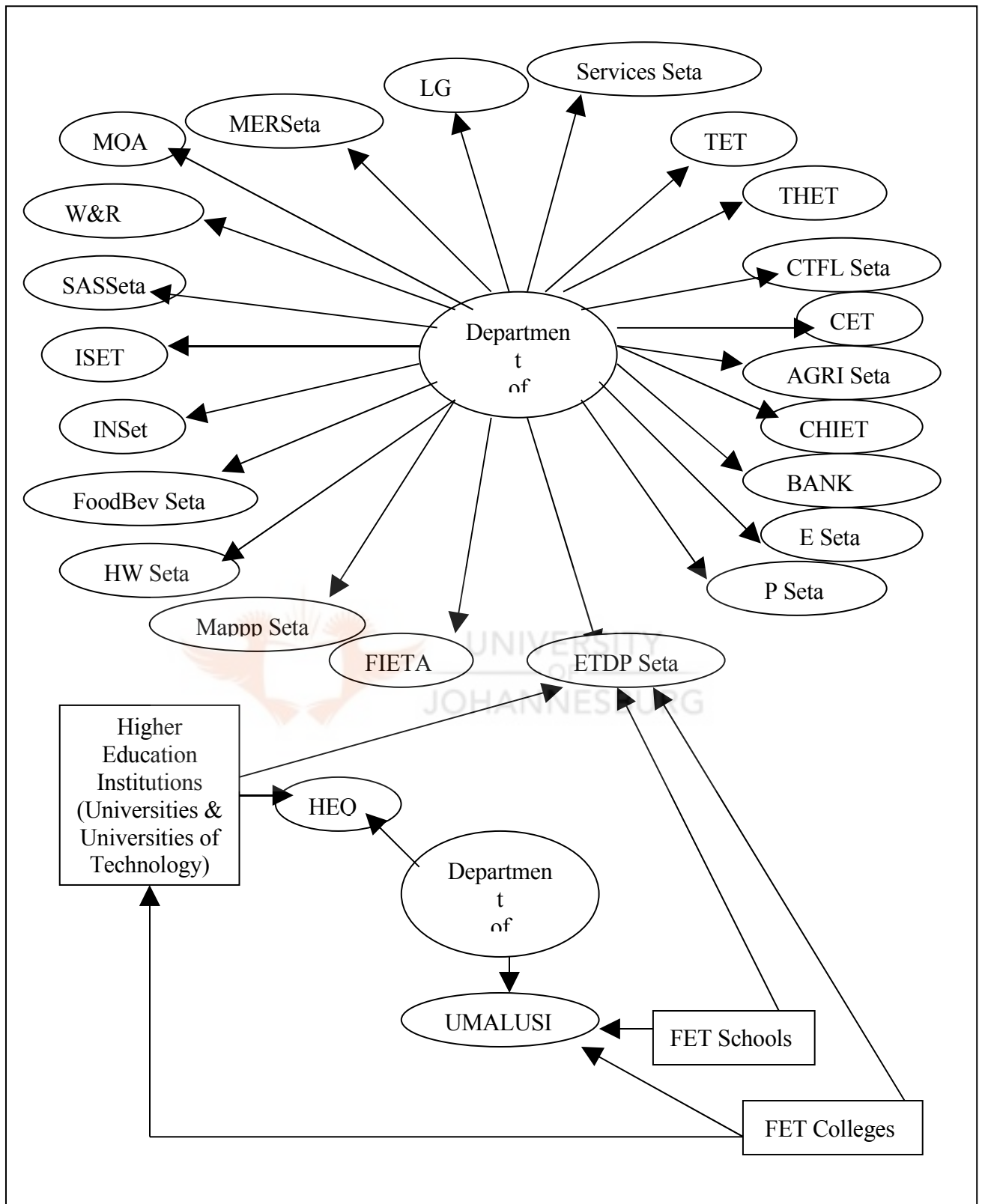
Source: own compilation

(iv)   Monetary matters

Government allocates funding to Higher Education Institutions, Further Education and Training Colleges, Public Schools and Adult Basic Education and Training (ABET) Centres, to mention a few (RSA, 2006:30). Badat (2002a:19) indicates that more than 7 billion South African Rand was allocated to Higher Education Institutions in the financial year 2002/2003 and, according to Pretorius (2002:1), the Department of Education approached Cabinet in March 2003 with a comprehensive funding strategy. Cabinet approves the annual budget and treasury ensures that the funds are dispersed to the nine (9) Provincial governments. A Provincial budget is drawn up and funds are allocated accordingly, which are dispersed to the different provincial departments.

(v)   Legislative matters

Mischke and Retief (2001:27) indicate that the Minister of Education determines macro policy and legislation to give direction to the education sector as a whole and should ensure that the macro policy and legislation are implemented at the Provincial level. According to Granelli (2000:1) the Minister of Education is advised by a task team of the Council on Higher Education. The task team proposed the merging of smaller Universities and Technikons in order to eliminate duplication and ensure economy of scales. Badat (2002a:17) furthermore indicates that the National working group advised the Minister of Education on further restructuring of Higher Institutions. The proposals and recommendations of both the National working group and task team are contained in a National Plan for Higher Education. Pretorius (2000:1) reported that the Minister of Education announced the formation of a task team, similar to the one appointed in higher education, to determine the future landscape of Technical Colleges. Jones (2000:1) mentions that the education department is determined to create 60 multi-campuses Further Education and Training Colleges out of South Africa's 420 Technical Colleges, Technical Schools and former Colleges of Education.   Beukman (2001:21) mentions that the Minister of Education could use his ministerial power to dissolve a University Council and to merge Higher Education Institutions but did not want to create the impression that the Council is an extension of government. The Minister of Education chose to rather influence the Council of the University of South Africa (UNISA) to verify that public money is used optimally. The

Minister of Sport similarly did not wish to dictate to sport federations on national team selection, but planned to table a white paper in Parliament to encourage and hasten transformation (Mgebisa, 1999:22). The Minister however has a specific limited role and responsibility. This is indicated by Marais (2007:2), who notes that the Minister of Communication does not have the power to dismiss the Chief Executive of the Post Office, but that the Directors, appointed by the Minister, may perform such a function.

2.2.2. Meso perspective of Public Further Education and Training

Governance of Public FET Colleges is discussed on three different levels. The highest level of governance, known as the macro level, is found at Parliament and ministerial level, and was discussed in paragraph 2.2.1. The second governance level, known as the meso governance level, is discussed in order to define the roles and responsibilities.

The Provincial Departments of Education (PDEs) make Provincial laws and regulations, based on National laws, when found necessary. The PDEs receive allocations from the Provincial treasuries and ensure that the scarce resources are used optimally to ensure service delivery. Badat (2002b:19) indicates that these allocations need to be used optimally to ensure that high-quality graduates, knowledge and knowledge-based services are created to ensure that South Africa is able to compete globally. The economic growth and consequent effects thereof could be seen as the returns on the taxpayer's investments. Retief (1999:11) reports that the Minister of Education indicated the autonomy of provinces under the South African Constitution. The implication is that certain powers are devolved from cabinet and National Ministers to provinces. Rademeyer (2006a:6) mentions that the Minister of Education announced proposals from a task team, advising the Minister of Education on amendments to the South African School Act. One of the recommendations was that the powers of districts should be extended to enable them to rotate or move Principals from one school to another and to appoint teachers at schools whilst under the direct supervision of the PDEs. It is however difficult for a Principal, being moved to another school to turn the school around in a few months' time (Rademeyer, 2006b:7).

The PDEs ensure that mandates from the National Department of Education and cabinet are implemented at micro level. Oelofse (2003:4) states that the PDEs perform an administrative function in appointing all staff at Public Schools. The High Court ruled that the governing Board of a public school recommend the candidate to be appointed, transferred and promoted to the PDE, which deals with the administration thereof. Apart from maintaining staff establishments at schools and at Public FET Colleges based on enrolments, PDEs also monitor the delivery of the nationally approved programmes and sign Memorandums of Understanding with Sector Education and Training Authorities (SETAs) in order to ensure that Public FET Colleges are able to deliver programmes. Public FET Colleges need to obtain prior approval from PDEs in order to offer any program. This is to ensure that the necessary Quality Assurance measures are in place and to allow the PDEs to budget for the new financial year.

Public FET Colleges report to the PDEs by submitting a strategic plan on an annual basis and report about the activities of the past year. Audited financial statements are furthermore sent to the PDEs for their notification.

The Member of the Executive Council (MEC) furthermore appoints the members of the College Council at Public FET Colleges and the members of the governing Bodies at Public Schools. The PDEs appoint the Principal and Vice Principal of Public FET Colleges and monitor the performance of the Principal annually.

2.2.3. **Micro perspective of Public Further Education and Training**

Governance of Public FET Colleges is discussed on three different levels. The highest level of governance, known as the macro level, is found at Parliament and ministerial level, and was discussed in paragraph 2.2.1. The second governance level, known as the meso governance level, was discussed in paragraph 2.2.2. The third governance level, known as the micro governance level is discussed in order to define the roles and responsibilities of Councils at Public FET Colleges.

2.2.3.1. Governance structures at Public FET Colleges

Bosman, Van der Merwe and Hiemstra (1984:52-726) indicate that a Council may also be defined as a Board.

The FETC Act, Act 16 of 2006, indicates that there are three major governance structures at FET Colleges, namely:

- The College Council;
- The Academic Board and
- The Student Representative Council (SRC).

These structures are displayed in figure 2.10

Figure 2.10: Governance at the Public FET College level
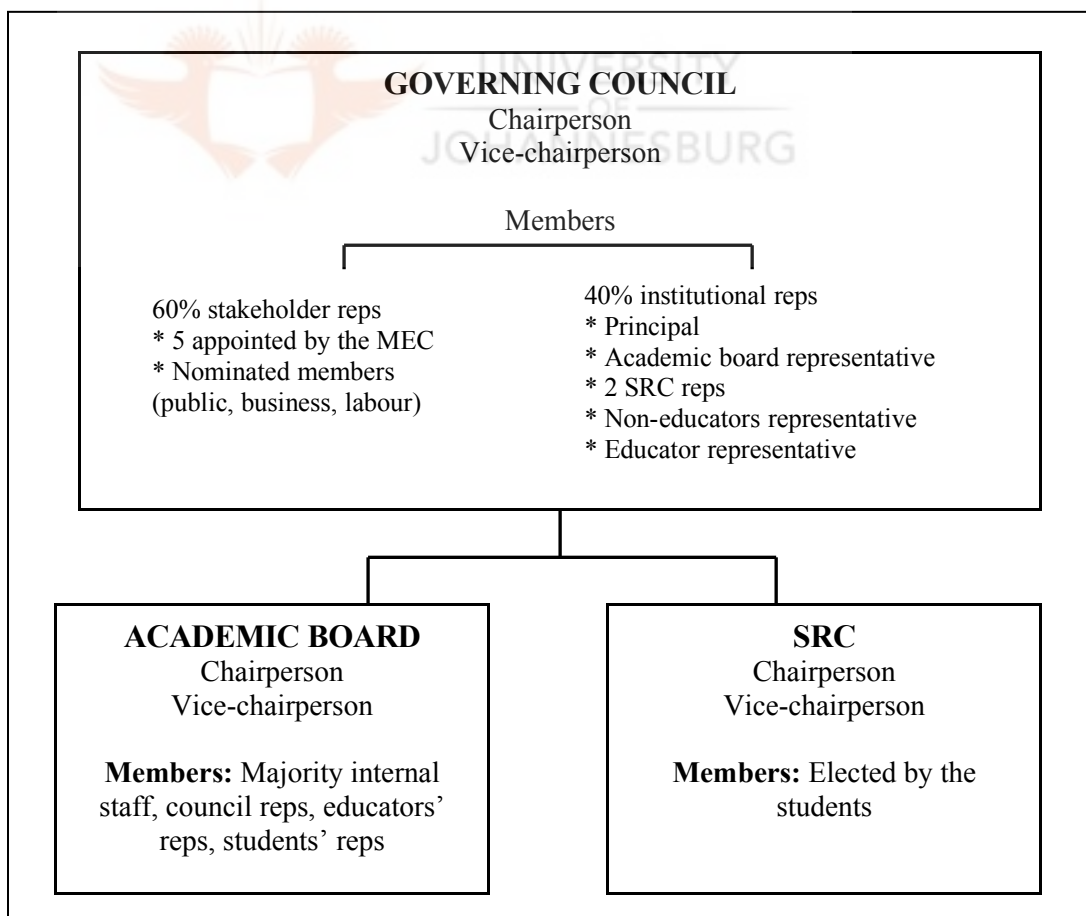
Source: Hoppers, et al, (2000:77)

The Further Education and Training Colleges Act, Act 16 of 2006 (RSA 2006:22), reveals that a College Council must have a representation of 60% external members and 40% internal members. The FETC Act was compiled in line with the King II report on corporate governance for South Africa, which recommends that a majority of non-executive directors, independent of management, form a unitary Board of directors (King II, 2002:3).

Chochrek (2005:16) indicates that one of the most important aspects of corporate governance is to ensure that there are a fair number of independent directors (not employed by the company), overseeing the company. It is furthermore important to verify that the independent directors are not related to family, and do not work for a subsidiary of the company. The independent directors should uphold its integrity and independence. The Survey of FET College Governors (National Business Initiative 2004) however informs that 20 out of 50 colleges had fewer than the required minimum 60 per cent external representation on council in 2004 (figure 2.11).

It is furthermore important that the Principal is a member of the governance structure because of the fact that he/she regularly liaises with the PDE and NDE and is able to add value to the governing structure, especially if he/she has vision, strategic skills and experience.

Fig 2.11: Graph indicating Public FET College Council representation in 2004
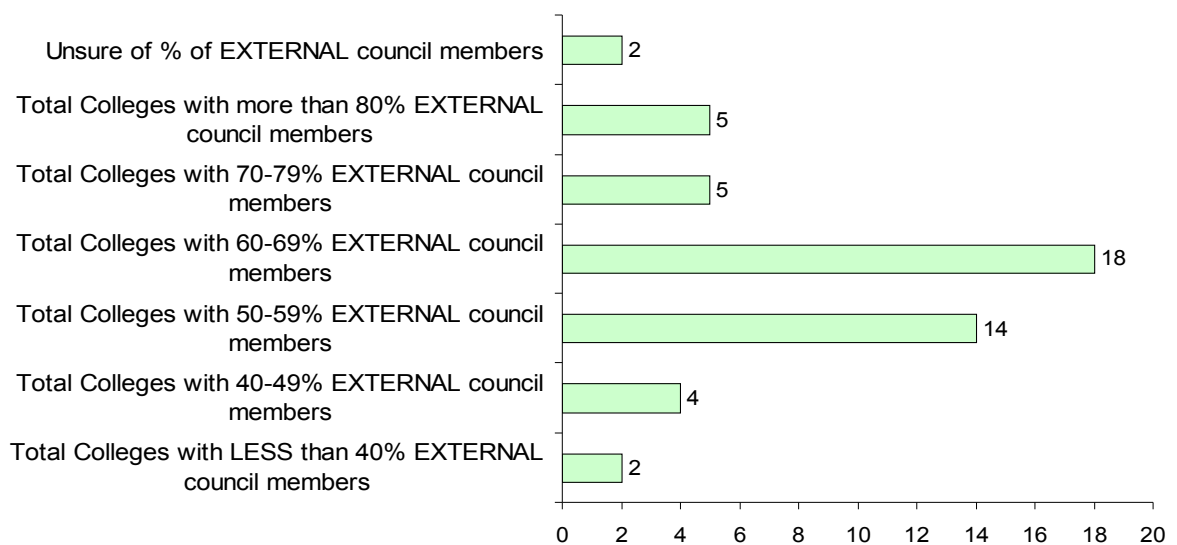
Source: Jaff, (2005:17)

(i)   Non-executive members of Public FET College Councils

Chapter 3, paragraph 4 of Act 16 of 2006 indicates that the Council of a Public FET College may hold office for a period of five years and may not serve for two consecutive terms of office (RSA, 2006:20). The Gauteng Department of Education published an Extraordinary Provincial Gazette to regulate the election of an FET Council (GPG, 2002:3).The terms of office are also enhanced in chapter 3, paragraph 8 (4) of Act 98 of 1998, which states that the terms of office are limited and are determined by the Member of the Executive Council (Education) in the respective Provinces (RSA, 1998:865). The Gauteng Department of Education implemented the relevant legislation and regulations when the term of office of FET Councils ended during 2006 (Mokgatle, 2006:1).

- **Voluntary services**

The Council of a Public FET College must be broadly representative of the community served by the FET College and are volunteers from the public (Angelis, et al, 2001:287). Jaff (2005:18) agrees with this and makes it clear that Council members offer voluntary services and are appointed by the Provincial MEC for Education. With FET Colleges, being Public FET Colleges, the customers represented by employers and a representative of the products (student representative council) are involved in governance matters.

- **Accountability**

Although the non-executive members of a College Council serve voluntarily, they are accountable. Jackson, Farndale and Kakabadse (2003:192-215) mention that the board accepts ultimate accountability although delegating authority to the Chief Executive. In order to enhance quality at schools, government publishes changes to the School Act in the Government Gazette which hold parents, serving on the country's 26000 school governing bodies responsible for poor performances by pupils (Govender, 2007:1). Provincial education departments could therefore give written warnings to Governing Bodies and replace them should results be unacceptably low. Rademeyer (2007c:11) however critiques the amendments and indicates that the school Governing Body has no authority over the principal and

teachers and could therefore not be held responsible for bad results or bad school management. Govender (2007:1) however argues that Governing Bodies are not trained to monitor results and could therefore not be held accountable. Because the PDE found it difficult to identify if the Governing Body, district or Principal is accountable and responsible for the total school programme, it was decided to hold the Principals accountable by means of a performance agreement, seeing that they are responsible for implementing government policies (Govender, 2006:7). Principals of Public FET Colleges have already signed performance agreements in this regard. According to Badat (2002b:19), the governing body's responsibility stems from the notion that the representatives of the stakeholders (members of the Governing Body) need to account to the stakeholders on their return on investment (taxpayer's public investment).

- **Orientation**

Waldner (1999:3) reports that members of a school Governing Council often see their role as prestigious and as a status symbol. They often represent themselves instead of representing the community and stakeholders and are sometimes not skilled for this important role. Govender (2007:1) adds to this and indicates that many parents, serving on a Governing Body, do not have the appropriate experience or training and are sometimes illiterate. This phenomenon is not only evident at schools, but also at Higher Education Institutions (HEIs). Rademeyer (2005b:13) indicates that the University Council has the responsibility to collectively see to effective management at a macro level. Individual members of council, who are opportunistic and try to force their perceived rights onto the members of council, could fall into the trap of micromanagement which leads to anarchy and chaos.

(ii)   Executive member of Public FET College Councils

The FETC Act (RSA, 2006:20-27) clearly distinguishes between governance and management and stipulates that the Principal may not be the Chairperson of the College Council.

The Principal of a Public FET College is employed by the state and is a full executive member of the College Council fulfilling a management and governance role

(Angelis, et al, 2001:286). The Rector of a university is also an executive member of the University's Council. Rademeyer (2005a:2) describes the seat of a rector of a University as hotter when compared to that of the Chairperson of Council. The Rector of a University and the Principal of a Public FET College are furthermore tasked to implement policies determined by the University or College Council. This role as the executive member of Council is comparable with that of a School Principal, who oversees the management and administration of a school.

The role of School Principals has changed from the traditional role to a role of dealing with issues such as the change in the composition of the race of learners, new technology, discipline, crime and the economic changes affecting learners and parents (Rademeyer, 2007a:20). Apart from these roles and responsibilities, the CEO decides finally on all employment issues based on established appropriate HR policies and procedures, approved by the Board (Ochalla, 2006:17-20). Syms (2006:6) compares the role of the Chief Executive of a company to that of a School Principal and states that a School Principal needs to manage the school as if it is a business, ensuring that the outstanding debts are collected, understanding and managing the curriculum, assessment and the management of financial, human and physical resources. South African executives are subjected to a tremendous lot of stress, being accountable to the public, shareholders, government, creditors, clients, journalists, analysts, stakeholders, customers and employees to mention a few. Most CEOs who quit, just shift down a gear and move out of the spotlight, but remain involved as non-executive directors. The School Principal is furthermore finally responsible for disciplinary problems and their negative effect on service delivery. The impression left is that more management, administration and day-to-day responsibilities are performed by the rector of a University, School Principal and Principal of a Public FET College. Rademeyer (2007c:11) furthermore indicates that a School Principal as a member of the school Governing Body fulfils a position of confidence on the Governing Body, but could be asked to represent the PDE on the Governing Body, leading to potential conflicts between him/herself and the PDE. A Principal of a School or FET College is however employed by the PDE and could represent the PDE as the major stakeholder ensuring that the PDE's decisions are operationalised (which may be in conflict with the governing council's decision). Govender (2006:7) indicates that the school principal is responsible for implementing the education policies which cover aspects such as the curriculum, values and quality

education. The School Principal is furthermore accountable to ensure that learners are able to progress at their level in terms of the curriculum outcomes and their performance should be measured considering the school's pass rates. In order to ensure that relationships are not tarnished in these perceived conflicting representations, Councils and Principals need to trust and believe in one another (Van Wyk, 2007:10).

2.2.3.2. The role of the non-executive members of Public FET College Councils

According to Angelis, et al, (2001:284), the College Council has the following statutory responsibilities, namely to:

- develop a strategic plan;
- address past imbalances as well as gender and disability matters;
- determine the language policy;
- ensure that the FET College is accredited;
- approve all the policies;
- consult with the Academic Board and
- consult with the Student Representative Council.

Apart from the statutory responsibilities, the College Council should apply good governance principles such as providing oversight, approve, establish, monitor and control, delegate and manage knowledge (Angelis, et al, 2001:284). Each principle will now be discussed in more detail.

(i)   Oversight

Naidu (2005:10) indicates that the Minister of Education is going to monitor University Councils to ensure that the Councils oversee the management of Universities and do not abuse their powers by meddling in management or rubber stamping key decisions. Because of this perceived responsibility, the non-executive directors expect a very different kind of management from senior management and demand respect, their input and to manage a company for long-term growth.

(ii)   Approval

Jaff (2005:28) indicates that the meaning of approval implies endorsement, support and agreement. This is supported by Falvey (2005:2) who indicates that non-executive directors should provide Socratic guidance by asking the right questions in order to determine risks and if scenario planning was done.

(iii)   Establishment of policies and committees

Recommendations made by the National Department of Education on governance and the roles of Councils (DOE, 2006:4) entail that College Councils make the rules for the College, establish governance committees and determine the composition and function of each committee. The College Council is also tasked to establish joint committees of the Council and Academic Board, determine the student admission policy after consultation with the Academic Board and determine and provide student support services after consultation with the SRC. The College Council also has the responsibility to appoint lecturers and non-lecturers, determine conditions of service, disciplinary provisions, privileges and functions of its employees. The College Council must furthermore determine the language policy after consultation with the Academic Board, determine fees (tuition, accommodation and other fees), develop a strategic plan, approve the budget and conclude a loan or overdraft subject to the approval of the MEC.

(iv)   Monitoring and Control

Jaff (2005:31) indicates that The Public Finance Management Act No. 1 of 1999 (PFMA) and the Public Finance Management Amendment Act No. 29 of 1999 are to modernise the financial management system. They furthermore lay the basis for a more effective corporate governance framework and if implemented address sections 213, 215, 216, 217, 218 and 219 of the Constitution of South Africa, Act No. 108 of 1996. Although sections 3 and 47 of the PFMA indicate that FET Colleges are not required to comply with the PMFA, and it is not required by legislation, the Principal of a College as an accounting officer who is employed by the state, is required to comply with them (RSA, 1999:45-50).

Jaff (2005:57) indicates that the Principal has a performance agreement contract with the Provincial Department of Education, which must be used as guide for monitoring his/her performance. The Council should use the performance agreement, the College's code of conduct and the strategic plan in order to monitor performance. The Principal must furthermore report regularly on particular tasks and responsibilities to the Council. The College Council, through the chair, is obliged to report negligence or non-performance to the provincial education HOD and, if necessary, to the MEC for Education.

(v) Interaction

Jaff (2005: 3) mentions that members of the College Council are guided by the South African Constitution, Act 108 of 1996, which compels public institutions to ensure good and co-operative governance. This is in line with international standards and legislation. The Sarbanes-Oxley Act, for example, underscores the importance of having corporate codes of ethics (Koestenbaum, Keys and Weirich, 2005:13). A huge emphasis is placed on community members to ensure that the community has a say and benefits from the FET College business. Vollgraaf (2007:3) indicates that the King II report is built on three pillars, namely people, planet and prosperity and that directors represent the heart, sole and brains of the community. The emphasis is furthermore placed on the community to ensure partnerships with commerce and industry within the community and to account to the community (Angelis, et al, 2001:285).

Jaff (2005:34) indicates that Councils which apply responsible governance codes, will actively interact with the DoE, PDE, other government departments, institutions and stakeholders in the interest of the college community. Figure 2.12 illustrates some of the environmental influences and institutions with which FET Colleges interact.

Fig 2.12: Environmental Influences and Institutions
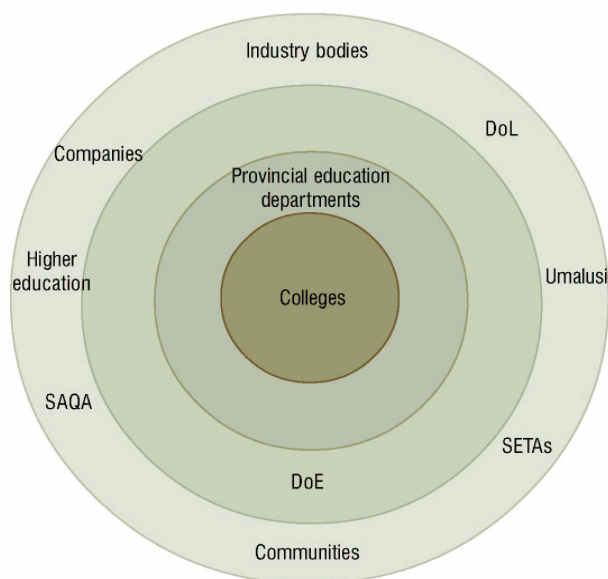
Source: Jaff, (2005:34)

(vi)   Knowledge Management

Jaff (2005:36) states in no uncertain terms that Councils have a critical governance function and responsibility to keep up to date and be informed about all relevant developments in terms of the NQF and SAQA. This will ensure that the College continually develops new, relevant and responsive courses and programmes in order to stay competitive. Governance must furthermore ensure that the College complies with the quality assurance of Umalusi.

Jaff (2005:29) indicates that members of Council must provide strategic direction to address the social development objectives of the FETC Act by ensuring that there are policies in place, that student support services such as college and community-wide HIV and AIDS counselling is in place and by engaging in job creation initiatives. Councils will achieve this better through collaboration and co-operative partnerships with institutions such as local municipalities, agricultural, community-based organisations, health and other service delivery facilities, as well as the local and provincial branch offices of government departments.

(vii)   Delegation

The Council represents the stakeholders and has authority over them but is simultaneously accountable for the College. In order to perform the work, the Council has to rely on others, delegate responsibilities such as the writing of policies to the CEO and ensure that the CEO is capacitated to be successful (Jaff, 2005:53-85). The Council however needs to debate, understand and endorse policies (RSA, 2006:26).

A Principal's job purpose should encapsulate the provision of strategic direction and the implementation and support thereof to the college, in order to achieve the vision and mission of the College (Jaff, 2005:85) The Provincial Department of Education (PDE) includes the provision of strategic direction as one item in the performance contract of Principals. It is most important for a Council to critically and carefully engage with the strategic plan (RSA, 2006: 20).

The Council should define clear outcomes and set targets but never tell management how to do its job (Jaff,2005:53)

2.2.3.3.   The role of the executive member of Public FET College Councils

The Principal, regarded as an internal member of the Council, fulfils the role of the executive member of the Council, being the highest management level of the Public FET College.

The Principal is an employee of the Provincial Department of Education and reports to the Head of the Provincial Department of Education in terms of the signed performance agreement. The Principal also report to the College Council in terms of functions delegated to the Principal (RSA, 2006:26). The different reporting functions are discussed in detail.

(i)   Reporting to the Public FET College Council

Rademeyer (2005b:13) notes the dynamic role of rectors and mentions that the appointment of rectors of Universities should not be over politicised and should rather be handled in a confidential manner. A rector at a Higher Education Institution has a difficult task and good candidates often do not apply for such a post because of the fact that it is discussed publicly, involving representatives of stakeholders such as administrative staff, students, alumni and the council.

According to FETC Act, the Principal is the accounting officer (RSA, 2006:10). Guttman (2007:62) indicates that Board members believe the non-executive members have the responsibility to hold peers and the CEO accountable. In order to be held accountable, the College Council of a Public FET College should give the CEO the mandate to manage the resources optimally in order to realise the goals and objectives set by the members of council, and in return ensure that the CEO accounts to the College Council.

(ii)   Management of staff

The CEO therefore needs to draw up a personal development plan (PDP) for the management staff. For this reason, the CEO remains the ultimate point of accountability whilst senior management reports to the CEO. Senior management members are held accountable for their individual areas of responsibility and need to shape strategic priorities whilst enforcing operating standards.

Zinkin (2003:346) states that the Chief Executive Officer (CEO) advises the Board on all matters affecting the company and its performance, all matters that could affect shareholders in a material manner, any underperforming matters and gives proposals on how to rectify the situation. The CEO furthermore answers to the Board for the achievement of agreed upon company goals and has agreed upon limits of authority granted by the Board.

(iii)   Implementation of policies

Angelis, et al, (2001:285) mention that the Principal of an FET College is responsible to manage and administrate the College. The Principal therefore implements the policies of the College Council.

2.2.3.4. Mutual dependency between the executive and the non-executive members of a Public FET College Council

Jaff (2005: 26) indicates that the College Council and Principal share the following responsibilities:

- strategic planning

- language policy

- admissions policy

- code of conduct

- learner support services policy

- policies and procedures for the academic board and the SRC.

Table 2.1, adapted from Angelis, et al, (2001:293) gives a summary of the differing roles of the College Council and Principal of FET Colleges. It is clear that the College Council (Governance Structure) and Principal (Management) are mutually dependent on each other to ensure that the vision of the FET College is realised. The thin line between governance and management must however not be crossed.

The executive director, being in close contact with the National and Provincial Departments of Education, is better informed and a mutual dependency exists, respecting and informing one another. Murray (2005:A.2) mentions that the CEO should however be allowed to execute. Someone needs to protect the CEO to ensure not getting too close to the sun and get burned in the process. This makes governance extraordinary important. The FET Colleges recently formed an employer organisation, known as the Further Education and Training Colleges Employer Organisation (FETCEO), represented by the Chairperson of each College Council and an additional member of Council. The Principals in Gauteng decided to nominate only executive members of Councils on the FETCEO board, which negotiate salaries, conditions of service, increments, etc. with the NDE and PDE. This is done in order to remove the heat from the CEO which is employed by the PDE.

Baker (2006:12) adds to this mutual dependency and indicates that non-profit organisations boards should create a genuine partnership with the CEO and have the same degree of passion for the mission of the organisation. It should be a check and balance to the CEO and strive to share the mission of the non-profit organisation.

Table 2.1. The differing roles of the College Council and Principal of Public FET Colleges

The College Council (Governance structure)	The Principal (Management)
Determines the vision, mission and strategic direction of the FET College	Operationalize the vision, mission and strategy and provides strategic leadership of the FET College
Ensures that the transformation of the FET College is a priority and monitor progress of transformation	Leads the transformation of the FET College and reports on progress to the College Council
Generates policy options and chooses policy directions for the institution.	Performs necessary research into policy options and resource implications and provides information to the College Council
Approves the annual budget and monitors income and expenditure	Develops proposed budgets for approval by the College Council. Spends and reports in an accountable manner.
Ensures that the academic board and students representative council are established	Manages the process by which these structures are established and monitors their functioning
Directs and supports the Principal	Manages and supports the staff of the institution.

Source: Angelis, et al, (2001:293)

Corporate governance has two pillars, being a regulatory and a moral concept (Muranda, 2006:653). Zimmerman (2002:27) adds to this and indicates that trust, integrity and fairness are elements of ethical behaviour. These values cannot be legislated and have to come from within the Board of Directors. Muranda (2006:653) indicates that senior management oversight follows if there is adequate board monitoring. The Board must however be careful and monitor the Principal in order not to suffer any losses. The former Vice-Chancellor of the Vaal University of Technology was allowed to run the institution as he wished without the Council effectively performing an oversight role. This resulted in the University loosing millions of South

African Rands and led to the suspension and the dismissal of the Vice-Chancellor (Naidu, 2006:6).

Steinbach (2003:16) also indicates that the Sarbanes-Oxley act mandates broader internal controls such as greater audit committee independence, directs CEOs and CFOs to certify financial statements personally and to protect whistleblowers.

According to Act 16 of 2006, Public FET Colleges are required to obtain SAQA accreditation in order to offer courses (RSA, 2006:21). Public and Private Companies however only deal with vendors, who obtained International Standards Organisation (ISO) accreditation. The accreditation is a costly affair, involving annual internal auditing of the quality management systems, internal auditing and external verification. Businesses experience similar dynamics and need to implement rule 404 of the Sarbanes-Oxley Act, which doubles the companies' costs because of the fact that the external auditor verify facts and figures which management already looked at. Rule 404 requires public companies to perform internal reviews of their control system and appoint an external verifier (auditor) to verify the findings of the reviews (Solomon, 2005:3).

In order to furthermore indicate the mutual dependency, Jaff (2005:21) indicates that the academic board develops academic policies, procedures and recommendations, which are submitted to the council for endorsement.

2.3   CONCLUSION

The focus of this chapter was to outline the different governance structures at the macro, meso and micro levels. The roles and functions of the respective stakeholders was discussed in order to clearly distinguish between the role of the College Council (Governance) and the Principal (Management) of Public Further Education and Training Colleges, as stated in the problem statement of this study.

CHAPTER 3

LITERATURE REVIEW OF BUSINESS

3.1   INTRODUCTION

Chapter one introduced the study and gave a historical perspective of Public FET Colleges in South Africa. A literature review of Public FET Colleges was done in chapter two to establish a foundation in order to discuss the different and collective roles of the College Council and Principal. A literature review of businesses will be done in chapter three in order to discuss key features and elements of corporate governance, management, accountability and control, orientation, leadership, chairpersonship and stakeholders from a business perspective. These elements will establish a foundation in order to indicate similarities between governance and management at Public FET Colleges and businesses.

3.2   CORPORATE GOVERNANCE

Hsu, Shen, Chen and Chao (2006:210) indicate that corporate governance discussions began in the USA as early as the 1930s and in Europe in the 1940s, but were only implemented after financial scandals of big companies and the Asian financial crisis occurred. Since then, Boards involved increasingly more representatives of stakeholders and shareholders to participate in the governance and were given the statutory responsibility to govern (Macpherson and McKillop, 2002:324). Favole (2007:1) mentions that more than half of the Standard and Poor 500 companies declassified their Boards and annually elect non-executive directors after majority voting took place (Berman,2006:1). Nevin (1998:9-10) adds to this and indicates that corporate governance was totally disregarded at the time when the Johannesburg Consolidated Industries (JCI) fell apart. The Board should have enforced corporate governance procedures.

Legislation was introduced to ensure the involvement of the stake- and shareholders as independent directors in order to ensure impartial governance. The new rules in Italy require a greater number of independent directors in order to balance the

numbers (Clark, 2006:3). De Lange (2007: 21) adds to this and indicates that legislation in South Africa will be amended to allow communities to have ownership in mining businesses in order to protect and consider the basic community rights before making major decisions. Koestenbaum, et al, (2005:13) also indicate that customers, investors, the government, activist groups and even the media increasingly become aware of and involved in the corporate governance of companies. The United Kingdom's corporate governance code mentions a balance of executive and independent directors where the German supervisory Boards suggest an equal split between shareholders and employee representatives. West, (2006:436) indicates that the South African King I and King II reports have very similar components to the Cadbury report on corporate governance in the United Kingdom. The King reports refer to the 4 primary pillars of fairness, accountability, responsibility and transparency. Rossouw, Van der Walt and Malan (2002:299) also indicate that international pressures spilled over to South Africa, demanding for the revision of the King II report on corporate governance.

Whitehouse (2006:1) unpacks governance and indicates that the role of the Board is to provide oversight and not management. Jaff (2005:27) adds to the statement and indicates that the oversight role could be defined as monitoring, watching, observing, to note, to oversee, to supervise, to keep track of and to survey. Wixley and Everingham (2005:2) explain that governance focuses on what occurs at the top of the organisation, by increasingly asking relevant questions, coming close to the line between management and oversight, ensuring that the line is not crossed. Hargove (1996:22-23) adds to this and mentions that Boards approve, question, advise, consult and make final decisions with the CEO on strategies, policies and objectives. The entity should be managed according to its internal policies and procedures, to be made available publicly (De Lange, 2005:1).

A chairperson should not be distracted by the daily operations, but should apply visionary strategic thinking in order to ensure corporate sustainability and sustain shareholder value (Palmer, 2005:17). Governance therefore occurs at the top of the organisation and could be defined as strategic monitoring, advising and approving of policies and procedures.

3.3 MANAGEMENT

The CEO of a company is employed by the Board to maximise the profits of the shareholders. Although the CEO sometimes does not agree with the Board on all aspects, the decisions of the Board of directors need to be operationalised (Barron, 2006:10).

Zinkin (2003:345) indicates that the Board agrees with the Chief Executive Officer on the achievement of certain goals and defines the parameters and limits within which the CEO can operate. The Board furthermore authorises the CEO to establish appropriate policies, develop job descriptions and authority limits for the senior managers and may change the authority limits and goals of the CEO from time to time. The matter should however be handled with utmost sensitivity as it could result in negative perceptions and could lead to resignation (Tongha, 2008:14).

Palmer (2005:17) indicates that a chairperson should lobby with influential people to grow the company and free up the chief executive to manage the company. Running the operational side of a company is very intensive and it requires focus and energy.

Chief Executive Officers operate in a time where there is heightened scrutiny compared to the time before the Enron debacle (Levitt, 2005:16). A Council or Board should therefore give timely feedback to the CEO, renegotiate goals, not expect a jack of all trades and orientate a newly appointed CEO to the organizational culture (Kaufman, 2005:42). The Board should furthermore develop rules to regulate the CEO and chairperson of the Board's engagement. Hermanson (2003:44) reiterates the fact that governance deals with representing the shareholders and management runs the business and achieves the goals established by the Board.

3.4 ACCOUNTABILITY AND CONTROL

Chochrek (2005:15) indicates that corporate governance focuses on the procedures to be in place to ensure that a public company is accountable to its shareholders. Part of this plan is to work on a strategic plan and to ensure that the company holds to its financial targets. Abdullah (2006:583) adds to this and mentions that the internal monitoring and control mechanisms of the Board are dependant on the

effective composition of the board and leadership structure. The Board is accountable for the long term health of the organisation.

Corporate Boards are responsible to look after stakeholders interests. The Sarbanes-Oxley Act of 2002 imposes legal liabilities on Board members (Altman, 2006:22) and any reasonable Board member will therefore be serious in his endorsement role, ensuring that the Board performs fiscal and management audits and reviews (Hargrove, 1996:22). Dalton and Dalton (2005:9) add to this and state that Council involvement in key Board committees, such as the audit committee and the compensation committee, protect the independent outside directors from management domination of the Board. The South African Companies Amendment Bill, which stipulates that directors will be held accountable in their personal capacity for a company's poor performance and breach of legislation, could have the effect that competent people will not wish to expose themselves by serving as directors (Vollgraaff, 2007:2). Koestenbaum, et al, (2005:15) are of the opinion that this is not a problem because true leaders will take accountability for their decisions and actions. Bankston (2006:56-60) adds to this and mentions that Council members should be presented with laws affecting the organisation as well as policies of the organisation in order to decide whether accepting the nomination as a member of the Board or Council could add value to the organisation.

Edrich (2002:359) indicates that corporate governance and controls are the responsibility of the entire organisation, actively supported by the Board and not the function of an individual. Green (2004:19) agrees with the statement and indicates that the Chairman of the Board is responsible for managing the Board, has fiduciary responsibilities in the selection of new directors, performs general oversight, evaluate executive performance and through the audit committee evaluates the financial reporting and disclosures on behalf of the shareholders. Ward (2007:42) notes that Boards must oversee internal controls in order to ensure the integrity of the accounting and financial reporting systems and whether risk management, financial and operational controls are in place.

Garratt (2005:29) is of the opinion that the Board needs to balance driving the organisation forward and keeping it under prudent control. Too much control is however not a good thing. Semple (2005:8) indicates that 22% of European CEO's

experience over-regulation as a big threat and a further 39% as a significant threat. United States and South American CEOs experience over-regulation as a major threat, bigger than threats relating to oil prices or stock market volatility. The European CEOs are positive about regulatory compliance, should it drive value and become a source of competitive advantage.

In order to ensure good management and governance, the Board may place constraints on the CEO, preventing him/her from doing anything without taking into account the long term shareholder value in areas such as health, safety, environment, politics and the impact thereof. The Board may furthermore place financial strategies constraints on the CEO, allowing the company assets not to be put unnecessarily at risk and allowing employees to be treated unfairly or unsafely, allowing any unethical, unjust, dishonest or illegal action. That is why visionary companies always had a small set of unique core values that were in place for a long time and were applied continually (Zimmermann, 2002:28). Ellett and Lockhart (2004:126) indicate that more than one chairperson suggested having another executive to ensure double controls, but agreed that having both the CEO and CFO on the Board will keep the CEO honest.

There are however regulatory standards which are non negotiable. Van Wyk (2008:14) mentions that the European Union (EU) decided that all listed companies in Europe need to conform to the international financial accounting standards (IFAS). South African listed companies also need to conform to the IFAS as from 14 December 2007.

3.5   THE ROLE OF THE CHAIRPERSON OF THE BOARD OF DIRECTORS

Marshall (2004:42) indicates that the Boards of companies have the discression to split the positions of Chief Executive Officer (CEO) and chairperson of the Council. Should the roles be combined, the Board must have a presiding director with real authority. The roles of CEO and Chairperson were combined in the United Kingdom before 1992, but were split after a series of commissions made recommendations in this regard. The United States are since the late 1990s splitting the roles in order to create appropriate oversight.

Palmer (2005:16-18) indicates that companies in the United States of America are of the opinion that a single person should be the Chairperson and Chief Executive Officer. This differs from companies in the United Kingdom, which believe that the roles should be split in order to give the Board an independent focus, freeing the chief executive to manage the company and "giving the chief executive cover in order to operate more independently".

Global businesses are moving towards creating two separate focuses at their Boards, namely the role of the CEO (executive director) and that of the Chairperson (non- executive director). This is in line with corporate governance codes used in South Africa (King II, 2002:22)

It is a sound principle to split the roles of the CEO and Chairperson and develop written down roles and responsibilities. Gray (2006:1) indicates that the chairperson of a corporate company governed and managed the company and was in lock ahead with the CEO. Murray (2006:2) adds to this and mentions that the Hewlett-Packard company had directors with separate agendas, leading to a dysfunctional Board.

Anon (2005:1) cautions that non-executive directors, serving on a Board for a considerable time, could stop being objective and risk being independent. In order to ensure that non- executive directors maintain a clear division of responsibilities of the chairman and CEO and a balance of power, the non-executive members need to be unquestionably independent.

Conflicts arise when there is a difference between the individual objectives and collective goals of stakeholders (Winkler, 2006:119-121). These goals could be explicit, assumed or hidden goals. Koestenbaum, et al, (2005:14) indicate that ambition, greed and a lack of internal ethics could cause unnecessary tensions and lead to downfall of a Board and the firm.

The literature alludes to the fact that a corporate governance model, splitting the roles of the CEO and Chairperson, eliminates unnecessary tensions and ensures appropriate oversight.

Guttman (2007:62) indicates that the health and success of an organization hinges on the commitment and quality of the Board. As mentioned earlier, Boards could fail because of a lack of clarity about the roles of the non-executive and the executive directors (Simms, 2006:57).

3.6   ORIENTATION OF BOARD MEMBERS

Bankston (2006:56-60) indicates that Council members should, after deciding to accept the nomination as a member of the Board or Council, undergo orientation that covers basic and high level philosophic and governance issues.

Friede (2007:26) adds to this and states that new members of a Board should be orientated thoroughly in order to understand the business environment and the organisation's strategy in order to add value to the business. The CEO and Board chairperson should ideally work together to match new board trustees with longer serving members.

Guttman (2007: 61-62) states that non-executive directors are not fully familiar with the products, markets, finances and growth targets which form the basis of the company strategy. Apart from a tour of the facility, Board members should receive a manual which includes key information about the organisation, policies, financial status and quality measures as well as the Board's bylaws or constitution.

Most Board members do not understand a company's culture, adding to the conflict between management and governance. CEOs (executive directors) and non-executive directors need to strive for a shared culture of accountability and need to create a culture of trust in order to overcome the scandals that shook the faith of company Boards in the CEOs (Pellet, 2004:56-58). Similarly, the newly appointed CEO should be coached, especially where the CEO is new to the specific industry (Nelson, 2006:24).

Macpherson and McKillop (2002:333) state that Council members should be allowed to debate the fine line between management and governance during orientation.

3.7   GOVERNANCE AND MANAGEMENT PARTNERSHIPS

Eadie (2005:25-32) recommends that the CEO spend at least 20% of his/her time managing the Board-CEO partnership. Hall, Keane, McConnell and Becker (2005:63) agree with this and indicate that the CEO serves as a bridge between management and the board. The CEO needs to liaise with the chairman, setting the Board agenda, ensuring that the Board knows its role and responsibilities and gives expert input to the Board (Ochalla,2005:51).   Jackson, et al, (2003:194) mentions that the CEO should maintain dialogue with the chairperson, do operational planning based on the long term objectives, established by the Board, put financial controls in place, monitor the company's operational performance and represent the senior management executives to the Board and the outside world. Fleming (2002:19) adds to this and indicates that the Board and the CEO need to communicate and trust another. Boards fail due to a lack of openness and respect (Simms, 2006:57). The failure of Johannesburg Consolidated Investments (JCI) is blamed on bad board relationships and partnerships. The former chairman of JCI resigned and mentioned that the Board and partners could not work together, differed in vision and had conflicting goals (Nevin, 1998:11).

There were in some cases during the 1980s and 1990s no distinction between the company and the CEO. The CEO was powerful, acquiring companies, firing employees and selling the company. The Sarbanes–Oxley Act makes non- executive directors accountable (Seymour, 2004:16).

Zinkin (2003:345) mentions that the Board, with the CEO, is responsible for reviewing and adopting the strategic plan, overseeing the company's business, identifying the principal risks facing the business, implementing an investor relations programme and an appropriate shareholder communication policy and ensuring internal controls exist, including a proper management information system and that compliance is achieved.

The chairperson is responsible for liaising with the company secretary and CEO in the setting of the corporate agenda and the development of the Board as well as for

transparency, accountability and ethical work of the board. Boards need to balance their accountability, being accountable to the shareholders and stakeholders on the one hand and complying with the law and other standards, delegating actions to the CEO.

The Board therefore has a strategic and policy-orientated role, compared with the leadership role of management with an operational focus. Guenther (2001:71) mentions that governance is a double-edged sword. Too little governance could result in inconsistency. Governance Boards that involve themselves in the day-to-day management however reflect too little governance.

3.8   THE THIN LINE BETWEEN GOVERNANCE AND MANAGEMENT

Garratt (2005:27) mentions that there is a tendency that a Board of directors try to micro-manage the business avoiding key tasks such as to think larger. This could be because the Board of directors lacks the ability to differentiate between the executive and direction-giving roles, or ignores it. It could be that the Board of directors is confused over legal positions and liabilities or fear to learn new attitudes and skills to become effective direction givers.

Simms (2006:58) indicates that corporate governance has the effect that non-executives believe that the executives should be challenged and checked by the executives. Executives, on the other hand, believe it is their right to become collegiate Board members, causing friction. The friction between the non-executive and executive members could stem from a phenomenon where a high intelligence coefficient (IQ) and big ego prevail, resulting in fragile personalities that are unable to see others points of view. Interpersonal relationships must therefore be understood and managed in order to become a high-performance team (Guttman, 2007:61).

Guttman (2007:61) furthermore mentions that there is confusion about the role of the Board versus that of management. Prince (2006:55) notes that there is a very thin line between ensuring that the CEO has the authority to make operating decisions and the Board having the ability to provide oversight to the CEO. This thin line forms the relations between the CEO and Board chairperson and is not "about determining the balance of power, but rather a balance of roles", where the CEO manages the

organisation and enforces the strategies and policies, whilst the council chairperson manages the council and approves policies and strategies (Olsen, 2007:9). It is evident that one of the main sources of Board inadequacies appears to be power imbalance of the Board. Power tends to be skewed in cases where the Board chairperson is a major shareholder or stakeholder (Muranda, 2006:653).

Councils which cross the thin line, getting involved in the management and finances of the organisation, could face consequences. Slabbert (2008:1) indicates that the non-executive president of the Engineering Council of South-African (Ecsa), Mr Sipho Madonsela, was removed from the position after getting involved in the management and finances of the organisation.

3.9   MUTUAL DEPENDENCE BETWEEN BOARD MEMBERS AND THE CEO

The mutual dependency between Board members and the Chief Executive Officer has certain advantages for executive as well as non-executive directors. Jackson (2006:1) indicates that public company CEOs are dedicated and stay in their profession for non-monetary purposes. Their rewards are a matter of status and recognition amongst their peers. Non-executive directors perform their duties on a voluntary basis and do not get remunerated for the effort.

The Board must however not get involved with the subordinates of the CEO unless the CEO violates the law or a written Board policy (Ochalla, 2006:14). Lovell (2006:61) agrees with this and indicates that good governance is not about "good relations" with the staff, but to set values and standards.

3.10 TOWARDS A MODEL ENSURING CONFORMANCE AND PERFORMANCE

The learning Board model indicated in figures 3.1 and 3.2 indicates an annual process of regulatory processes, allowing Board members to understand their roles (Garratt, 2005:32).

Board members have a huge task to keep the business under strict control and to drive the business forward. A balance should be struck and Board members need to continually balance the strict control or accountability of the business (also known as

conformance) with growth and performance. These balancing roles are captured in figure 3.1 (Garratt, 2005:31).

Fig 3.1: The Learning Board (Basic Framework)
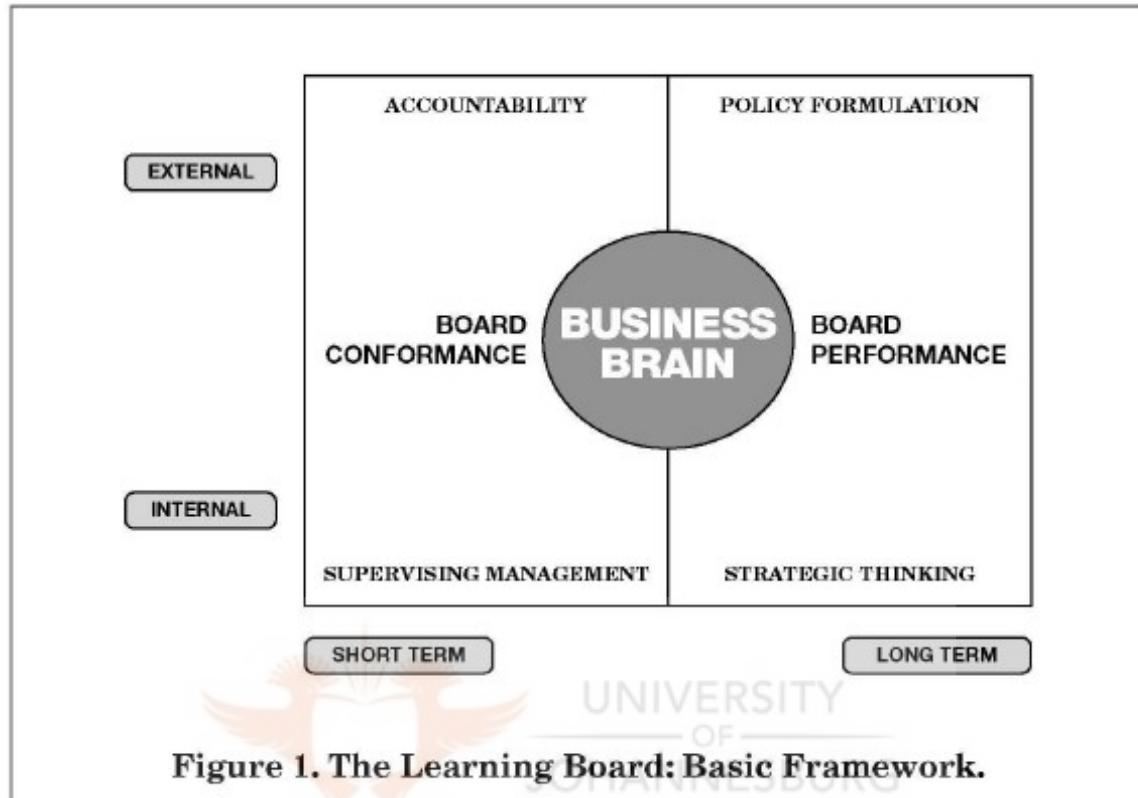
Figure 1. The Learning Board: Basic Framework.

Source: Garratt (2005:30)

The full learning Board model indicated in Figures 3.1 and 3.2, (Garratt, 2005:31) gives a graphical view on the mutual dependency of the executive and non-executive members of a Board.

Fig 3.2: The full Learning Board model
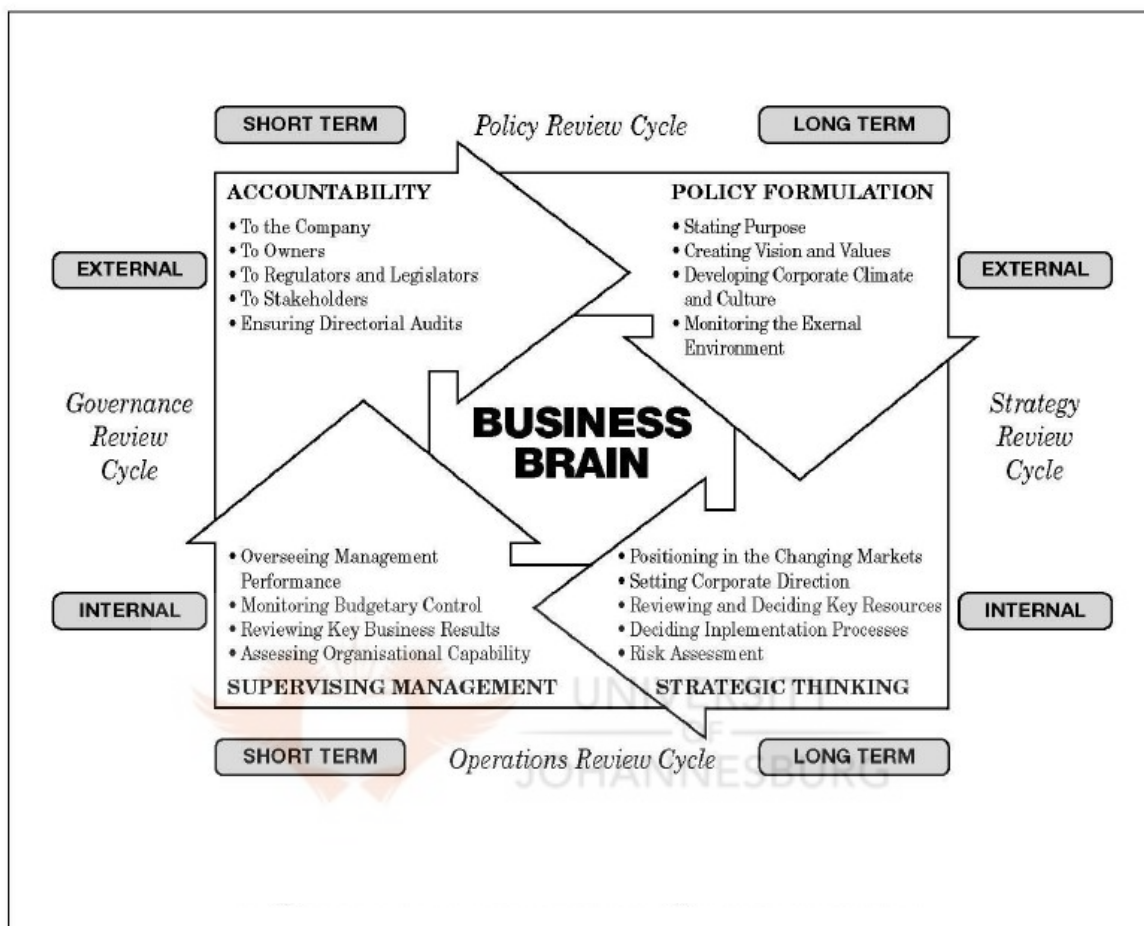
Source: Garratt, (2005:31)

The learning Board model indicated in figure 3.1 divides performance and conformance into two halves. Figure 3.1 is furthermore superimposed on figure 3.2 and further divided into quarters. The performance and conformance roles will be discussed separately.

3.10.1   Performance

Garratt (2005:32) focuses on the top right quarter of figure 3.2 indicating that the Board should annually verify the purpose, vision, values and culture. Should the focus move to the bottom right quarter of figure 3.2, it could be seen that the Board should think strategically. Garrat (2005:32) mentions that the Board should develop

its strategy considering the results gathered by monitoring policy and strategic implementation and review the strategy on a quarterly basis.

3.10.2   Conformance

Garratt (2005:32) focuses on the bottom left corner of figure 3.2 and mentions that the Council should not micro-manage the chief executive, but on a monthly basis verify the numbers planned during the strategic process. The Board members should finally ensure that planning is done during the ninth month of a financial year in order to develop the annual report, ensuring that the business conforms to legislation and regulations. The Board furthermore accounts to stakeholders and shareholders by means of the annual report. This procedure is indicated at the top left corner of figure 3.2.

3.11   CONCLUSION

The literature indicated that global businesses experience dynamics in terms of governance and management. Several acts and codes of good practice were developed in order to encourage the division of the roles of governance and management, ensuring accountability, oversight and effective controls.

Corporate governance, management, the accountability and control of Board members, the role of the chairperson of the Board of directors and the orientation of Councils were discussed in chapter 3. In order to indicate shared responsibilities between the chief executive officer and Board members, a large portion of chapter 3 was devoted for the discussion of mutual dependencies, the thin line between management and governance as well as governance and management partnerships.

Chapter four will focus on the research design and methodology.

CHAPTER 4

RESEARCH METHODOLOGY

4.1   INTRODUCTION

Chapter one introduced the study and gave a historical perspective of Public FET Colleges in South Africa. A literature review of Public FET Colleges was done in chapter two. Chapter three focused on a literature review of businesses.

Chapter four will focus on the research design and methodology used in this study. The research design, selected for this study, is explained firstly and secondly the sampling, questionnaire design and data analysis. The steps to be followed to collect and analyse data will be explained in order to answer the research questions.

4.2   RESEARCH DESIGN

Zikmund (2003:65) describes the research design as the master plan where the methods to collect and analyse data are specified. Mouton (2001:276) adds to this and indicates that the research must be planned in a structured way in order to maximise the research findings. Terreblanche and Durrheim (2002:29) mention that the research design is a strategic framework that links the research questions to the implementation of the research.

Zikmund (2003:55) indicates that initial or exploratory research is conducted to clarify and define the nature of a problem. De Vos, Strydom, Fouche and Delport (2002:213) add to this and indicate that exploratory research gives one insight into a research area.

4.2.1 The population for the study

Zikmund (2003:369) defines a population as any complete group that shares a set of characteristics, but mentions that sampling involves any procedure that uses a small number of items or a portion of the population to make a conclusion regarding the

whole population (Zikmund, 2003:70). De Vos, et al, (2002:199) define sampling as the elements of the population considered for actual inclusion in the study.

It is not always possible to cover the total population in a study. Because of limitations such as time and money, a representative sample of the population is selected during research.

Zikmund (2003:55) describes descriptive research as a method to describe characteristics of a population. A descriptive research method is used in this study to determine the differences in the needs, attitudes and perceptions of members of Public FET College Councils in Gauteng.

The population for this study can be defined as all College Council members of Public Further Education and Training Colleges in Gauteng. This group inter alia shares the following characteristics (RSA, 2006:22):

- The group is involved in a Council of a Public FET College as stakeholders;
- the group is appointed by the Member of the Executive Council (MEC);
- the group has similar meso- and macro environment influences, affecting it.

The Province has the following 8 Public FET Colleges, situated in the areas indicated (refer to appendix 1 in order to view a map of the 8 Public FET Colleges in Gauteng):

- Tshwane South Public FET College;
- Tshwane North Public FET College;
- Ekhuruleni East Public FET College;
- Ekhuruleni West Public FET College;
- Central Johannesburg Public FET College;
- Sedibeng Public FET College;
- Western Public FET College; and
- South West Gauteng Public FET College.

Each College Council consists of the following stakeholders (Act 16 of 2006:20-21):

- The Principal;

- five external members appointed by the Member of the Executive Council;

- one member of the academic board;

- one external member, representing donors;

- one lecturer;

- one member of the support staff;

- two students and

- four additional external persons with financial, human resources and legal skills.

The population consist of 16 members at every Public FET College Council in Gauteng. This amounts to 108 members of College Councils in Gauteng.

It is important to select a sample because it enables the researcher to deal with a smaller but representative group and draws inferences about the larger population (Goodwin, 1995:105). Because there are only 108 members in the College Councils of the 8 Public FET Colleges in Gauteng, all of them are selected.

4.3   **THE RESEARCH INSTRUMENT**

4.3.1 The questionnaire as a research tool

Schumacher and McMillan (1993:238) define a questionnaire as a data collection strategy, which is the instrument most generally used. Terreblanche and Durrheim (2002:293) add to this and describe a questionnaire as one of the most common tools for gathering data.

A questionnaire is a formal set of questions or statements designed to gather information from respondents that will accomplish the goals of the research project (Zikmund, 2003: 361). In this research, the questionnaire helps in gathering the information for the study, is easy to use, cost effective and easy to distribute.

In order to gather data from a questionnaire, respondents are given statements or questions on which they are expected to respond by indicating the degree to which

they agree or disagree (Goodwin, 1995:344-345). These degrees, known as measurement scales, are used in the questionnaire included in appendix 2.

4.3.2 Measurement scales

Zikmund (2003:309-328) indicates that a scale is a measuring instrument designed to quantify and record the extent to which test products possess a characteristic. The researcher should use any of the following four basic scales which best describes the characteristic or attribute of the product:

4.3.2.1   Nominal scales

A nominal scale uses numbers to label test topics or characteristics so that they can be properly identified. Zikmund (2003:296) describes nominal scales as the simplest type of scale. The questionnaire in this study is constructed using nominal scales to group questions together under a collective heading.

4.3.2.2   Ordinal scales

An ordinal scale is a scale that orders or ranks the test characteristic. Each ranking may be greater or smaller, higher or lower. The numbers are arranged in such a way to indicate a "greater than" or "less than" position (Zikmund, 2003:297). The ordinal scale used in this study ranks the responses in a "strongly agree" to "strongly disagree" order.

4.3.3   Scale types

Comparative and non-comparative measurement scales could be used to measure attitudes. Comparative scales are used to compare the respondents' attitude or characteristic against a specific standard, according to a predetermined criterion. Non-comparative scales differ from comparative scales in that respondents do not judge a characteristic or attitude against a specific standard.

The different types of scales are illustrated in figure 4.1.

Figure 4.1: Different types of measuring scales
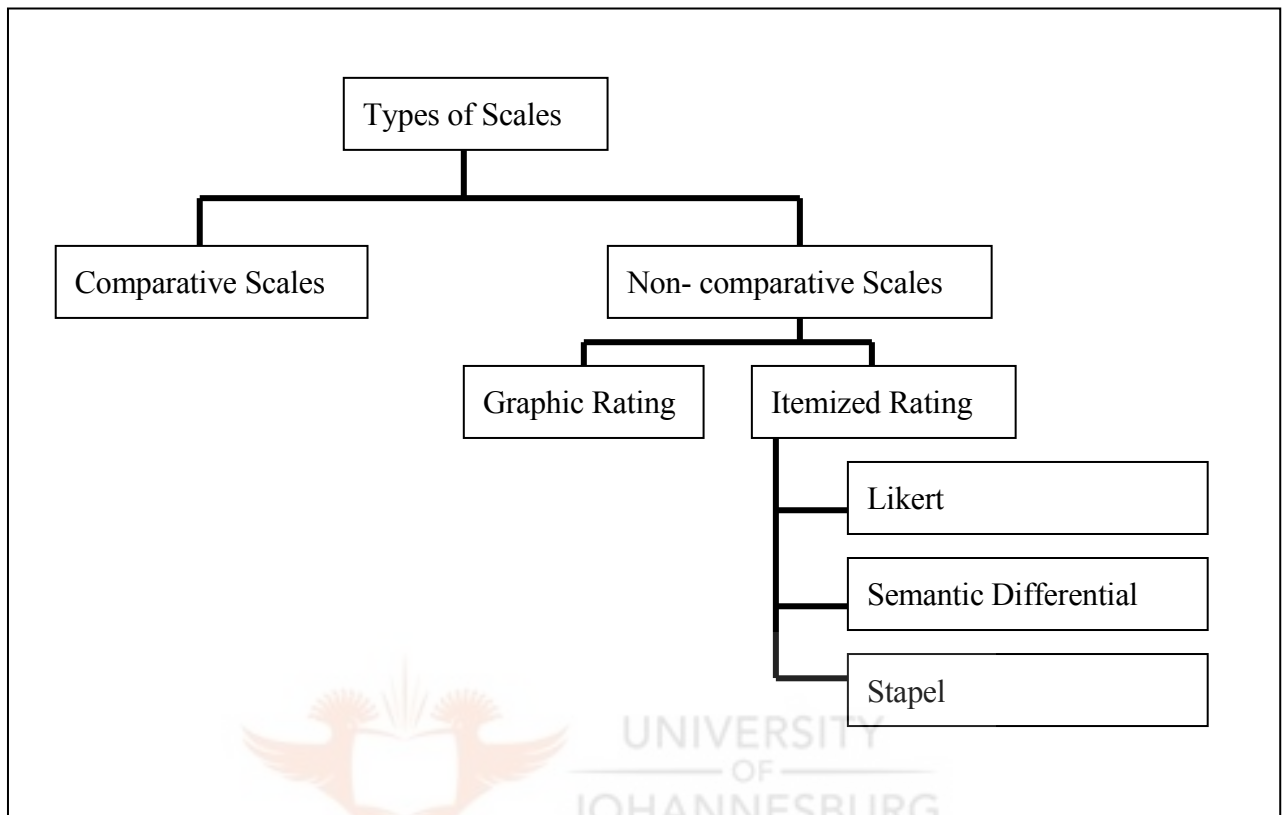
Source: Own compilation

The itemised rating scale, which provides the respondent with a numbered scale or brief descriptions associated with each category, will be used in this study. The Likert scale is one of the three itemised rating scales in which respondents select choices ranging from "strongly agree" to "strongly disagree", which is given a numerical score, with each statement. The 5 point Likert scale, used in this research, has the advantage that each response be analyzed individually or on a total basis by adding across items.

Terreblanche and Durrheim (2002:294-295) indicate that a questionnaire, used in research surveys, can be designed considering two question formats namely open-ended and closed-ended questions. Open-ended questions do not provide response choices and respondents can respond however they want. Zikmund (2003:332) describes closed-ended or fixed-alternative questions as those with specific limited-alternative responses where the respondent could choose the one closest to his or her viewpoint. Closed-ended questions are used in the questionnaire.

The advantages of closed-ended questions are that the researcher is able to compare responses better with one another, respondents understand the meaning of the question better and that questions can be answered within the same framework. De Vos, et al, (2002:180) indicate that a researcher risks missing out on important information, usually obtained from open-ended questions.

4.3.4 The questionnaire for the study

The literature review on Public FET Colleges in chapter 2 and on Businesses in chapter 3 gave the basis of the questionnaire and the factors which influence governance and management were identified. The identified factors are context questions which relates to statutory accountability, communication with stakeholders, roles and responsibilities, annual reporting, external audit, internal audit, audit committees, internal control, budgeting and financial management, induction and training as well as standards of behaviour, code of conduct and ethical behaviour.

Zikmund (2003:30-361) indicates that researchers should follow the undermentioned guidelines in compiling questionnaires:

- Questions must be easy to understand.
- The wording must be appropriate for the target respondents.
- Instructions must be easy to understand.
- Avoid double-barrelled questions.
- State explicit alternatives.
- Make use of both positive and negative worded questions.
- Do not use questions that lead or bias respondents.

The questionnaire used as an instrument in this study has the elements discussed above and was taken from the IFAC document "Good governance: a checklist for governing bodies" (IFAC, 2000)) and is included in appendix 2.

4.3.5 Structure of the questionnaire

The questionnaire consists of two sections. Section A has 3 questions with sub-questions, which enquire about biographical information relating to respondents. Section B has 8 questions, which relate to organisational structures and processes as well as reporting, internal control and performance measures.

The questionnaire was compiled in order to gather information specific to:

4.3.5.1   Segment information

The IFAC questionnaire used in this study asks five questions about the gender, age, ethnicity, highest educational qualifications, expertise as well as post level (internal respondents) or portfolio (internal and external members). These questions gather profile information on the segment as seen on page 2 in Appendix 2. Questions 1 – 3 are used to cross-tabulate with the remainder of the questionnaire.

These questions are asked in a manner which will not reveal the identity of respondents, being an ethical consideration.

4.3.5.2   Type of relationship method

In this section closed-ended questions are asked as seen on pages 3 - 6 in Appendix 2. Questions 4-11 establish the respondent's view of five different means as depicted on a 5 point Likert scale, used because of its ability to measure attitudes, beliefs, opinions and personalities (Terreblanche and Durrheim, 2002:296). Schumacher and McMillan (1003:261) state that a scale is a series of graduations or levels that describe various degrees of opinions, beliefs and opinions which can be expressed as very strongly, strongly, not strongly, positively or negatively. Goodwin (1995:344-345) on the other hand states that when the Likert scale is used, respondents are given statements or questions to which they are expected to respond by indicating the degree to which they agree or disagree. In this study the weightings were on the 1 to 5 scale displayed in table 4.1.

Table 4.1: Weighting scale

Strongly disagree	Disagree	Neutral	Agree	Strongly disagree
1	2	3	4	5

Source: Own compilation

Goodwin (1995:345) states that the Likert scale is easy to design, easy to complete by respondents, includes mostly closed-ended questions, has a professional appearance, is not time-consuming for the respondent and makes the rate of return of the questionnaires very high. Best and Kahn (1993:246) add to this and indicate that it take less time to construct. The Likert scale was used because of the advantages outlined above.

4.3.6 Validity of the questionnaire

Validity is the degree to which a test measures what it is supposed to measure. There are three techniques to asses validity of measurement, namely content validity, criterion-validity and construct validity (Zikmund, 2003:302-304). The technique of content validity will be used for the reasons as explained.

4.3.6.1   Content or face validity

Validity could be tested by asking experts or professionals to assess the scale. This test is highly subjective because the personal experiences and beliefs of the experts come into play. This type of validity testing is not time-consuming and it is easy to implement (Zikmund, 2003:302). Previous members of a Public FET College Council based in the West Rand, scrutinised the questionnaire and found it valid.

4.3.6.2   Criterion-related validity

Criterion validity is the ability of a scale to perform as predicted in relation to a specified criterion. Content validity can be determined by means of a concurrent and predictive validity. Concurrent validity is the extent to which a measure is related to another measure when both are measured at the same point in time. Predictive validity is the extent to which current scores on a given measure can predict future scores of another measure (Zikmund, 2003:302-303).

4.3.6.3   Construct validity

A construct is a highly abstract, unobservable, hypothesized concept. Due to its abstract nature, there are no direct ways to measure constructs. Researchers measure observable phenomena that theoretically demonstrate the presence of the construct of interest (Zikmund, 2003:303).

4.3.7 Administering and collecting the questionnaires

The distribution and administering of the questionnaires is an important part of the research design (Goodwin, 1995:345). The percentage of the sample completing and submitting the questionnaire is therefore important to the researcher as a low return makes it difficult to draw conclusions. The researcher is in personal contact with principals and chairpersons of Gauteng Public Further Education and Training Colleges. In this study the contact persons were principals of 8 Public FET Colleges in Gauteng. The Principals were requested to distribute the questionnaires among the members of the college council of the Public FET College which they represent and to submit a completed questionnaire in their capacity as a member of the College Council. The questionnaire was accompanied by a covering letter as seen in Appendix 2, explaining the purpose of the study, assuring anonymity and stating the return date. Respondents were requested to return the completed questionnaires to the researcher's personal facsimile or return them to the Principal of the Public FET College the respondents were associated with, who delivered them to the researcher by hand and in a sealed envelope.

According to De Vos (2002:173) not all respondents complete and return the questionnaire. A 50% return is regarded as adequate, 60% returns are regarded as good and a 70% return is regarded as excellent. In order to increase the return rate personal questionnaires were handed to the respondents at scheduled College Council meetings and respondents were requested to complete and return them on the same day.

4.3.8 Pre-testing of questionnaires

Zikmund (2003:229) describes a pre-test as a trial run with a group of respondents in order to determine any misunderstandings in the instructions and if questions are understood the same by all respondents.

Pre-testing was conducted with 4 respondents at one Public Further Education and Training College on the West Rand, being former members of the College Council.

4.4   DATA COLLECTION

Zikmund (2003:54) indicates that initial research or exploratory research is conducted to clarify and define the nature of a problem. De Vos, et al, (2002:213) add to this and indicate that exploratory research gives insight into a research area. The researcher used secondary data to gain insight into governance and management concepts and to clarify and define the nature of the problem as captured in chapter 1.

Zikmund (2003:55) describes descriptive research as a method to describe characteristics of a population or phenomenon. A descriptive research method will be used to determine the differences in the needs, attitudes and perceptions of College Councils.

Exploratory research will be conducted by gathering information from sources including books, media sources, articles and the internet. The descriptive method of surveys will be conducted by means of questionnaires.

Zikmund (2003:66) defines a survey as a research technique where information is gathered from a sample of people by using a questionnaire. Surveys are quick, inexpensive, efficient and accurate. A list of structured questions in a questionnaire format takes the research objectives and propositions into account, and will be hand-delivered to and collected from the respondents in person.

4.5   ETHICS

De Vos, et al, (2002:63) indicate that the following ethical aspects are important to consider during the research:

- Informed consent: respondents need to be informed beforehand as to the intent of the study.

- Deception: no information that could possibly change the decisions of the respondents must be withheld – the intent and mandate to do the study must be clear from the outlet.

- Anonymity: questionnaires must be completed anonymously to ensure the privacy of the subjects.

- Confidentiality: all the information must be treated in a confidential manner.

- Publication of findings: a written report must be compiled. This must be done as accurately and objectively as possible.

4.6   DATA ANALYSIS

The descriptive method of data analysis was used to transform the information data into results. Zikmund (2003:473) indicates that descriptive analysis refers to raw data, being transformed into a form which is easy to understand and interpret. Data was captured in Microsoft Office Excel as well as the SPSS statistical data analysis programme used by the University of Johannesburg for analysis and reliability purposes. A reliability analysis was done on standardised items to assess internal consistency of items in each section, using the Cronbach's Alpha scale. An inter-item correlation was also done on each group of questions to assess the reliability of each section of the questionnaire.

4.6.1 Cross tabulation

De Vos, et al, (2002:242) describe cross tabulation as the simultaneous classification of subjects in relation to two separate qualitative variables in order to determine their degree of association. The statistical technique of cross tabulation will be used in this research.

4.7 CONCLUSION

Chapter four provided the methodology for conducting the research as well as an explanation on the research design selected. The steps to be followed to collect and analyse the data were explained in order to answer the research questions. The population of the research was discussed and the advantages of using a

questionnaire were highlighted. The measuring instrument to be used to collect data and the procedures of administering the instrument were outlined.

CHAPTER 5

RESEARCH RESULTS AND INTERPRETATION

5.1   INTRODUCTION

The focus of chapter one was on introducing the research study. A literature review of Public FET Colleges was done in chapter two while chapter three focused on a literature review on businesses. Chapter four was devoted to the research design and methodology.

This chapter presents the research results and interpretation thereof. The sample realised will be discussed as well as the validity of the results. The data will be analysed and presented in table and graphical format. The chapter concludes with a discussion on the propositions presented in chapter one.

5.2   SAMPLE REALISATION

As described in chapter four, a sample size of between 32 percent and 40 percent of the population is acceptable. A sample size of 59 was realised of which no questionnaire was rejected. A sample size of 108 was used to analyse the research questionnaires.

The main finding from the realisation rate is that 56% of the sample of Public Further Education and Training College Council members responded.

5.3   VALIDITY AND RELIABILITY OF THE RESULTS

Zikmund (2003:301-302) indicates that the purpose of measurement is to measure what is intended. Validity is the ability of a measure to measure what is intended and have face validity if it covers the concept adequately.

The measurement scale used in this study is in a form of a questionnaire, which has the elements discussed above and was taken from the IFAC document "Good

governance: a checklist for governing bodies" (IFAC, 2000)) and is included in appendix 2. This measurement scale covers elements discussed in the literature and background information on corporate governance, governance, management, leadership, stakeholders and shareholders as discussed in chapter two. Although the questionnaire covers the concept adequately and has face validity, the researcher subjected the questionnaire to the content validity approach in order to measure the validity of the results obtained during this study. This was done by determining whether questions and the measurement instruments used measured the characteristic it was suppose to measure. Experienced College Council members from a Public Further Education and Training College in the West Rand validated the questions and found the questionnaire valid for the purpose of this study.

Miles and Huberman (1994:11) mention that the results obtained from the data have to be tested to verify if it is sturdy and confirmable, also known as having validity. The researcher intends to indicate the validity of each question in the following paragraph.

5.4   RESEARCH RESULTS

The questions formulated on a Likert scale will be reported on by making reference to the mean value and in some instances the standard deviation. The results will be displayed in a tabular, graphical and descriptive manner. Reporting will be done in a per question format and a summary will be given on the collective data obtained for questions grouped together as displayed in annexure 2.

5.4.1   Section A: General information

The purpose of this section was to obtain biographical information on the College Council members at all the Public FET Colleges in Gauteng.

5.4.1.1   Question 1

59 respondents from a possible 108 respondents completed the questionnaires. Due to respondents not being consistent in indicating which Public FET College Council they serve on, a clear indication on the number of respondents per Public

FET College could not be determined. The response from College Council members across the sample size is 56%.

5.4.1.2   Question 2

Question 2 deals with statistics about the gender, age, ethnic grouping, highest educational qualification as well as expertise or field of study of the respondents.

5.4.1.2.1   Question 2.1

Table 5.1 and figure 5.1 display the gender of the respondents

Table 5.1: Gender of the respondents

Gender	Male	Female
Number of respondents	38	21

Source: Own compilation

Figure 5.1: Gender of the respondents
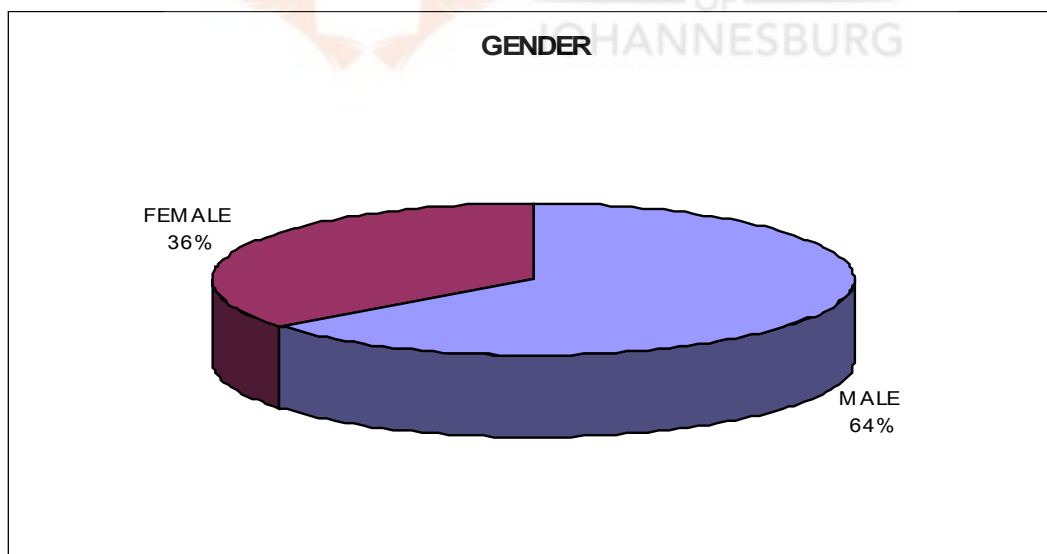
Source: Own compilation

Both males and females responded to the questionnaire. The response is therefore 64% males and 38 % females.

5.4.1.2.2 Question 2.2

59 respondents from a possible 112 respondents completed the questionnaires. Due to respondents' not being consistent in indicating their age, a clear indication on the different age categories could not be determined.

Question 2.3

Table 5.2 and figure 5.2 display the ethnicity of the respondents

Table 5.2: Ethnicity of the respondents

Black	White	Coloured	Indian or Asian
35	23	0	1

Source: Own compilation

35 respondents are of the black ethnic group, representing 60% of the respondents, where 23 are of the white ethnic group, representing 39% of the respondents. 0 respondents are of the coloured ethnic group, representing 0% of the respondents and 1 respondent is of the Indian or Asian ethnic group, representing 1% of the respondents. Should the broad definition of black persons be applied, which include Coloured, Indian and Asian ethnic groupings, 61% of the respondents are black.

Figure 5.2: Ethnicity of the respondents

ETHNICITY

- INDIAN 1%
- COLOURED 0%
- WHITE 39%
- BLACK 60%
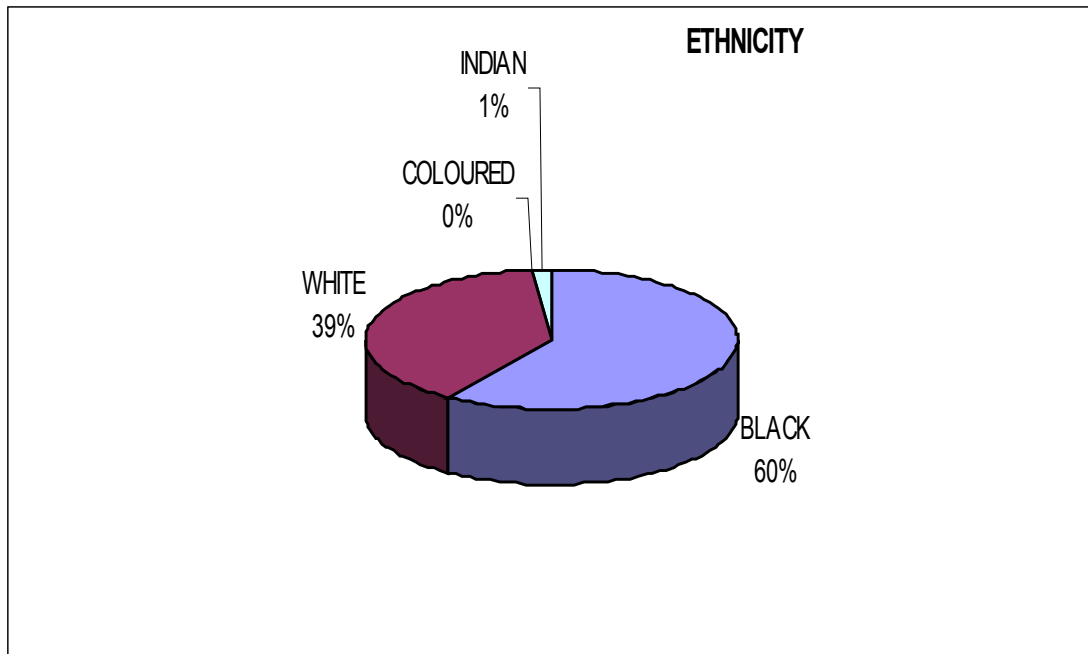
Source: Own compilation

5.4.1.2.4 Question 2.4

Question 2.4 focuses on the respondents' highest educational qualifications.

Table 5.3 and figure 5.3 display the educational qualifications of the respondents.

Table 5.3: Educational qualifications of the respondents

Qualification	Respondents
Grade 11 or lower (std 9 or lower)	1
Grade 12 (Matric, std 10)	3
Post-Matric Diploma or certificate	7
Baccalaureate Degree(s)	19
Post-Graduate Degree(s)	29

Source: Own compilation

It is evident that one of the respondents has qualifications of grade 11 or lower, which represent 2% of the respondents. Three of the respondents obtained grade 12 and did not further their studies thereafter. This represents 5 % of the respondents. Seven respondents obtained only a certificate or diploma after completing Matric. This represents 12% of the respondents. Nineteen respondents obtained only Baccalaureate degree(s). This represents 32% of the respondents. Twenty-nine

respondents obtained post-graduate degrees. This represents 49% of the respondents.

Figure 5.3: Educational qualifications of the respondents

EDUCATIONAL QUALIFICATIONS

- GRADE 11
- GRADE 12
- POST MATRIC DIPLOMA / CERTIFICATE
- BACCALAUREATE DEGREE(S)
- POST-GRADUATE DEGREES
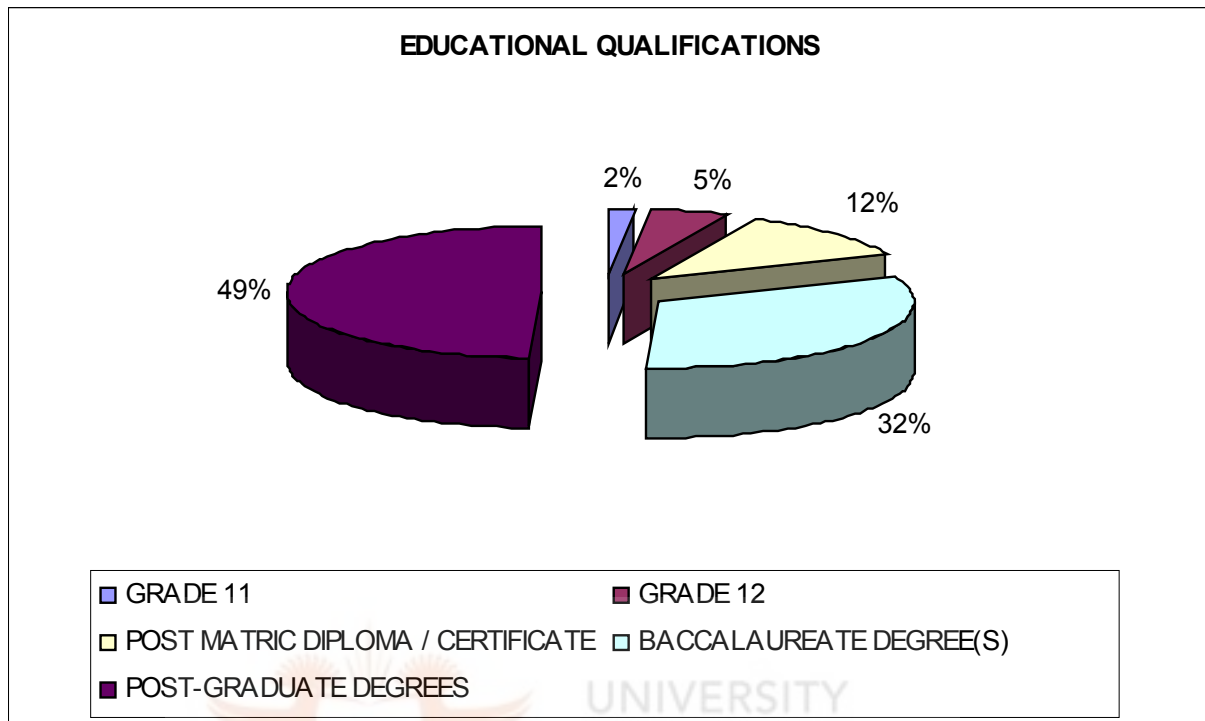
Source: Own compilation

Question 2.5

Question 2.5 focuses on the respondents' expertise (field of study).

Table 5.4 and figure 5.4 display the expert fields of study and the number of the respondents per expert field.

Table 5.4: Field of expertise of the respondents

Expert field of study	Number of respondents

Education	16
Engineering	9
General Studies	0
Management	12
Accounting	5
Corporate Governance	7
Artisan	3
Human Resources	12
Marketing	5
Legal	6
Communication	5
Arts & Culture	1
Psychology	3
Medical	0
Other	6

Source: Own compilation

Sixteen respondents have an education background. This represents 27% of the respondents. Five respondents have an Education and other expertise background. This represents 8 % of the respondents. The respondents furthermore consist of 15 % with an Engineering background, 0 % with a General studies background, 20% with a Management background, 8% with an Accounting background, 12% with a background in Corporate governance, 5% with a trade-related background which qualified as artisans, 20% with Human Resources background, 8% with a Marketing background, 10% with a Legal background, 8% with a background in Communication, 2% with a background in Arts and Culture, 5% with a background in Psychology, 0% with a Medical background and 10% with a background in another expert field. These other expert fields include economic history, training, project management, information technology and technical maintenance.

Figure 5.4: Field of expertise of the respondents

FIELD OF EXPERTISE

Legend:

☐ EDUCATION	☐ ENGINEERING	☐ GENERAL STUDIES
☐ MANAGEMENT	☐ ACCOUNTING	☐ CORPORATE GOVERNANCE
☐ ARTISAN	☐ HUMAN RESOURCES	☐ MARKETING
☐ LEGAL	☐ COMMUNICATION	☐ ARTS& CULTURE
☐ PSYCHOLOGY	☐ MEDICAL	☐ OTHER
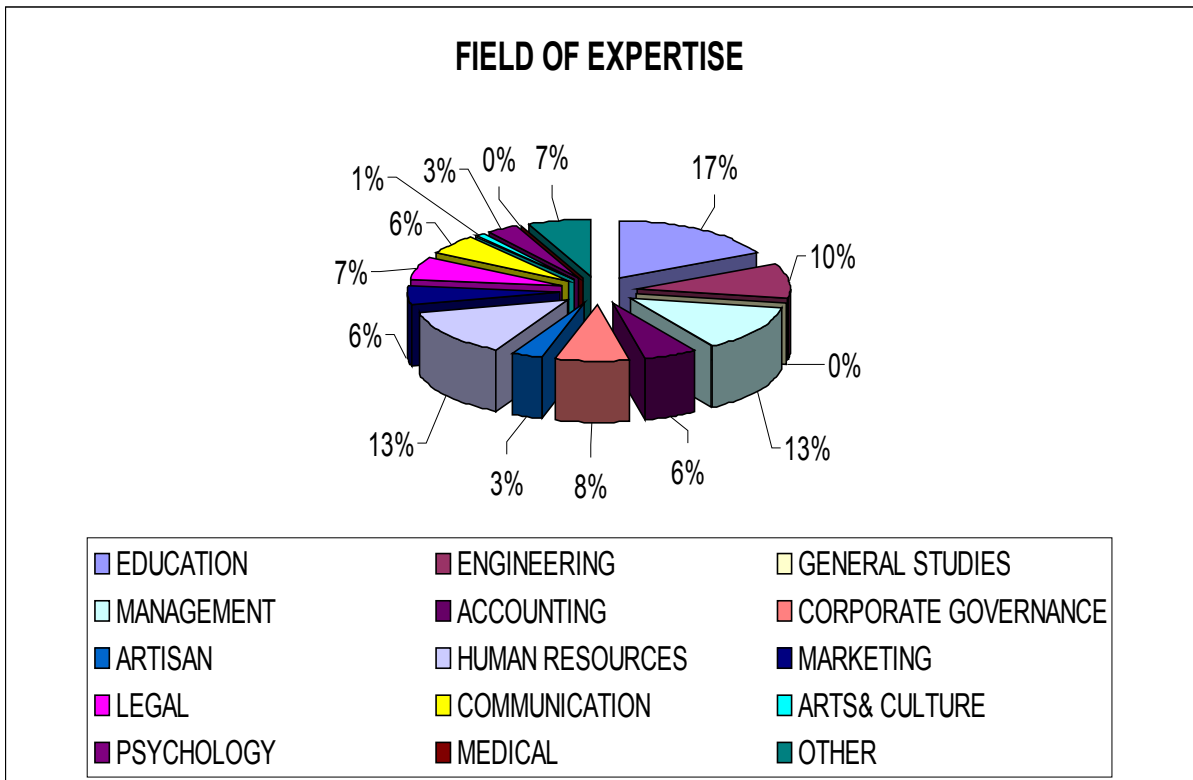
Source: Own compilation

5.4.1.3   Question 3

Question 3 focuses on the respondents' post level or portfolio on the Public FET College Council.

Table 5.5 and figure 5.5 display the post level or portfolio and the number of the respondents per expert field.

Table 5.5: College Council portfolio

Post Level or College Council Portfolio	Number of respondents
PL 2 Education Specialist (Senior Lecturer)	0
PL 3 Senior Education Specialist (Head of Division)	2
PL 4 Deputy Chief Education Specialist	3
PL 5 Chief Education Specialist	0
Chief Financial Officer	1
Assistant Director	1
Deputy Director	0
Head of Administration	0
Human Resource Manager	1
Registrar	0
Director (Principal/Rector/Chief Executive Officer)	4
Internal College Council Member representing administration & support staff	3
Internal College Council Member representing academic staff	3
College Council Member representing the academic board	3
Internal College Council Member representing the student population (SRC Representative)	3
College Council Chairperson	5
College Council Vice Chairperson	4
College Council Treasurer	5
College Council Secretary	1
External College Council member	34
Other	2

Source: Own compilation

Nil respondents are employed by the College Council as Education Specialists, which represents 0% of the respondents and two respondents are employed by the College Council as Senior Education Specialists, which represent 3% of the respondents. Three respondents are employed by the College Council as Deputy Chief Education Specialists, which represents 5% of the respondents and nil respondents are employed by the College Council as Chief Education Specialists, which represents 0% of the respondents. One respondent fulfils the role of the Chief Financial Officer, which represents 2% of the respondents. Of these, one respondent is employed by the College Council as an Assistant Director. One Assistant Director completed the questionnaire, which results in 2% of the respondents. Nil Deputy Directors completed the questionnaire, which represents 0 % of the respondents. Nil of the respondents are employed by the College Council as the Head of Administration which represents 0% of the respondents. One of the respondents is

employed by the College Council as a Human Resource Manager, which represents 2 % of the respondents.

Nil of the respondents perform the function of Registrar at the College, which represent 0% of the respondents.   Four Principals/Rectors/Chief Executive Officers at the level of Director completed the questionnaire. These represent 7% of the respondents. Three Internal College Council members, representing the administration and support staff, completed the questionnaire. This represents 5% of the respondents. Three Internal College Council members, representing the academic staff, completed the questionnaire. This represents 5% of the respondents. Three College Council members, representing the academic Board, completed the questionnaire. These represent 5% of the respondents.

Five College Council chairpersons completed the questionnaire. This represents 9% of the respondents. Four College Council vice chairpersons completed the questionnaire. This represents 7% of the respondents. Five College Council treasurers completed the questionnaire. This represents 9% of the respondents. One College Council secretary completed the questionnaire. This represents 2% of the respondents. Thirty-four External College Council members completed the questionnaire. This represents 58% of the respondents. Two other members of Council or Management Staff completed the questionnaire. This represents 3% of the respondents.

Figure 5.5: College council portfolio

COLLEGE COUNCIL PORTFOLIO

Legend:
- PL2
- PL3
- PL4
- PL5
- CFO
- AD
- DD
- ADMIN HEAD
- HR MANAGER
- REGISTRAR
- DIRECTOR
- INTERNAL REP (ADMIN& SUPPORT)
- INTERNAL REP (EDUCATOR STAFF)
- ACADEMIC BOARD REP
- SRC REP
- CHAIRPERSON
- VICE CHAIRPERSON
- TREASURER
- SECRETARY
- EXTERNAL CC
- OTHER
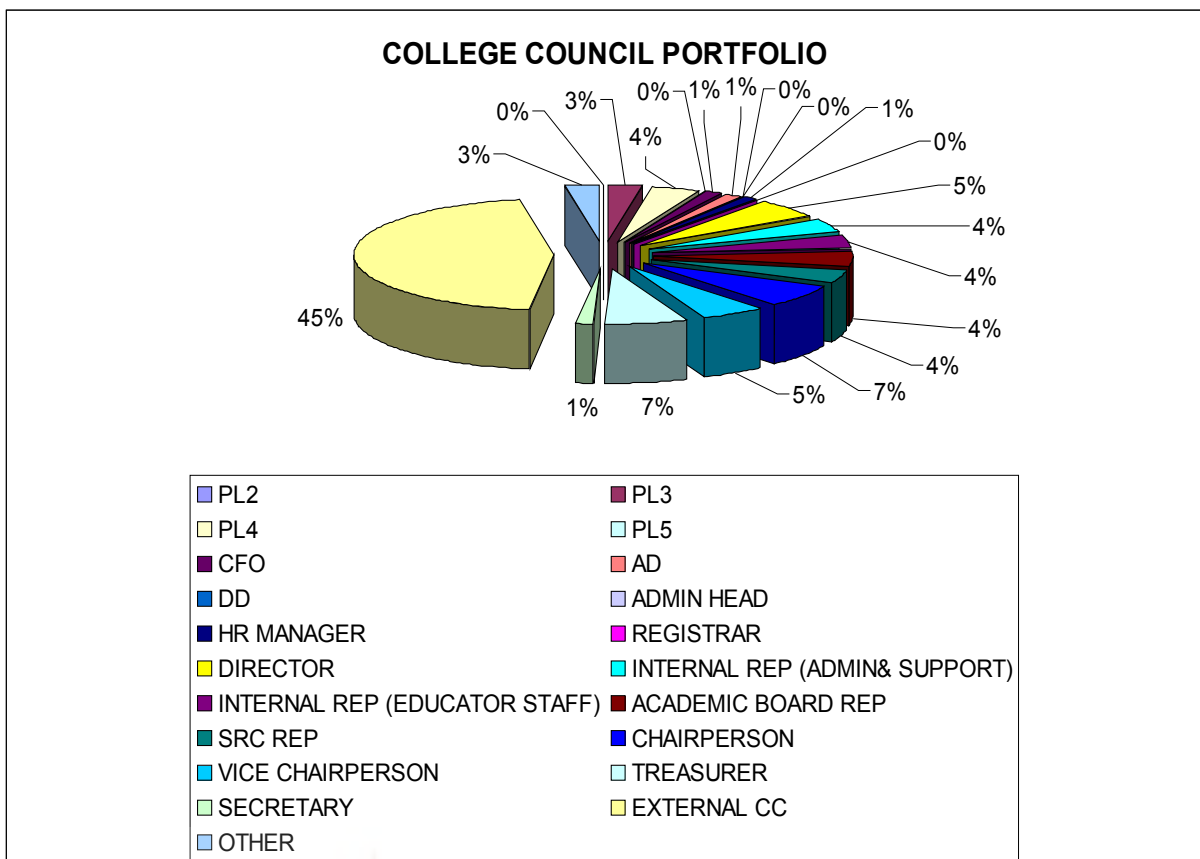
Source: Own compilation

5.4.2 Section B: Organisational structures and processes

This section explores the attitude and perceptions of respondents regarding compliance with statutory requirements, communication with stakeholders, the roles and responsibilities of the College Council and that of the Principal (CEO), annual reporting by the College Council and external audits. This section furthermore explore the attitude and perceptions of respondents regarding budgeting, financial management, the induction and training of staff and the College Council as well as standards of behaviour, code of contact, objectivity, integrity and honesty.

5.4.2.1   Statutory Accountability

(i)   Question 4.1

Twelve questions are asked in order to determine the knowledge, practice and opinion of College Council members in this regard. A Cronbach's Alpha value of 0,698 was recorded which indicate that the results are reliable.

Question 4.1 focused on the effective arrangements which the College Council established to ensure compliance with all applicable statutes, regulations and other relevant statements of best practice.

The findings are tabulated in table 5.6 and figure 5.6.

Table 5.6: Compliance with statutes, regulations and other relevant statements of best practice

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	4	18	30	6

Source: Own compilation

Figure 5.6: Compliance with statutes, regulations and other relevant statements of best practice

QUESTION 4.1

(Chart legend: STRONGLY DISAGREE, DISAGREE, NEUTRAL, AGREE, STRONGLY AGREE; Y-axis: RESPONDENTS)
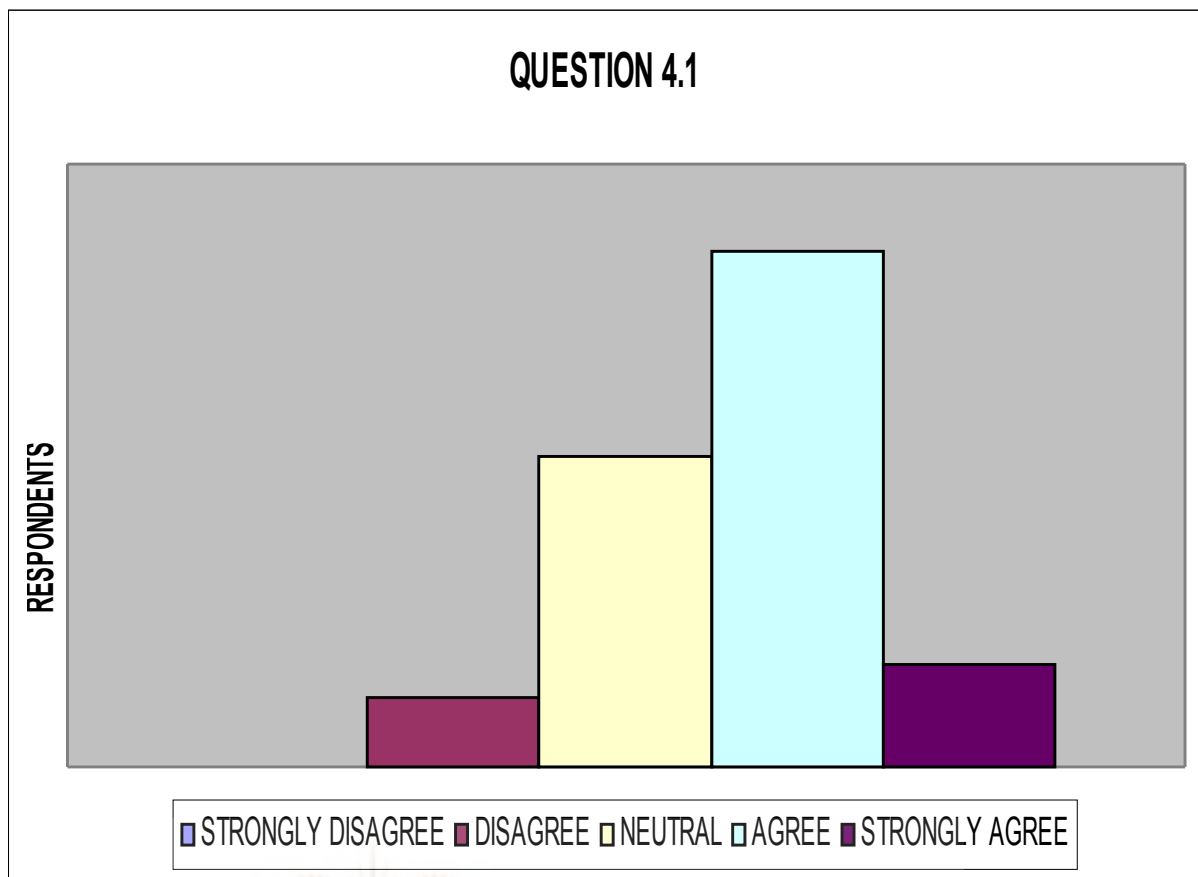
Source: Own compilation

Four respondents disagree, representing 7% of the respondents. Eighteen respondents are neutral, representing 32% of the respondents. Thirty respondents agree, representing 51% of the respondents and six respondents strongly agree, representing 10% of the respondents. It is thus evident that 61% of the respondents agree or strongly agree that the College Council ensured effective arrangements to ensure compliance with all applicable statutes, regulations and other relevant statements of good practice.

(ii)   Question 4.2

Question 4.2 focused on the appropriate arrangements which the College Council established to ensure that public funds are properly safeguarded, used economically, efficiently, effectively and appropriately and in accordance with the statutory and other authorities which govern their use.

The findings on the proper safeguarding of the public funds are tabulated in table 5.7 (a) and figure 5.7(a):

Table 5.7(a): Proper safeguarding of public funds

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	5	17	23	13

Source: Own compilation

Figure 5.7(a): Proper safeguarding of public funds
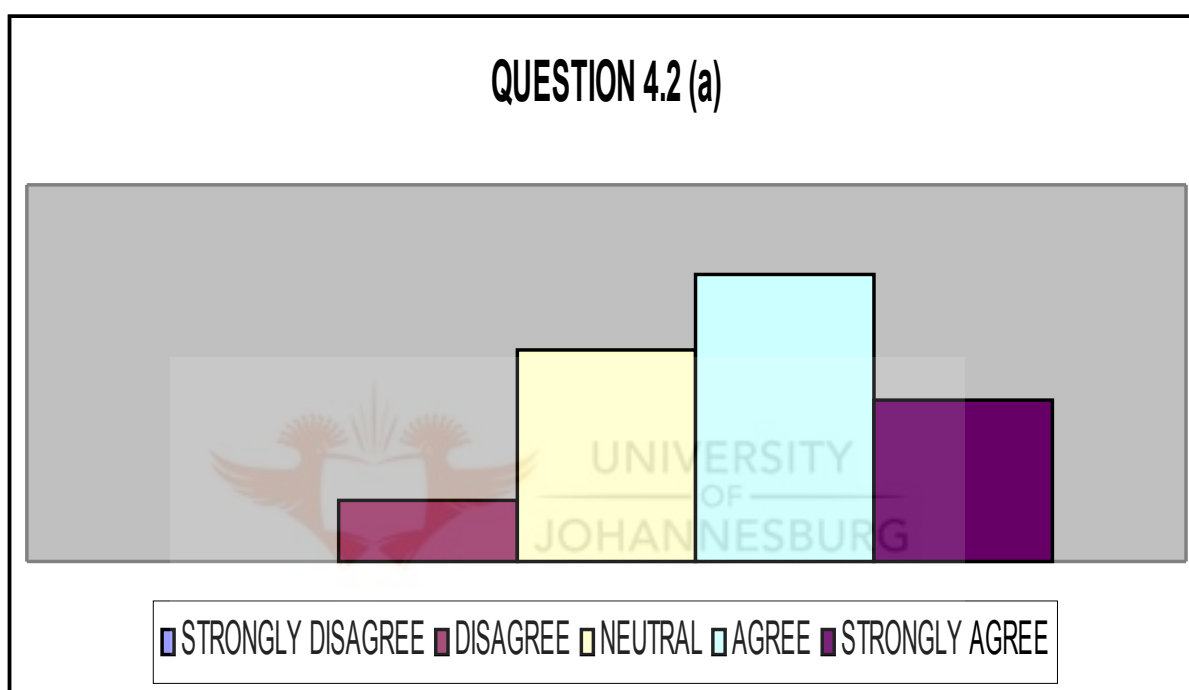
Source: Own compilation

Five respondents disagree, representing 8% of the respondents. Seventeen respondents are neutral, representing 29% of the respondents. Twenty three respondents agree, representing 39% of the respondents and thirteen respondents strongly agree, representing 22% of the respondents. It is thus evident that 61% of the respondents agree or strongly agree that the College Council safeguards public funds.

The findings on the economic, efficient, effective and appropriate use of the public funds are tabulated in table 5.7(b) and figure 5.7(b).

Table 5.7(b): Economic, efficient, effective and appropriate use of public funds

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	2	8	28	20

Source: Own compilation

Figure 5.7(b): Economic, efficient, effective and appropriate use of public funds
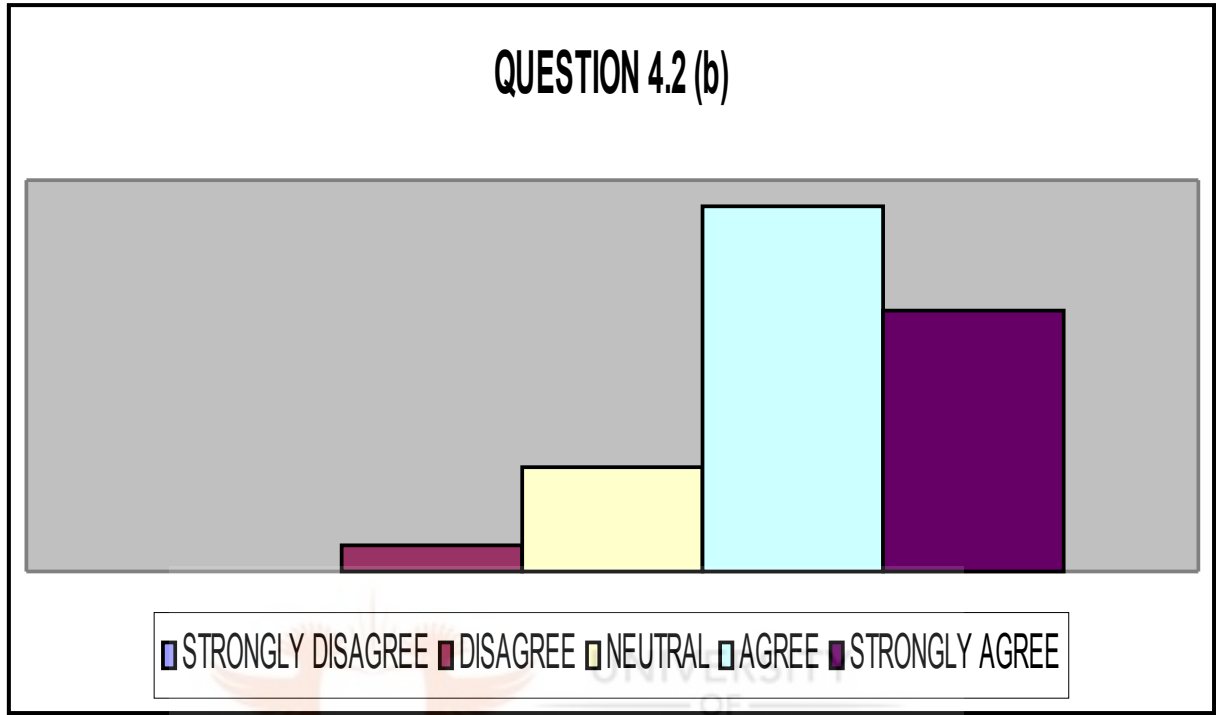
Source: Own compilation

Two respondents disagree, representing 4% of the respondents. Eight respondents are neutral, representing 14% of the respondents. Twenty eight respondents agree, representing 48% of the respondents and twenty respondents strongly agree, representing 34% of the respondents. It is thus evident that 82% of the respondents agree or strongly agree that the College Council safeguards public funds.

The findings on the use of the public funds in accordance with the statutory and other authorities which govern them are tabulated in table 5.7 (c) and figure 5.7 (c).

Table 5.7(c): Use of public funds in accordance with statutory and other authorities

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	1	8	25	24

Source: Own compilation

Figure 5.7(c): Use of public funds in accordance with statutory and other authorities
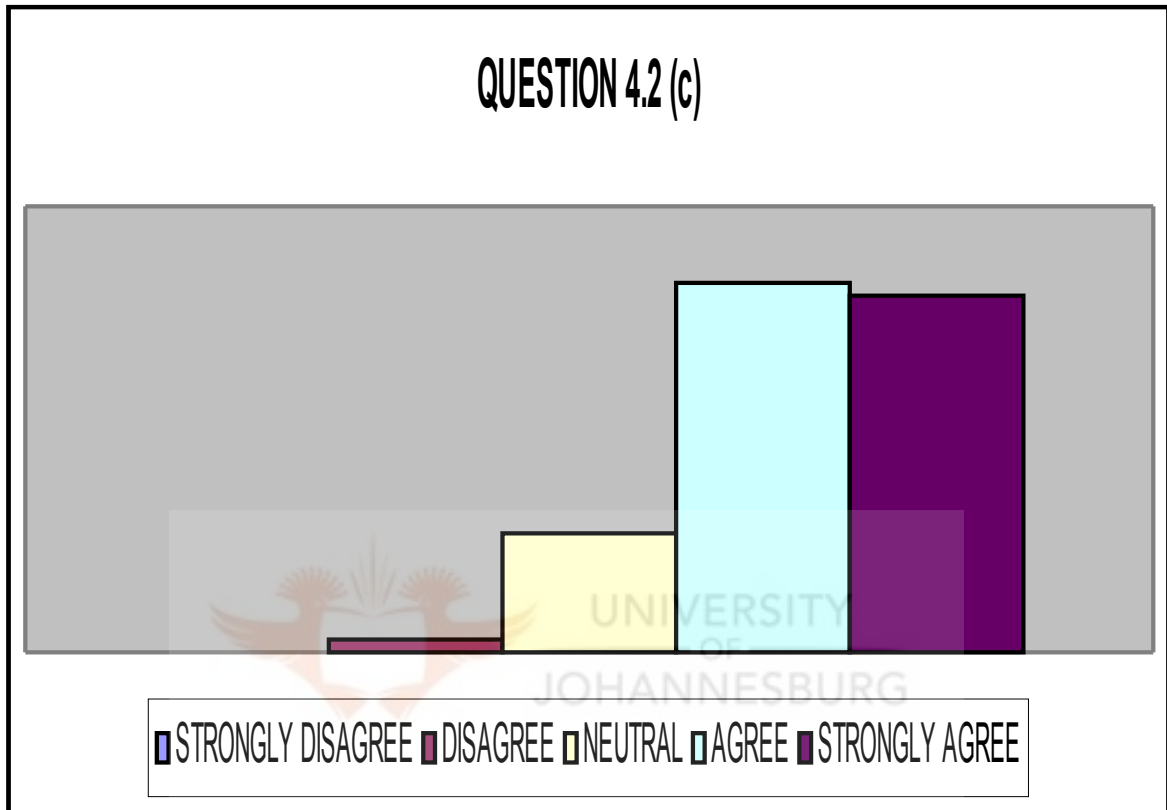
Source: Own compilation

One respondent disagrees, representing 2% of the respondents. Eight respondents are neutral, representing 14% of the respondents. Twenty five respondents agree, representing 43% of the respondents and twenty four respondents strongly agree, representing 41% of the respondents. It is thus evident that 84% of the respondents agree or strongly agree that the College Council safeguards public funds.

In order to ascertain the measures put in place to safeguard public funds, the three components of Question 4.2 are summarised in table 4.2 (d) and figure 4.2 (d).

Table 5.7(d): Measures put in place to safeguard public funds

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	8	33	86	57

Figure 5.7(d): Measures put in place to safeguard public funds
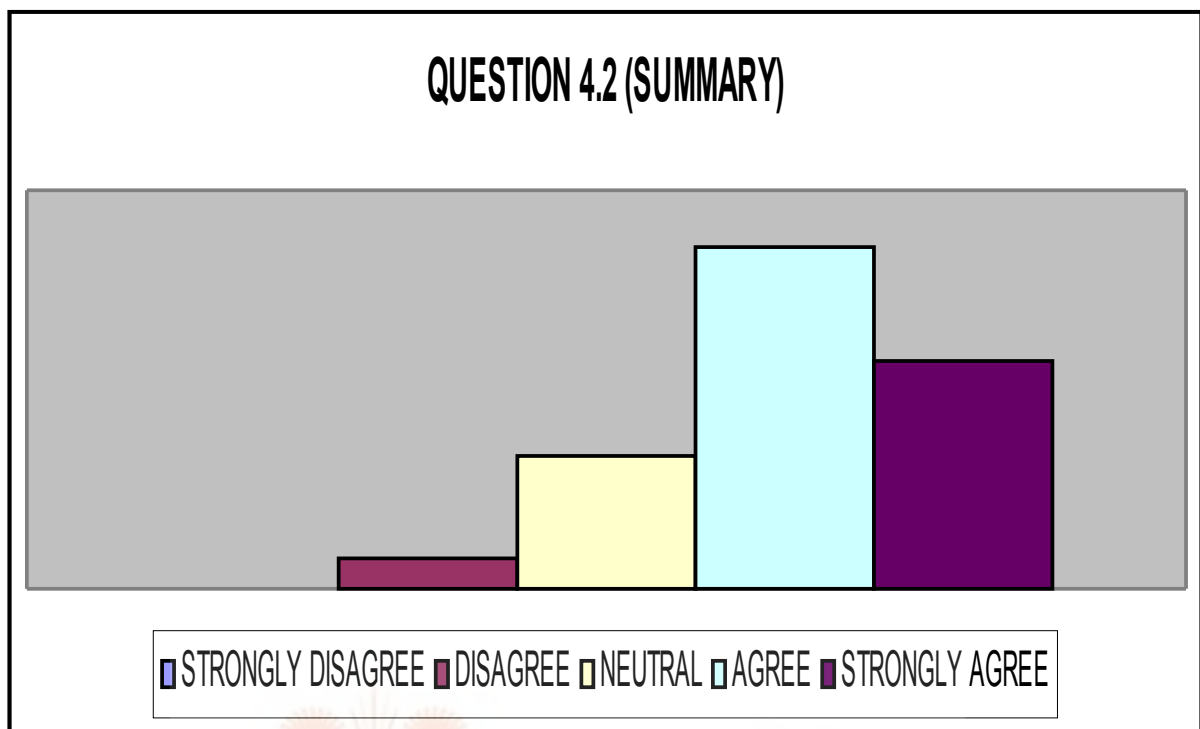
QUESTION 4.2 (SUMMARY)

□ STRONGLY DISAGREE ■ DISAGREE □ NEUTRAL □ AGREE ■ STRONGLY AGREE

Eight respondents disagree, representing 4% of the respondents. Thirty three respondents are neutral, representing 18% of the respondents. Eighty six respondents agree, representing 47% of the respondents and fifty seven respondents strongly agree, representing 31% of the respondents. It is thus evident that 78% of the respondents agree or strongly agree that the College Council established appropriate arrangements to ensure that public funds are properly safeguarded, used economically, efficiently, effectively and appropriately and in accordance with the statutory and other authorities which govern their use.

(iii)   Question 4.3

Question 4.3 focuses on the Memorandums of Understandings which the College Council established with Sector Education and Training Authorities.

The findings are tabulated in table 5.8 and figure 5.8.

Table 5.8: Memorandums of Understanding with SETAs

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	3	12	31	12

Source: Own compilation

Figure 5.8: Memorandums of Understanding with SETAs
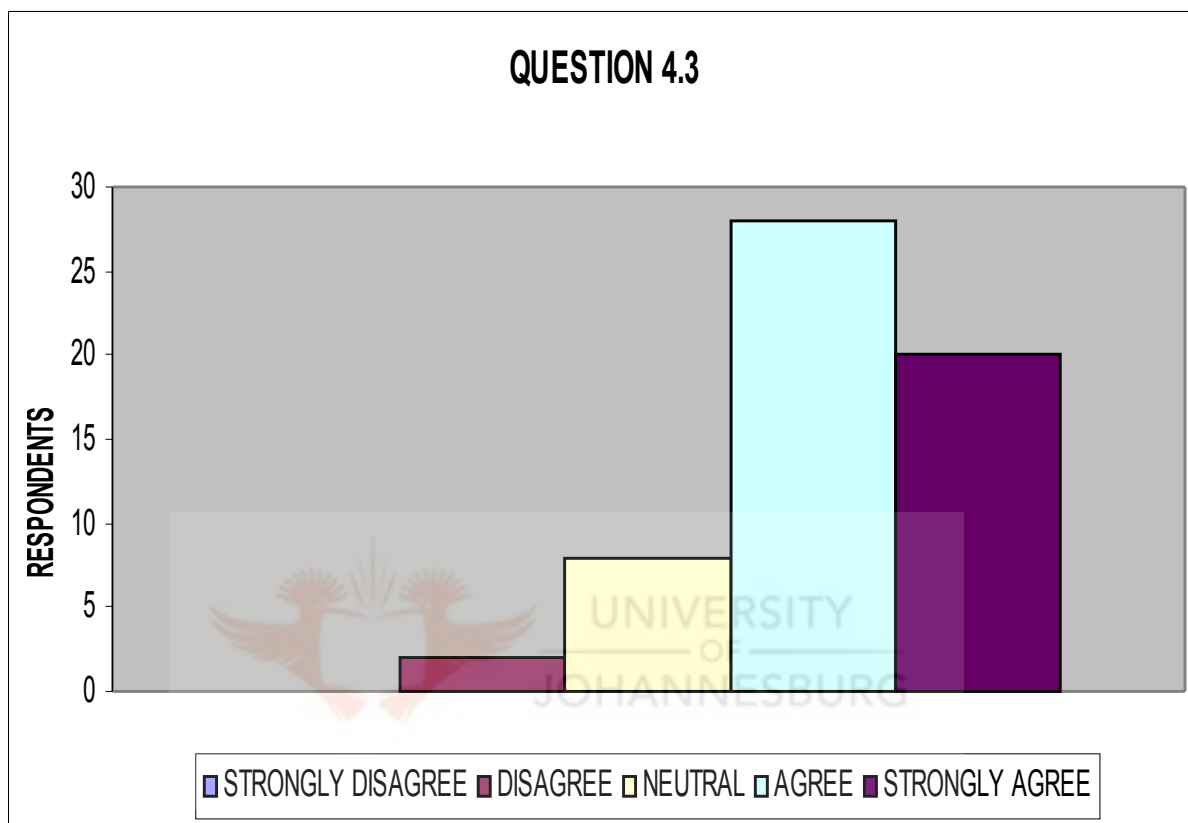
Source: Own compilation

One respondent strongly disagrees, representing 2% of the respondents. Three respondents disagree, representing 5% of the respondents. Twelve respondents are neutral, representing 20% of the respondents. Thirty one respondents agree, representing 53% of the respondents and twelve respondents strongly agree, representing 20% of the respondents. It is thus evident that 73% of the respondents agree or strongly agree that the College Council established Memorandums of Understandings with Sector Education and Training Authorities.

(iv)   Question 4.4

Question 4.4 focuses on the sufficient accreditation of the College to offer programmes.

The findings are tabulated in table 5.9 and figure 5.9.

Table 5.9: Sufficient accreditation to offer programmes

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	2	6	27	23

Source: Own compilation

Figure 5.9: Sufficient accreditation to offer programmes
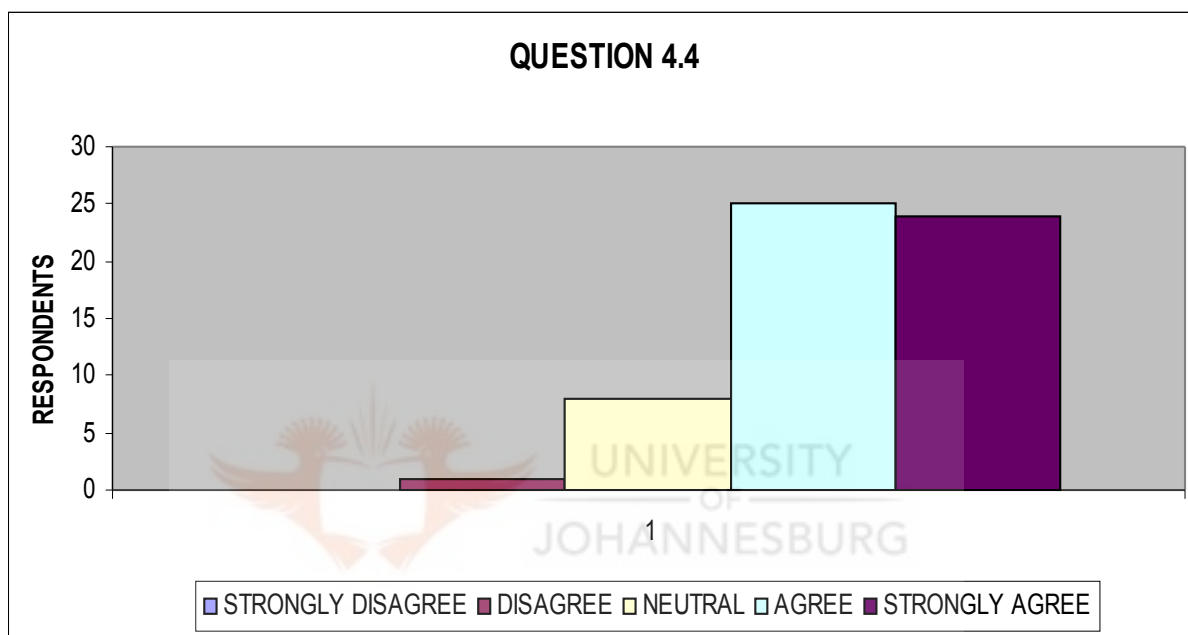
Source: Own compilation

Two respondents disagree, representing 3% of the respondents. Six respondents are neutral, representing 10% of the respondents. Twenty seven respondents agree, representing 47% of the respondents and twenty three respondents strongly agree, representing 40% of the respondents. It is thus evident that 87% of the respondents agree or strongly agree that the College obtained sufficient accreditation in order to offer programmes.

(v)   Question 4.5

Question 4.5 focuses on the Public FET College Quality Assurance System (eg. ISO 9000/2001)

The findings are tabulated in table 5.10 and figure 5.10.

Table 5.10: The Public FET College Quality Assurance system

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	3	8	16	29

Source: Own compilation

Figure 5.10: The Public FET College Quality Assurance system
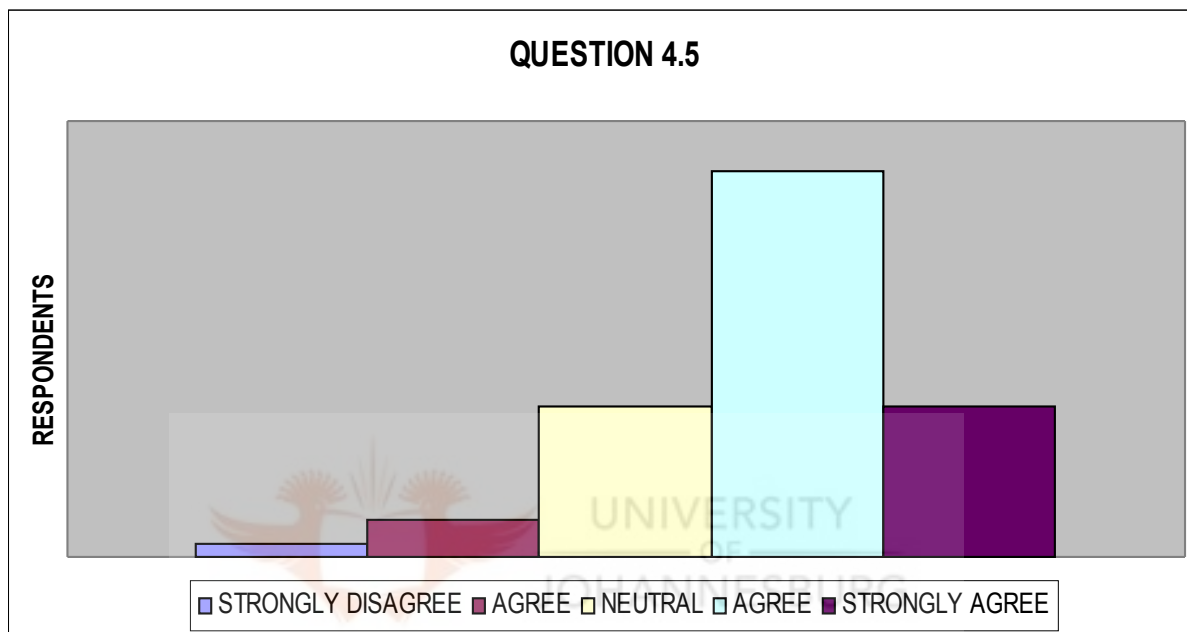
Source: Own compilation

One respondent strongly disagrees, representing 2% of the respondents. Three respondents disagree, representing 5% of the respondents. Eight respondents are neutral, representing 14% of the respondents. Sixteen respondents agree, representing 28% of the respondents and twenty nine respondents strongly agree, representing 51% of the respondents. It is thus evident that 79% of the respondents agree or strongly agree that the College Council established a Quality Assurance System (eg. ISO 9000/2001).

(vi)   Question 4.6

Question 4.6 focuses on the College statutes, rules, regulations, policies and procedures which conform to the SA constitution and applicable regulations and Acts

The findings are tabulated in table 5.11 and figure 5.11.

Table 5.11: College statutes, rules, regulations, policies and procedures

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
9	7	8	20	15

Source: Own compilation

Figure 5.11: College statutes, rules, regulations, policies and procedures
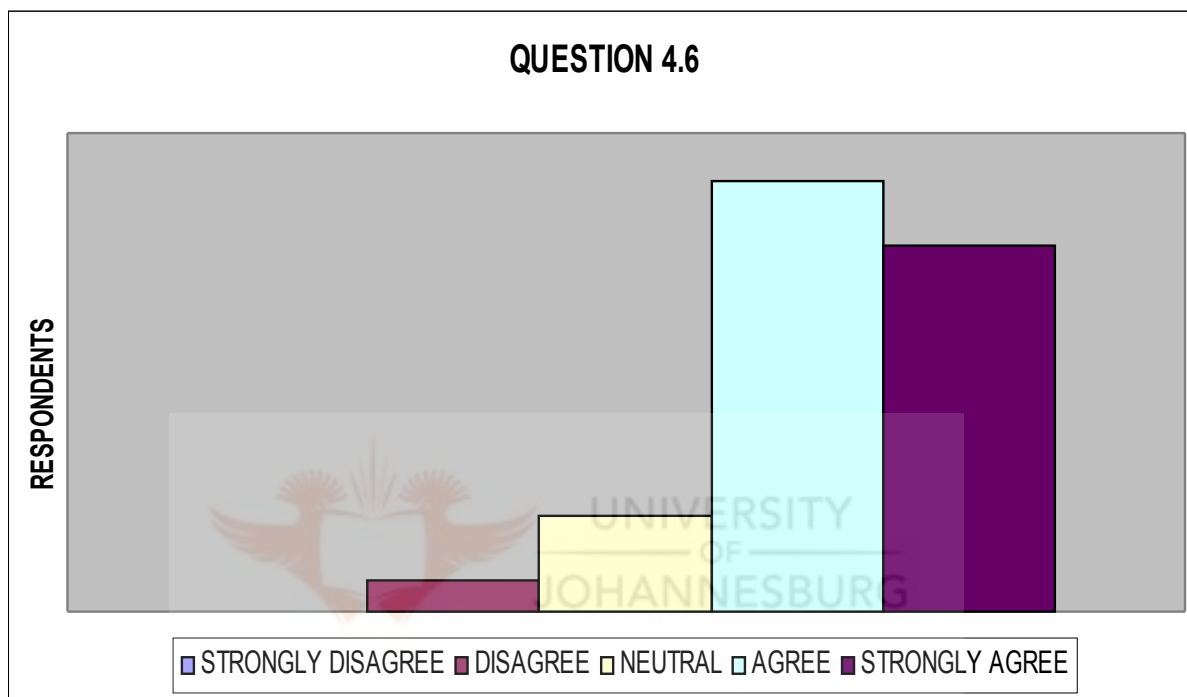
Source: Own compilation

Nine respondents strongly disagree, representing 15% of the respondents. Seven respondents disagree, representing 12% of the respondents. Eight respondents are neutral, representing 14% of the respondents. Twenty respondents agree, representing 34% of the respondents and fifteen respondents strongly agree, representing 25% of the respondents. It is thus evident that 59% of the respondents agree or strongly agree that the College Council established Memorandums of Understandings with Sector Education and Training Authorities.

(vii)   Question 4.7

Question 4.7 focuses on the investment of College funds with a reputable banker. The findings are tabulated in table 5.12 and figure 5.12.

Table 5.12: Investment of College funds with a reputable banker

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	2	3	22	11

Source: Own compilation

Figure 5.12: Investment of College funds with a reputable banker
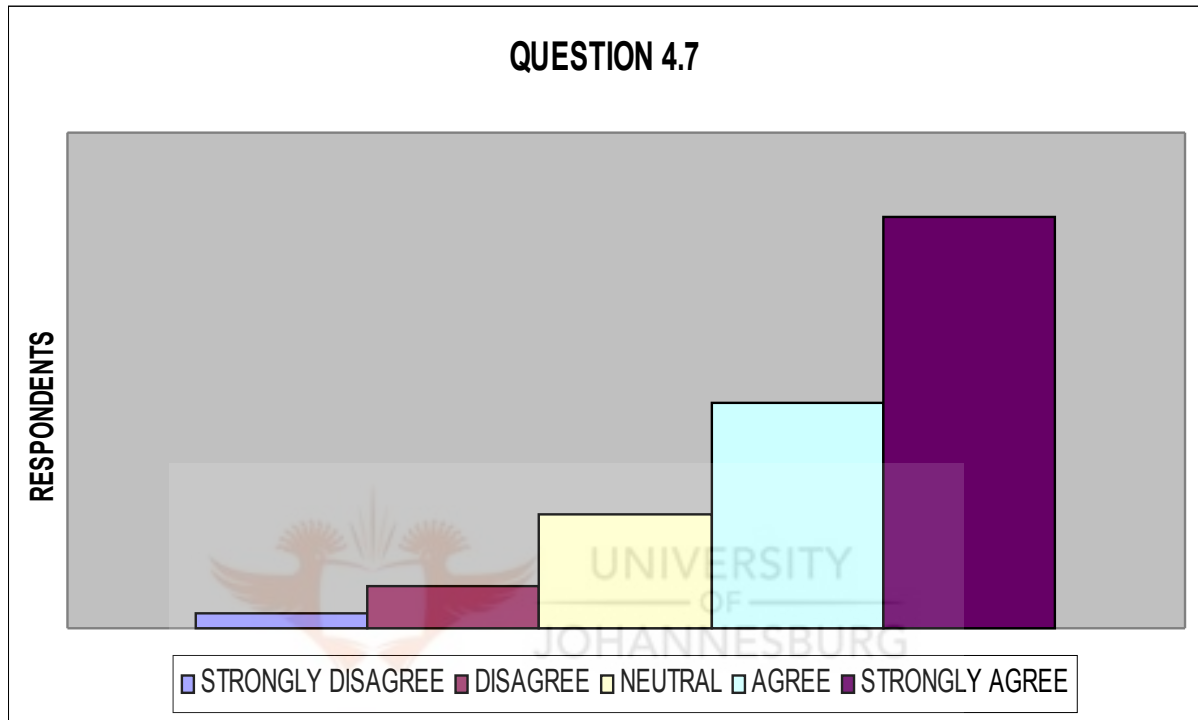
Source: Own compilation

Two respondents disagree, representing 5% of the respondents. Three respondents are neutral, representing 8% of the respondents. Twenty two respondents agree, representing 58% of the respondents and eleven respondents strongly agree, representing 29% of the respondents. It is thus evident that 87% of the respondents agree or strongly agree that the College Council invests College funds with a reputable banker.

(ix)   Question 4.8

Question 4.8 focuses on the College Council's approved constitution.

The findings are tabulated in table 5.13 and figure 5.13.

Table 5.13: College Council's approved constitution

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	1	3	26	27

Source: Own compilation

Figure 5.13: College Council's approved constitution
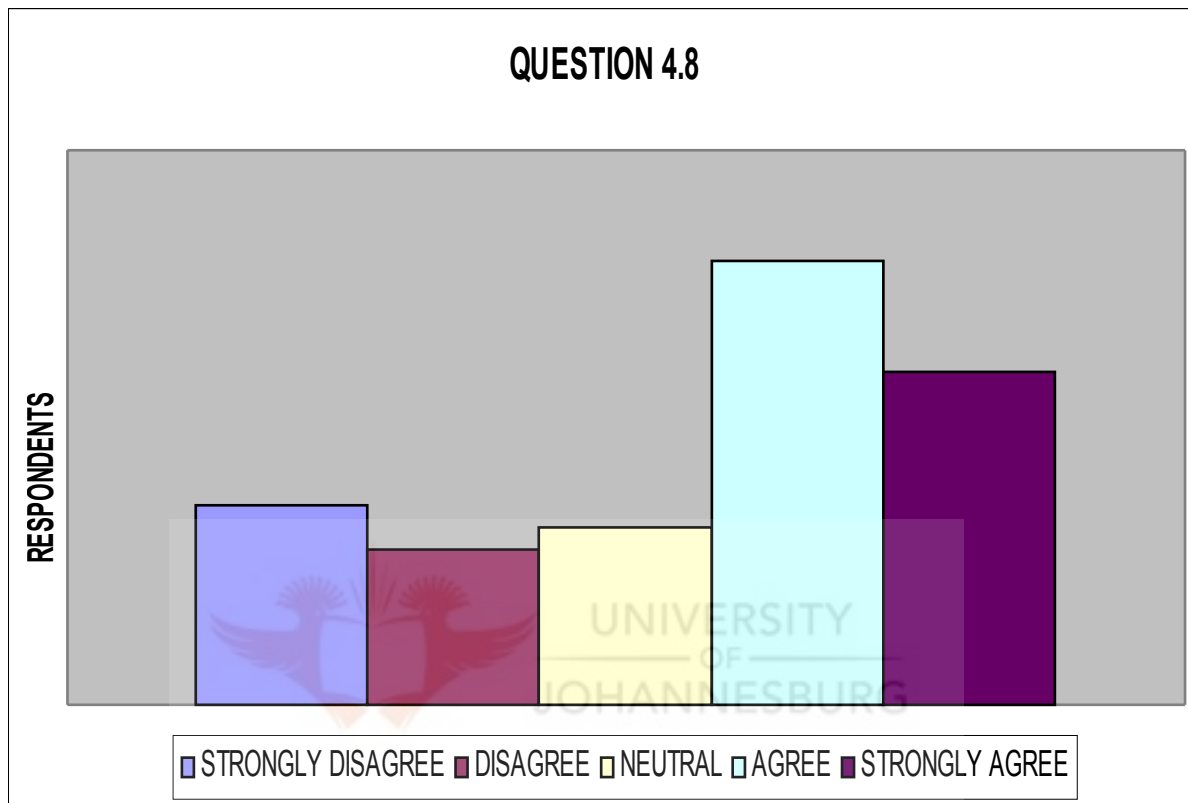
QUESTION 4.8

RESPONDENTS

☐ STRONGLY DISAGREE ■ DISAGREE ☐ NEUTRAL ☐ AGREE ■ STRONGLY AGREE

Source: Own compilation

One respondent disagrees, representing 2% of the respondents. Three respondents are neutral, representing 5% of the respondents. Twenty six respondents agree, representing 46% of the respondents and twenty seven respondents strongly agree, representing 47% of the respondents. It is thus evident that 93% of the respondents agree or strongly agree that the College Council approved its constitution.

(ix)   Question 4.9

Question 4.9 focuses on the student code of conduct, approved by the College Council.

The findings are tabulated in table 5.14 and figure 5.14.

Table 5.14: College Council's approved student code of conduct

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	0	0	26	32

Source: Own compilation

Figure 5.14: College Council's approved student code of conduct
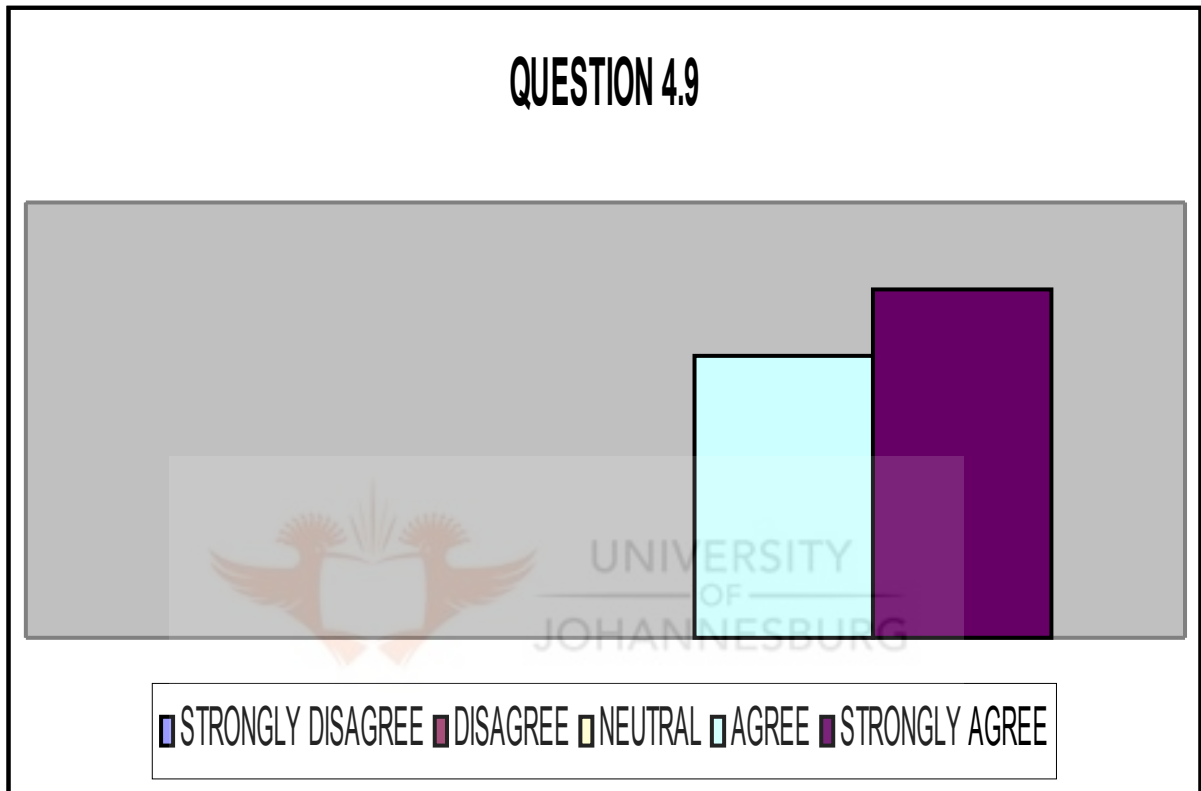
Source: Own compilation

Twenty six respondents agree, representing 45% of the respondents and thirty two respondents strongly agree, representing 55% of the respondents. It is thus evident that all the respondents agree or strongly agree that the College Council approved a student code of conduct.

(x)   Question 4.10

Question 4.10 focuses on the College Council's approval of all policies.

The findings are tabulated in table 5.15 and figure 5.15.

Table 5.15: College Council's approval of all policies

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	2	3	22	31

Figure 5.15: College Council's approval of all policies
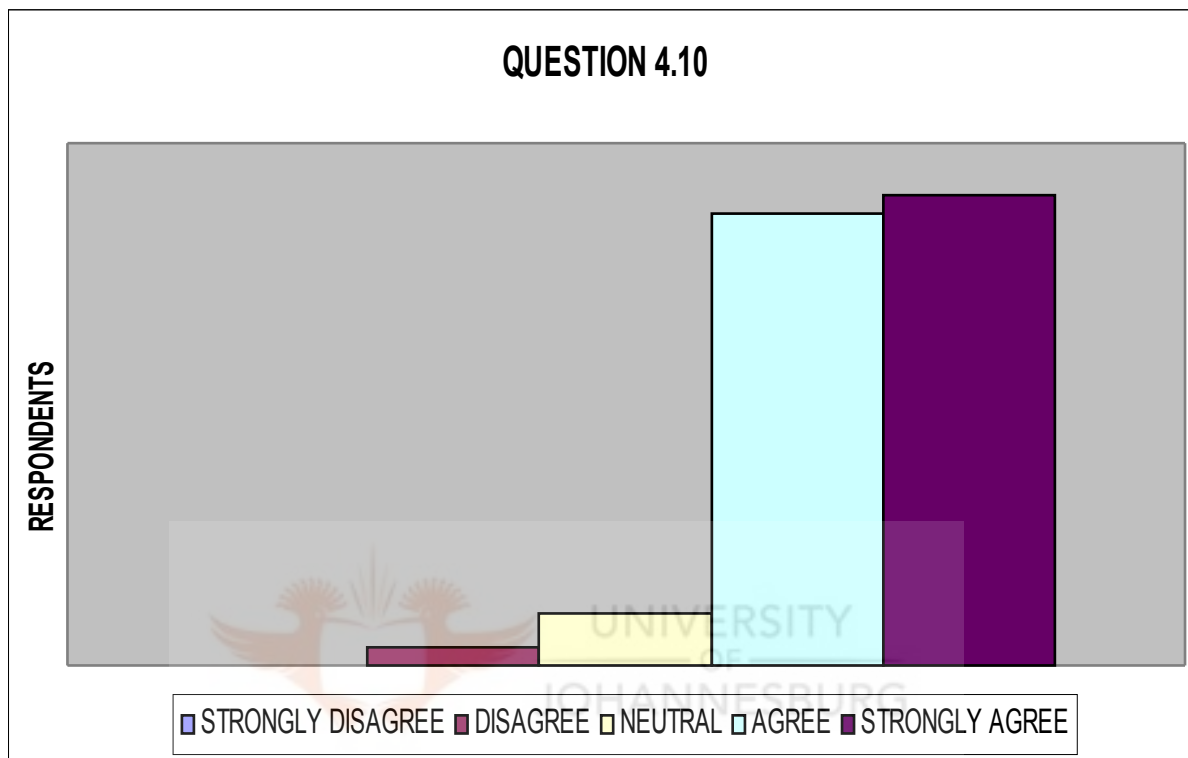
Source: Own compilation

Two respondents disagree, representing 4% of the respondents. Three respondents are neutral, representing 5% of the respondents. Twenty two respondents agree, representing 38% of the respondents and thirty one respondents strongly agree, representing 53% of the respondents. It is thus evident that 91% of the respondents agree or strongly agree that the College Council approve all policies.

(xi)   Question 4.11

Question 4.11 focuses on the College Council's paid up membership with the Further Education and Training College Employer's Organisation (FETCEO).

The findings are tabulated in table 5.16 and figure 5.16.

Table 5.16: College Council's paid up membership with FETCEO

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
6	16	12	8	14

Source: Own compilation

Figure 5.16: College Council's paid up membership with FETCEO
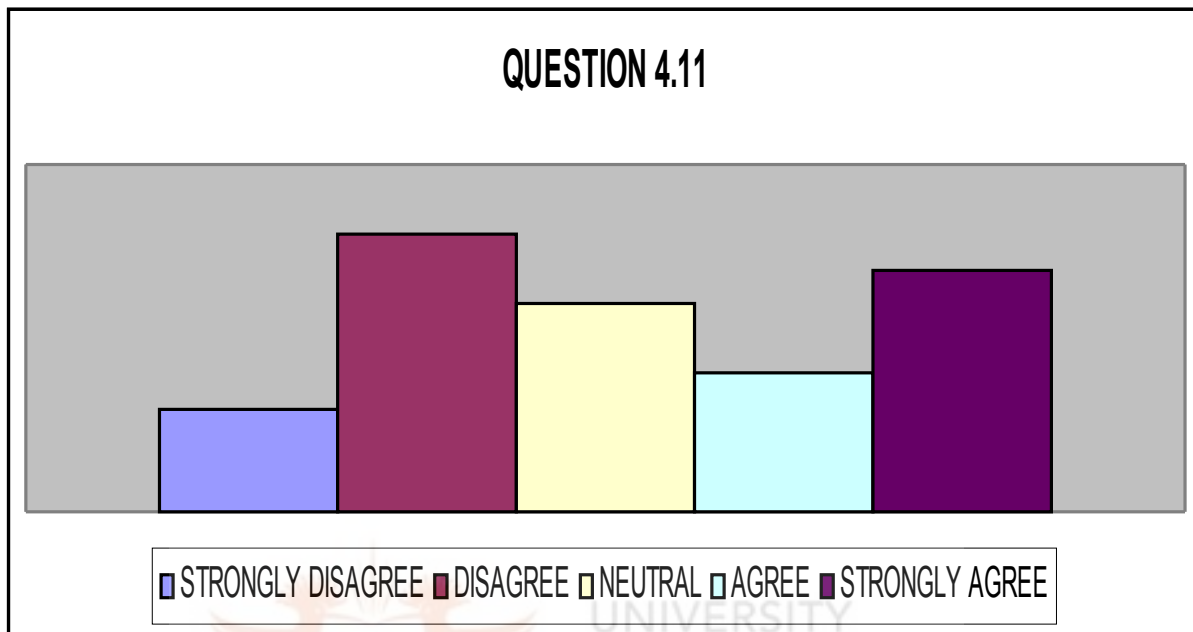
Source: Own compilation

Six respondents strongly disagree, representing 11% of the respondents. Sixteen respondents disagree, representing 29% of the respondents. Twelve respondents are neutral, representing 21% of the respondents. Eight respondents agree, representing 14% of the respondents and fourteen respondents strongly agree, representing 25% of the respondents. It is thus evident that 39% of the respondents agree or strongly agree that the College Council is a paid up member of the FETCEO. It is furthermore evident that 40% of the respondents disagree or strongly disagree that the College Council is a paid up member of the FETCEO. A significant 21% of the respondents indicated that they are neutral on the matter. This uncertainty indicates that there is no proper communication on the matter at College Council meetings.

(xii)   Question 4.12

Question 4.12 focuses on the College Council's formal procedural and financial regulations implemented to govern the conduct of its business.

The findings are tabulated in table 5.17 and figure 5.17.

Table 5.17: Formal procedural and financial regulations

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	0	1	34	23

Source: Own compilation

Figure 5.17: Formal procedural and financial regulations
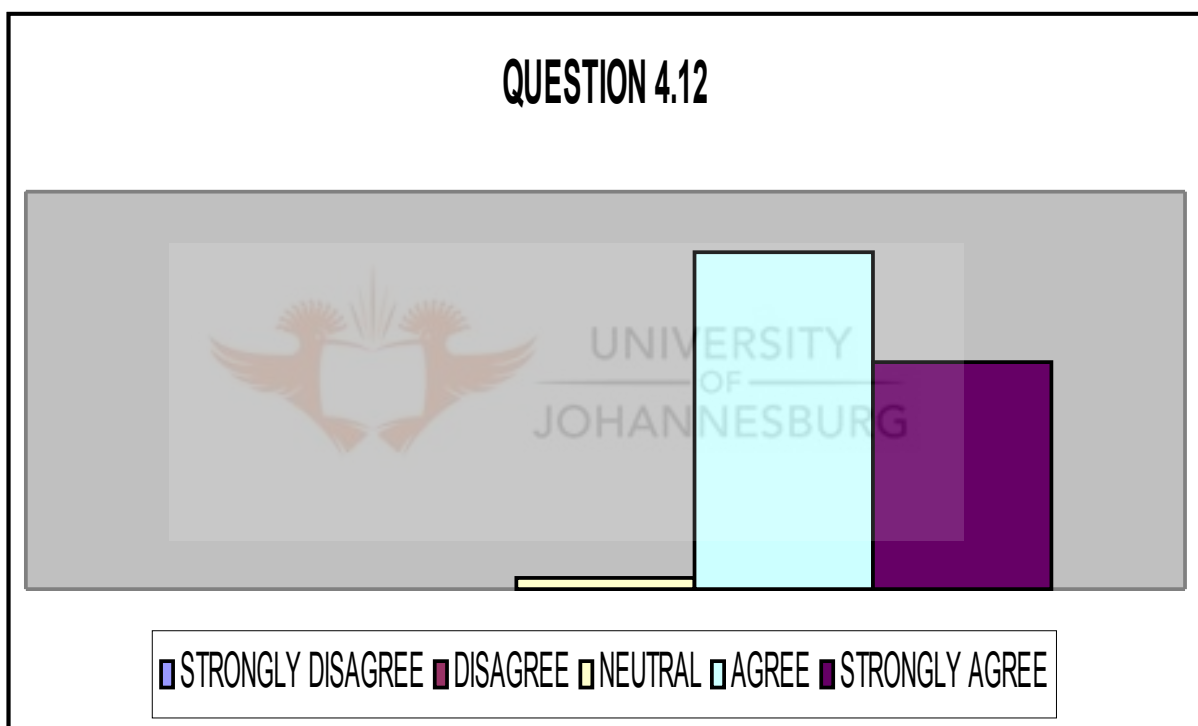
Source: Own compilation

One respondent is neutral, representing 1% of the respondents. Thirty four respondents agree, representing 59% of the respondents and twenty three respondents strongly agree, representing 40% of the respondents. It is thus evident that 99% of the respondents agree or strongly agree that the College Council implemented formal procedural and financial regulations to govern the conduct of its business.

5.4.2.2   Communication with stakeholders

(i)   Question 5.1

Ten questions are asked in order to determine the knowledge, practice and opinion of College Council members in this regard. A Cronbach's Alpha value of 0,692 was recorded which indicates that the results are reliable.

Question 5.1 determines if the College Council established clear channels of communication with stakeholders.

The findings are tabulated in table 5.18 and figure 5.18.

Table 5.18: Clearly established channels of communication with stakeholders

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	10	23	22

Source: Own compilation

Figure 5.18: Clearly established channels of communication with stakeholders
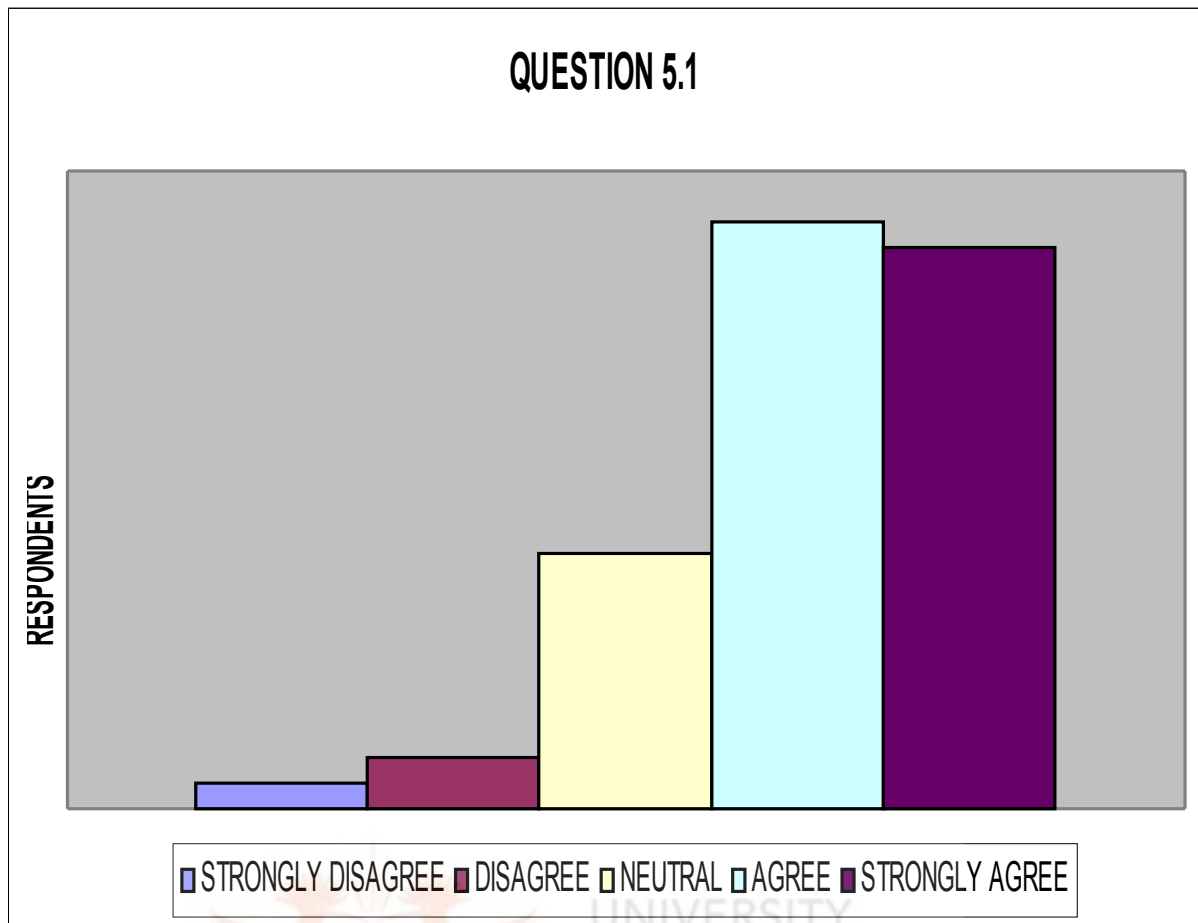
QUESTION 5.1

☐ STRONGLY DISAGREE ■ DISAGREE ☐ NEUTRAL ☐ AGREE ■ STRONGLY AGREE

Source: Own compilation

One respondent strongly disagrees, representing 2% of the respondents. Two respondents disagree, representing 3% of the respondents. Ten respondents are neutral, representing 17% of the respondents. Twenty three respondents agree, representing 40% of the respondents and twenty two respondents strongly agree, representing 38% of the respondents. It is thus evident that 78% of the respondents agree or strongly agree that the College Council established clear channels of communication with stakeholders.

(ii)   Question 5.2

Question 5.2 focuses on appropriate processes which the College Council established to ensure that clear established channels of communication with stakeholders operate effectively in practice.

The findings are tabulated in table 5.19 and figure 5.19.

Table 5.19: Appropriate processes to ensure effective communication

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
14	8	16	15	5

Source: Own compilation

Figure 5.19: Appropriate processes to ensure effective communication
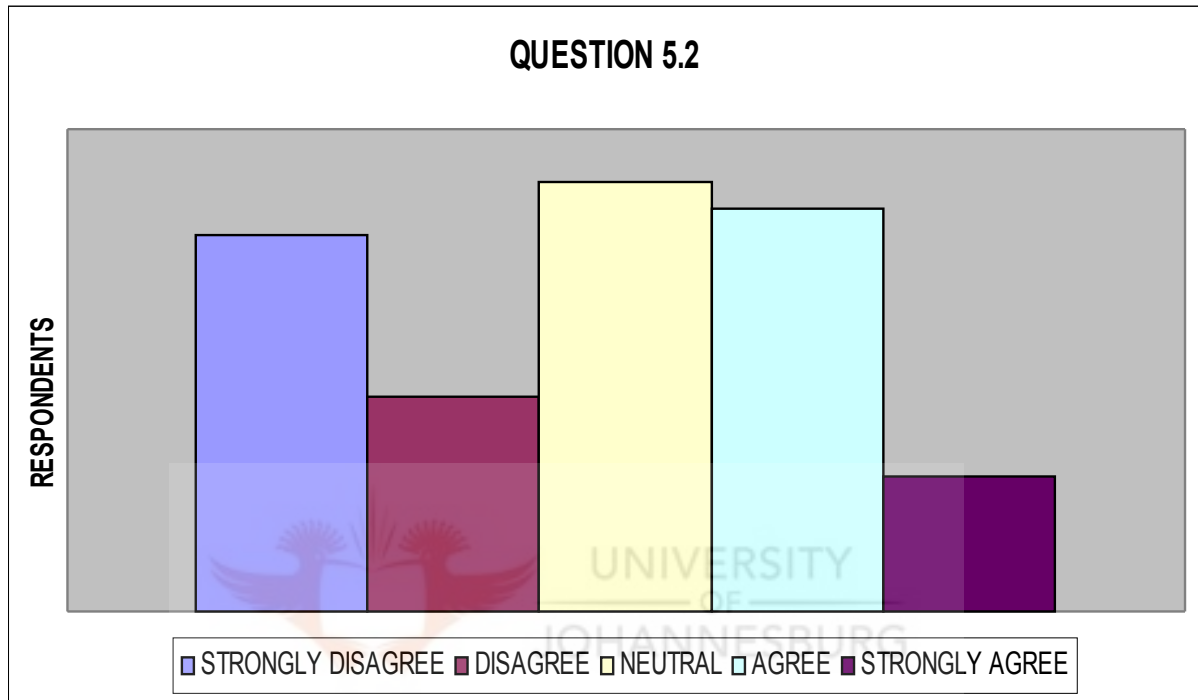
Source: Own compilation

Fourteen respondents strongly disagree, representing 24% of the respondents. Eight respondents disagree, representing 14% of the respondents. Sixteen respondents are neutral, representing 28% of the respondents. Fifteen respondents agree, representing 26% of the respondents and five respondents strongly agree, representing 8% of the respondents. It is thus evident that 34% of the respondents agree or strongly agree that the clear channels of communication established by the College Council with stakeholders work effectively in practice. 38% of the respondents disagree or strongly disagree that these communication channels work effectively in practice, with 28% of the respondents neutral.

It is evident that the College Councils need to revisit the communication channels in order to ensure that communication channels work effectively in practice.

(iii)   Question 5.3

Question 5.3 focuses on the explicit commitment that the College Council made to openness and transparency in all activities of the entity.

The findings are tabulated in table 5.20 and figure 5.20.

Table 5.20: Commitment to openness and transparency

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	1	16	29	12

Source: Own compilation

Figure 5.20: Commitment to openness and transparency
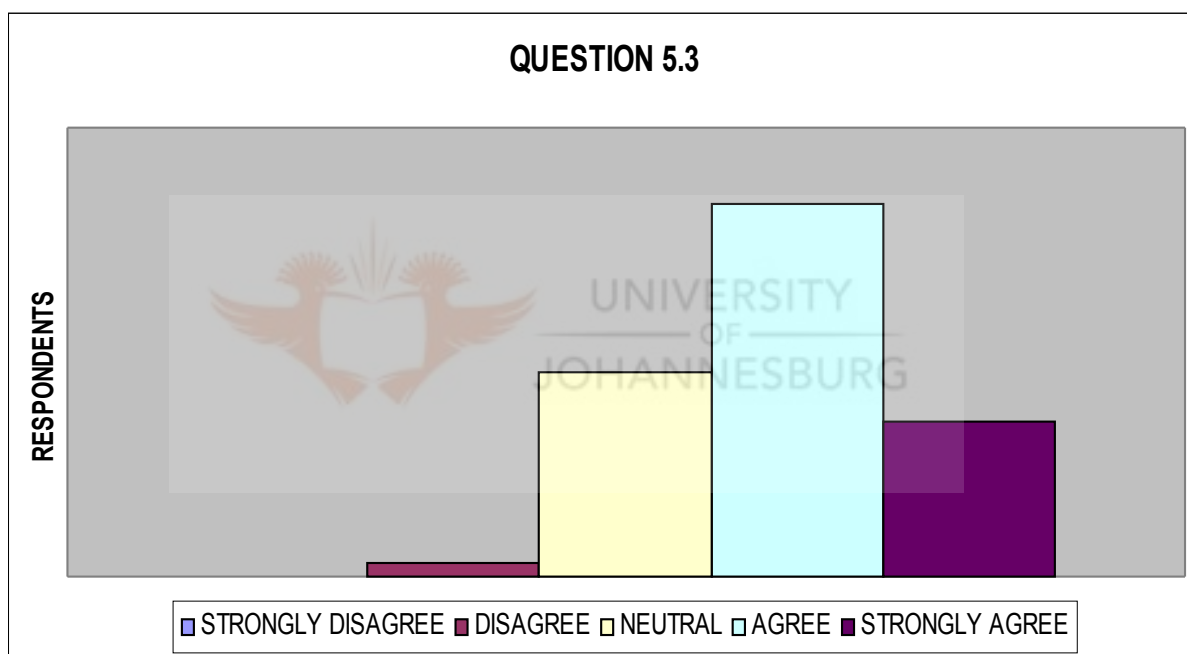
QUESTION 5.3

□ STRONGLY DISAGREE ■ DISAGREE □ NEUTRAL □ AGREE ■ STRONGLY AGREE

Source: Own compilation

One respondent disagrees, representing 2% of the respondents. Sixteen respondents are neutral, representing 28% of the respondents. Twenty nine respondents agree, representing 50% of the respondents and twelve respondents strongly agree, representing 20% of the respondents. It is thus evident that 70% of the respondents agree or strongly agree that the College Council made an explicit commitment to openness and transparency in all activities of the entity.

(iv)   Question 5.4

Question 5.4 focuses on publicly reporting of the process for making appointments to the College Council.

The findings are tabulated in table 5.21 and figure 5.21.

Table 5.21: Public reporting of the appointment process of Council members

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	27	20	6

Source: Own compilation

Figure 5.21: Public reporting of the appointment process of Council members
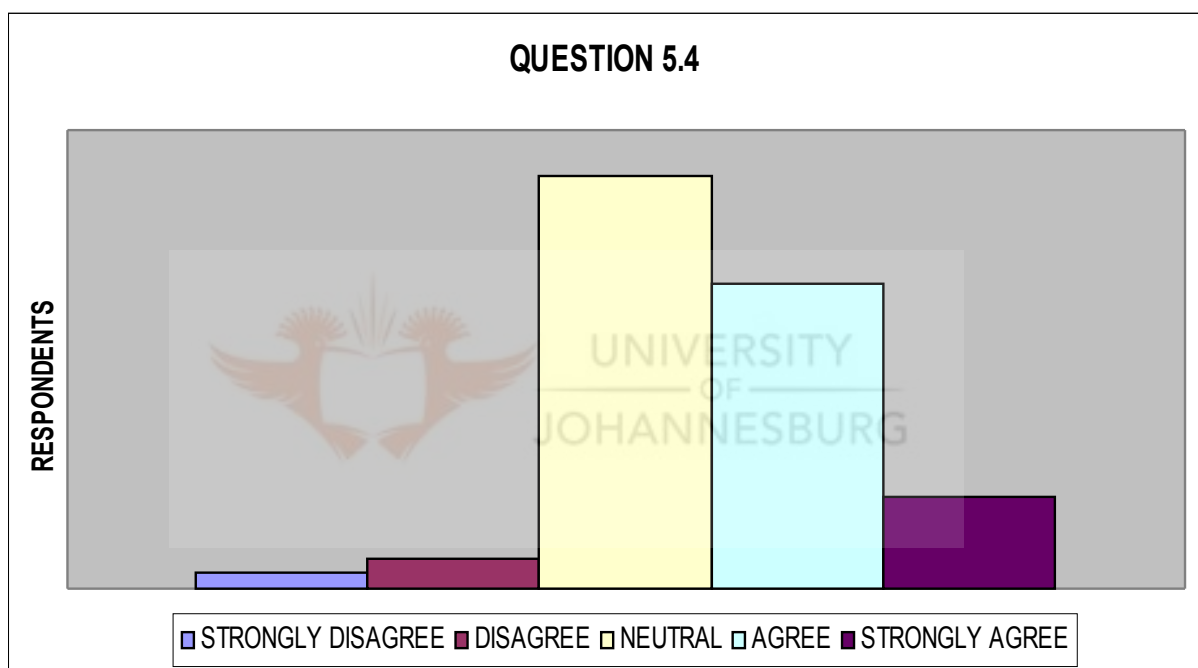
Source: Own compilation

One respondent strongly disagrees, representing 2% of the respondents. Two respondents disagree, representing 4% of the respondents. Twenty seven respondents are neutral, representing 48% of the respondents. Twenty respondents agree, representing 35% of the respondents and six respondents strongly agree, representing 11% of the respondents. It is thus evident that 46% of the respondents agree or strongly agree that the College Council publicly reports the process for making appointments to the College Council. A significant 48% of respondents are neutral and unsure if the College Council publicly reports the appointment process.

(v)   Question 5.5

Question 5.5 focuses on whether the College Council publicly makes the names of all College Council members, together with their relevant other interests, available. The findings are tabulated in table 5.22 and figure 5.22.

Table 5.22: Public reporting of the College Council members' names and a declaration of relevant other interests

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
15	13	8	13	10

Source: Own compilation

Figure 5.22 : Public reporting of the College Council members' names and a declaration of relevant other interests

Source: Own compilation

Fifteen respondents strongly disagree, representing 25% of the respondents. Thirteen respondents disagree, representing 22% of the respondents. Eight respondents are neutral, representing 14% of the respondents. Thirteen respondents agree, representing 22% of the respondents and ten respondents strongly agree, representing 17% of the respondents. It is thus evident that 39% of the respondents agree or strongly agree that the College Council publicly makes the names of all College Council members, together with their relevant other interests, available. 47% of the respondents disagree or strongly disagree that the College Council publicly makes the names of all College Council members, together with their relevant other interests, available, with 14% of the respondents neutral.

It is evident that not all College Councils publicly make the names of all College Council members, together with their relevant other interests, available.

(vi)   Question 5.6

Question 5.6 focuses on knowledge about the members of the College Council.

The findings are tabulated in table 5.23 and figure 5.23.

Table 5.23: Knowledge about members of the College Council

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
2	1	1	25	30

Source: Own compilation

Figure 5.23: Knowledge about members of the College Council
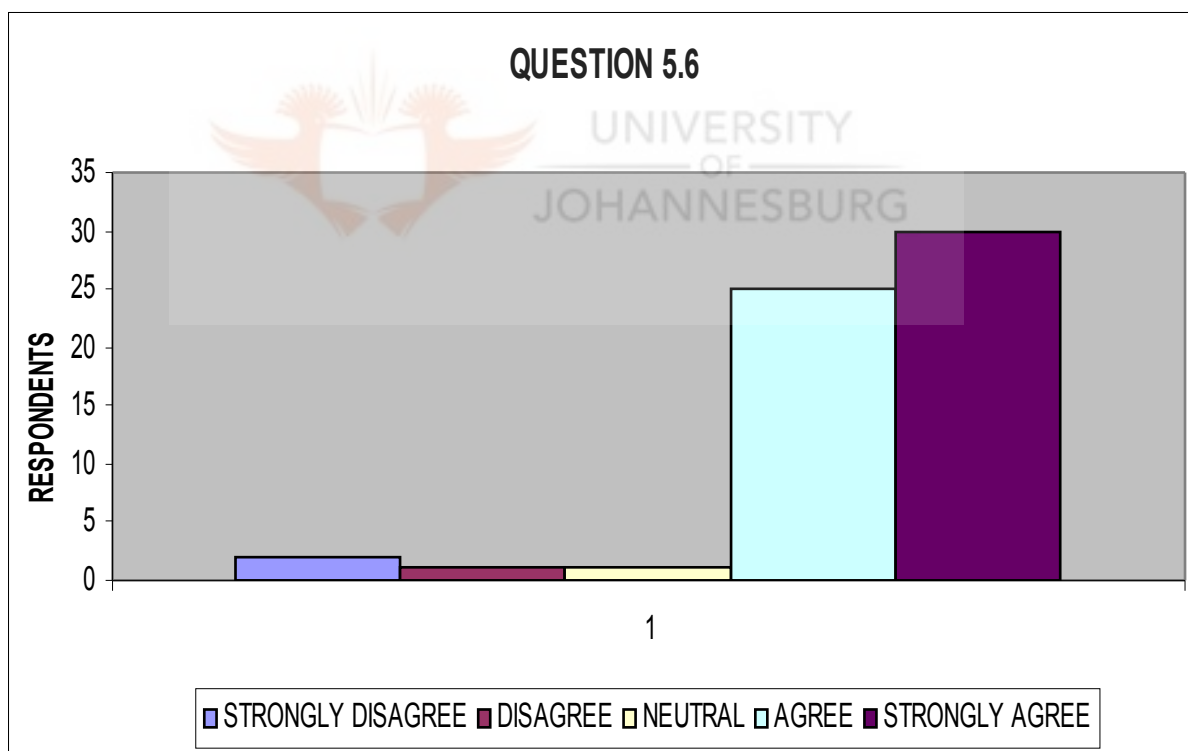
Source: Own compilation

Two respondents strongly disagree, representing 3% of the respondents. One respondent disagrees, representing 2% of the respondents. One respondent is neutral, representing 2% of the respondents. Twenty five respondents agree, representing 42% of the respondents and thirty respondents strongly agree, representing 51% of the respondents. It is thus evident that 93% of the respondents

agree or strongly agree that they have knowledge about the College Council members.

(vii)   Question 5.7

Question 5.7 focuses on the College Council submitting annual reports to the Member of the Executive Committee (MEC).

The findings are tabulated in table 5.24 and figure 5.24.

Table 5.24: Annual reports to the MEC

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	0	5	25	27

Source: Own compilation

Figure 5.24: Annual reports to the MEC
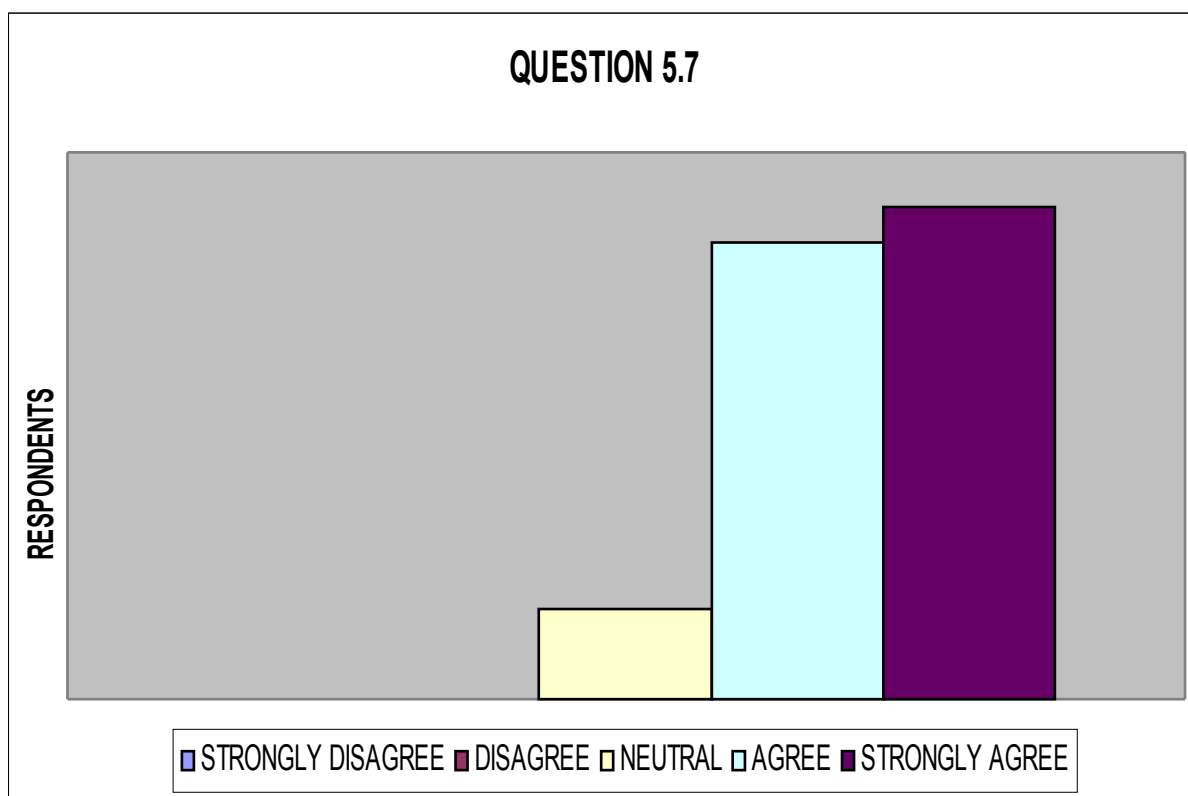
Source: Own compilation

Five respondents are neutral, representing 9% of the respondents. Twenty five respondents agree, representing 44% of the respondents and twenty seven respondents strongly agree, representing 47% of the respondents. It is thus evident that 91% of the respondents agree or strongly agree that the College Council submits annual reports to the MEC.

(viii) Question 5.8

Question 5.8 focuses on the College Council establishing appropriate arrangements to ensure that it has access to all such relevant information, advice and resources as is necessary to enable it to carry out its role effectively.

The findings are tabulated in table 5.25 and figure 5.25.

Table 5.25: Access to relevant information, advice and resources

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	1	13	27	18

Source: Own compilation

Figure 5.25: Access to relevant information, advice and resources
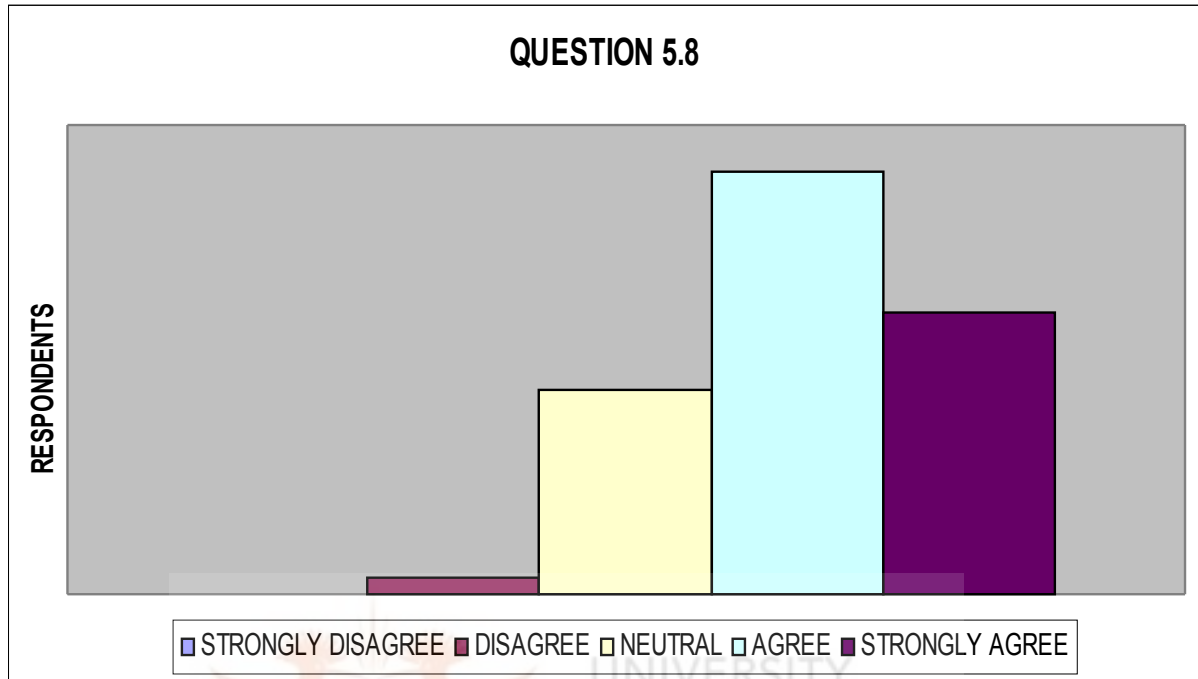
Source: Own compilation

One respondent disagrees, representing 2% of the respondents. Thirteen respondents are neutral, representing 21% of the respondents. Twenty seven respondents agree, representing 46% of the respondents and eighteen respondents strongly agree, representing 31% of the respondents. It is thus evident that 77% of the respondents agree or strongly agree that the College Council established appropriate arrangements to ensure that it has access to all such relevant information, advice and resources as is necessary to enable it to carry out its role effectively

(ix)   Question 5.9

Question 5.9 focuses on the College Council making a senior executive responsible for ensuring that appropriate advice is given to it on all financial matters

The findings are tabulated in table 5.25 and figure 5.25.

Table 5.26: Appropriate financial advice

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	0	4	24	31

Source: Own compilation

Figure 5.26: Appropriate financial advice
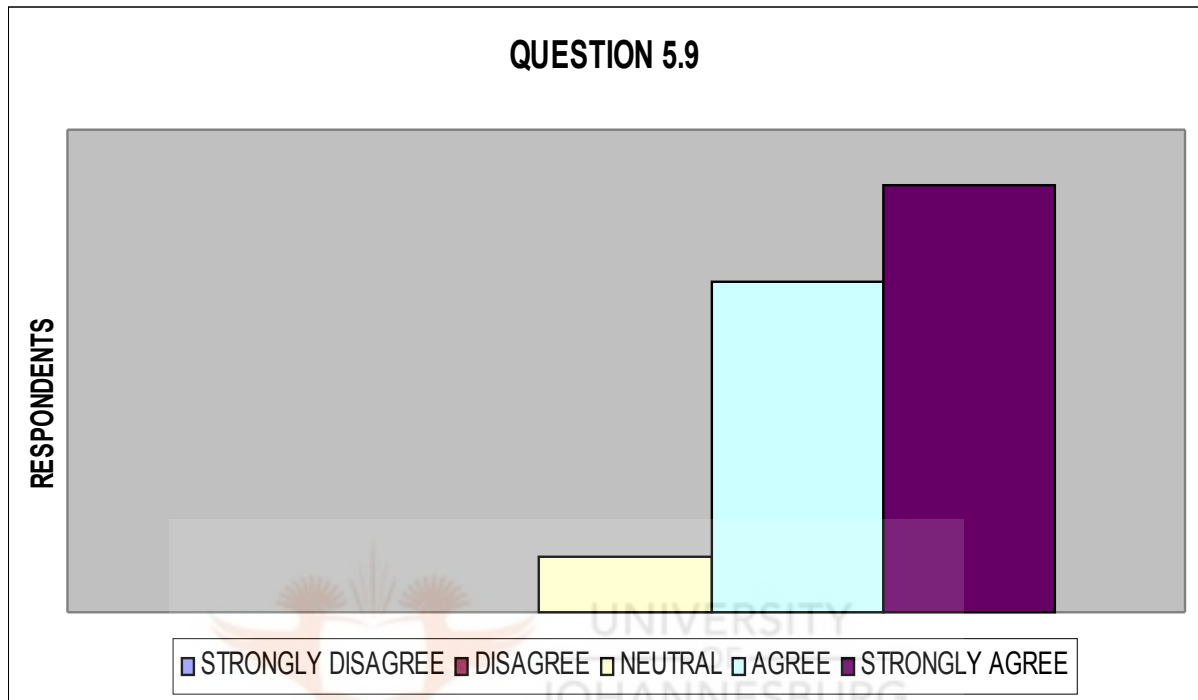
QUESTION 5.9

RESPONDENTS

□ STRONGLY DISAGREE ■ DISAGREE □ NEUTRAL □ AGREE ■ STRONGLY AGREE

Source: Own compilation

Four respondents are neutral, representing 7% of the respondents. Twenty four respondents agree, representing 41% of the respondents and thirty one respondents strongly agree, representing 52% of the respondents. It is thus evident that 93% of the respondents agree or strongly agree that the College Council made a senior executive responsible for ensuring that appropriate advice is given to it on all financial matters.

(x)   Question 5.10

Question 5.10 focuses on the College Council making a senior executive responsible for ensuring that College Council procedures are followed and that all applicable statutes and regulations, and other relevant statements of best practice are complied with.

The findings are tabulated in table 5.27 and figure 5.27.

Table 5.27: Compliance with procedures, statutes and regulations

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
16	11	3	15	14

Source: Own compilation

Figure 5.27: Compliance with procedures, statutes and regulations
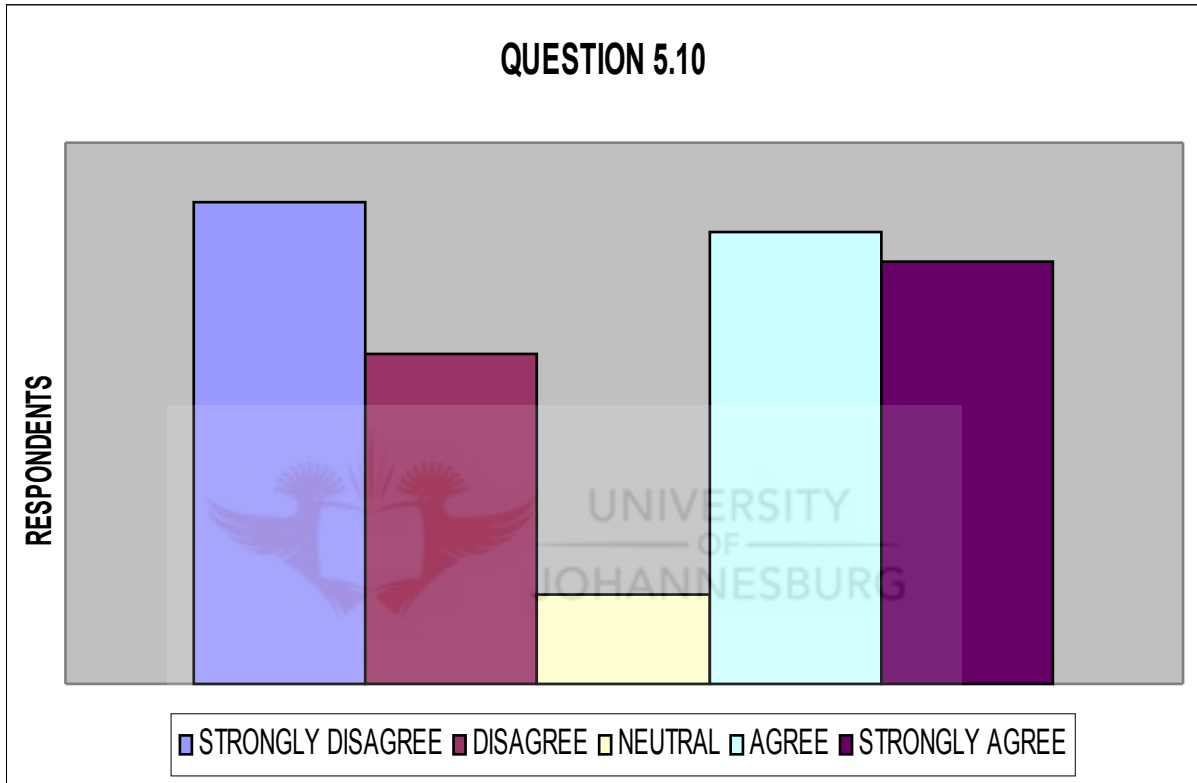
Source: Own compilation

Sixteen respondents strongly disagree, representing 27% of the respondents. Eleven respondents disagree, representing 19% of the respondents. Three respondents are neutral, representing 5% of the respondents. Fifteen respondents agree, representing 25% of the respondents and fourteen respondents strongly agree, representing 24% of the respondents. It is thus evident that 49% of the respondents agree or strongly agree and 46% disagree or strongly disagree that the College Council made a senior executive responsible for ensuring that College Council procedures are followed and that all applicable statutes and regulations, and other relevant statements of best practice are complied with.

It is evident that the respondents are not consistent in answering the question. It is possible that some Public FET Colleges in Gauteng made a senior executive responsible and some had not done this to date.

5.4.2.3   Roles and responsibilities

Nineteen questions are asked in order to determine the knowledge, practice and opinion of College Council members in this regard. A Cronbach's Alpha value of 0,884 was recorded which indicate that the results are reliable.

(i)   Question 6.1

Question 6.1 focuses on the clearly defined division of responsibilities at the head of the College Council (CEO and College Council Chairperson).

The findings are tabulated in table 5.28 and figure 5.28.

Table 5.28: Division of responsibilities between CEO and Chairperson

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	1	4	29	25

Source: Own compilation

Figure 5.28: Division of responsibilities between CEO and Chairperson
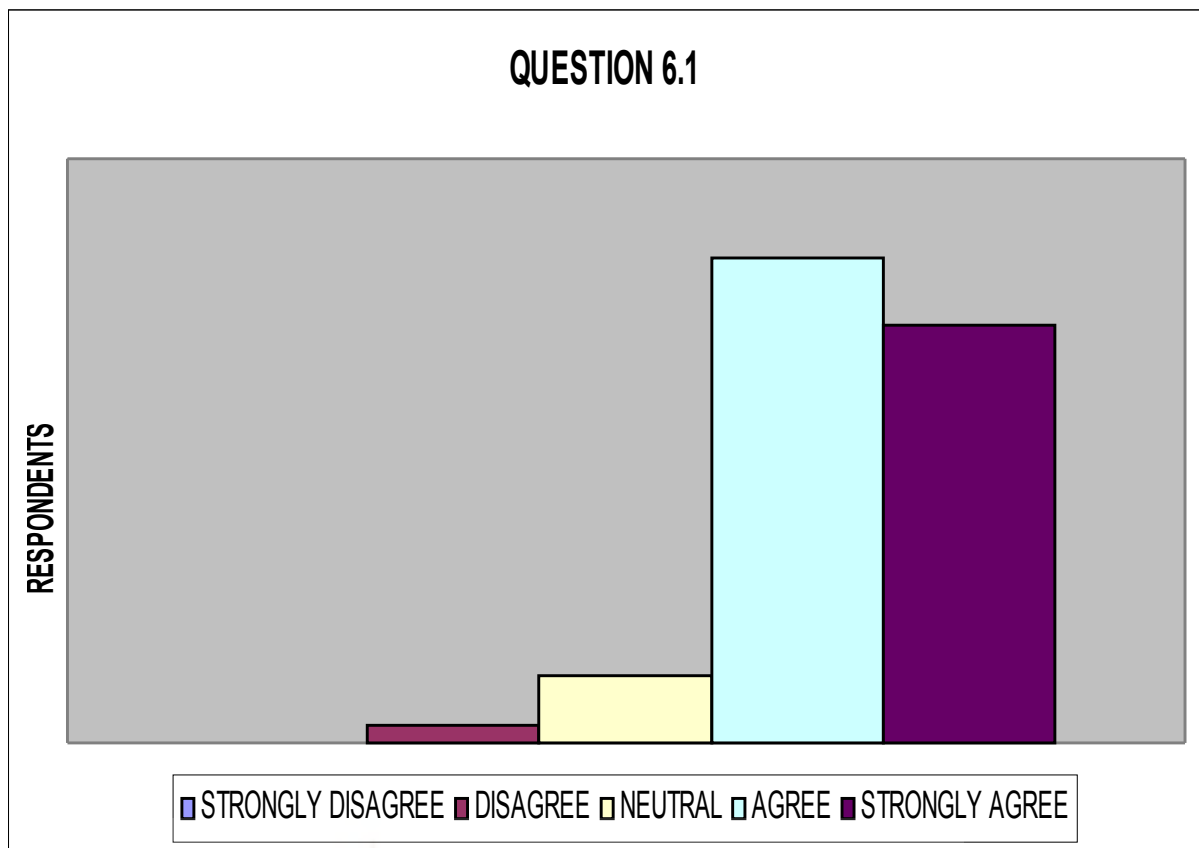
QUESTION 6.1

☐ STRONGLY DISAGREE ■ DISAGREE ☐ NEUTRAL ☐ AGREE ■ STRONGLY AGREE

Source: Own compilation

One respondent disagrees, representing 2% of the respondents. Four respondents are neutral, representing 7% of the respondents. Twenty nine respondents agree, representing 49% of the respondents and twenty five respondents strongly agree, representing 42% of the respondents. It is thus evident that 91% of the respondents agree or strongly agree that a clearly defined division of responsibilities exist at the head of the College Council (CEO and College Council Chairperson).

(ii)   Question 6.2

Question 6.2 focuses on regular College Council meetings.

The findings are tabulated in table 5.29 and figure 5.29.

Table 5.29: Regular College Council meetings

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	1	0	20	38

Source: Own compilation

Figure 5.29: Regular College Council meetings
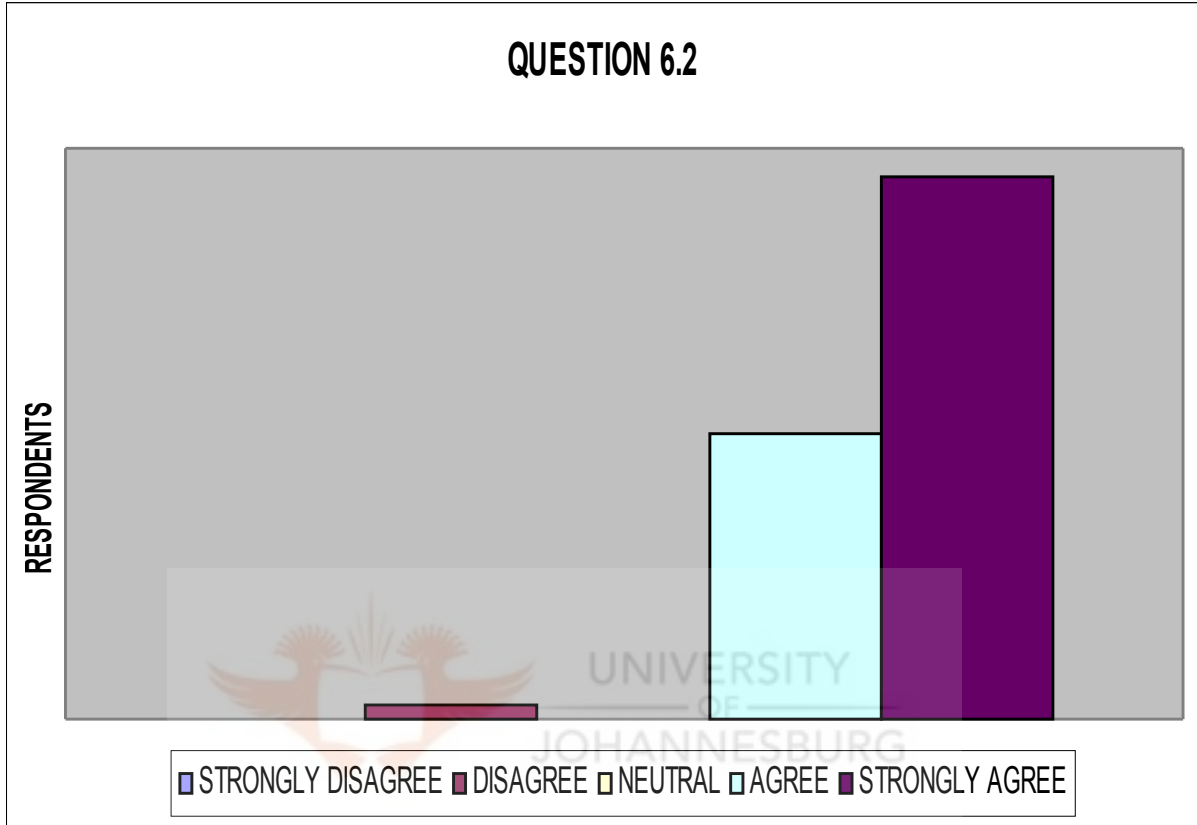
Source: Own compilation

One respondent disagrees, representing 2% of the respondents. Twenty respondents agree, representing 34% of the respondents and thirty eight respondents strongly agree, representing 64% of the respondents. It is thus evident that 98% of the respondents agree or strongly agree that the College Council meets regularly.

(iii)   Question 6.3

Question 6.3 focuses on the College Council's role to effectively lead and exercise control over the Public FET College.

The findings are tabulated in table 5.30 and figure 5.30.

Table 5.30: Council's role to effectively lead and exercise control

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

11	9	13	13	11

Source: Own compilation

Figure 5.30: Council's role to effectively lead and exercise control
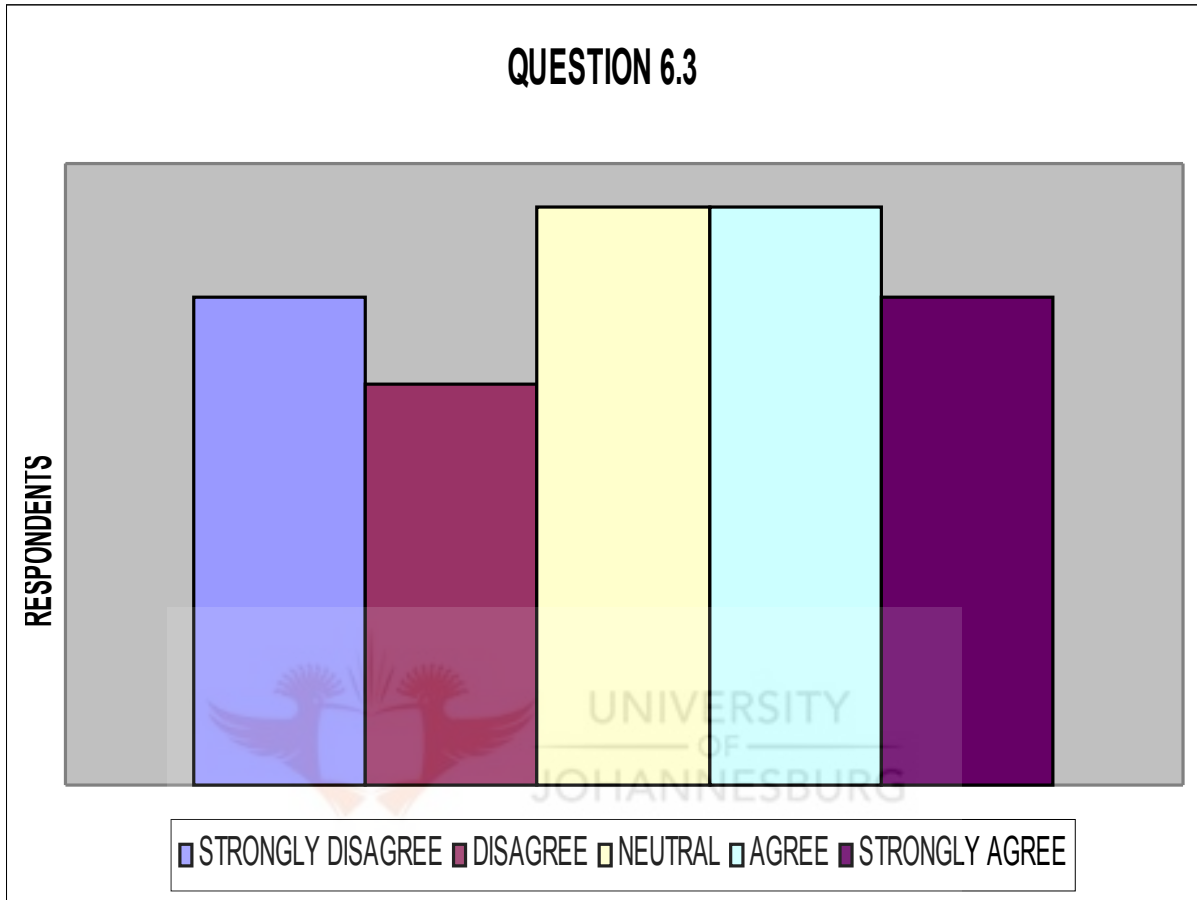
Source: Own compilation

Eleven respondents strongly disagree, representing 19% of the respondents. Nine respondents disagree, representing 16% of the respondents. Thirteen respondents are neutral, representing 23% of the respondents. Thirteen respondents agree, representing 23% of the respondents and eleven respondents strongly agree, representing 19% of the respondents. It is thus evident that 42% of the respondents agree or strongly agree and 35% disagree or strongly disagree on the College Council's role to effectively lead and exercise control over the Public FET College. 23% of the respondents are neutral, indicating that respondents are not sure about a correct response.

It is evident that the respondents are not consistent in answering the question. It is possible that some Public FET Colleges in Gauteng effectively lead and exercise

control over the Public FET College but others do not perform as effectively as expected.

(iv)   Question 6.4

Question 6.4 focuses on the College Council's role to monitor the executive management (CEO).

The findings are tabulated in table 5.31 and figure 5.31.

Table 5.31: Council's role monitoring the CEO

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
13	15	6	12	12

Source: Own compilation

Figure 5.31: Council's role monitoring the CEO
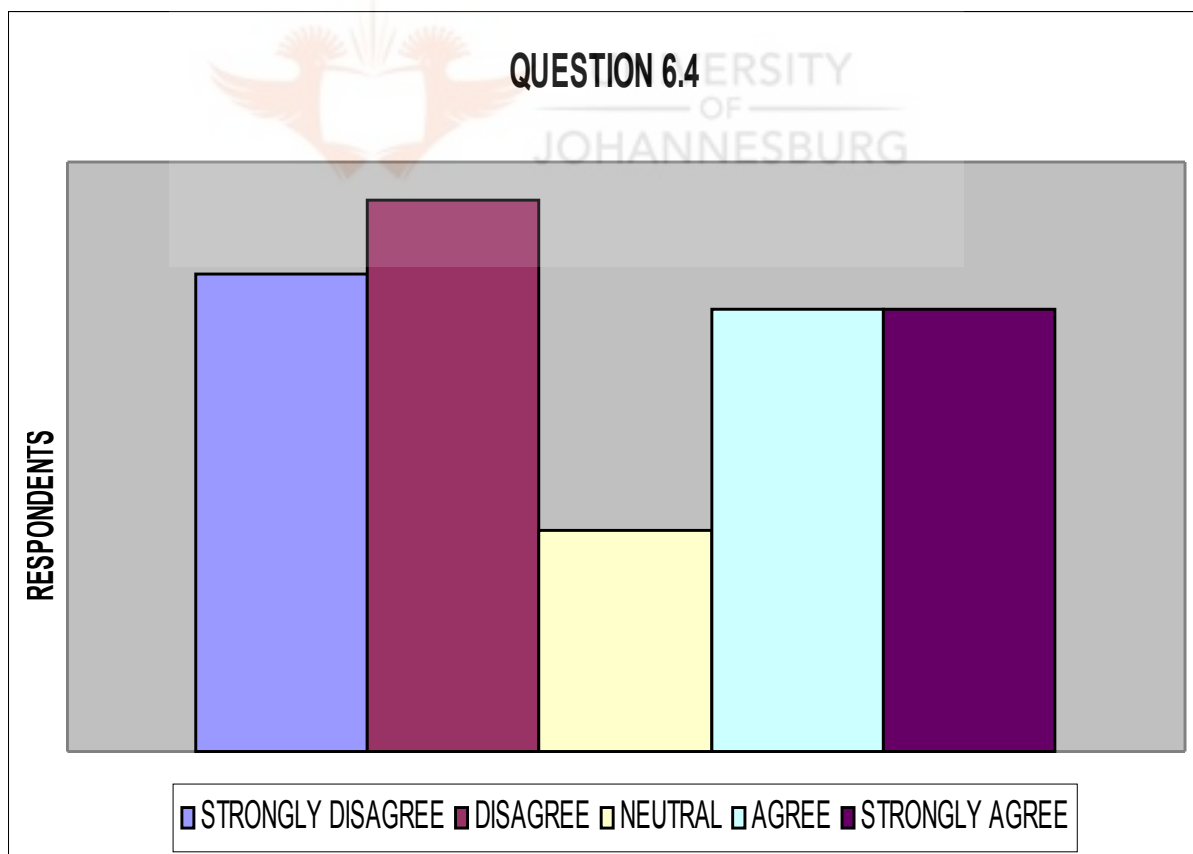
Source: Own compilation

Thirteen respondents strongly disagree, representing 22% of the respondents. Fifteen respondents disagree, representing 26% of the respondents. Six respondents

are neutral, representing 10% of the respondents. Twelve respondents agree, representing 21% of the respondents and twelve respondents strongly agree, representing 21% of the respondents. It is thus evident that 42% of the respondents agree or strongly agree and 48% disagree or strongly disagree on the College Council's role to monitor the executive management (CEO).

10% of the respondents are neutral, indicating that respondents are not sure about a correct response.

It is evident that the respondents are not consistent in answering the question. It is possible that some College Council's of Public FET Colleges in Gauteng monitor the executive management (CEO) but others do not.

(v)   Question 6.5

Question 6.5 focuses on the College Council's role in establishing a framework of strategic control (or scheme of delegated or reserved powers).

The findings are tabulated in table 5.32 and figure 5.32.

Table 7.5: A framework of strategic control

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	11	20	20	7

Source: Own compilation

Figure 5.32: A framework of strategic control
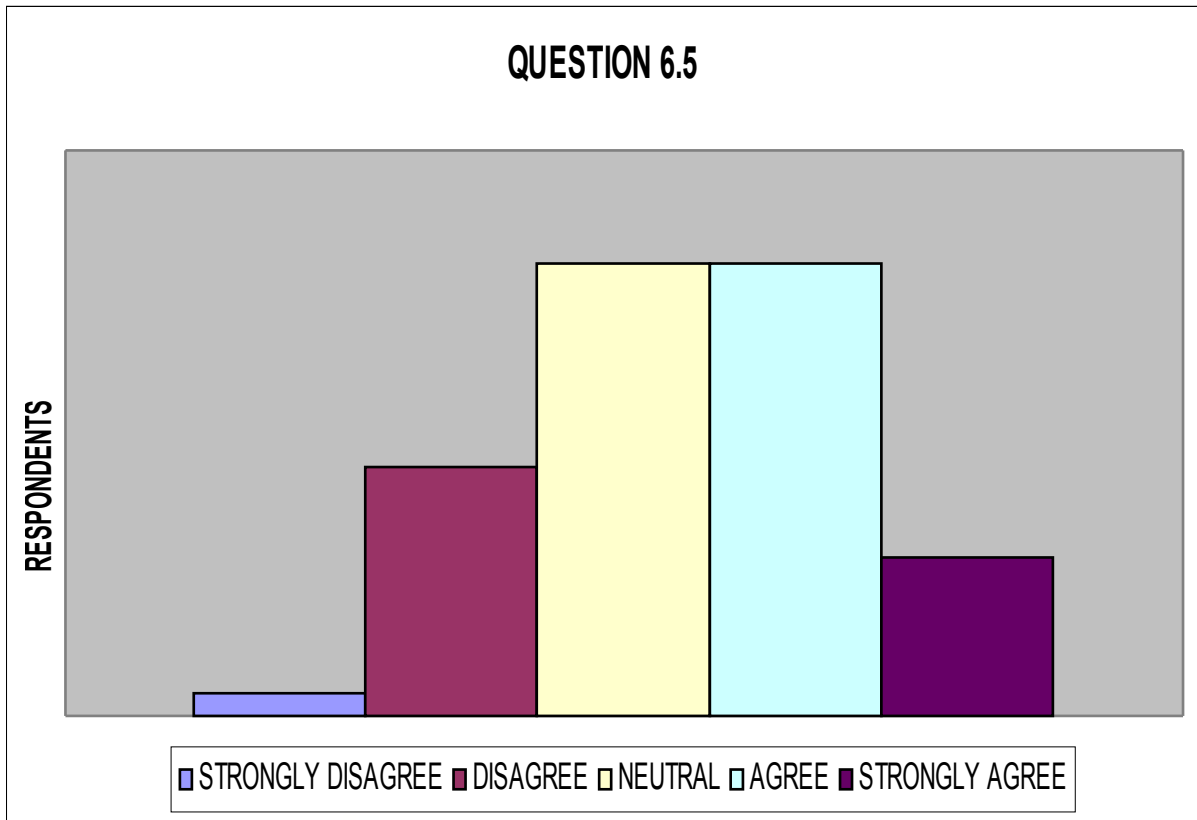
QUESTION 6.5

RESPONDENTS

■ STRONGLY DISAGREE ■ DISAGREE □ NEUTRAL □ AGREE ■ STRONGLY AGREE

Source: Own compilation

One respondent strongly disagrees, representing 2% of the respondents. Eleven respondents disagree, representing 18% of the respondents. Twenty respondents are neutral, representing 34% of the respondents. Twenty respondents agree, representing 34% of the respondents and seven respondents strongly agree, representing 12% of the respondents. It is thus evident that 46% of the respondents agree or strongly agree and 20% disagree or strongly disagree on the College Council's role in establishing a framework of strategic control (or scheme of delegated or reserved powers). 34% of the respondents are neutral, indicating that respondents are not sure about a correct response.

It is evident that the respondents are not consistent in answering the question. It is possible that some College Councils of Public FET Colleges in Gauteng established a framework of strategic control (or scheme of delegated or reserved powers).

(vi)   Question 6.6

Question 6.6 focuses on a framework of strategic control, established by the College Council, which includes a formal schedule of those matters specifically reserved for the collective decision of the College Council.

The findings are tabulated in table 5.33 and figure 5.33.

Table 5.33: A formal schedule of matters reserved for the collective decision of the College Council

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	9	22	19	8

Source: Own compilation

Figure 5.33: A formal schedule of matters reserved for the collective decision of the College Council
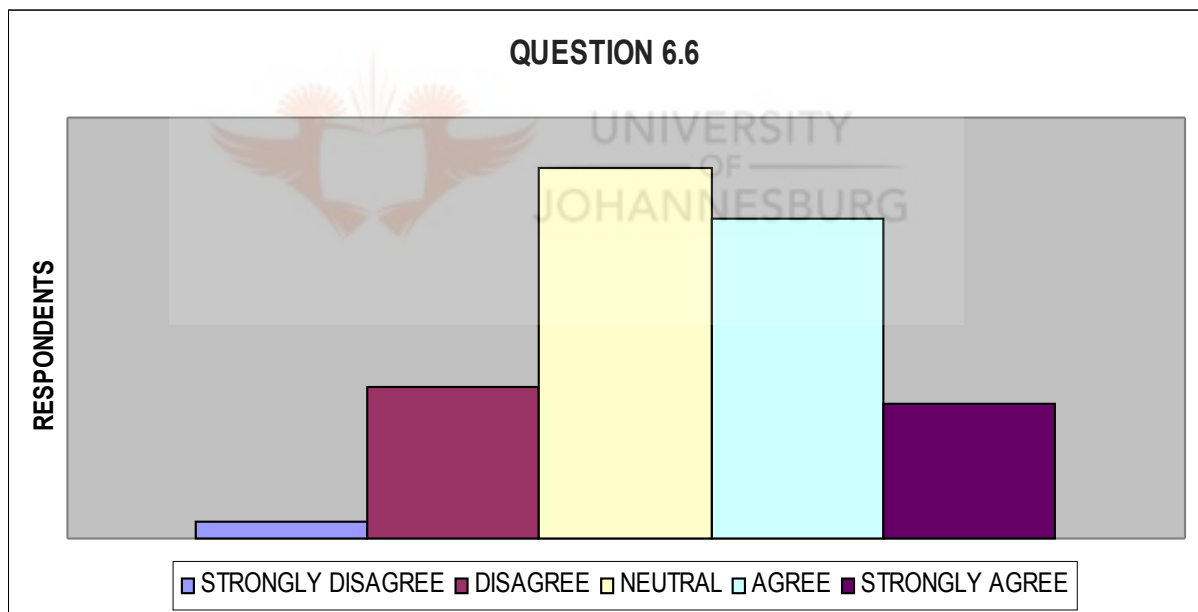
Source: Own compilation

One respondent strongly disagrees, representing 2% of the respondents. Nine respondents disagree, representing 15% of the respondents. Twenty two respondents are neutral, representing 37% of the respondents. Nineteen respondents agree, representing 32% of the respondents and eight respondents strongly agree, representing 14% of the respondents. It is thus evident that 46% of the respondents agree or strongly agree and 17% disagree or strongly disagree on the College Council's role in establishing a framework of strategic control, which

include a formal schedule of those matters specifically reserved for the collective decision of the College Council. 37% of the respondents are neutral, indicating that respondents are not sure about a correct response.

It is evident that the respondents are not consistent in answering the question. It is possible that some College Councils of Public FET Colleges in Gauteng established a framework of strategic control which includes a formal schedule of those matters specifically reserved for the collective decision of the College Council.

(vii)   Question 6.7

Question 6.7 focuses on the role of the College Council keeping its framework of strategic control up to date.

The findings are tabulated in table 5.34 and figure 5.34.

Table 5.34: Upkeep of the framework of strategic control

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
19	10	7	14	9

Source: Own compilation

Figure 5.34: Upkeep of the framework of strategic control
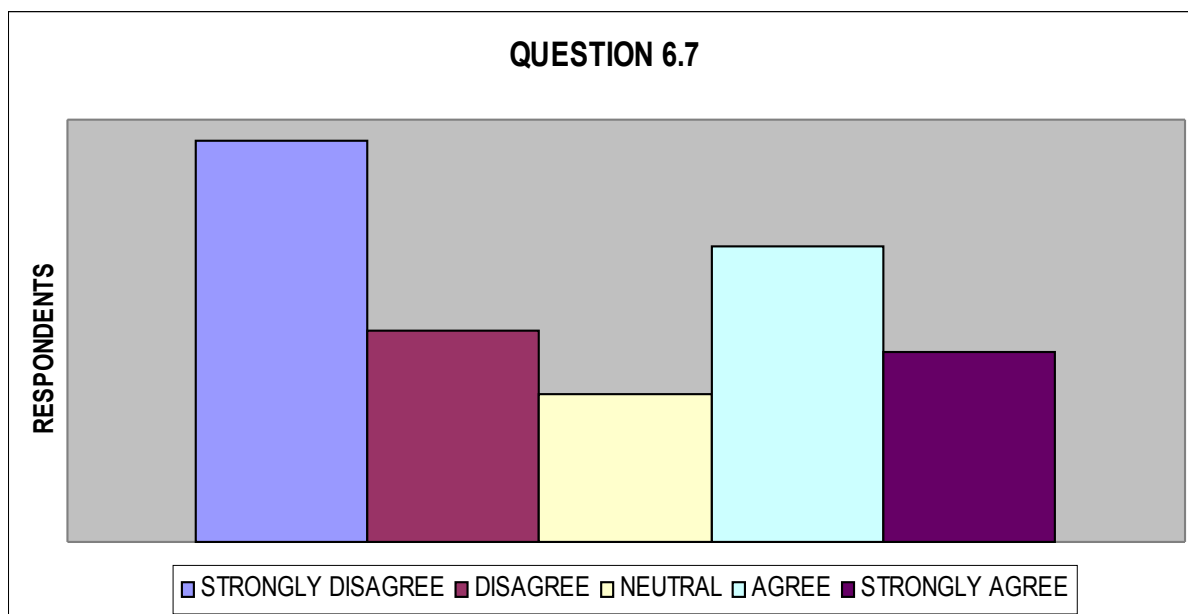
Source: Own compilation

Nineteen respondents strongly disagree, representing 32% of the respondents. Ten respondents disagree, representing 17% of the respondents. Seven respondents are neutral, representing 12% of the respondents. Fourteen respondents agree, representing 24% of the respondents and nine respondents strongly agree, representing 15% of the respondents. It is thus evident that 39% of the respondents agree or strongly agree and 49% disagree or strongly disagree on the College Council's role keeping its framework of strategic control up to date. 12% of the respondents are neutral, indicating that respondents are not sure about a correct response.

It is evident that the respondents are not consistent in answering the question. It is possible that some College Councils of Public FET Colleges in Gauteng keep their framework of strategic control up to date.

(viii)   Question 6.8

Question 6.8 focuses on the role of the College Council establishing, clearly documenting and understanding management processes for policy development, implementation and review.

The findings are tabulated in table 5.35 and figure 5.35.

Table 5.35: Establishment, documenting and understanding management processes for policy development, implementation and review

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
19	11	8	15	6

Source: Own compilation

Figure 5.35 : Establishment, documenting and understanding management processes for policy development, implementation and review

QUESTION 6.8

RESPONDENTS

□ STRONGLY DISAGREE ■ DISAGREE □ NEUTRAL □ AGREE ■ STRONGLY AGREE

Source: Own compilation

Nineteen respondents strongly disagree, representing 32% of the respondents. Eleven respondents disagree, representing 19% of the respondents. Eight respondents are neutral, representing 14% of the respondents. Fifteen respondents agree, representing 25% of the respondents and six respondents strongly agree, representing 10% of the respondents. It is thus evident that 35% of the respondents agree or strongly agree and 51% disagree or strongly disagree on the College Council's role establishing, clearly documenting and understanding management processes for policy development, implementation and review.

14% of the respondents are neutral, indicating that respondents are not sure about a correct response.

It is evident that the respondents are not consistent in answering the question. It is possible that some College Councils of Public FET Colleges in Gauteng established, clearly documented and understand management processes for policy development, implementation and review. It is however also evident that some College Councils need to establish, document and understand the management processes mentioned.

(ix)   Question 6.9

Question 6.9 focuses on the role of the College Council establishing, clearly documenting and understanding management processes for decision making, monitoring and control as well as reporting.

The findings are tabulated in table 5.36 and figure 5.36.

Table 5.36: The role of the College Council establishing, clearly documenting and understanding management processes for decision making, monitoring and control as well as reporting:

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
2	9	21	19	8

Source: Own compilation

Figure 5.36: The role of the College Council establishing, clearly documenting and understanding management processes for decision making, monitoring and control as well as reporting

QUESTION 6.9
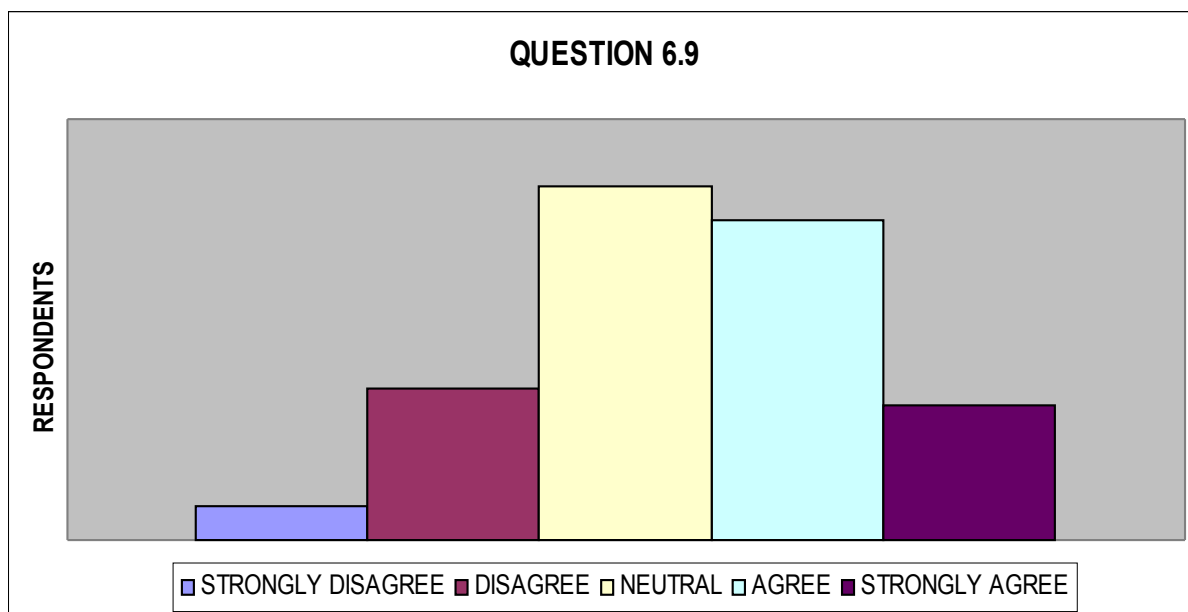
Source: Own compilation

Two respondents strongly disagree, representing 3% of the respondents. Nine respondents disagree, representing 15% of the respondents. Twenty one respondents are neutral, representing 36% of the respondents. Nineteen respondents agree, representing 32% of the respondents and eight respondents strongly agree, representing 14% of the respondents. It is thus evident that 46% of the respondents agree or strongly agree and 18% disagree or strongly disagree on the College Council's role establishing, clearly documenting and understanding management processes for decision making, monitoring, control and reporting.

36% of the respondents are neutral, indicating that respondents are not sure about a correct response.

It is evident that the respondents are not consistent in answering the question. It is possible that some College Councils of Public FET Colleges in Gauteng established, clearly documented and understand management processes for decision making, monitoring, control and reporting.. It is however also evident that some College Councils need to establish, document and understand the management processes mentioned.

(x)   Question 6.10

Question 6.10 focuses on the role of the College Council establishing a formal process to ensure that Councillor nominations are made in accordance with specified criteria, on the basis of merit and the individual's ability to carry out a defined role within the Public FET College.

The findings are tabulated in table 5.37 and figure 5.37.

Table 5.37: Formal process of Councillor nominations

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	4	24	24	7

Source: Own compilation

Figure 5.37: Formal process of Councillor nominations
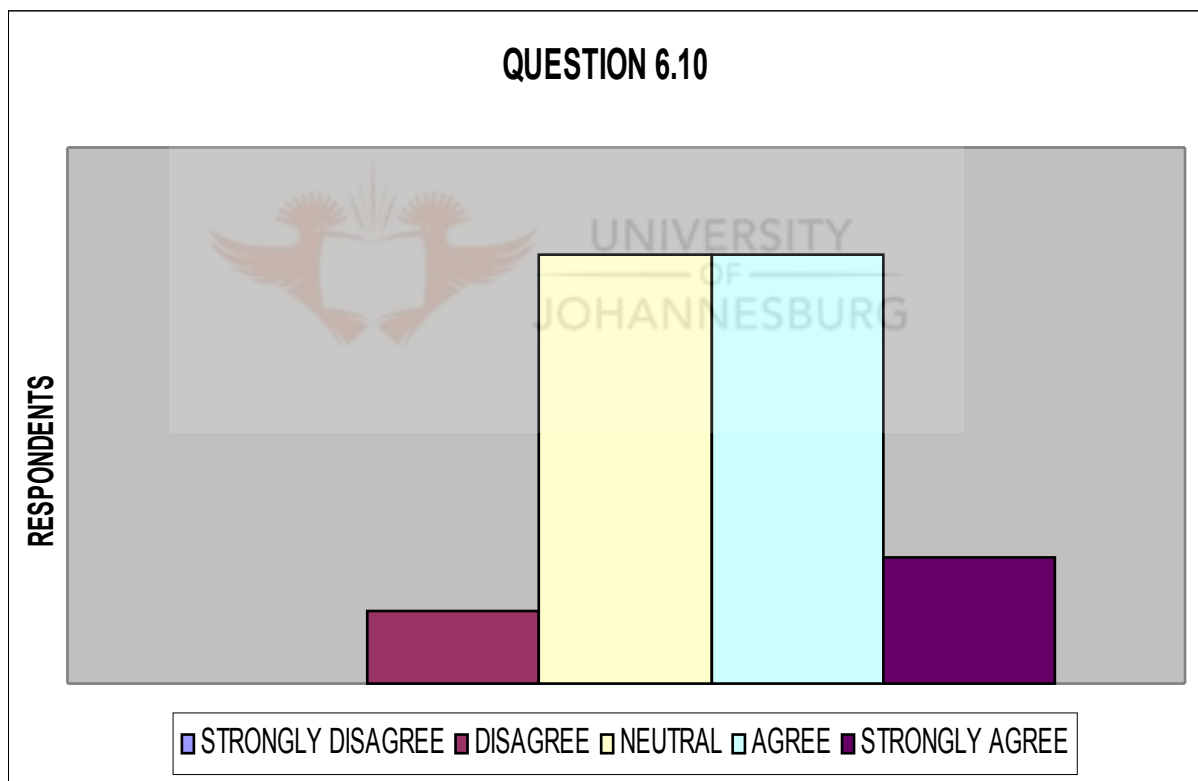
Source: Own compilation

Four respondents disagree, representing 7% of the respondents. Twenty four respondents are neutral, representing 41% of the respondents. Twenty four respondents agree, representing 41% of the respondents and seven respondents strongly agree, representing 11% of the respondents. It is thus evident that 52% of the respondents agree or strongly agree and 7% disagree or strongly disagree on the College Council's role establishing a formal process to ensure that Councillor

nominations are made in accordance with specified criteria, on the basis of merit and the individual's ability to carry out a defined role within the Public FET College.

41% of the respondents are neutral, indicating that respondents are not sure about a correct response.

It is evident that the respondents are not consistent in answering the question. It is possible that some College Councils of Public FET Colleges in Gauteng established a formal process to ensure that Councillor nominations are made in accordance with specified criteria, on the basis of merit and the individual's ability to carry out a defined role within the Public FET College, but that some College Councils need to establish such a processes.

(xi)   Question 6.11

Question 6.11 focuses on the involvement of the whole College Council in the making of appointments.

The findings are tabulated in table 5.38 and figure 5.38.

Table 5.38: Involvement of the whole College Council in the making of appointments

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	4	5	27	21

Source: Own compilation

Figure 5.38: Involvement of the whole College Council in the making of appointments
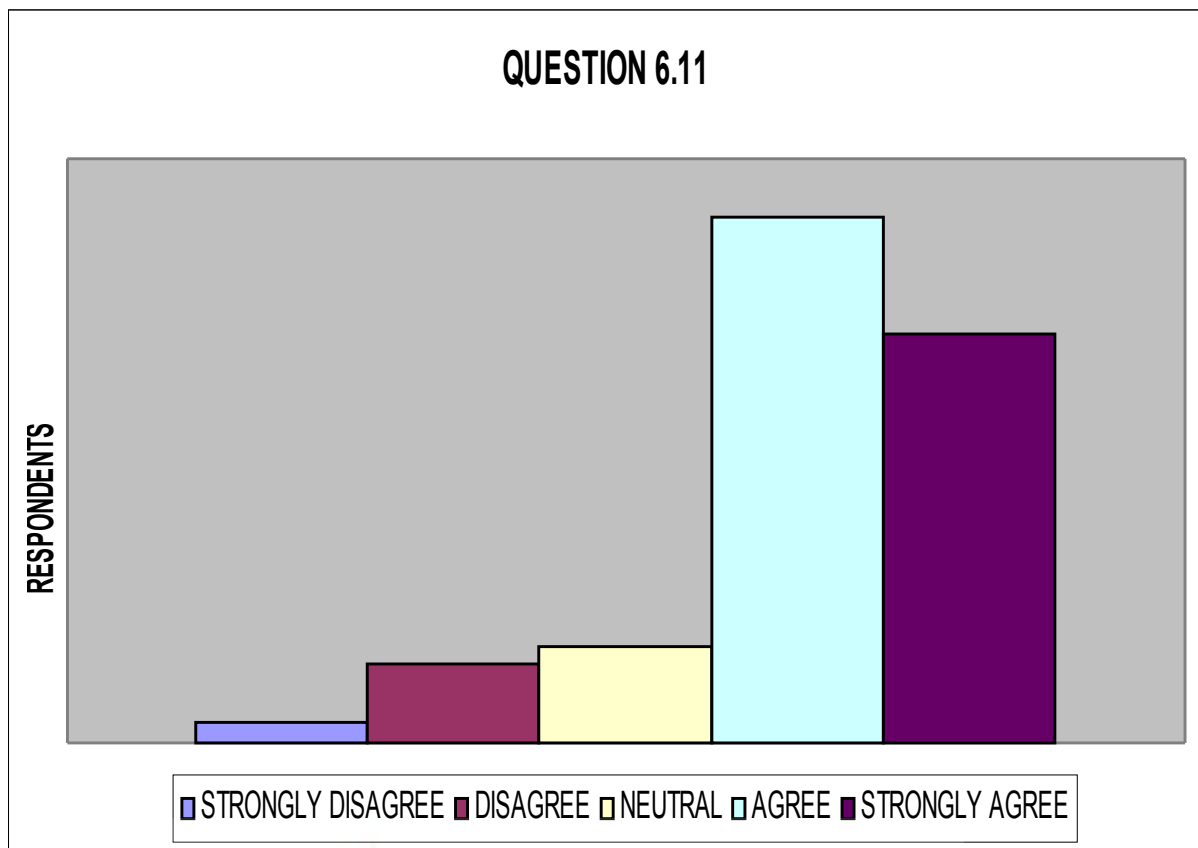
QUESTION 6.11

Legend: STRONGLY DISAGREE, DISAGREE, NEUTRAL, AGREE, STRONGLY AGREE

Source: Own compilation

One respondent strongly disagrees, representing 2% of the respondents. Four respondents disagree, representing 7% of the respondents. Five respondents are neutral, representing 9% of the respondents. Twenty seven respondents agree, representing 47% of the respondents and twenty one respondents strongly agree, representing 36% of the respondents. It is thus evident that 83% of the respondents agree or strongly agree and 9% disagree or strongly disagree that the whole College Council is involved in the making of appointments.

(xii)   Question 6.12

Question 6.12 focuses on the role of the chairperson, which is formally defined in writing.

The findings are tabulated in table 5.39 and figure 5.39.

Table 5.39: The role of the chairperson, formally defined in writing

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

9	12	11	15	10

Source: Own compilation

Figure 5.39: The role of the chairperson, formally defined in writing
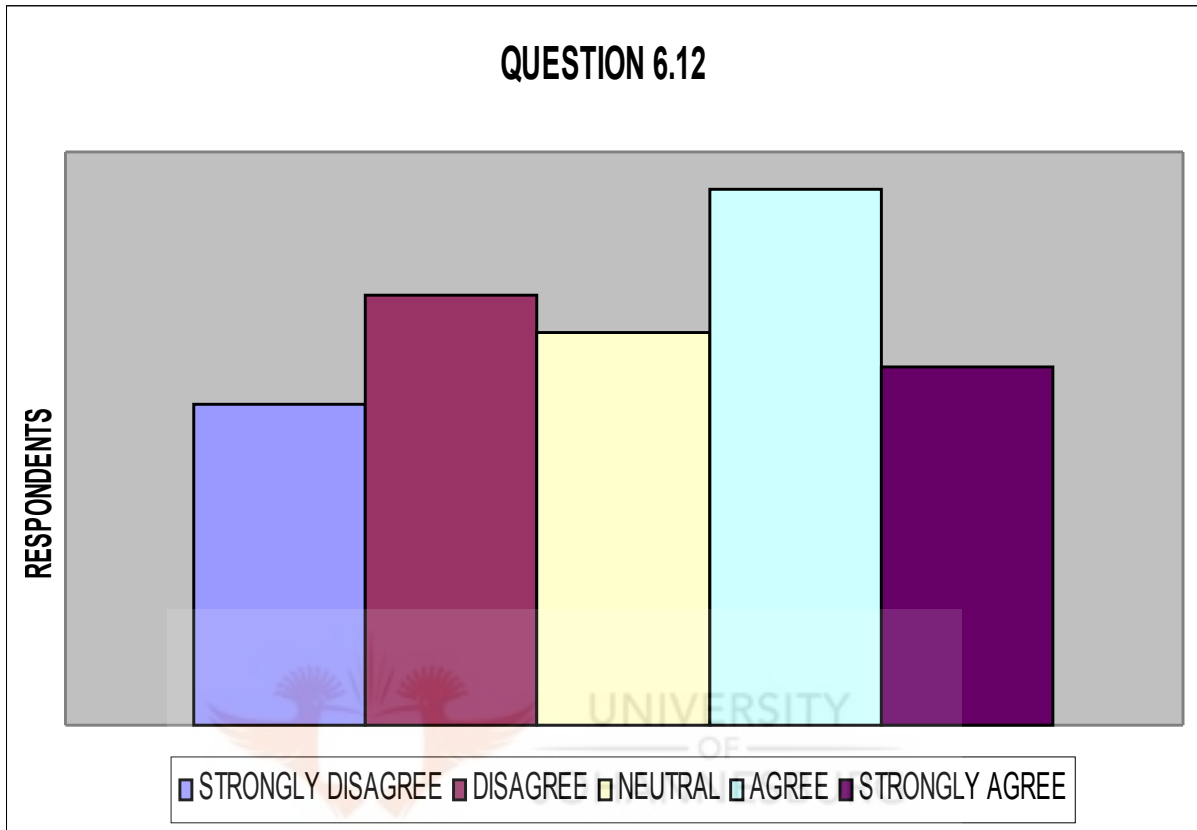
Source: Own compilation

Nine respondents strongly disagree, representing 16% of the respondents. Twelve respondents disagree, representing 21% of the respondents. Eleven respondents are neutral, representing 19% of the respondents. Fifteen respondents agree, representing 26% of the respondents and ten respondents strongly agree, representing 18% of the respondents. It is thus evident that 44% of the respondents agree or strongly agree and 37% disagree or strongly disagree that the role of the chairperson is formally defined in writing. 19% of the respondents are neutral, indicating that respondents are not sure about a correct response.

It is evident that the respondents are not consistent in answering the question. It is possible that some College Councils of Public FET Colleges in Gauteng formally defined the role of the College Council Chairperson in writing, but that some College Councils still need to formally define the role.

(xiii)   Question 6.13

Question 6.13 focuses on the independency of non-executive College Council members from management (external members who are not employed by or students of the College Council).

The findings are tabulated in table 5.40 and figure 5.40.

Table 5.40: Independence of non-executive College Council members from management

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	1	6	31	20

Source: Own compilation

Figure 5.40: Independence of non-executive College Council members from management
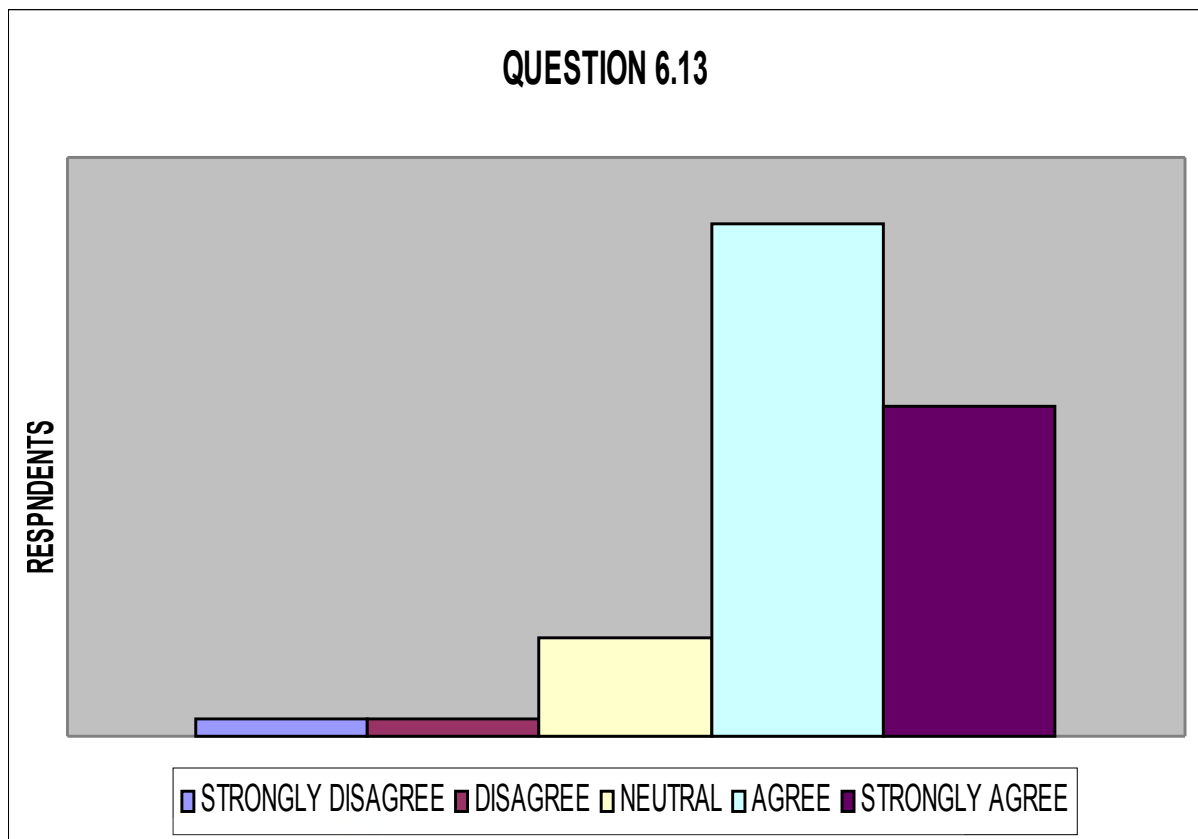
QUESTION 6.13

Source: Own compilation

One respondent strongly disagrees, representing 2% of the respondents. One respondent disagrees, representing 2% of the respondents. Six respondents are neutral, representing 9% of the respondents. Thirty one respondents agree, representing 53% of the respondents and twenty respondents strongly agree, representing 34% of the respondents. It is thus evident that 87% of the respondents agree or strongly agree that non-executive College Council members (external members who are not employed by or students of the College Council) are independent from management.

(xiv)   Question 6.14

Question 6.14 focuses on the independency of non-executive College Council members from management (external members which are not employed by or students of the College Council) and determine if they are free from other relationships that may materially interfere with exercising an independent judgement on issues of strategy, performance, resources and standards of conduct.

The findings are tabulated in table 5.41 and figure 5.41.

Table 5.41: Relationships of non-executive College Council members which may interfere with an independent judgement

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
18	9	7	16	9

Source: Own compilation

Figure 5.41: Relationships of non-executive College Council members which may interfere with an independent judgement

QUESTION 6.14

STRONGLY DISAGREE ■ DISAGREE □ NEUTRAL □ AGREE ■ STRONGLY AGREE

Source: Own compilation

Eighteen respondents strongly disagree, representing 31% of the respondents. Nine respondents disagree, representing 15% of the respondents. Seven respondents are neutral, representing 12% of the respondents. Sixteen respondents agree, representing 27% of the respondents and nine respondents strongly agree, representing 15% of the respondents. It is thus evident that 42% of the respondents agree or strongly agree that non-executive College Council members (external

members who are not employed by or students of the College Council) are free from other relationships that may materially interfere with exercising an independent judgement on issues of strategy, performance, resources and standards of conduct. 46% of the respondents disagree or strongly disagree on the above and 12% of the respondents are neutral. Some non-executive members of the College Council are not free from other relationships and this may materially interfere with them exercising an independent judgement on the issues mentioned.

(xv) Question 6.15

Question 6.15 focuses on non-executive governing body members' clearly defined duties, terms of office, remuneration / recovery of costs and the review thereof.

The findings are tabulated in table 5.42 and figure 5.42.

Table 5.42: Defined duties, terms of office and remuneration of non-executive members of College Councils

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	0	18	23	17

Source: Own compilation

Figure 5.42: Defined duties, terms of office and remuneration of non-executive members of College Councils

QUESTION 6.15

RESPONDENTS

☐ STRONGLY DISAGREE ■ DISAGREE ☐ NEUTRAL ☐ AGREE ■ STRONGLY AGREE

Source: Own compilation

One respondent strongly disagrees, representing 2% of the respondents. Eighteen respondents are neutral, representing 30% of the respondents. Twenty three respondents agree, representing 39% of the respondents and seventeen respondents strongly agree, representing 29% of the respondents. It is thus evident that 68% of the respondents agree or strongly agree that non-executive governing Body members' have clearly defined duties, terms of office, remuneration / recovery of costs and the review thereof. 30% of the respondents are however neutral on this topic, indicating that respondents are unsure if all non-executive governing Body members' have the criteria mentioned above.

(xvi)   Question 6.16

Question 6.16 focuses on the fixed term appointments of non-executives to the College Council.

The findings are tabulated in table 5.43 and figure 5.43.

Table 5.43: Fixed term appointments of non-executive College Council members

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	3	10	22	22

Source: Own compilation

Figure 5.43: Fixed term appointments of non-executive College Council members
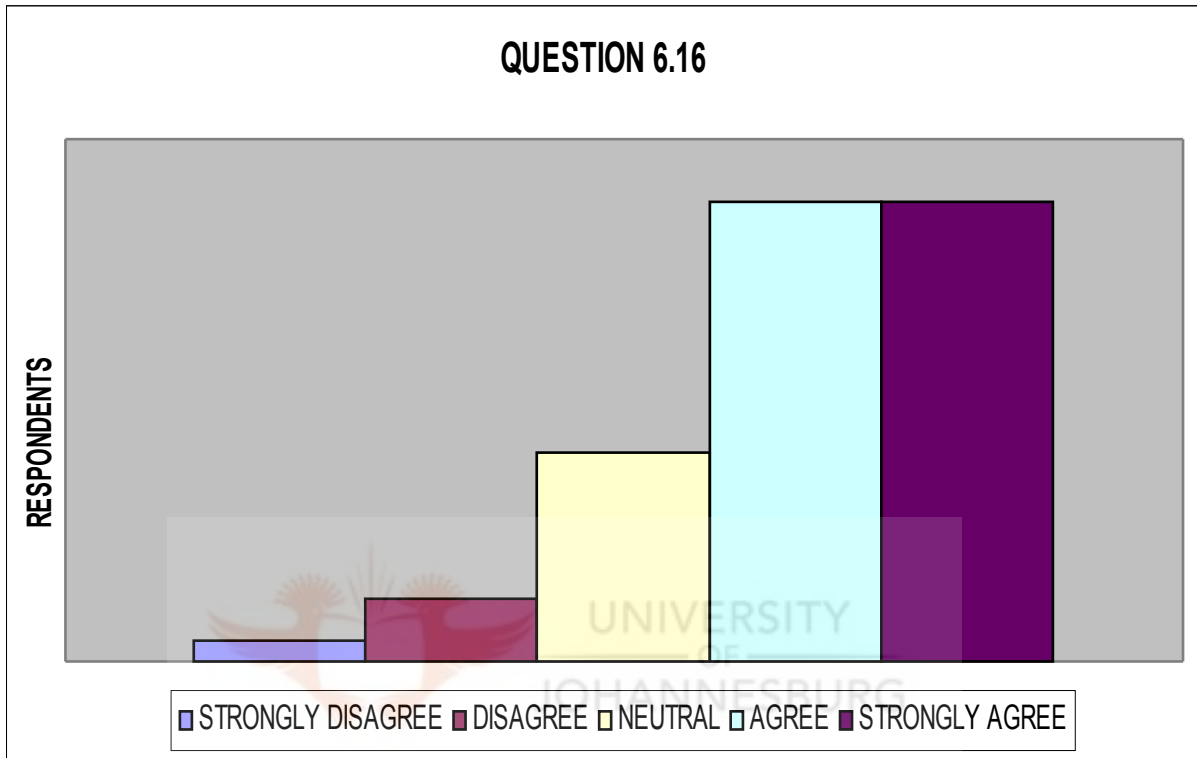
Source: Own compilation

One respondent strongly disagrees, representing 2% of the respondents. Three respondents disagree, representing 5% of the respondents. Ten respondents are neutral, representing 17% of the respondents. Twenty two respondents agree, representing 38% of the respondents and twenty two respondents strongly agree, representing 38% of the respondents. It is thus evident that 76% of the respondents agree or strongly agree that non-executive governing Body members have a fixed term of office. 17% of the respondents are however neutral on this topic.

(xvii) Question 6.17

Question 6.17 focuses on the re-appointments of non-executive College Council members which are subject to a formal appraisal process.

The findings are tabulated in table 5.44 and figure 5.44.

Table 5.44: Re-appointment of non-executive College Council members

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	15	19	19

Source: Own compilation

Figure 5.44: Re-appointment of non-executive College Council members
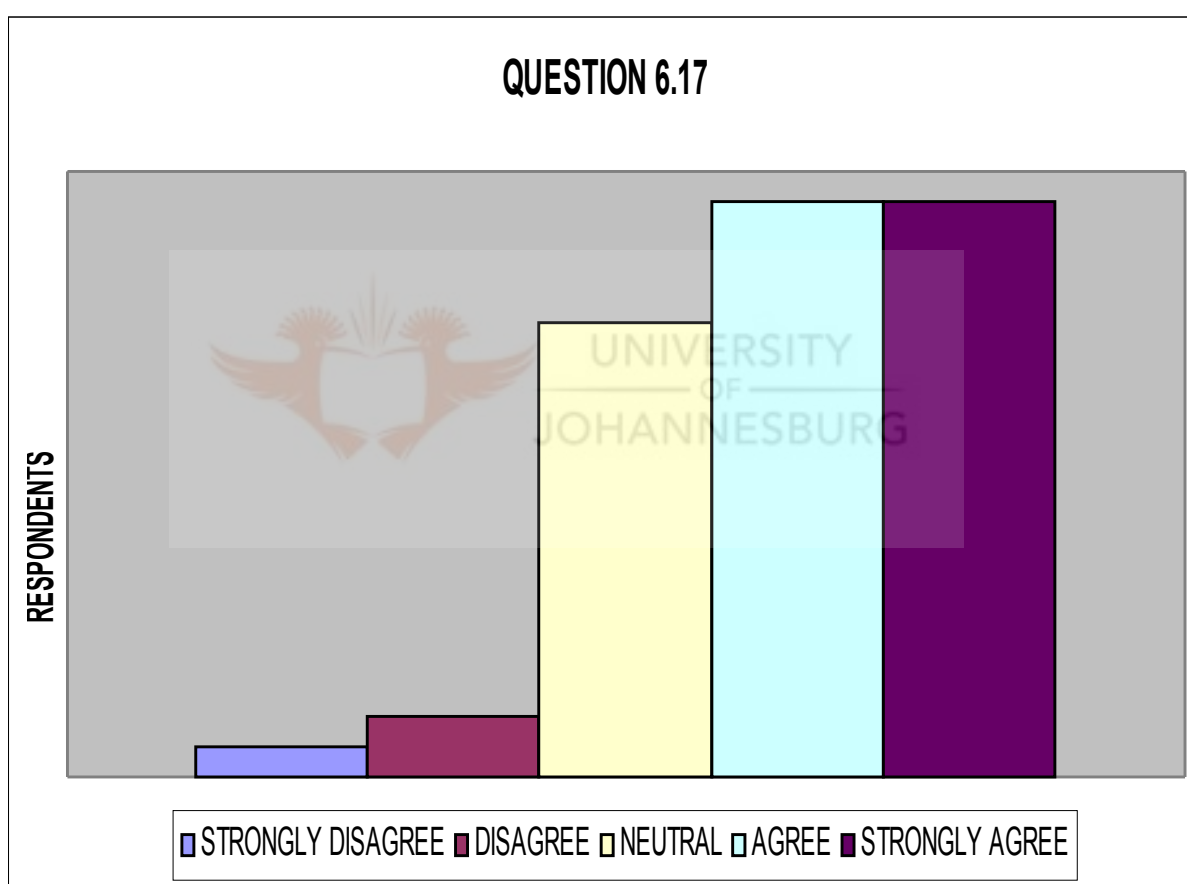
Source: Own compilation

One respondent strongly disagrees, representing 2% of the respondents. Two respondents disagree, representing 3% of the respondents. Fifteen respondents are neutral, representing 27% of the respondents. Nineteen respondents agree, representing 34% of the respondents and nineteen respondents strongly agree, representing 34% of the respondents. It is thus evident that 68% of the respondents agree or strongly agree that the re-appointment of non-executive governing Body

members is subject to a formal appraisal process. 27% of the respondents are however neutral on this topic. This indicates that some respondents were not exposed to an appraisal process to date.

(xviii) Question 6.18

Question 6.18 focuses on the Chief Executive's (CEO's) line responsibility for all aspects of executive management.

The findings are tabulated in table 5.45 and figure 5.45.

Table 5.45: The CEO's line responsibility for all aspects of executive management

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	0	2	22	34

Source: Own compilation

Figure 5.45: The CEO's line responsibility for all aspects of executive management
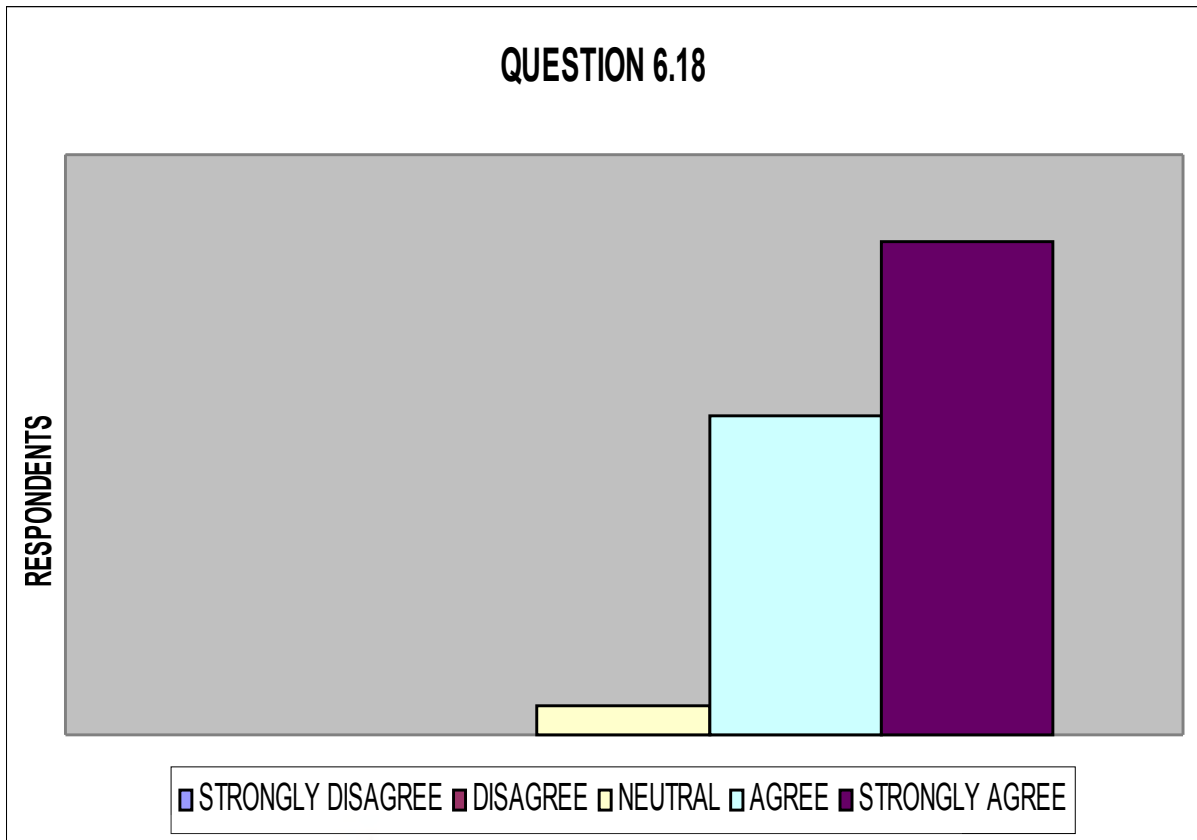
Source: Own compilation

Two respondents are neutral, representing 3% of the respondents. Twenty two respondents agree, representing 38% of the respondents and thirty four respondents strongly agree, representing 59% of the respondents. It is thus evident that 97% of the respondents agree or strongly agree that the Chief Executive (CEO's) has line responsibility for all aspects of executive management.

(xix)   Question 6.19:

Question 6.19 focuses on the Chief Executive's (CEO's) accountability to the College Council for the ultimate performance of the Public FET College and the implementation of the College Council's policies.

The findings are tabulated in table 5.46 and figure 5.46.

Table 5.46: The CEO's accountability to the College Council

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

0	10	12	22	15

Source: Own compilation

Figure 5.46: The CEO's accountability to the College Council
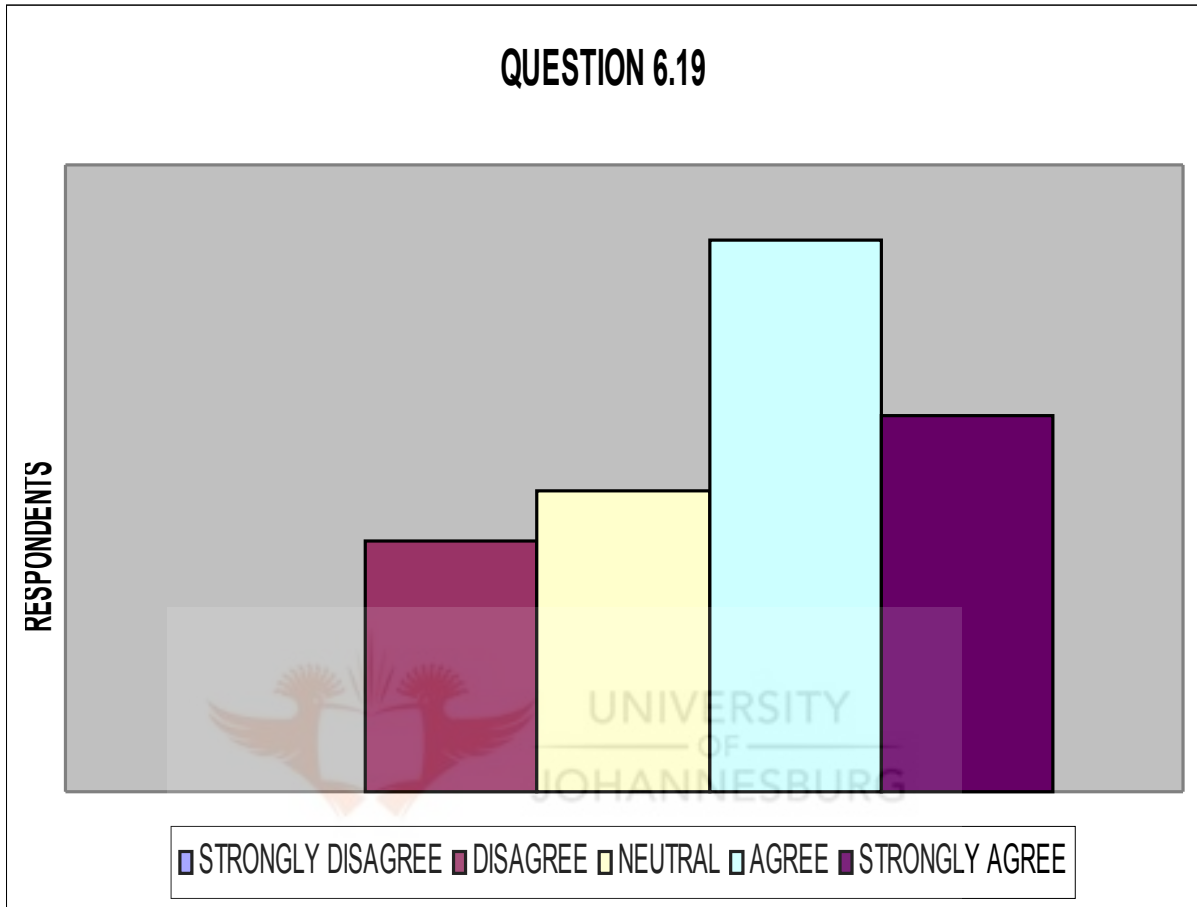
QUESTION 6.19

STRONGLY DISAGREE ▫ DISAGREE ▫ NEUTRAL ▫ AGREE ▫ STRONGLY AGREE

Source: Own compilation

Ten respondents disagree, representing 17% of the respondents. Twelve respondents are neutral, representing 20% of the respondents. Twenty two respondents agree, representing 38% of the respondents and fifteen respondents strongly agree, representing 25% of the respondents. It is thus evident that 63% of the respondents agree or strongly agree that the Chief Executive (CEO) is accountable to the College Council for the ultimate performance of the Public FET College and the implementation of the College Council's policies. 20% of the respondents are neutral on this topic and 17% of the respondents disagree.

5.4.2.4   Annual reporting

Eleven questions are asked in order to determine the knowledge, practice and opinion of College Council members in this regard. A Cronbach's Alpha value of 0,841 was recorded which indicates that the results are reliable.

(i)   Question 7.1

This question verifies if the details of the annual report of the College Council contains a statement on the remuneration / covering of costs policy and details of the remuneration / covering of costs of the members of the College Council.

The findings are tabulated in table 5.47 and figure 5.47.

Table 5.47: Statement of remuneration and details thereof in the annual report

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
5	15	20	12	6

Source: Own compilation

Figure 5.47: Statement of remuneration and details thereof in the annual report
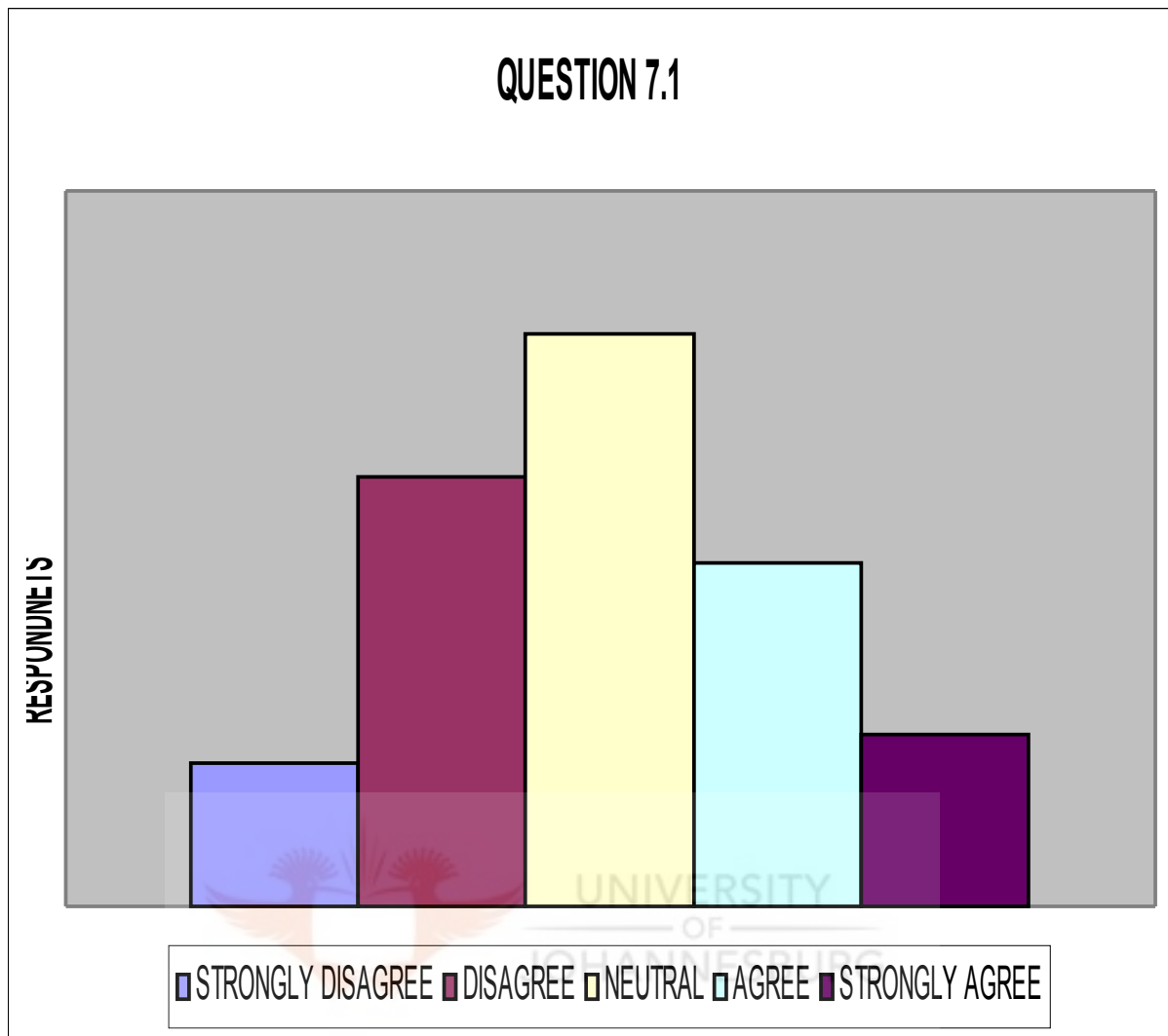
Source: Own compilation

Five respondents strongly disagree, representing 9% of the respondents. Fifteen respondents disagree, representing 26% of the respondents. Twenty respondents are neutral, representing 34% of the respondents. Twelve respondents agree, representing 21% of the respondents and six respondents strongly agree, representing 10% of the respondents. It is thus evident that 31% of the respondents agree or strongly agree that the annual report of the College Council contain a statement on the remuneration / covering of costs policy and details of the remuneration / covering of costs of the members of the College Council. 34% of the respondents are neutral on this topic and 35% of the respondents disagree or strongly disagree with the statement above. It is evident that most College Councils' annual reports do not have statements on the remuneration/covering of costs policy and details of the remuneration/covering of costs of the members of Council.

(ii)   Question 7.2

This question verifies if the respondents are fully aware of their roles as members of the College Council.

The findings are tabulated in table 5.48 and figure 5.48.

Table 5.48: Awareness of their roles of members of the College Council

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	2	3	21	32

Source: Own compilation

Figure 5.48: Awareness of their roles of members of the College Council
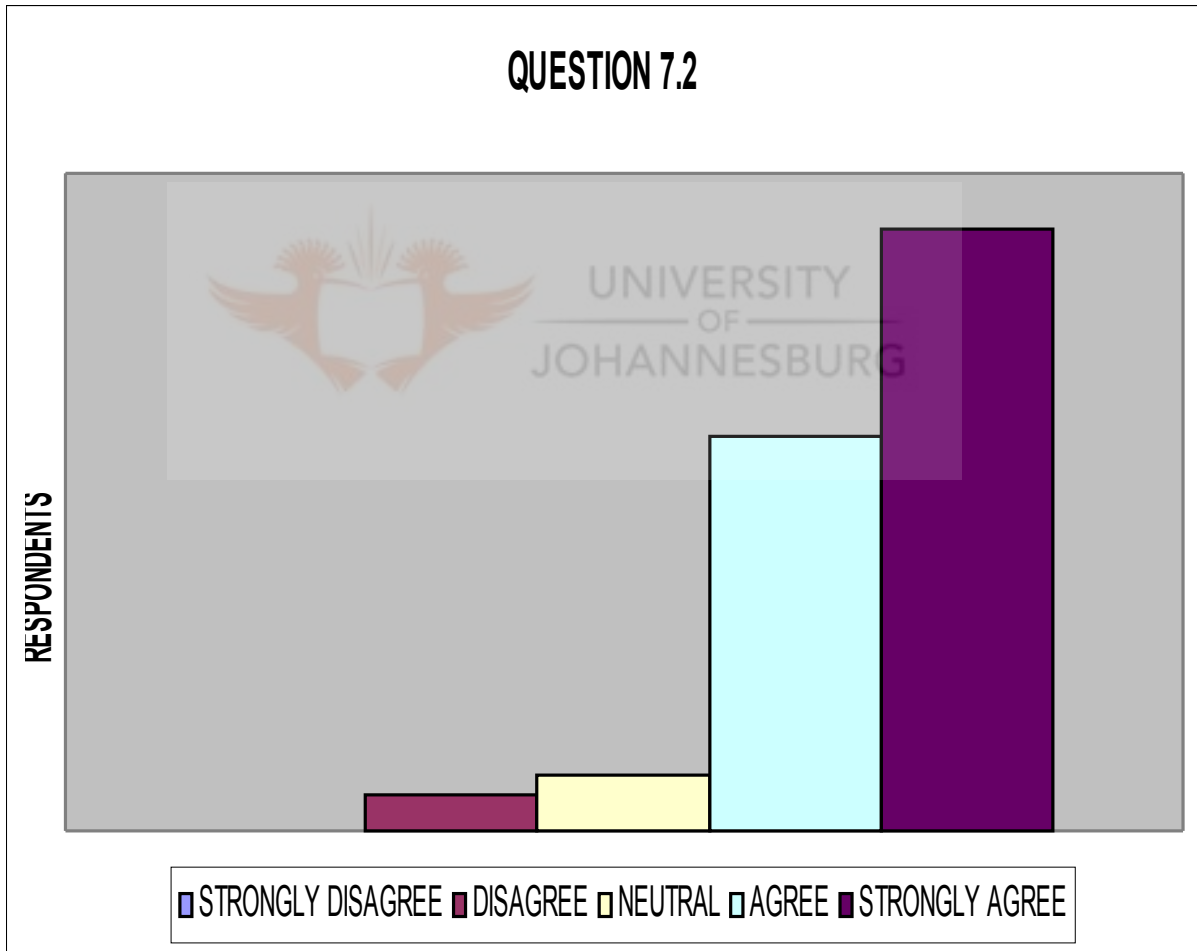
Source: Own compilation

Two respondents disagree, representing 3% of the respondents. Three respondents are neutral, representing 5% of the respondents. Twenty one respondents agree, representing 37% of the respondents and thirty two respondents strongly agree,

representing 55% of the respondents. It is thus evident that 92% of the respondents agree or strongly agree that they are fully aware of their roles as members of the College Council.

(iii)   Question 7.3

This question verifies if the respondents were exposed to training related to their role as members of the College Council.

The findings are tabulated in table 5.49 and figure 5.49.

Table 5.49: Exposure to training related to the role as a member of the College Council

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
30	4	11	8	6

Source: Own compilation

Figure 5.49: Exposure to training related to the role as a member of the College Council
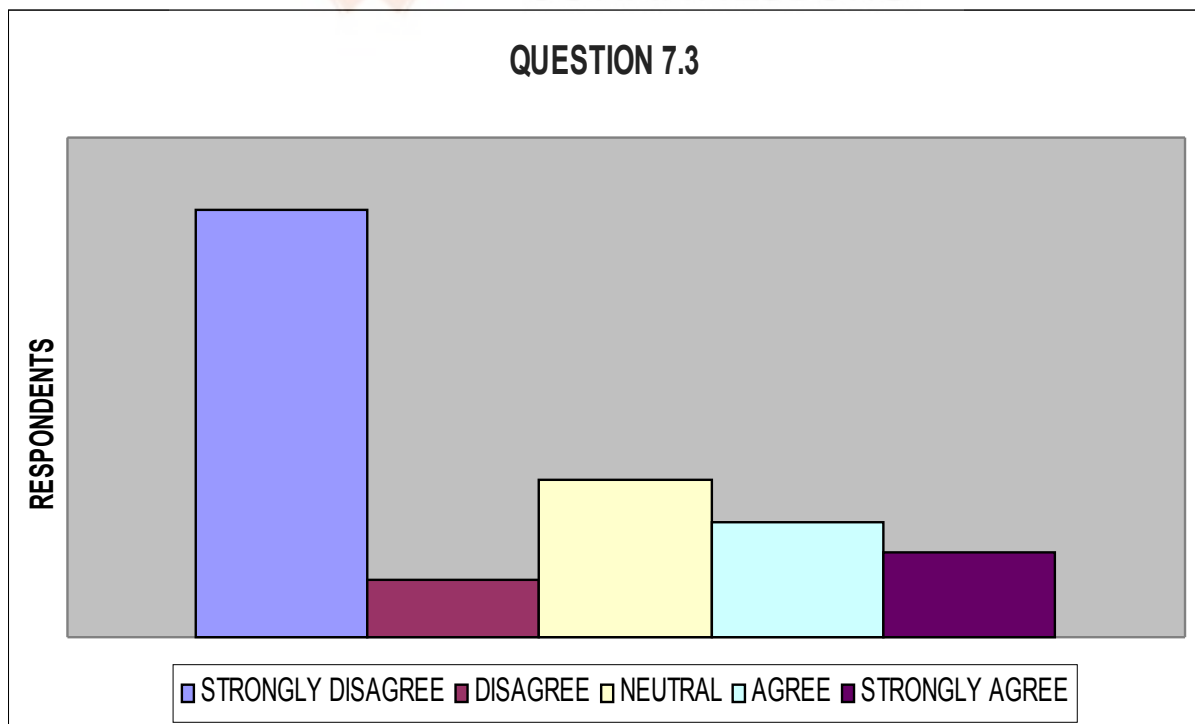
Source: Own compilation

Thirty respondents strongly disagree, representing 51% of the respondents. Four candidates disagree, representing 7% of the respondents. Eleven respondents are

neutral, representing 19% of the respondents. Eight respondents agree, representing 14% of the respondents and six respondents strongly agree, representing 9% of the respondents. It is thus evident that 58% of the respondents disagree or strongly disagree that they were exposed to training related to their role as a member of the College Council. Because 23% of the respondents agree or strongly agree, thereby indicating that they were exposed to training related to their role as a member of the College Council one may derive that some training occurs at some Colleges.

(iv)   Question 7.4

This question verifies if the respondents feel free to participate during a College Council meeting.

The findings are tabulated in table 5.50 and figure 5.50.

Table 5.50: Freedom to participate during a College Council meeting

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	1	1	19	37

Source: Own compilation

Figure 5.50: Freedom to participate during a College Council meeting
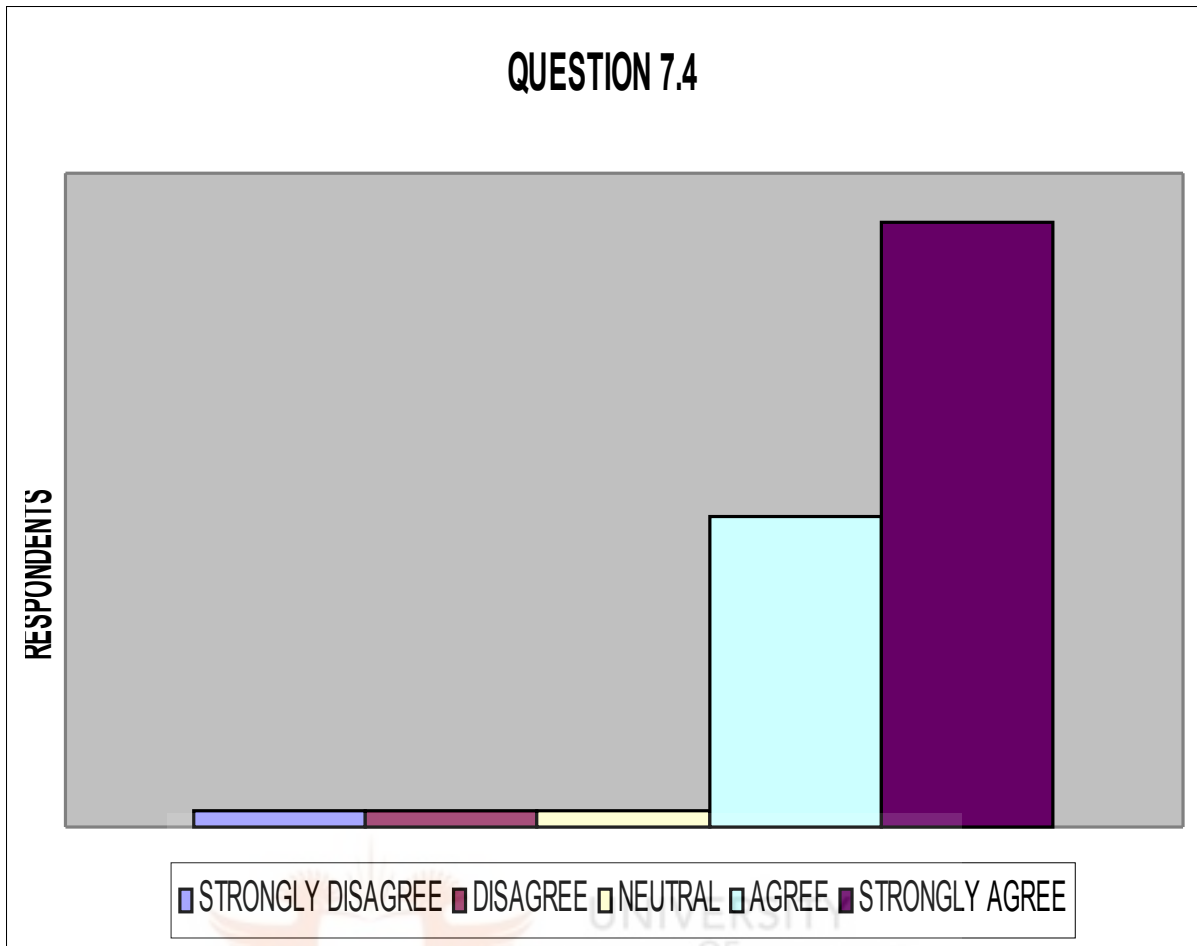
QUESTION 7.4

RESPONDENTS

□STRONGLY DISAGREE ■DISAGREE □NEUTRAL □AGREE ■STRONGLY AGREE

Source: Own compilation

One respondent strongly disagrees, representing 2% of the respondents. One candidate disagrees, representing 2% of the respondents. One respondent is neutral, representing 2% of the respondents. Nineteen respondents agree, representing 31% of the respondents and thirty seven respondents strongly agree, representing 63% of the respondents. It is thus evident that 94% of the respondents agree or strongly agree that they feel free to participate during a College Council meeting.

(v)   Question 7.5

This question verifies if the respondents were informed that the College Council elected them as a member.

The findings are tabulated in table 5.51 and figure 5.51.

Table 5.51: Informing members of the College Council about their election

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
2	0	4	21	31

Source: Own compilation

Figure 5.51: Informing members of the College Council about their election
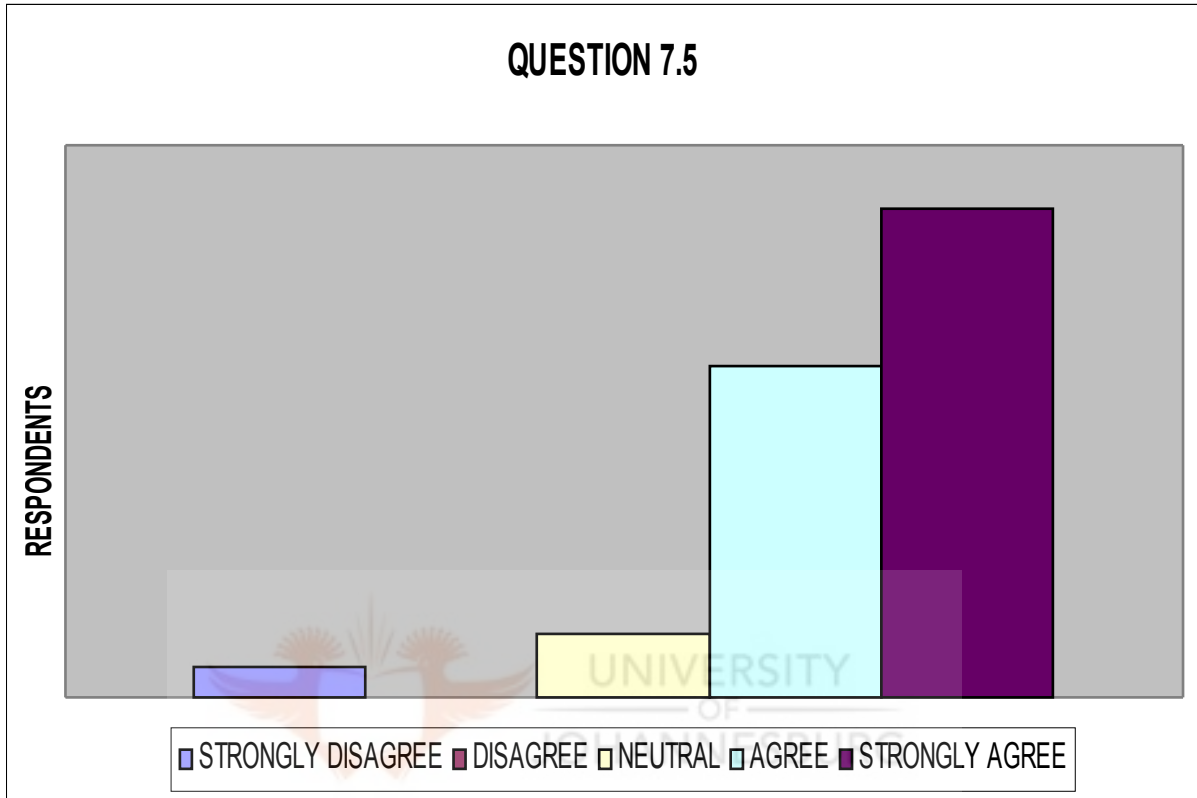
Source: Own compilation

Two respondents strongly disagree, representing 3% of the respondents. No respondents disagree, representing 0% of the respondents. Four respondents are neutral, representing 8% of the respondents. Twenty one respondents agree, representing 36% of the respondents and thirty one respondents strongly agree, representing 53% of the respondents. It is thus evident that 89% of the respondents agree or strongly agree that they were informed that the College Council elected them as a member.

(vi)   Question 7.6

This question verifies if the respondents are aware of the mission and vision of the Public FET College.

The findings are tabulated in table 5.52 and figure 5.52.

Table 5.52: Awareness of the mission and vision of the Public FET College

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	2	0	21	36

Source: Own compilation

Figure 5.52: Awareness of the mission and vision of the Public FET College
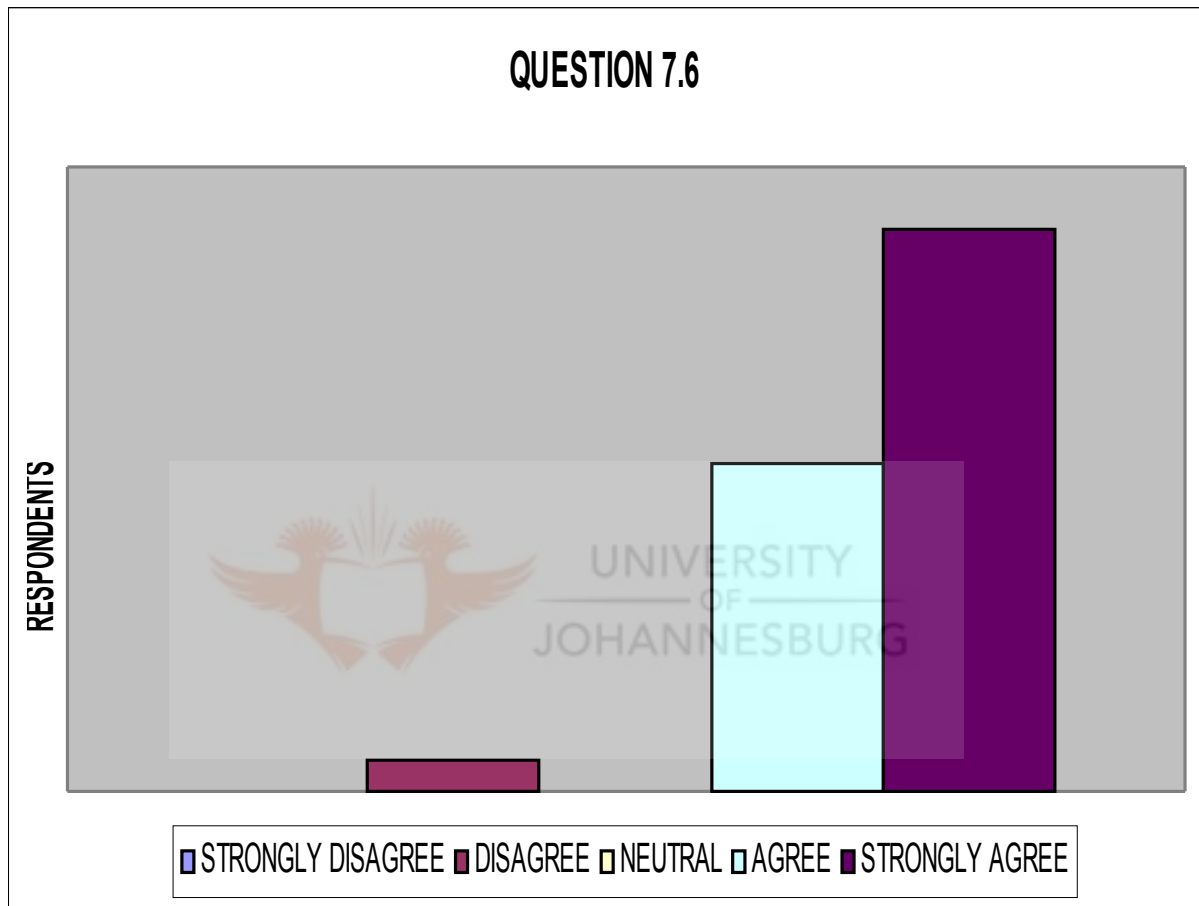
Source: Own compilation

Two respondents disagree, representing 3% of the respondents. Twenty one respondents agree, representing 36% of the respondents and thirty six respondents strongly agree, representing 61% of the respondents. It is thus evident that 97% of the respondents agree or strongly agree that they are aware of the mission and vision of the Public FET College.

(vii)   Question 7.7

This question verifies if the College Council publishes on a timely basis an objective, balanced and understandable annual report.

The findings are tabulated in table 5.53 and figure 5.53.

Table 5.53: Publication of an objective, balanced and understandable annual report

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
16	4	11	15	13

Source: Own compilation

Figure 5.53: Publication of an objective, balanced and understandable annual report
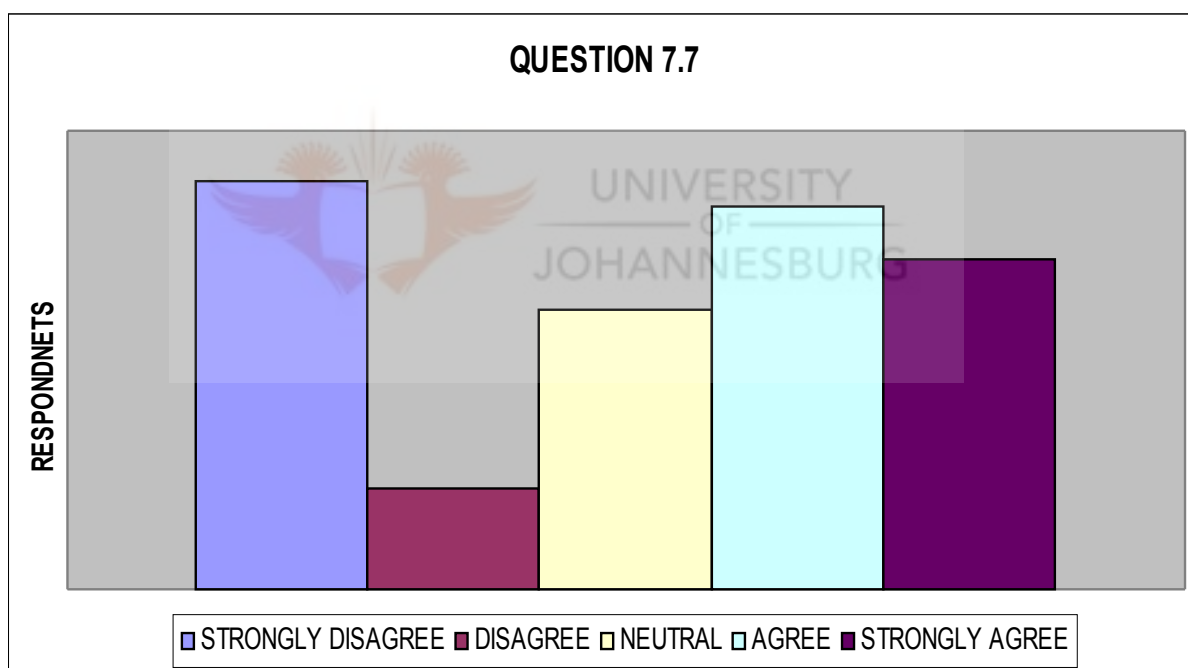
Source: Own compilation

Sixteen respondents strongly disagree, representing 27% of the respondents. Four candidates disagree, representing 7% of the respondents. Eleven respondents are neutral, representing 19% of the respondents. Fifteen respondents agree, representing 25% of the respondents and thirteen respondents strongly agree, representing 22% of the respondents. It is thus evident that 47% of the respondents agree or strongly agree that the College Council publishes on a timely basis an objective, balanced and understandable annual report. 34% of the respondents

disagree or strongly disagree that the College Council publishes on a timely basis an objective, balanced and understandable annual report and 19% of the respondents were neutral. It is evident that objective annual reports are published by some Public FET Colleges.

(viii)   Question 7.8

This question verifies if the annual report contains a statement explaining the responsibilities of the College Council.

The findings are tabulated in table 5.54 and figure 5.54.

Table 5.54: Responsibilities of the College Council as a part of the annual report

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
17	10	11	10	10

Source: Own compilation

Figure 5.54: Responsibilities of the College Council as a part of the annual report
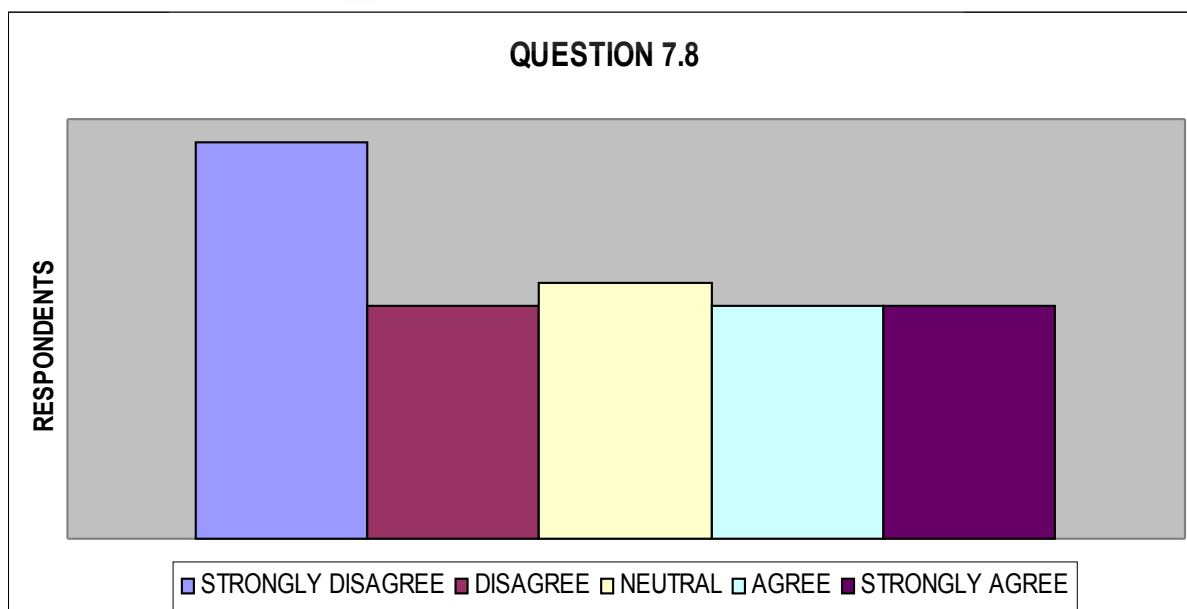
Source: Own compilation

Seventeen respondents strongly disagree, representing 30% of the respondents. Ten candidates disagree, representing 17% of the respondents. Eleven respondents are neutral, representing 19% of the respondents. Ten respondents agree, representing

17% of the respondents and ten respondents strongly agree, representing 17% of the respondents. It is thus evident that 34% of the respondents agree or strongly agree that the College Council includes in its annual report a statement explaining the responsibilities of the College Council.

47% of the respondents disagree or strongly disagree that the College Council includes in its annual report a statement explaining the responsibilities of the College Council. 19% of the respondents were neutral. It is evident that some Public FET College Councils include in their annual reports statements explaining the responsibilities of the College Council.

(ix)   Question 7.9

This question verifies if the College Council includes in its annual report a statement confirming that it has complied with relevant standards or codes of corporate governance.
The findings are tabulated in table 5.55 and figure 5.55.

Table 5.55: Compliance with relevant standards or codes of corporate governance as a statement in the annual report

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
20	9	6	15	9

Source: Own compilation

Figure 5.55: Compliance with relevant standards or codes of corporate

governance as a statement in the annual report

QUESTION 7.9
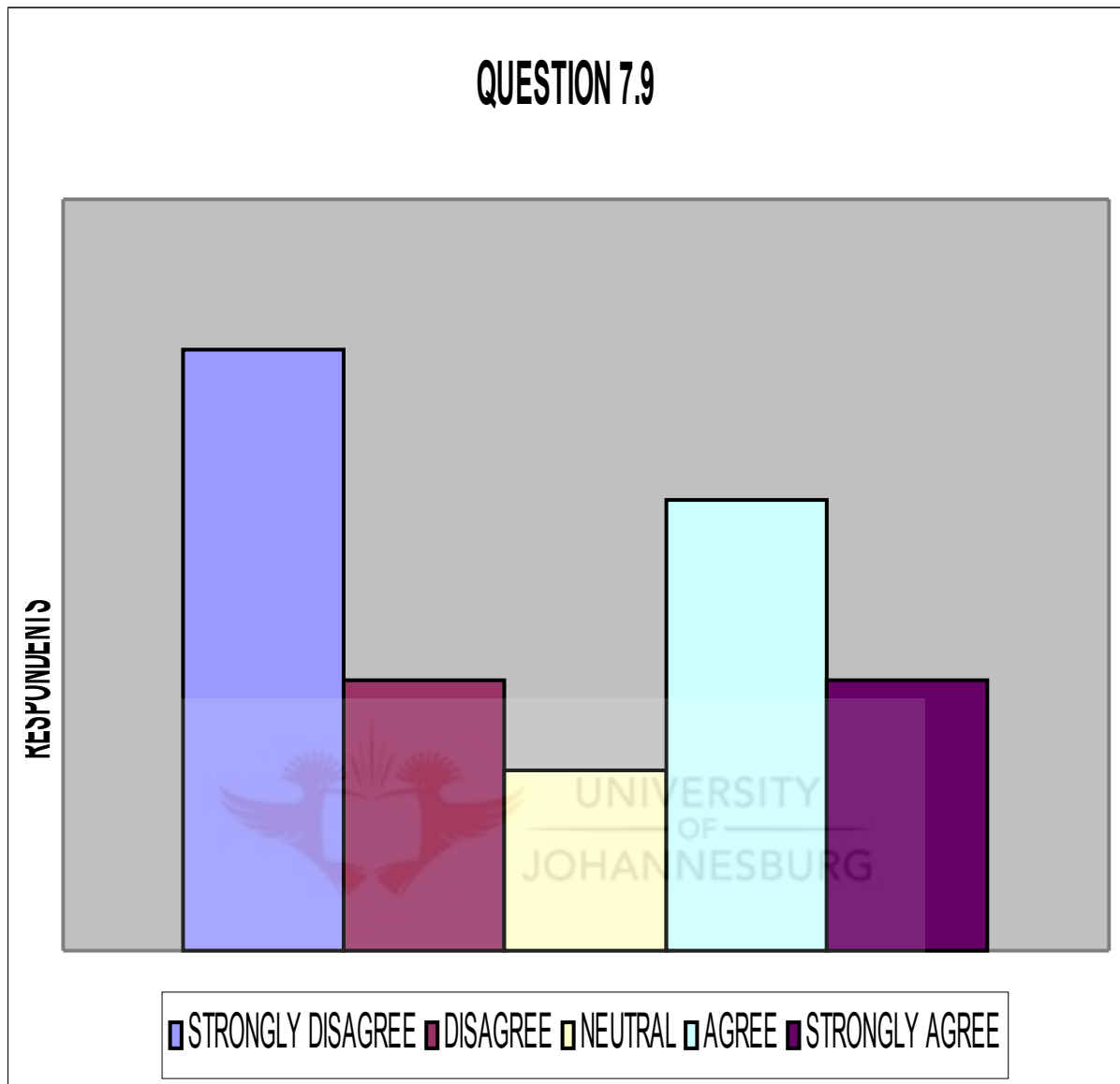
Source: Own compilation

Twenty respondents strongly disagree, representing 35% of the respondents. Nine candidates disagree, representing 15% of the respondents. Six respondents are neutral, representing 10% of the respondents. Fifteen respondents agree, representing 25% of the respondents and nine respondents strongly agree, representing 15% of the respondents. It is thus evident that 40% of the respondents agree or strongly agree that the College Council includes in its annual report a statement confirming that it has complied with relevant standards or codes of corporate governance.

50% of the respondents disagree or strongly disagree that the College Council includes in its annual report a statement confirming that it has complied with relevant standards or codes of corporate governance and 10% of the respondents were neutral. It is evident that some Public FET College Councils include in their annual reports statements confirming that they have complied with relevant standards or codes of corporate governance.

(x)   Question 7.10

This question verifies if the College Council ensures that financial statements comply with a recognised set of accounting standards

The findings are tabulated in table 5.56 and figure 5.56.

Table 5.56: Compliance of the financial statements with a recognised set of accounting practices

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	1	6	22	28

Figure 5.56: Compliance of the financial statements with a recognized set of accounting practices
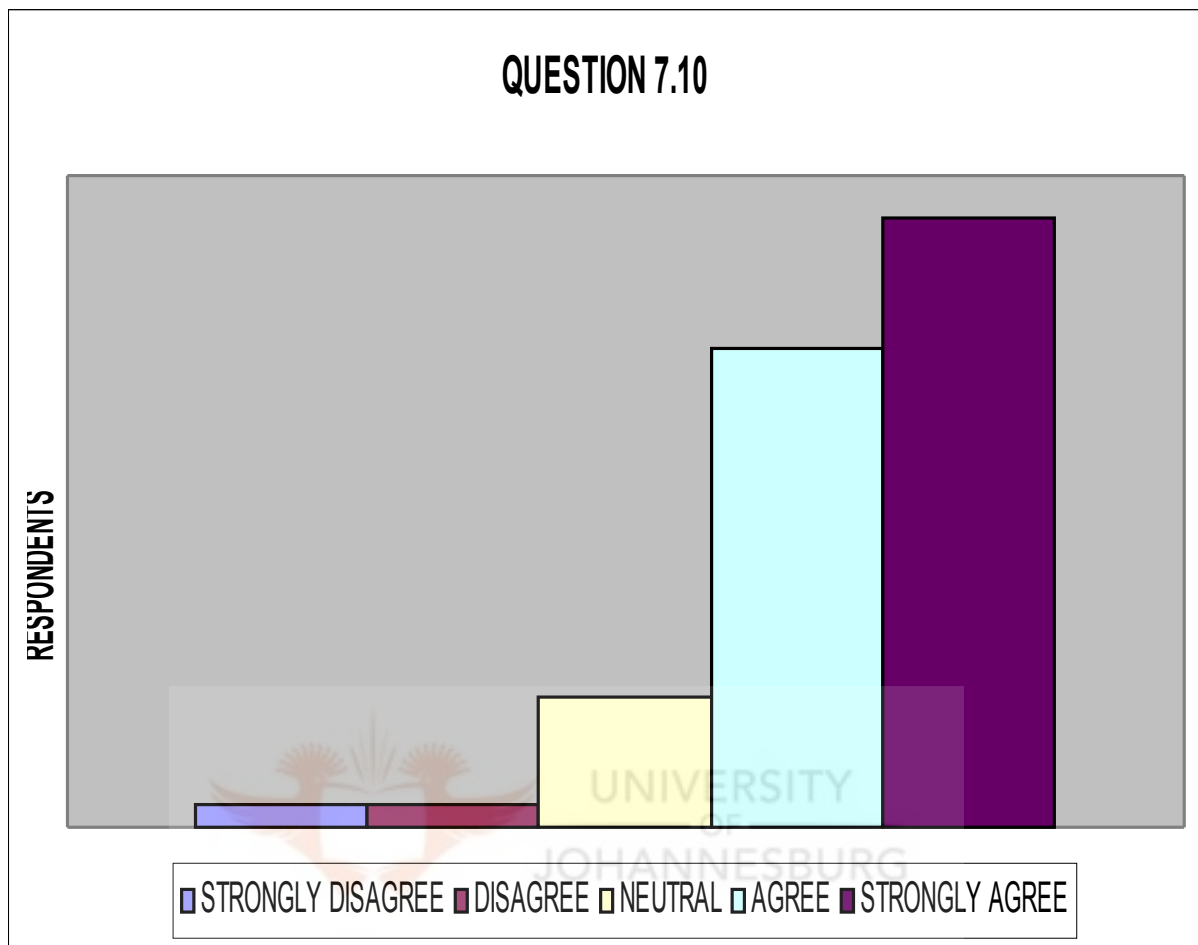
QUESTION 7.10

RESPONDENTS

☐ STRONGLY DISAGREE ☐ DISAGREE ☐ NEUTRAL ☐ AGREE ☐ STRONGLY AGREE

Source: Own compilation

One respondent strongly disagrees, representing 2% of the respondents. One respondent disagrees, representing 2% of the respondents. Six respondents are neutral, representing 10% of the respondents. Twenty two respondents agree, representing 38% of the respondents and twenty eight respondents strongly agree, representing 48% of the respondents. It is thus evident that 86% of the respondents agree or strongly agree that the College Council ensures that financial statements comply with a recognised set of accounting standards.

(xi)   Question 7.11

This question verifies if the College Council institutes and reports performance measures.

The findings are tabulated in table 5.57 and figure 5.57.

Table 5.57: Instituting and reporting of performance measures

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
19	12	7	13	7

Source: Own compilation

Figure 5.57: Instituting and reporting of performance measures
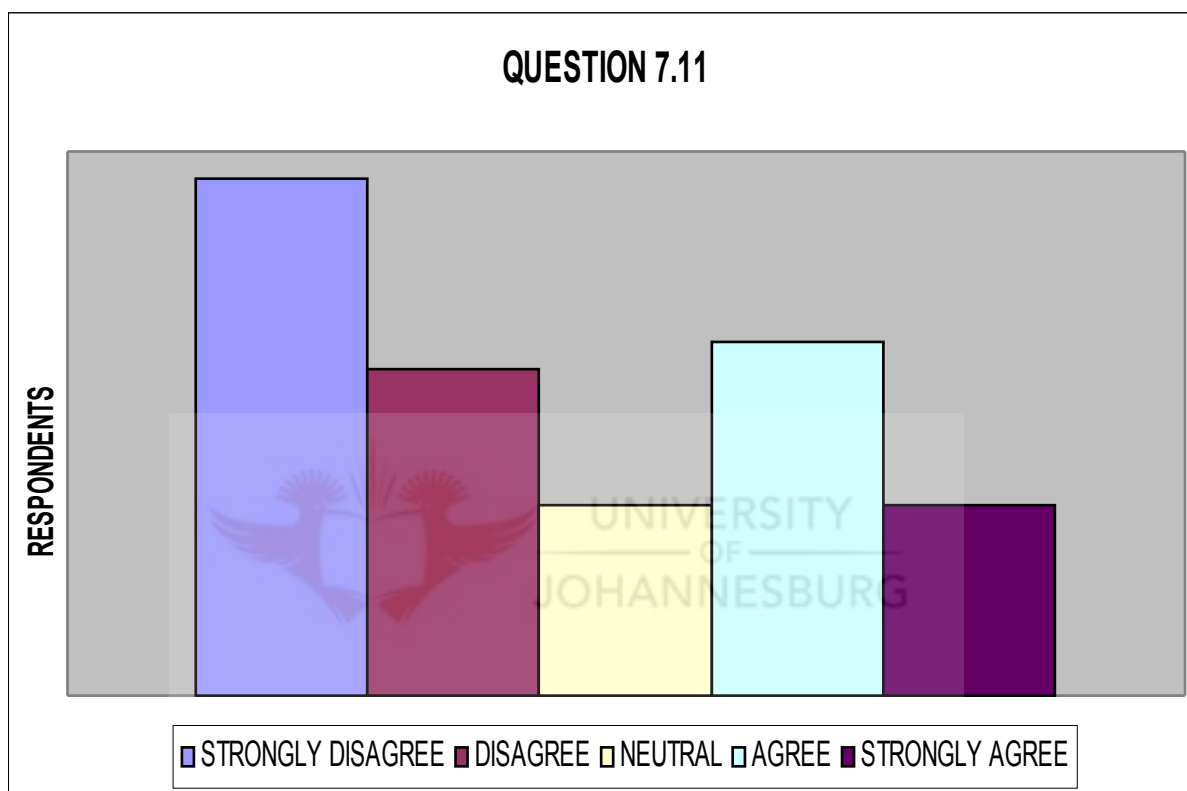
Source: Own compilation

Nineteen respondents strongly disagree, representing 2% of the respondents. Twelve respondents disagree, representing 2% of the respondents. Seven respondents are neutral, representing 10% of the respondents. Thirteen respondents agree, representing 38% of the respondents and seven respondents strongly agree, representing 48% of the respondents. It is thus evident that 86% of the respondents agree or strongly agree that the College Council ensures that financial statements comply with a recognised set of accounting standards.

5.4.2.5   **External audit / Internal control / Internal audit / Audit committees**

(i)   Question 8.1

This question verifies if the College Council has taken steps to ensure that an objective and professional relationship is maintained with the external auditors.

The findings are tabulated in table 5.58 and figure 5.58.

Table 5.58: Maintaining an objective and professional relationship with the external auditors

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	0	6	34	17

Source: Own compilation

Figure 5.58: Maintaining an objective and professional relationship with the external auditors

Source: Own compilation

One respondent strongly disagrees, representing 2% of the respondents. Six respondents are neutral, representing 10% of the respondents. Thirty four

respondents agree, representing 59% of the respondents and seventeen respondents strongly agree, representing 29% of the respondents. It is thus evident that 88% of the respondents agree or strongly agree that the College Council has taken steps to ensure that an objective and professional relationship is maintained with the external auditors.

(ii)   Question 8.2

This question verifies if the College Council has taken steps to ensure that an effective framework of internal control is established.

The findings are tabulated in table 5.59 and figure 5.59.

Table 5.59: Establishing an effective framework of internal control

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	10	15	27	6

Source: Own compilation

Figure 5.59: Establishing an effective framework of internal control
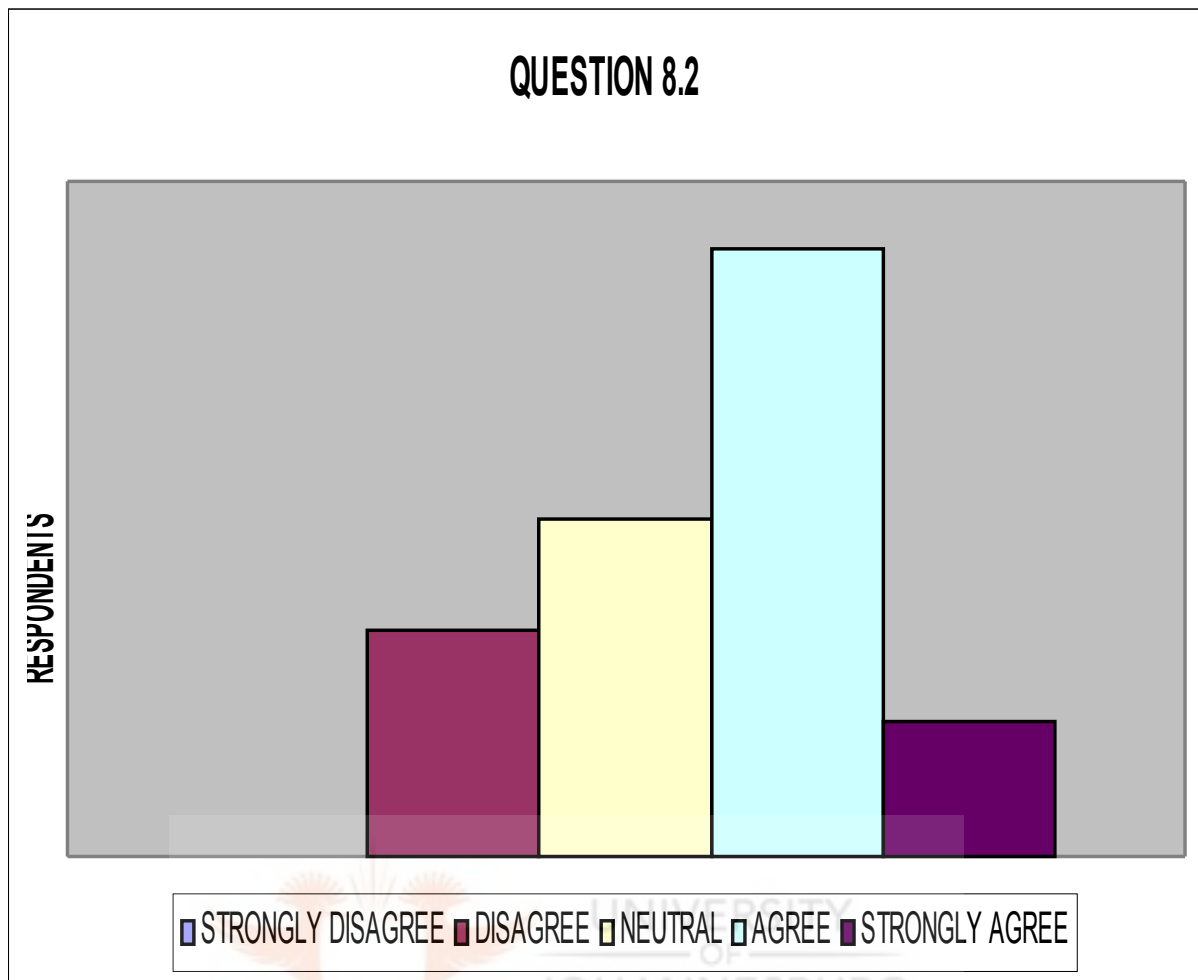
QUESTION 8.2

RESPONDENTS

STRONGLY DISAGREE ▪ DISAGREE ▫ NEUTRAL ▫ AGREE ▪ STRONGLY AGREE

Source: Own compilation

Ten respondents disagree, representing 17% of the respondents. Fifteen respondents are neutral, representing 26% of the respondents. Twenty seven respondents agree, representing 47% of the respondents and six respondents strongly agree, representing 10% of the respondents. It is thus evident that 57% of the respondents agree or strongly agree that the College Council has taken steps to ensure that an effective framework of internal control is established. The response was not significant enough to state that an effective framework of internal control is established at all Public FET Colleges in Gauteng.

(iii)   Question 8.3

This question verifies if the College Council has taken steps to ensure that an effective framework of internal control operates in practice.

The findings are tabulated in table 5.60 and table 5.60.

Table 5.60: An effective framework of internal control operates in practice

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	10	14	28	5

Source: Own compilation

Figure 5.60: An effective framework of internal control operates in practice
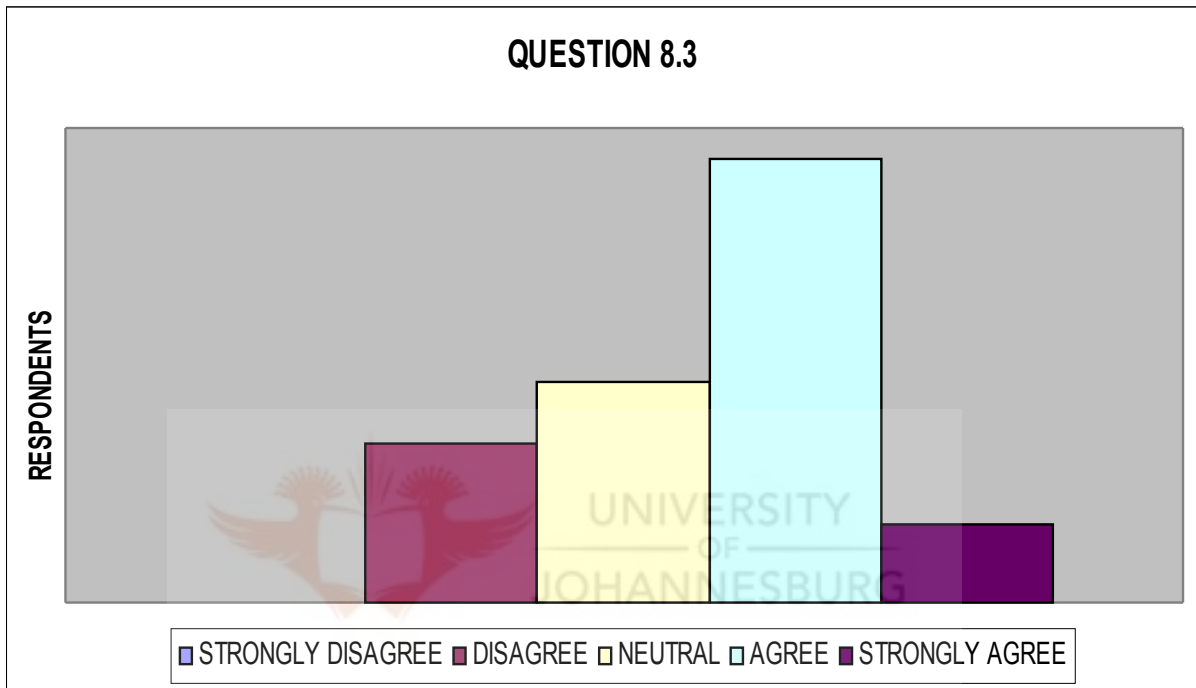
Source: Own compilation

Ten respondents disagree, representing 18% of the respondents. Fourteen respondents are neutral, representing 25% of the respondents. Twenty eight respondents agree, representing 49% of the respondents and five respondents strongly agree, representing 9% of the respondents. It is thus evident that 58% of the respondents agree or strongly agree that the College Council has taken steps to ensure that an effective framework of internal control operates in practice. 25% of the respondents were however neutral. This indicates that there is an effective framework of control in practice at some Public FET Colleges in Gauteng.

(iv)   Question 8.4

This question verifies if a statement on the effectiveness of the College Council's Framework of internal control is included in its annual report.

The findings are tabulated in table 5.61 and figure 5.61.

Table 5.61: The effectiveness of the College Council's framework of internal control

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
17	11	11	13	6

Source: Own compilation

Figure 5.61: The effectiveness of the College Council's framework of internal control
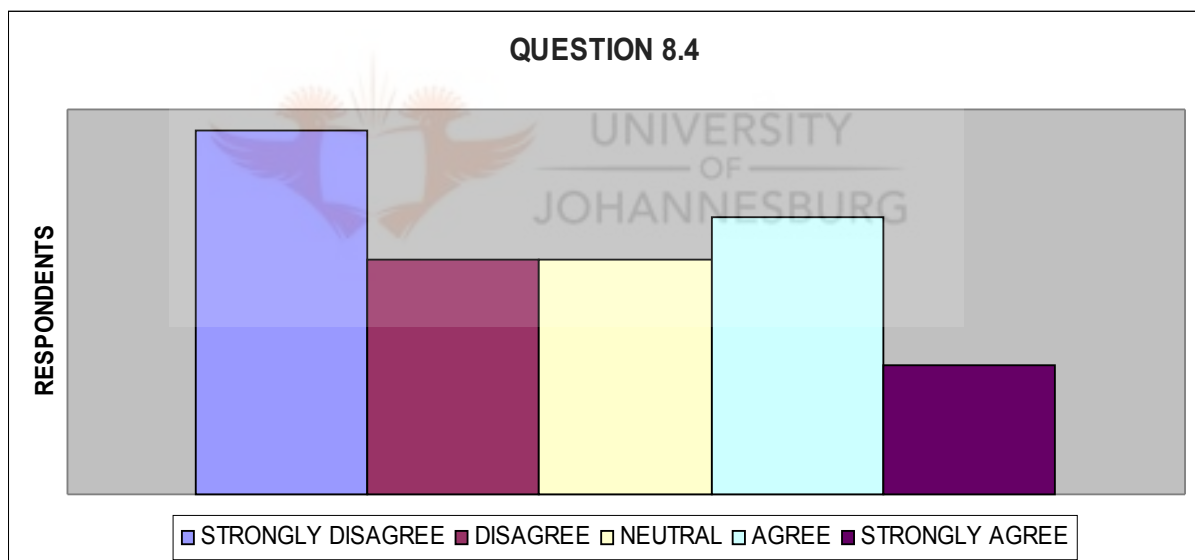
Source: Own compilation

Seventeen respondents strongly disagree, representing 29% of the respondents. Eleven respondents disagree, representing 19% of the respondents. Eleven respondents are neutral, representing 19% of the respondents. Thirteen respondents agree, representing 23% of the respondents and six respondents strongly agree, representing 10% of the respondents. It is thus evident that 48% disagree or strongly disagree that a statement on the effectiveness of the College Council's Framework of internal control is included in its annual report. 33% of the respondents agree or strongly agree that a statement on the effectiveness of the College Council's

Framework of internal control is included in its annual report while 19% of the respondents are neutral on this matter. This indicates that some Public FET Colleges in Gauteng include a statement to this effect.

(v)   Question 8.5

This question verifies if the College Council has taken steps to ensure that an effective internal audit function is established as part of the Framework of internal control.

The findings are tabulated in table 5.62 and figure 5.62.

Table 5.62: Establishment of an effective internal audit function

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
6	20	12	13	7

Source: Own compilation

Figure 5.62: Establishment of an effective internal audit function
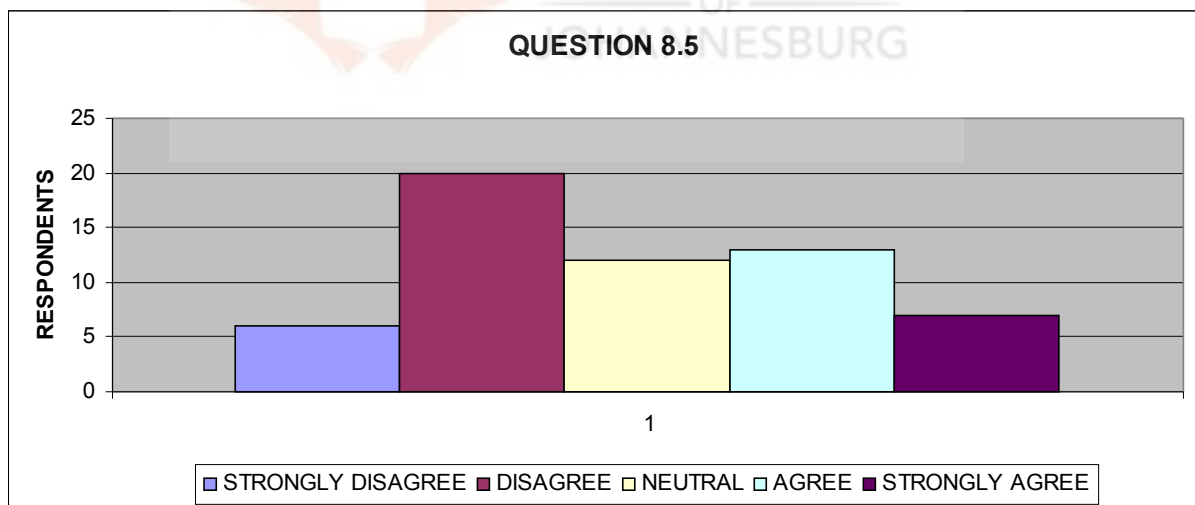
Source: Own compilation

Six respondents strongly disagree, representing 10% of the respondents. Twenty respondents disagree, representing 35% of the respondents. Twelve respondents are neutral, representing 21% of the respondents. Thirteen respondents agree, representing 22% of the respondents and seven respondents strongly agree, representing 12% of the respondents. It is thus evident that 45% disagree or strongly disagree that the College Council has taken steps to ensure that an effective internal

audit function is established as part of the Framework of internal control. 34% of the respondents agree or strongly agree that the College Council has taken steps to ensure that an effective internal audit function is established as part of the Framework of internal control, while 21% of the respondents is neutral on this matter. This indicates that some Public FET Colleges in Gauteng has taken steps to this effect.

(vi)   Question 8.6:

This question verifies if the College Council established an audit committee with responsibility for the independent review of the Framework of internal control and of the external audit process.

The findings are tabulated in table 5.63 and figure 5.63.

Table 5.63: Establishment of an audit committee

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
20	12	6	14	6

Source: Own compilation

Figure 5.63: Establishment of an audit committee

QUESTION 8.6
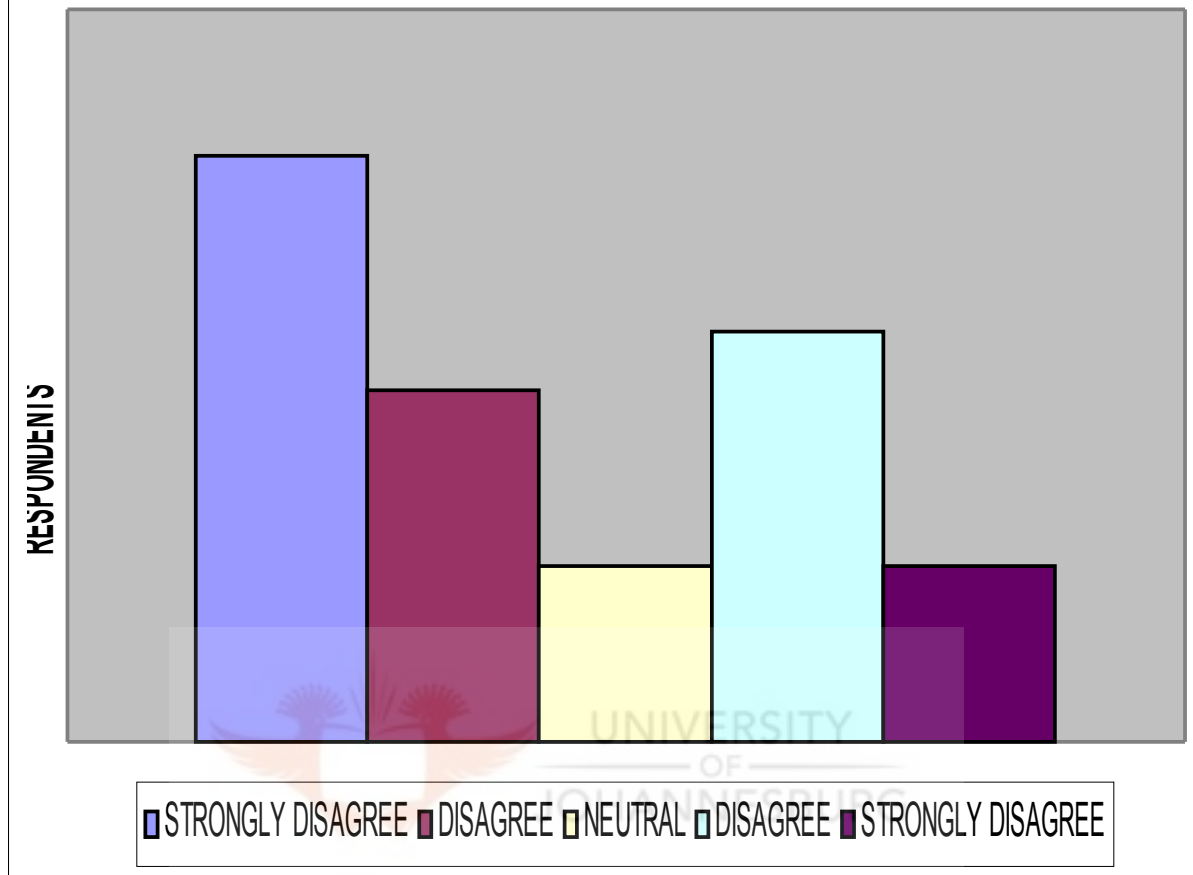
RESPONDENTS

☐STRONGLY DISAGREE ☐DISAGREE ☐NEUTRAL ☐DISAGREE ☐STRONGLY DISAGREE

Source: Own compilation

Twenty respondents strongly disagree, representing 34% of the respondents. Twelve respondents disagree, representing 21% of the respondents. Six respondents are neutral, representing 10% of the respondents. Fourteen respondents agree, representing 24% of the respondents and six respondents strongly agree, representing 11% of the respondents. It is thus evident that 56% disagree or strongly disagree that the College Council established an audit committee with responsibility for the independent review of the Framework of internal control and of the external audit process. 35% of the respondents agree or strongly agree that the College Council did establish an audit committee with responsibility for the independent review of the Framework of internal control and of the external audit process, while 10% of the respondents is neutral on this matter. This indicates that some Public FET Colleges in Gauteng took steps to this effect.

5.4.2.6   Budgeting and financial management

Ten questions are asked in order to determine the knowledge, practice and opinion of College Council members in this regard. A Cronbach's Alpha value of 0,882 was recorded which indicate that the results are reliable.

(i)   Question 9.1

This question verifies if the College Council ensured that procedures were in place to ensure effective and efficient budgeting and financial management.

The findings are tabulated in table 5.64 and figure 5.64.

Table 5.64: Procedures to ensure effective and efficient budgeting and financial management

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	0	2	33	24

Source: Own compilation

Figure 5.64: Procedures to ensure effective and efficient budgeting and financial management
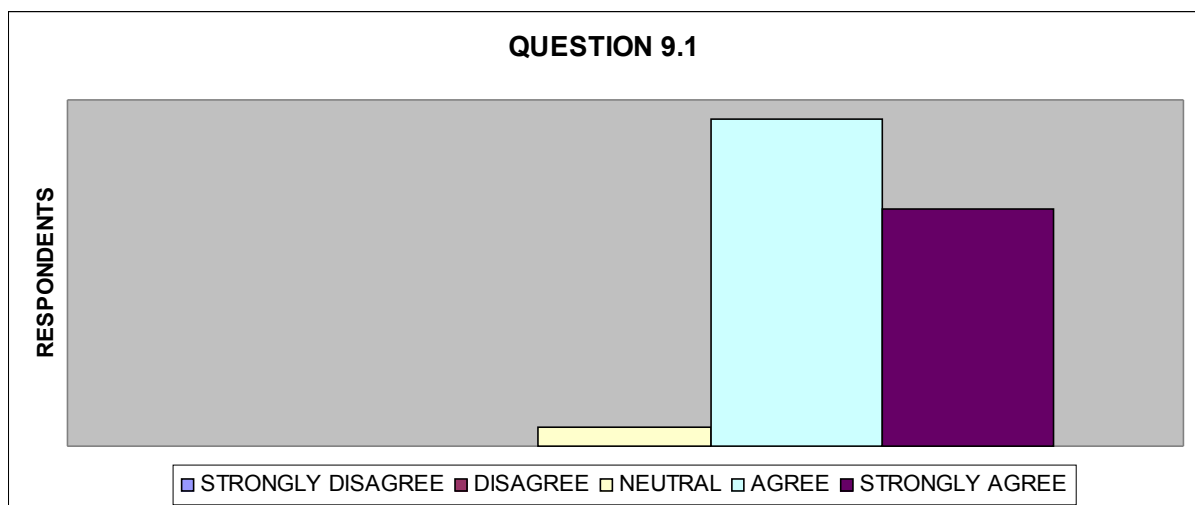
Source: Own compilation

Two respondents are neutral, representing 3% of the respondents. Thirty three respondents agree, representing 56% of the respondents and twenty four respondents strongly agree, representing 41% of the respondents. It is thus evident that 97% agree or strongly agree that the College Council ensured that procedures were in place to ensure effective and efficient budgeting and financial management. This indicates that all Public FET Colleges in Gauteng ensured that procedures were in place to ensure effective and efficient budgeting and financial management.

(ii)   Question 9.2

This question verifies if the College Council approves the annual budget of the Public FET College.

The findings are tabulated in table 5.65 and figure 5.65.

Table 5.65: Approval of the annual budget of the Public FET College

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	0	3	30	26

Source: Own compilation

Figure 5.65: Approval of the annual budget of the Public FET College
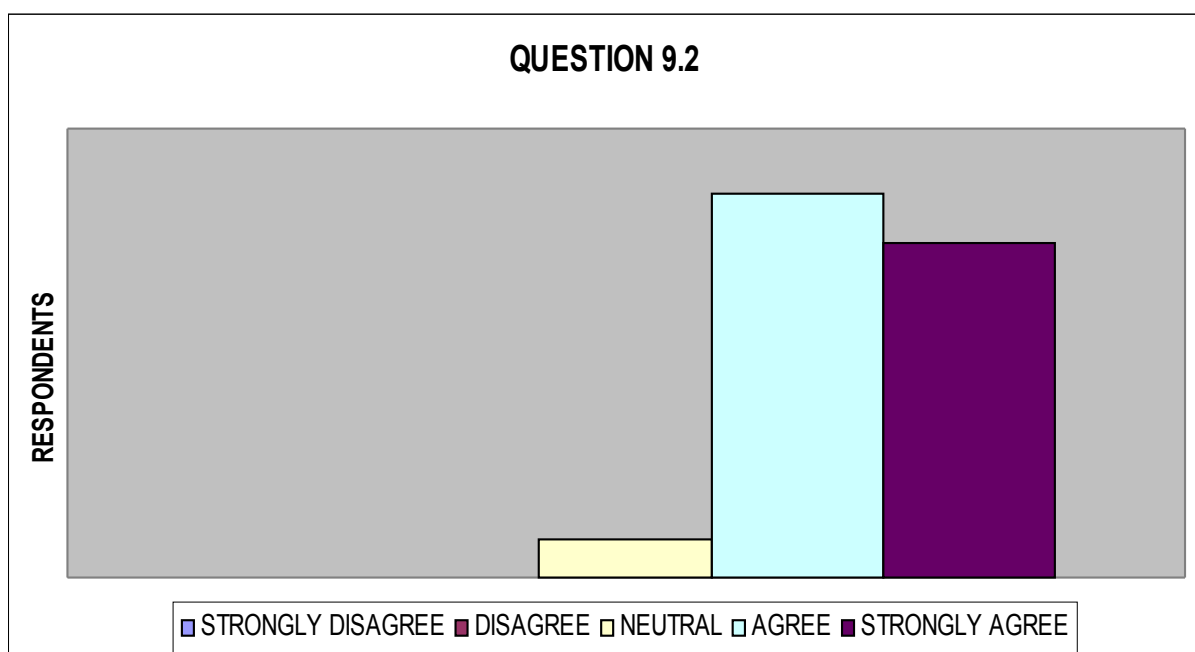
Source: Own compilation

Three respondents are neutral, representing 5% of the respondents. Thirty respondents agree, representing 51% of the respondents and twenty six respondents strongly agree, representing 44% of the respondents. It is thus evident that 95% agree or strongly agree that the College Council approves the annual budget of the Public FET College. This indicates that all Public FET Colleges in Gauteng approve the annual budget of the Public FET College.

(iii)   Question 9.3

This question verifies if the College Council determines the class fees annually.

The findings are tabulated in table 5.66 and figure 5.66.

Table 5.66: Determination of the annual class fees

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	1	8	28	21

Source: Own compilation

Figure 5.66: Determination of the annual class fees
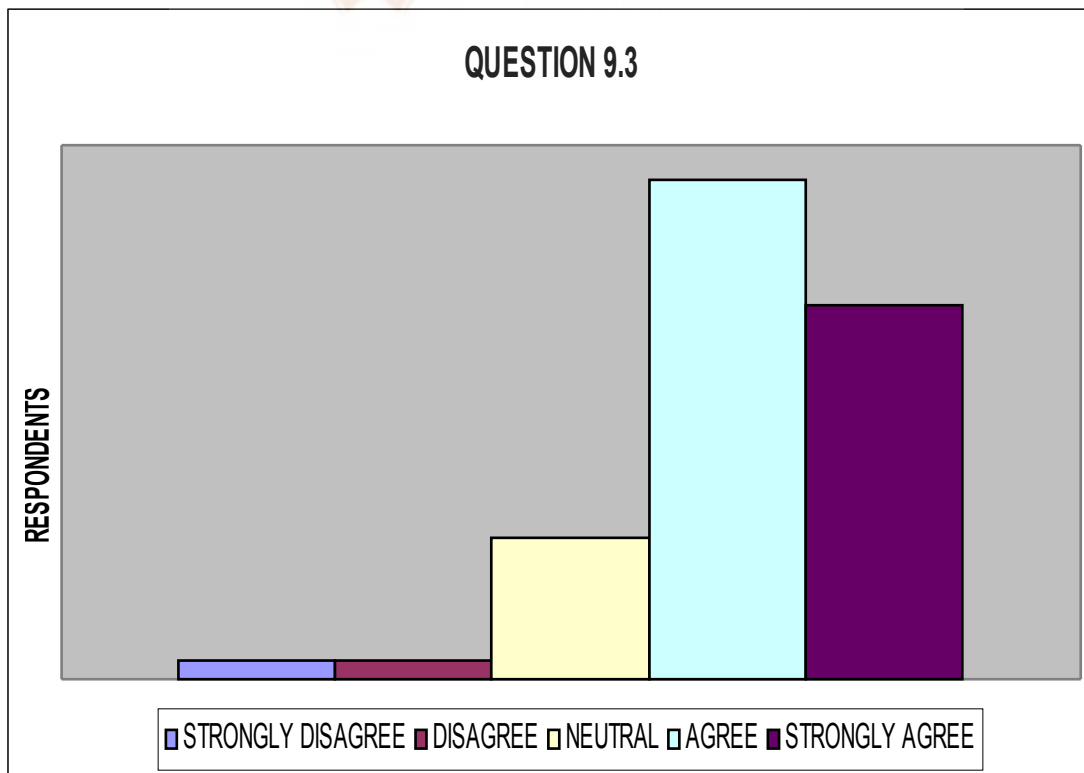
Source: Own compilation

One respondent strongly disagrees, representing 2% of the respondents. One respondent disagrees, representing 2% of the respondents. Eight respondents are neutral, representing 14% of the respondents. Twenty eight respondents agree, representing 47% of the respondents and twenty one respondents strongly agree, representing 36% of the respondents. It is thus evident that 83% agree or strongly agree that the College Council determine the class fees annually. This indicates that all Public FET Colleges in Gauteng determine the class fees annually.

(iv)   Question 9.4

This question verifies if the College Council is involved with the spending of the budget.

The findings are tabulated in table 5.67 and figure 5.67.

Table 5.67: Involvement of the College Council in the spending of the budget

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	1	10	26	20

Source: Own compilation

Figure 5.67: Involvement of the College Council in the spending of the budget
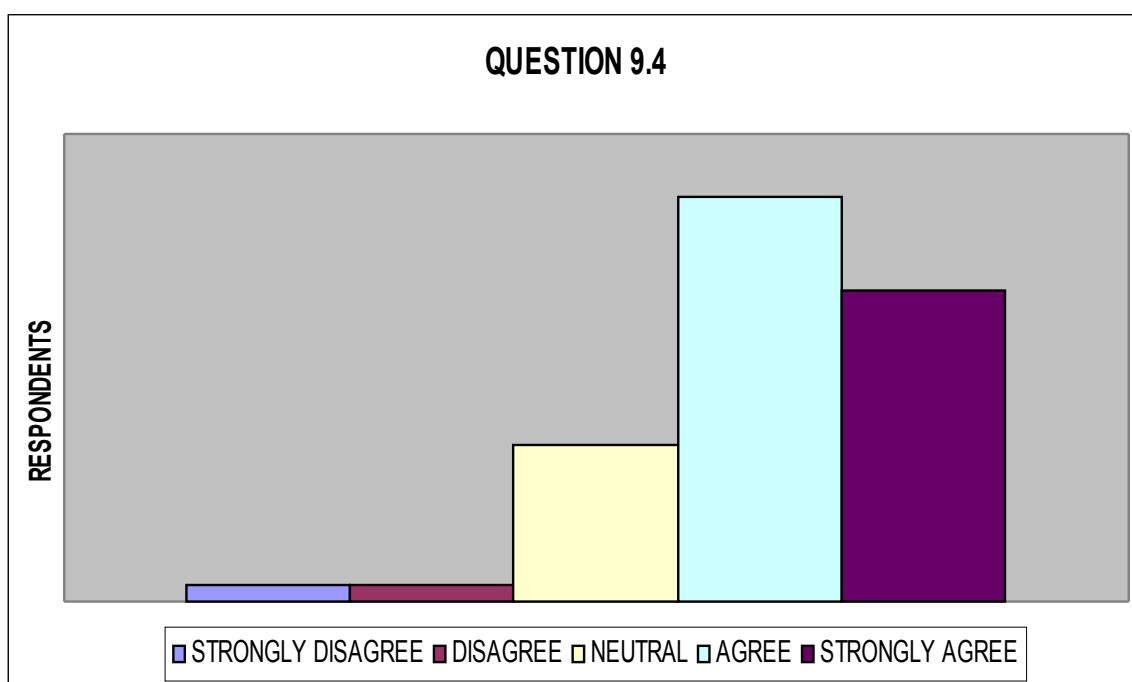
Source: Own compilation

One respondent strongly disagrees, representing 2% of the respondents. One respondent disagrees, representing 2% of the respondents. Ten respondents are neutral, representing 17% of the respondents. Twenty six respondents agree, representing 45% of the respondents and twenty respondents strongly agree, representing 34% of the respondents. It is thus evident that 79% agree or strongly agree that the College Council is involved in the spending of the budget. 17% of the respondents are however neutral on this issue.

(v) **Question 9.5**

This question verifies if the College Council applies an Activity Based Costing (ABC) method in order to manage costs.

The findings are tabulated in table 5.68 and figure 5.68.

Table 5.68: Application of an Activity Based costing method in order to manage costs

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
15	11	18	8	8

Source: Own compilation

Figure 5.68: Application of an Activity Based costing method in order to manage costs
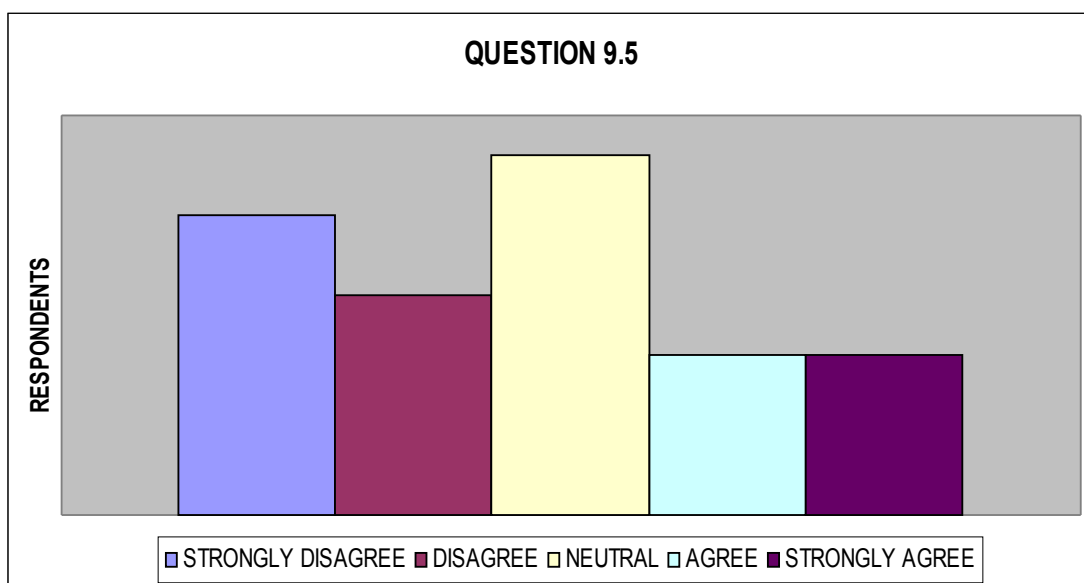
Source: Own compilation

Fifteen respondents strongly disagree, representing 25% of the respondents. Eleven respondents disagree, representing 19% of the respondents. Eighteen respondents are neutral, representing 30% of the respondents. Eight respondents agree, representing 13% of the respondents and eight respondents strongly agree, representing 13% of the respondents. It is thus evident that 44% disagree or strongly disagree that the College Council applies an Activity Based Costing (ABC) method in order to manage costs. 26% of the respondents agree or strongly agree that the College Council applies an Activity Based Costing (ABC) method in order to manage costs. 30% of the respondents are however neutral on this issue.

It is evident that some Public FET Colleges in Gauteng apply an ABC method in order to manage costs.

(vi)   Question 9.6

This question verifies if the College Council members have signing rights/powers in order to spend the budget.

The findings are tabulated in table 5.69 and figure 5.69.

Table 5.69: Signing powers of the College Council members in order to spend the budget

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4	3	12	21	15

Source: Own compilation

Figure 5.69: Signing powers of the College Council members in order to spend
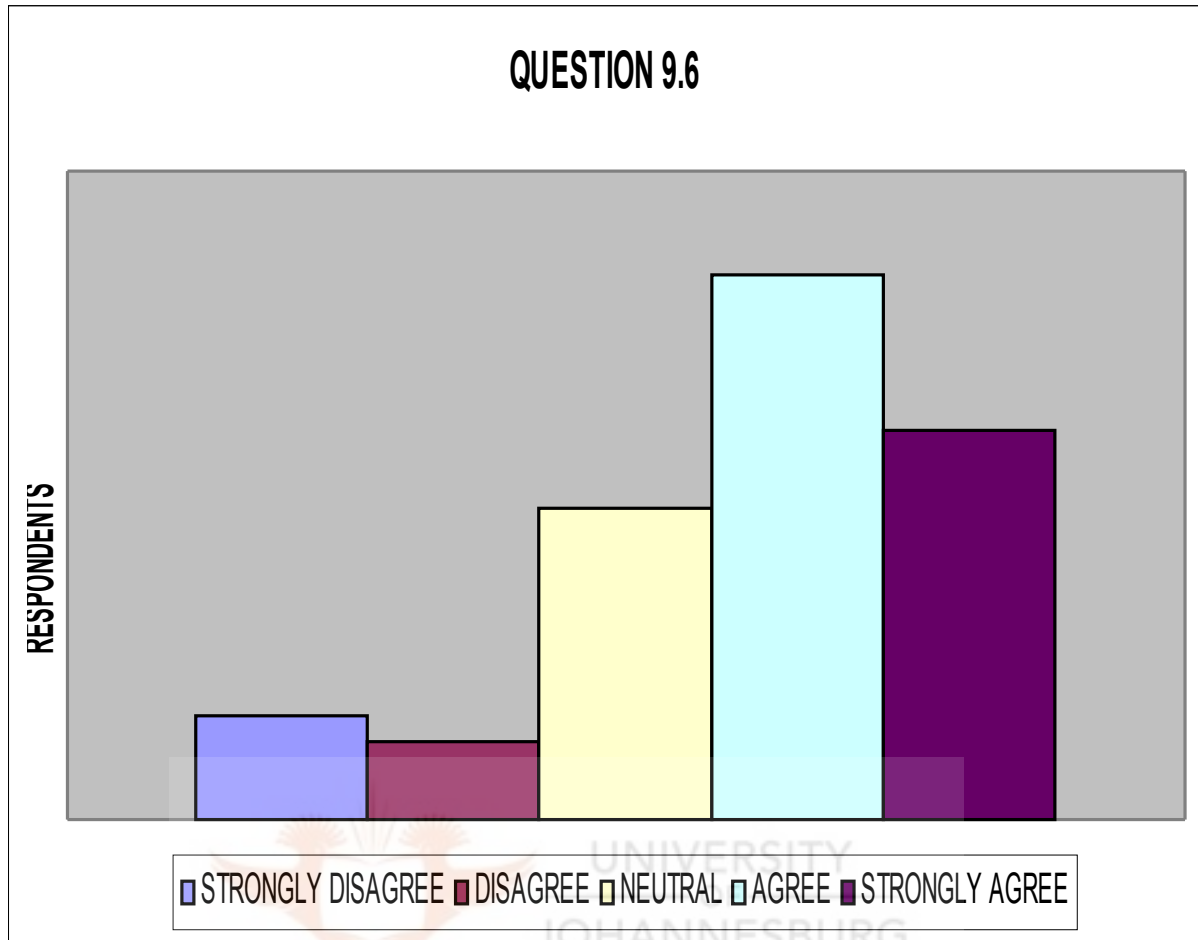
the budget.

Source: Own compilation

Four respondents strongly disagree, representing 7% of the respondents. Three respondents disagree, representing 6% of the respondents. Twelve respondents are neutral, representing 22% of the respondents. Twenty one respondents agree, representing 38% of the respondents and fifteen respondents strongly agree, representing 27% of the respondents. It is thus evident that 65% of the respondents agree or strongly agree that College Council members have signing rights/powers in order to spend the budget. 13% disagree or strongly disagree that College Council members have signing rights/powers in order to spend the budget of the College. 22% of the respondents are however neutral on this issue.

It is evident that members of the College Councils at some Public FET Colleges in Gauteng have signing rights/powers in order to spend the budget.

(vii)   Question 9.7

This question verifies if management is tasked with the duty to spend the approved budget according to policies and report to the College Council.

The findings are tabulated in table 5.70 and figure 5.70.

Table 5.70: Management's task to spend the approved budget according to policies

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	0	3	32	23

Source: Own compilation

Figure 5.70: Management's task to spend the approved budget according to policies
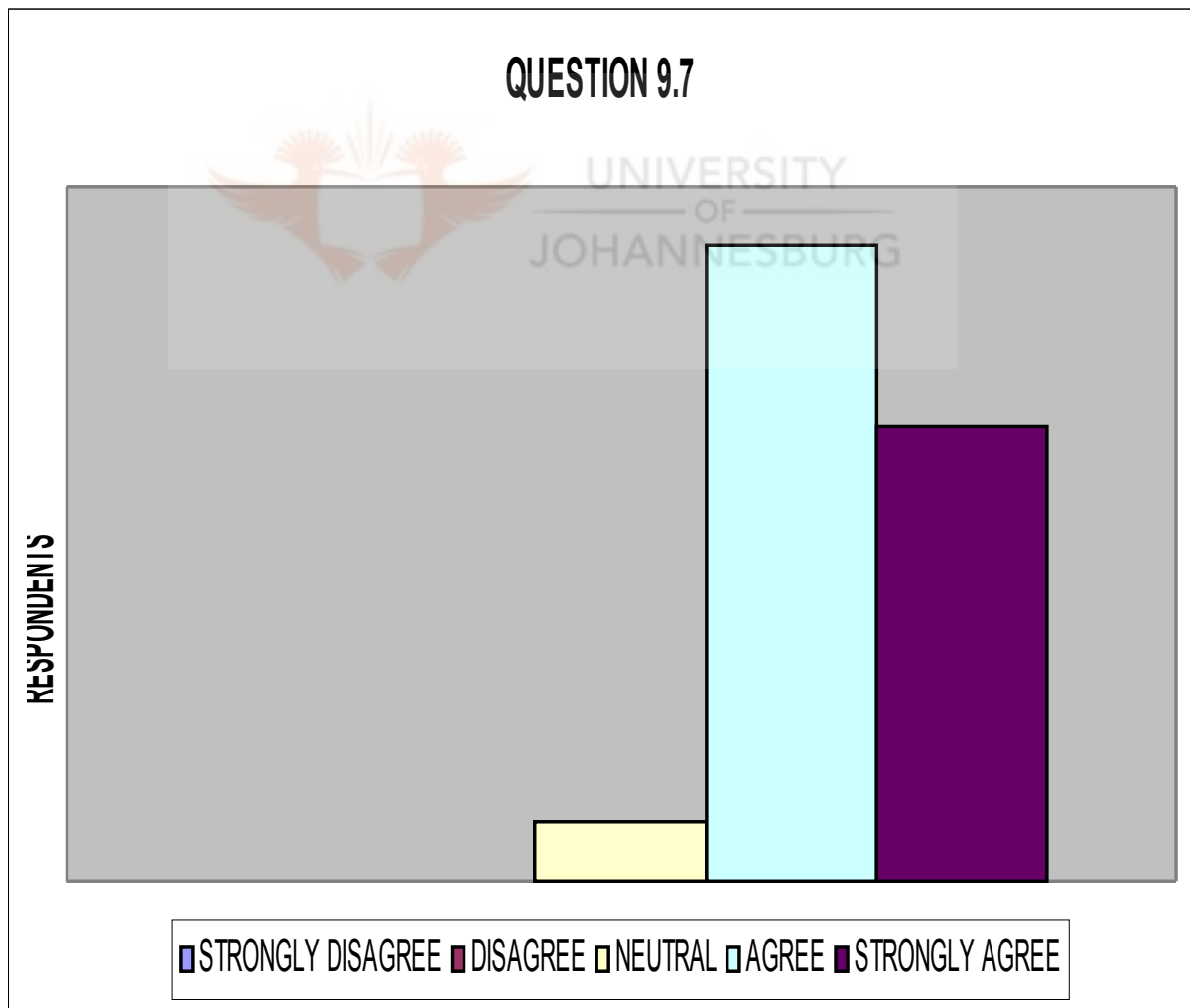
QUESTION 9.7

RESPONDENTS

☐ STRONGLY DISAGREE ■ DISAGREE ☐ NEUTRAL ☐ AGREE ■ STRONGLY AGREE

Source: Own compilation

Three respondents are neutral, representing 5% of the respondents. Thirty two respondents agree, representing 55% of the respondents and twenty three respondents strongly agree, representing 40% of the respondents. It is thus evident that 95% of the respondents agree or strongly agree that management is tasked with the duty to spend the approved budget according to policies and report to the College Council.

(viii)   Question 9.8

This question verifies the perceptions that the College Council is accountable for monetary matters.

The findings are tabulated in table 5.71 and figure 5.71.

Table 5.71: Perceptions that the College Council is accountable for monetary matters

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4	2	7	27	19

Source: Own compilation

Figure 5.71: Perceptions that the College Council is accountable for monetary matters
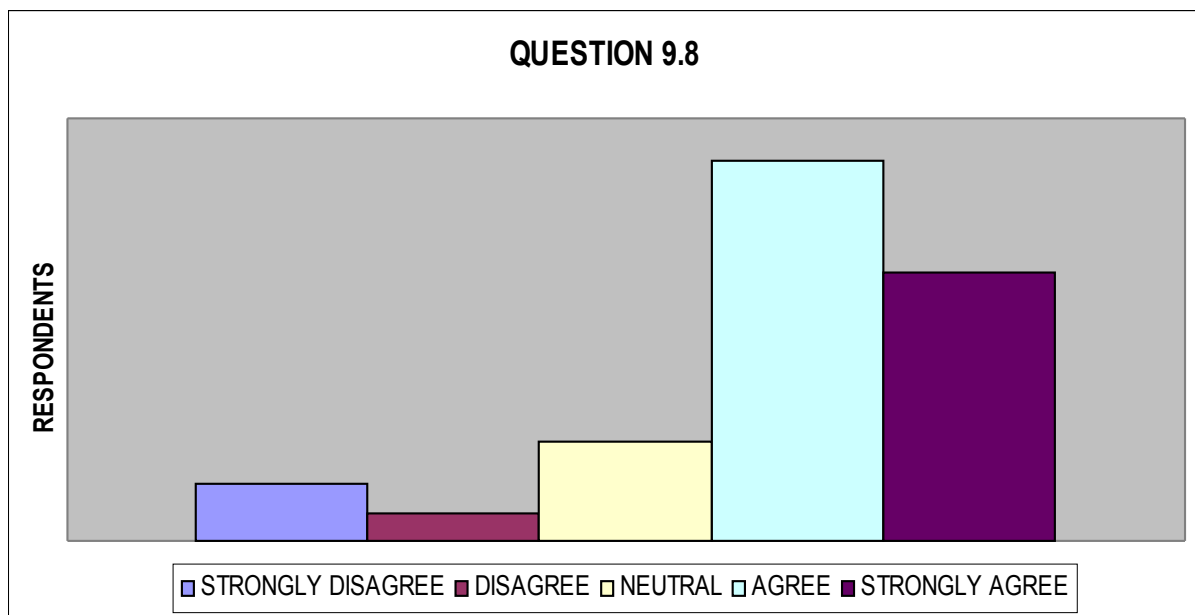
Source: Own compilation

Four respondents strongly disagree, representing 7% of the respondents. Two respondents disagree, representing 3% of the respondents. Seven respondents are neutral, representing 12% of the respondents. Twenty seven respondents agree, representing 46% of the respondents and nineteen respondents strongly agree, representing 32% of the respondents. It is thus evident that 78% of the respondents agree or strongly agree that the College Council is accountable for monetary matters. 10% disagree or strongly disagree that the College Council are accountable for monetary matters. 12% of the respondents are however neutral on this issue.

(vix)   Question 9.9

This question verifies the perceptions that the Principal as the accounting officer and College Council are accountable for monetary matters.

The findings are tabulated in table 5.72 and figure 5.72.

Table 5.72: Perceptions that the Principal (as accounting officer) and College Council are accountable for monetary matters

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	0	7	27	25

Source: Own compilation

Figure 5.72: Perceptions that the Principal (as accounting officer) and College Council are accountable for monetary matters
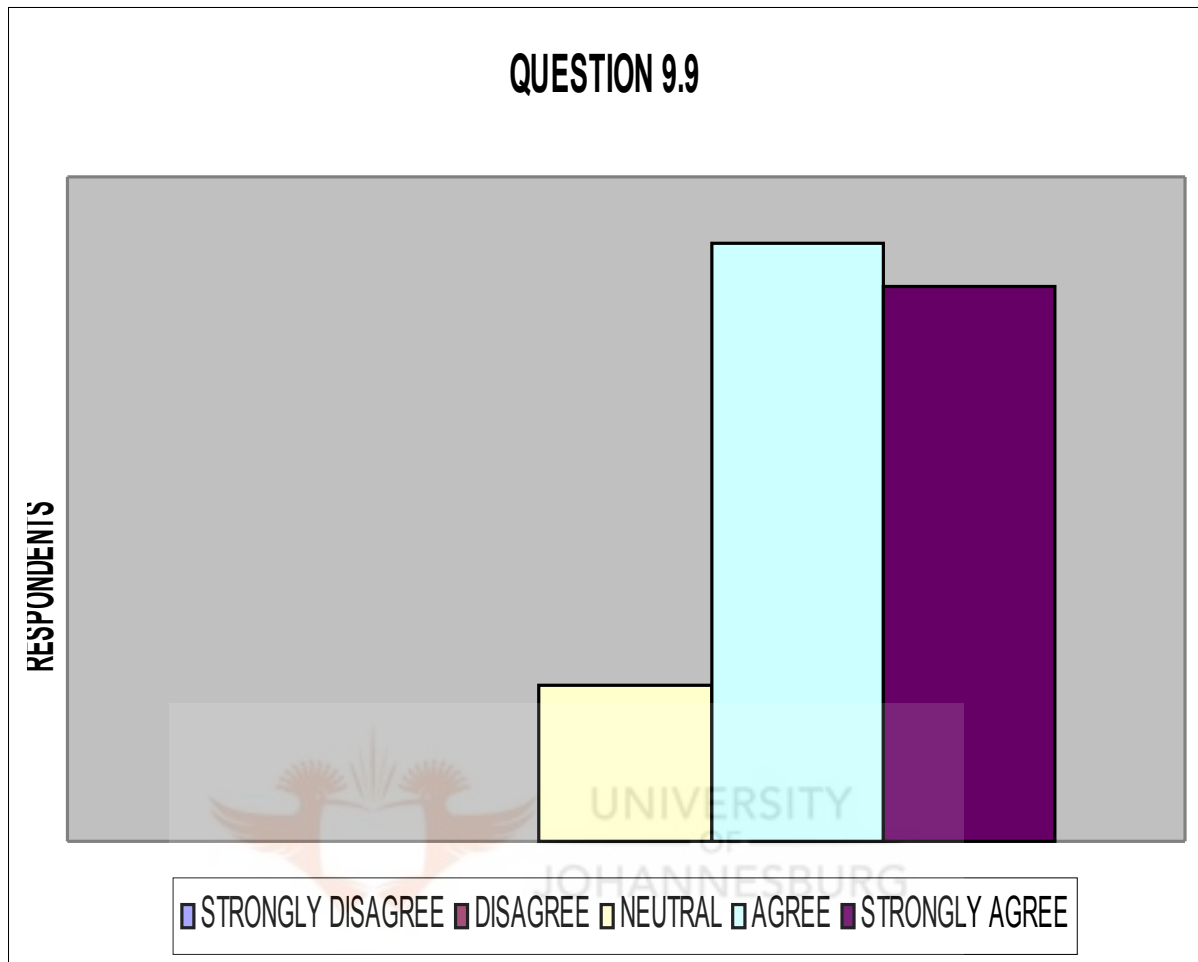
Source: Own compilation

Seven respondents are neutral, representing 12% of the respondents. Twenty seven respondents agree, representing 46% of the respondents and twenty five respondents strongly agree, representing 42% of the respondents. It is thus evident that 88% of the respondents agree or strongly agree that the Principal as the accounting officer and College Council are accountable for monetary matters.

(vx)   Question 9.10

This question focuses on the accounting procedures at the College which are done according to the PFMA and GAAP.

The findings are tabulated in table 5.73 and figure 5.73.

Table 5.73: Accounting procedures are done according to the PFMA and GAAP

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	0	4	25	29

Source: Own compilation

Figure 5.73: Accounting procedures are done according to the PFMA and GAAP
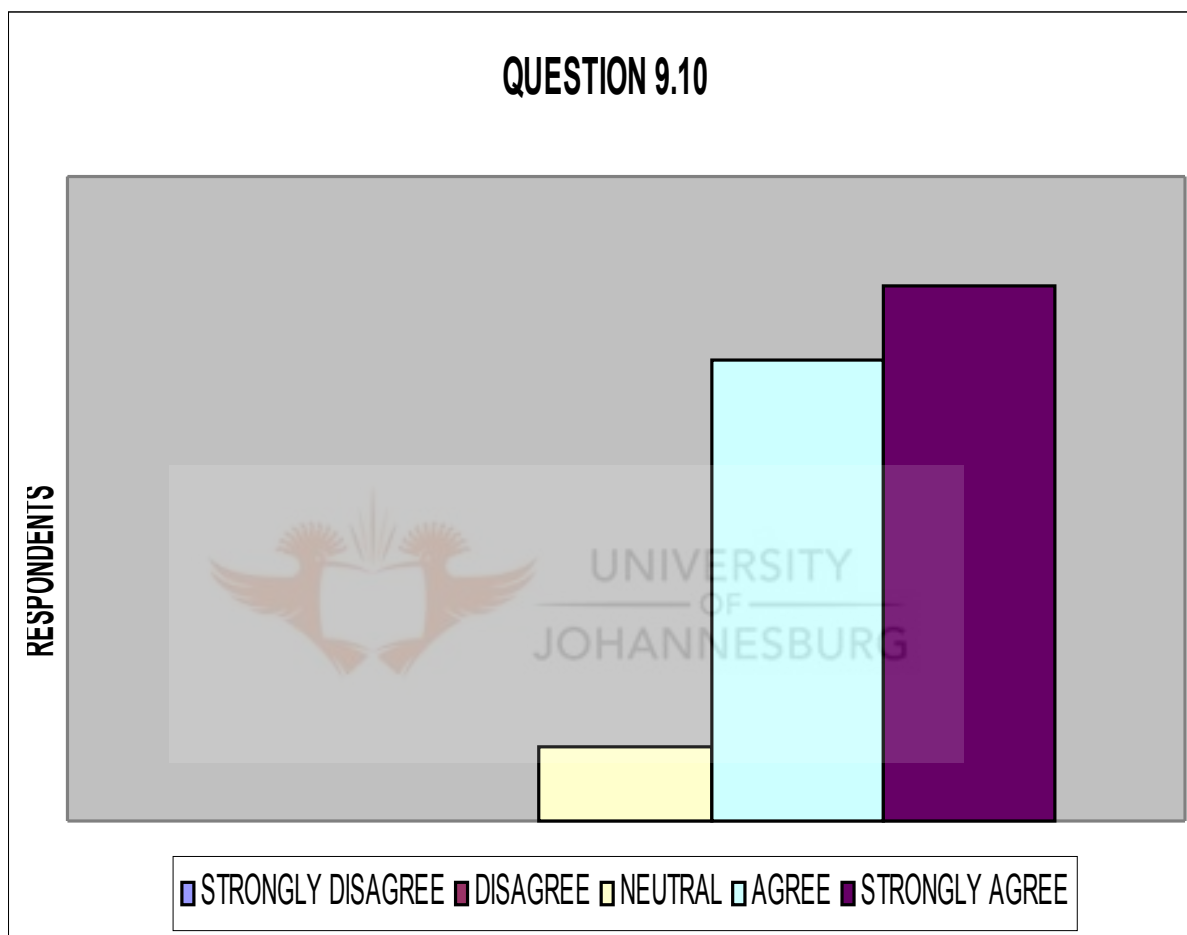
Source: Own compilation

Four respondents are neutral, representing 7% of the respondents. Twenty five respondents agree, representing 43% of the respondents and twenty nine respondents strongly agree, representing 50% of the respondents. It is thus evident that 93% of the respondents agree or strongly agree that the accounting procedures at the College are done according to the PFMA and GAAP.

5.4.2.7   Staff and members of Council induction and training

Seven questions are asked in order to determine the knowledge, practice and opinion of College Council members in this regard. A Cronbach's Alpha value of 0,795 was recorded which indicates that the results are reliable.

(i)   Question 10.1

This question focuses on the role of the College Council establishing training programs to ensure that staff is competent to perform the task at hand.

The findings are tabulated in table 5.74 and figure 5.74.

Table 5.74: Training programs established by the College Council to ensure competent staff

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
10	12	18	13	5

Source: Own compilation

Figure 5.74: Training programs established by the College Council to ensure competent staff

QUESTION 10.1

RESPONDENTS

◻STRONGLY DISAGREE ◼DISAGREE ◻NEUTRAL ◻AGREE ◼STRONGLY AGREE
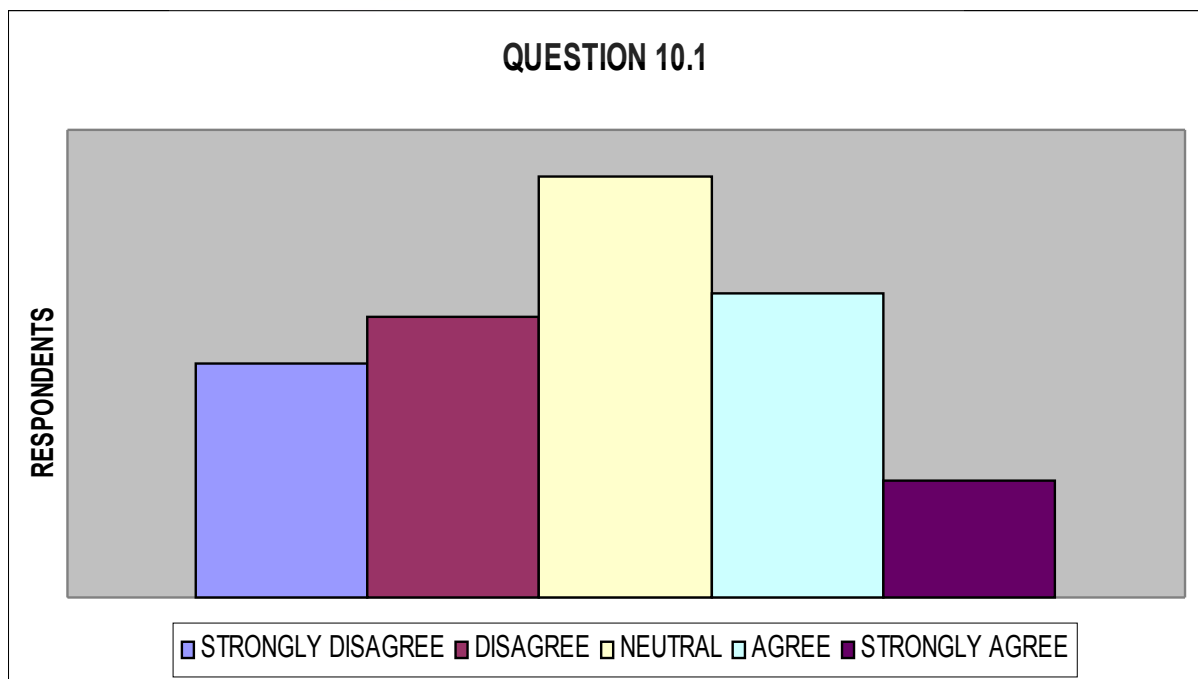
Source: Own compilation

Ten respondents strongly disagree, representing 17% of the respondents. Twelve respondents disagree, representing 21% of the respondents. Eighteen respondents

are neutral, representing 31% of the respondents. Thirteen respondents agree, representing 22% of the respondents and five respondents strongly agree, representing 9% of the respondents. It is thus evident that 31% of the respondents agree or strongly agree that the College Council establish training programs to ensure that staff is competent to perform the task at hand. 38% disagree or strongly disagree and 31% of the respondents are however neutral on this issue.

It is evident that the College Council at some Public FET Colleges in Gauteng established training programmes to ensure that the staff is competent to perform the task at hand.

(ii)   Question 10.2

This question focus on the role of the College Council ensuring that newly appointed members of the College Council receive induction training on the first occasion of appointment of the College Council, and subsequently is necessary.

The findings are tabulated in table 5.75 and figure 5.75.
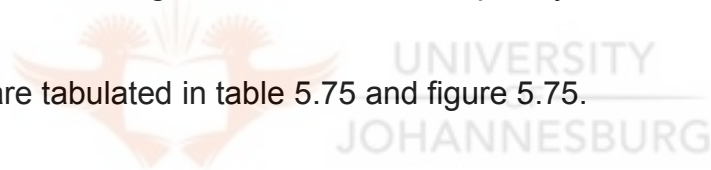
Table 5.75: Induction training of newly appointed Council members

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
11	19	15	11	3

Source: Own compilation

Figure 5.75: Induction training of newly appointed Council members
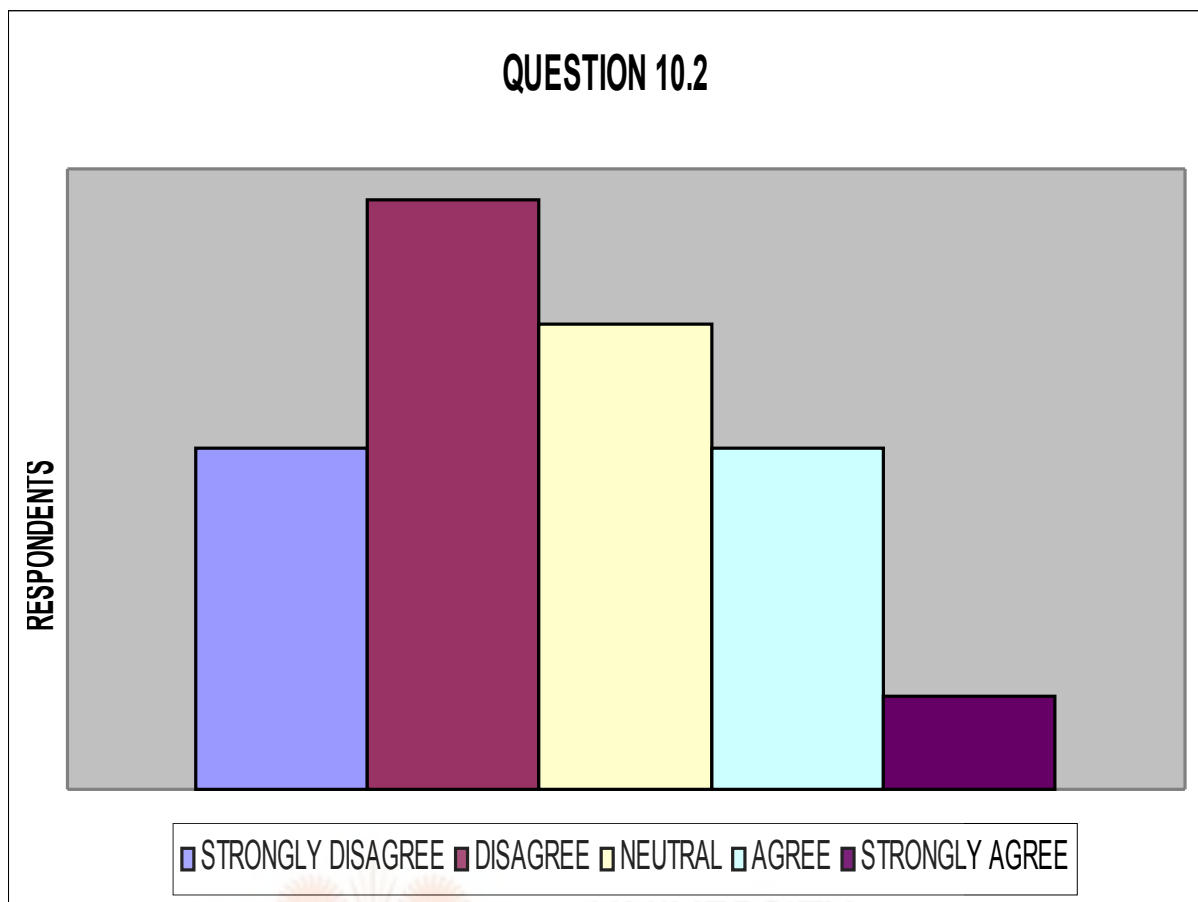
QUESTION 10.2

STRONGLY DISAGREE DISAGREE NEUTRAL AGREE STRONGLY AGREE

Source: Own compilation

Eleven respondents strongly disagree, representing 19% of the respondents. Nineteen respondents disagree, representing 32% of the respondents. Fifteen respondents are neutral, representing 25% of the respondents. Eleven respondents agree, representing 19% of the respondents and three respondents strongly agree, representing 5% of the respondents. It is thus evident that 51% disagree or strongly disagree that the College Council ensures that newly appointed members of the College Council receive induction training on the first occasion of appointment of the College Council, and subsequently as necessary. 24% of the respondents agree or strongly agree that the College Council members receive such induction training and 25% of the respondents are neutral on this issue.

It is evident that newly appointed members of some College Councils receive induction training on the first occasion of appointment of the College Council, and subsequently as necessary.

(iii)   Question 10.3

This question focuses on the role of the College Council ensuring that newly appointed members of the College Council receive induction training during the first week of their appointment.

The findings are tabulated in table 5.76 and figure 5.76.

Table 5.76: Induction training of newly appointed Council members in the first week of their appointment

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4	14	24	10	6

Source: Own compilation

Figure 5.76: Induction training of newly appointed Council members in the first week of their appointment

Source: Own compilation

Four respondents strongly disagree, representing 7% of the respondents. Fourteen respondents disagree, representing 24% of the respondents. Twenty four respondents are neutral, representing 41% of the respondents. Ten respondents agree, representing 18% of the respondents and six respondents strongly agree, representing 10% of the respondents. It is thus evident that 31% disagree or strongly

disagree that the College Council ensures that newly appointed members of the College Council receive induction training during the first week of their appointment. 28% of the respondents agree or strongly agree that the College Council members receive such induction training and 41% of the respondents are neutral on this issue.

It is evident that newly appointed members of some College Councils of Public FET Colleges in Gauteng receive induction training during the first week of their appointment.

(iv)   Question 10.4

This question focuses on the role of the College Council ensuring that SRC members receive induction training.

The findings are tabulated in table 5.77 and figure 5.77.

Table 5.77: Induction training of the SRC

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	4	12	23	19

Source: Own compilation

Figure 5.77: Induction training of the SRC
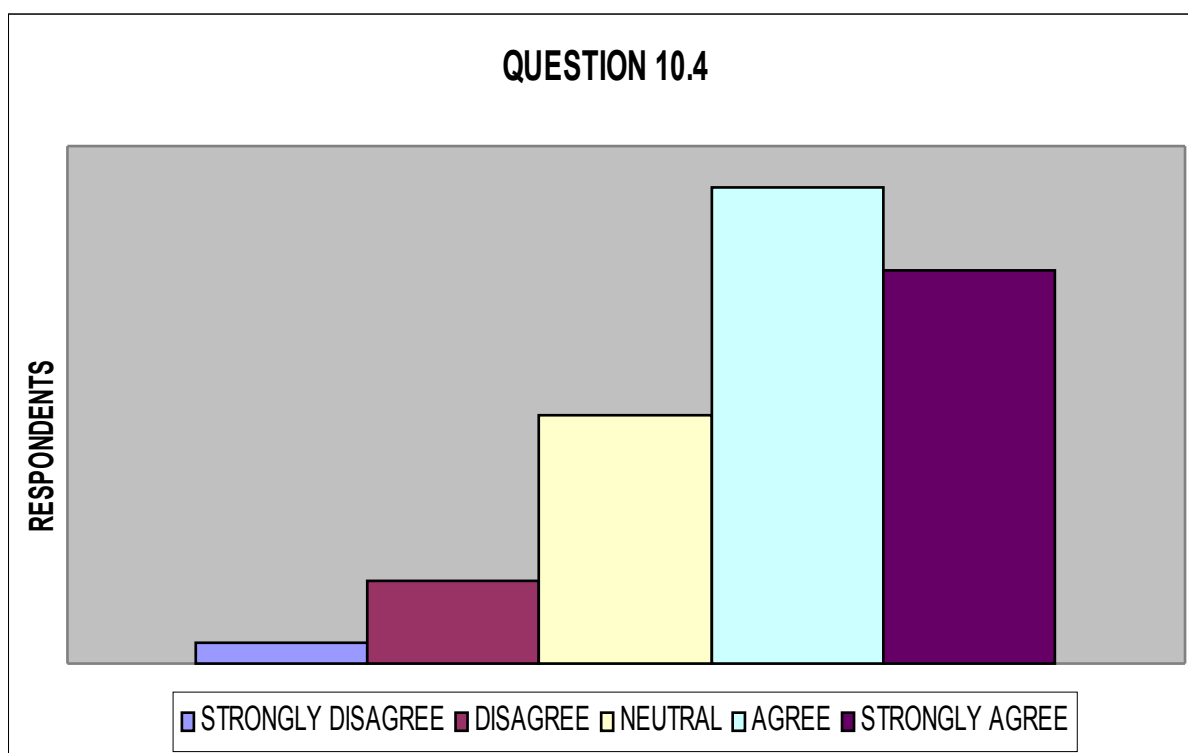
QUESTION 10.4

Source: Own compilation

One respondent strongly disagrees, representing 2% of the respondents. Four respondents disagree, representing 7% of the respondents. Twelve respondents are neutral, representing 20% of the respondents. Twenty three respondents agree, representing 39% of the respondents and nineteen respondents strongly agree, representing 32% of the respondents. It is thus evident that 9% disagree or strongly disagree that the SRC members receive induction training.

71% of the respondents agree or strongly agree that the SRC members receive induction training while 20% of the respondents are neutral on this issue.

It is evident that SRC members of some College Councils of Public FET Colleges in Gauteng receive induction training.

(v)   Question 10.5

This question focuses on the in-depth knowledge of the College Council about their roles and responsibilities.

The findings are tabulated in table 5.78 and figure 5.78.

Table 5.78: The in-depth knowledge of College Council members about their roles and responsibilities

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
21	13	10	8	7

Source: Own compilation

Figure 5.78: The in-depth knowledge of College Council members about their roles and responsibilities
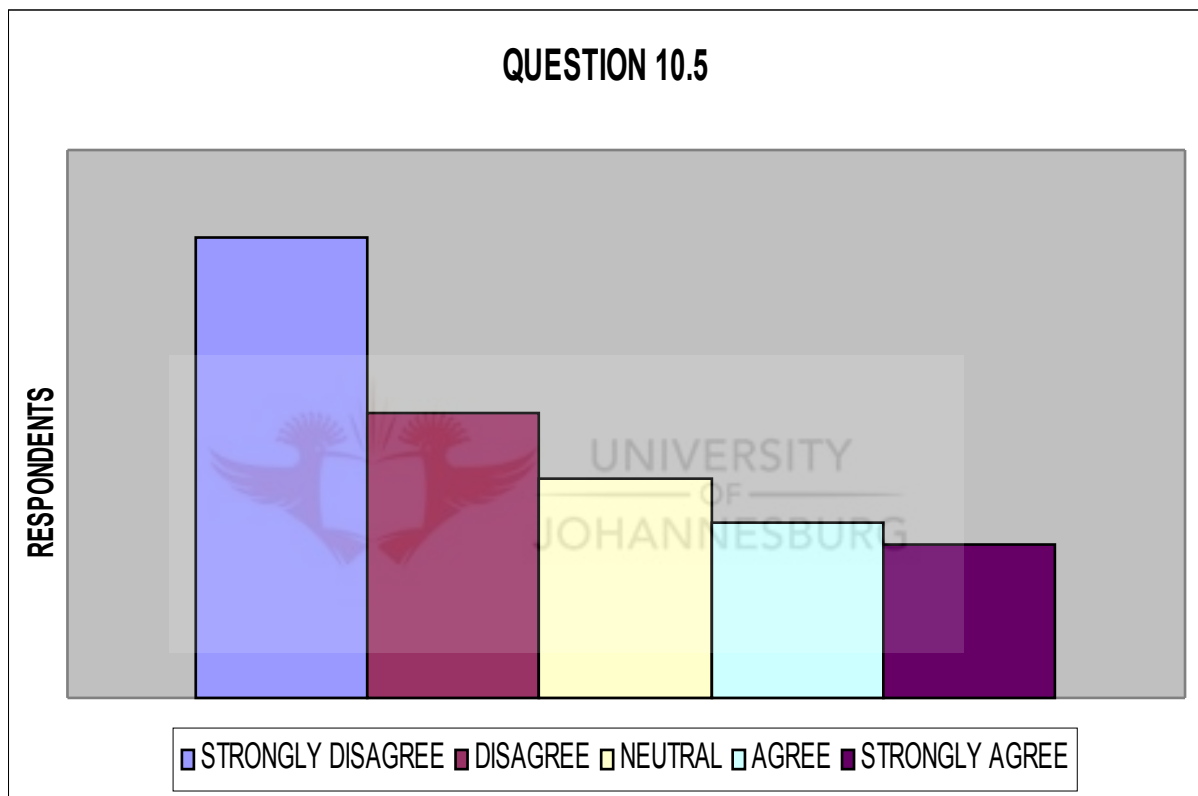
Source: Own compilation

Twenty one respondents strongly disagree, representing 36% of the respondents. Thirteen respondents disagree, representing 22% of the respondents. Ten respondents are neutral, representing 16% of the respondents. Eight respondents agree, representing 14% of the respondents and seven respondents strongly agree, representing 12% of the respondents. It is thus evident that 58% disagree or strongly disagree that the members of the College Council have an in-depth knowledge about their roles and responsibilities.

26% of the respondents agree or strongly agree that the members of the College Council have an in-depth knowledge about their roles and responsibilities while 16% of the respondents are neutral on this issue.

It is evident that members of some College Councils of Public FET Colleges in Gauteng have an in-depth knowledge about their roles and responsibilities.

(vi)   Question 10.6

This question focuses on the in-depth knowledge of the College Council about the separate role and responsibilities of the CEO and Chairperson of the College Council.

The findings are tabulated in table 5.79 and figure 5.79.

Table 5.79: The in-depth knowledge of College Council members about the separate roles and responsibilities of the CEO and Chairperson of Council

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
2	12	26	13	6

Source: Own compilation

Figure 5.79: The in-depth knowledge of College Council members about the separate roles and responsibilities of the CEO and Chairperson of Council

QUESTION 10.6

RESPONDENTS

☐ STRONGLY DISAGREE ☐ DISAGREE ☐ NEUTRSL ☐ AGREE ☐ STRONGLY AGREE
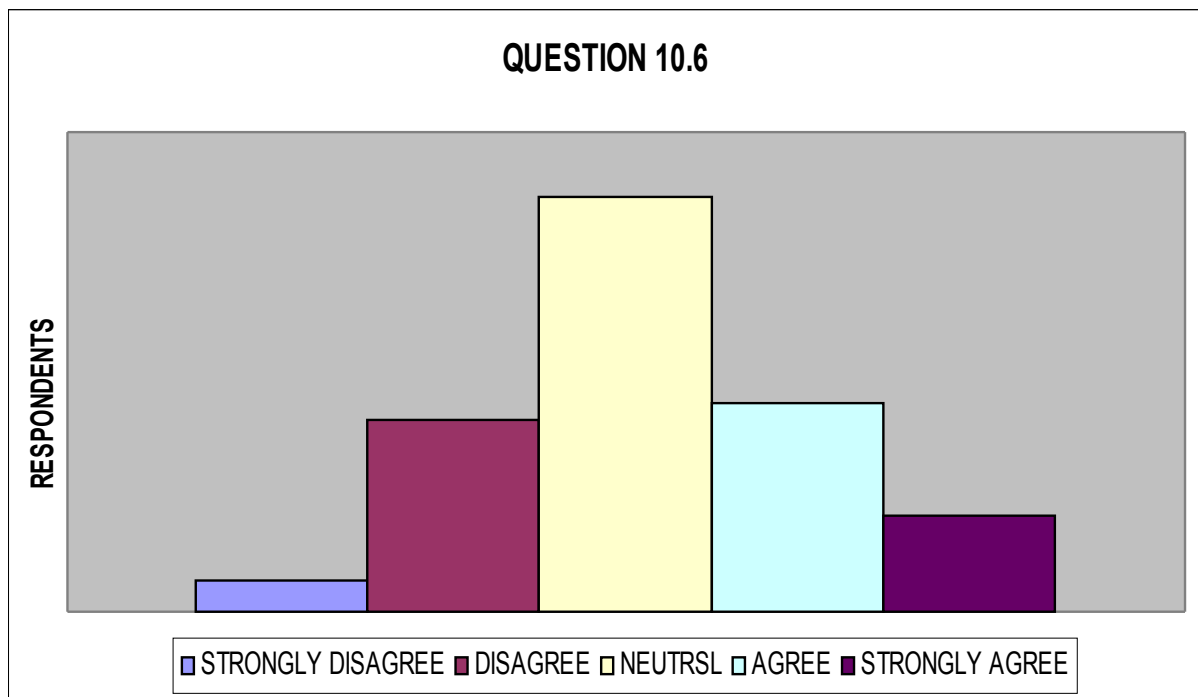
Source: Own compilation

Two respondents strongly disagree, representing 3% of the respondents. Twelve respondents disagree, representing 20% of the respondents. Twenty six respondents are neutral, representing 45% of the respondents. Thirteen respondents agree, representing 22% of the respondents and six respondents strongly agree, representing 10% of the respondents. It is thus evident that 32% of the respondents agree or strongly agree that the College Council has an in-depth knowledge of the separate roles and responsibilities of the CEO and Chairperson of the College Council. 45% of the respondents are neutral on this issue while 23% disagree or strongly disagree that the members of the College Council have an in-depth knowledge about the separate roles and responsibilities of the CEO and Chairperson of the College Council.

It is evident that members of some College Councils of Public FET Colleges in Gauteng have an in-depth knowledge about the separate roles and responsibilities of the CEO and Chairperson of the College Council.

(vi)   Question 10.7

This question focuses on the in-depth knowledge of the College Council about strategic planning.

The findings are tabulated in table 5.80 and figure 5.80.

Table 5.80: The in-depth knowledge of College Council members about strategic planning

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
2	10	15	17	14

Source: Own compilation

Figure 5.80: The in-depth knowledge of College Council members about strategic planning
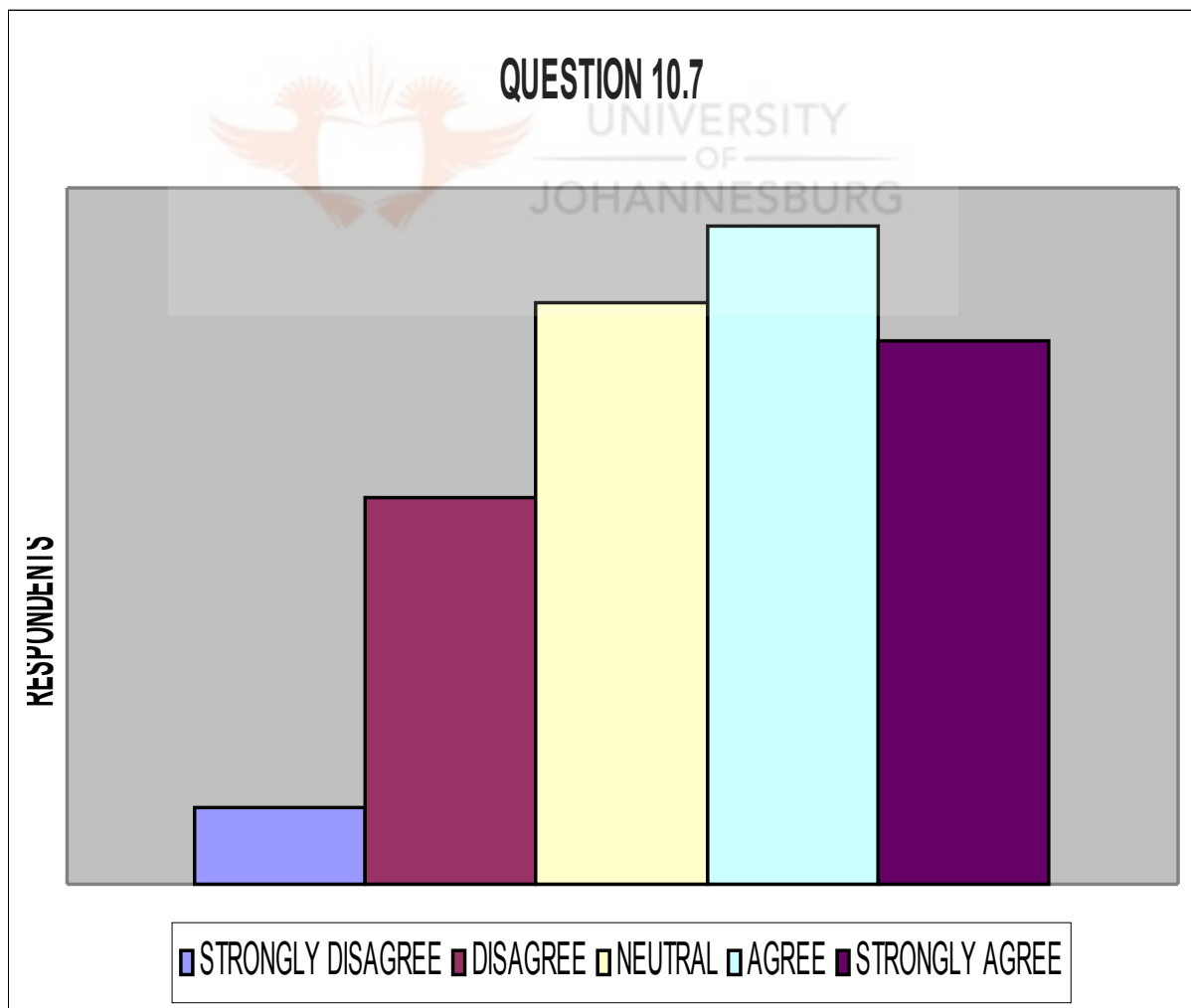
Source: Own compilation

Two respondents strongly disagree, representing 3% of the respondents. Ten respondents disagree, representing 18% of the respondents. Fifteen respondents are neutral, representing 26% of the respondents. Seventeen respondents agree, representing 29% of the respondents and fourteen respondents strongly agree, representing 24% of the respondents. It is thus evident that 53% of the respondents agree or strongly agree that the College Council has an in-depth knowledge about strategic planning. 26% of the respondents are neutral on this issue while 21% disagree or strongly disagree that the members of the College Council have an in-depth knowledge about strategic planning.

It is evident that members of some College Councils of Public FET Colleges in Gauteng have an in-depth knowledge about strategic planning.

5.4.2.8 **Standards of behaviour, code of conduct, objectivity, integrity and honesty**

Six questions are asked in order to determine the knowledge, practice and opinion of College Council members in this regard. A Cronbach's Alpha value of 0,766 was recorded which indicate that the results are reliable.

(i)   Question 11.1

This question focuses on the steps that the College Council took to ensure that its members exercise leadership by conducting themselves In accordance with high standards of behaviour.

The findings are tabulated in table 5.81 and figure 5.81.

Table 5.81: Conduct of high standards of behaviour

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	3	13	26	16

Source: Own compilation

Figure 5.81: Conduct of high standards of behaviour
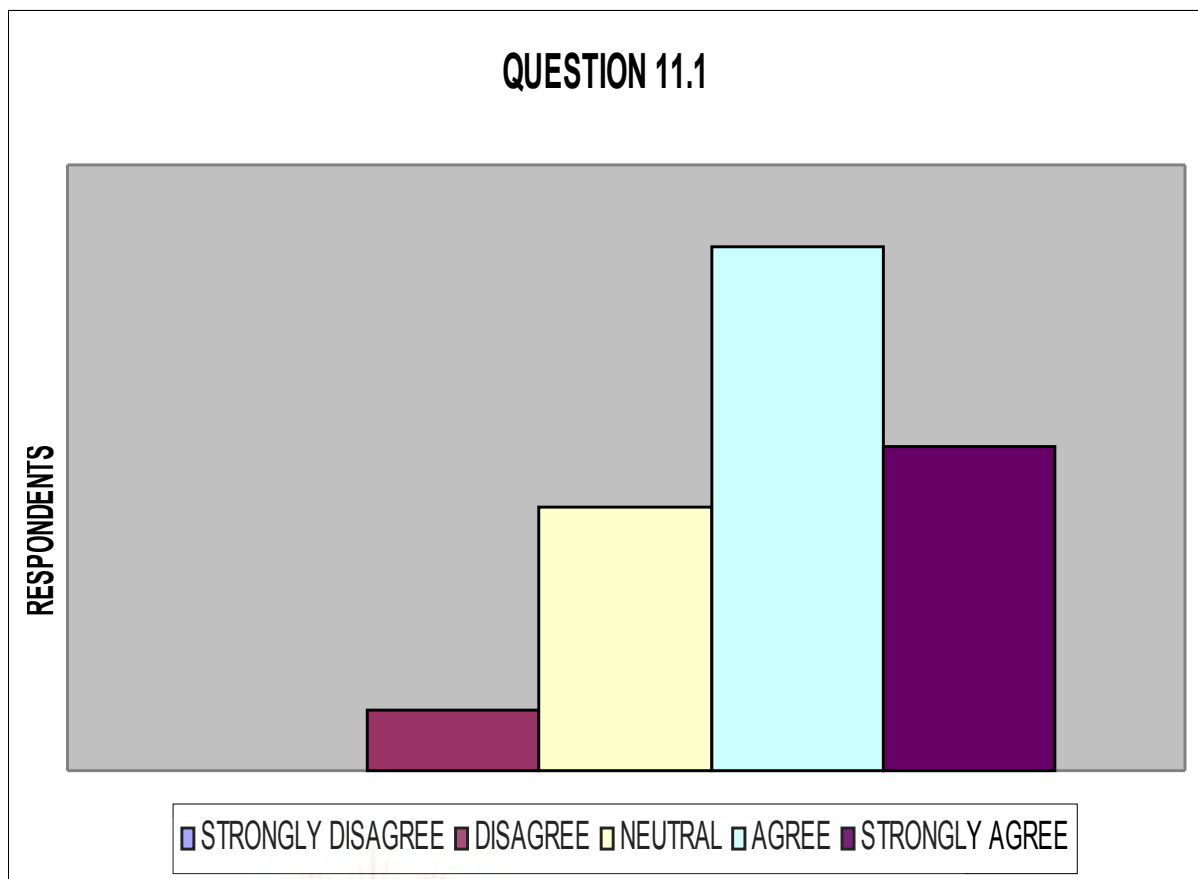
QUESTION 11.1

Source: Own compilation

Three respondents disagree, representing 5% of the respondents. Thirteen respondents are neutral, representing 22% of the respondents. Twenty six respondents agree, representing 45% of the respondents and sixteen respondents strongly agree, representing 28% of the respondents. It is thus evident that 73% of the respondents agree or strongly agree that the College Council took steps to ensure that its members exercise leadership by conducting themselves In accordance with high standards of behaviour. 22% of the respondents are neutral on this issue.

(ii)   Question 11.2

This question focuses on the formal code of conduct, adopted by the College Council, defining the standards of behaviour to which Individual College Council members and all employees of the College are required to subscribe.

The findings are tabulated in table 5.82 and figure 5.82.

Table 5.82: College Council's formal code of conduct

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	1	15	26	17

Source: Own compilation

Figure 5.82: College Council's formal code of conduct
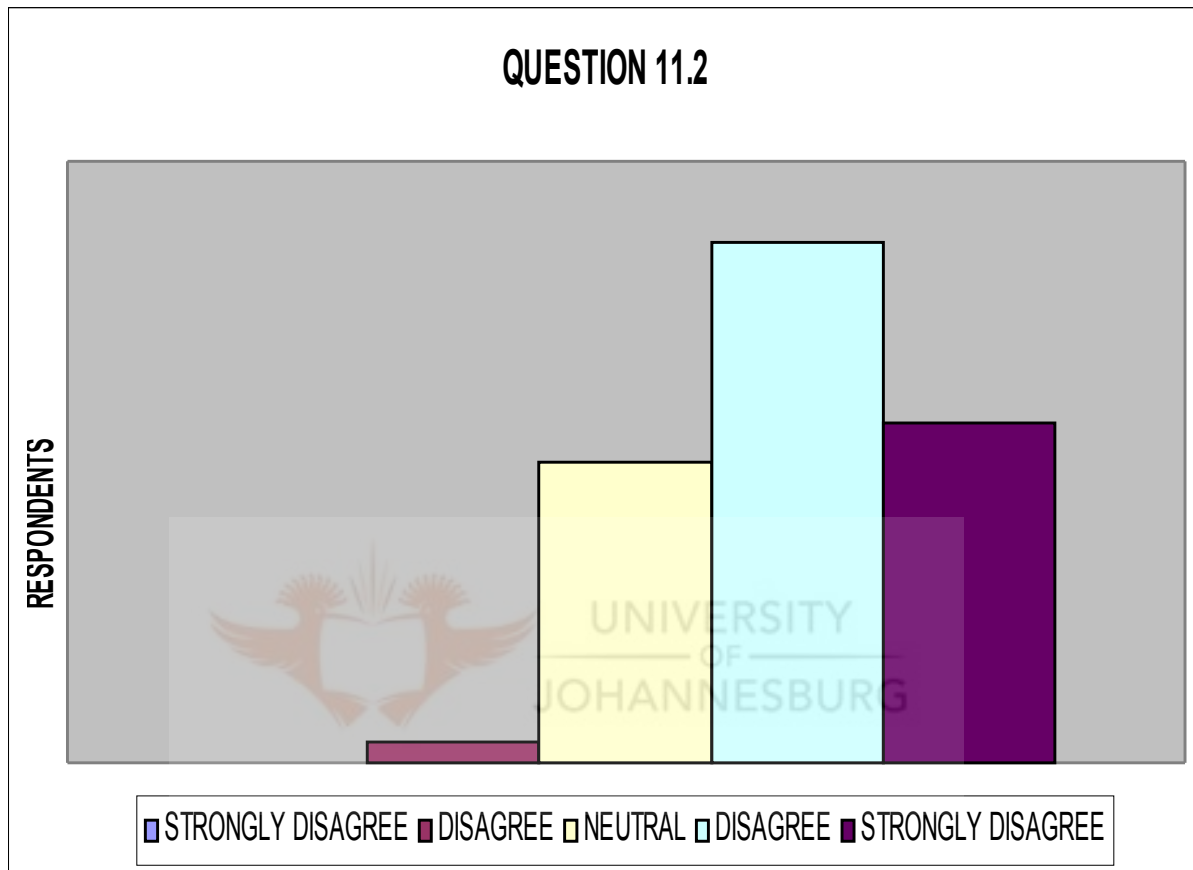
QUESTION 11.2

RESPONDENTS

□ STRONGLY DISAGREE ■ DISAGREE □ NEUTRAL □ DISAGREE ■ STRONGLY DISAGREE

Source: Own compilation

One respondent disagrees, representing 2% of the respondents. Fifteen respondents are neutral, representing 25% of the respondents. Twenty six respondents agree, representing 44% of the respondents and seventeen respondents strongly agree, representing 29% of the respondents. It is thus evident that 73% of the respondents agree or strongly agree that the College Council adopted a formal code of conduct, defining the standards of behaviour to which Individual College Council members and all employees of the College are required to subscribe. 25% of the respondents are neutral on this issue.

(iii)   Question 11.3

This question focuses on the appropriate mechanisms established by the College Council to ensure that members and employees of the College are not influenced by prejudice, bias or conflicts of interest.

The findings are tabulated in table 5.83 and figure 5.83.

Table 5.83: Mechanisms established by the College Council to ensure no influence by prejudice, bias or conflicts of interest

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
6	15	20	12	6

Source: Own compilation

Figure 5.83: Mechanisms established by the College Council to ensure no influence by prejudice, bias or conflicts of interest

QUESTION 11.3

RESPONDENTS

☐STRONGLY DISAGREE ■DISAGREE ☐NEUTRAL ☐AGREE ■STRONGLY AGREE

Source: Own compilation

Six respondents strongly disagree, representing 11% of the respondents. Fifteen respondents disagree, representing 25% of the respondents. Twenty respondents are neutral, representing 34% of the respondents. Twelve respondents agree,

representing 20% of the respondents and six respondents strongly agree, representing 10% of the respondents. It is thus evident that 36% of the respondents disagree or strongly disagree that the College Council established appropriate mechanisms to ensure that members and employees of the College are not influenced by prejudice, bias or conflicts of interest. 30% of the respondents agree or strongly agree that the College Council established such appropriate mechanisms. 34% of the respondents are neutral on this issue.

Some Public FET Colleges in Gauteng established appropriate such measures.

(iv)   Question 11.4

This question focuses on the values of the College, approved by the College Council, which re displayed at all campuses and Central Office.

The findings are tabulated in table 5.84 and figure 5.84.

Table 5.84: Approved values, displayed at all campuses of the College

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
21	5	5	17	11

Source: Own compilation

Figure 5.84: Approved values, displayed at all campuses of the College
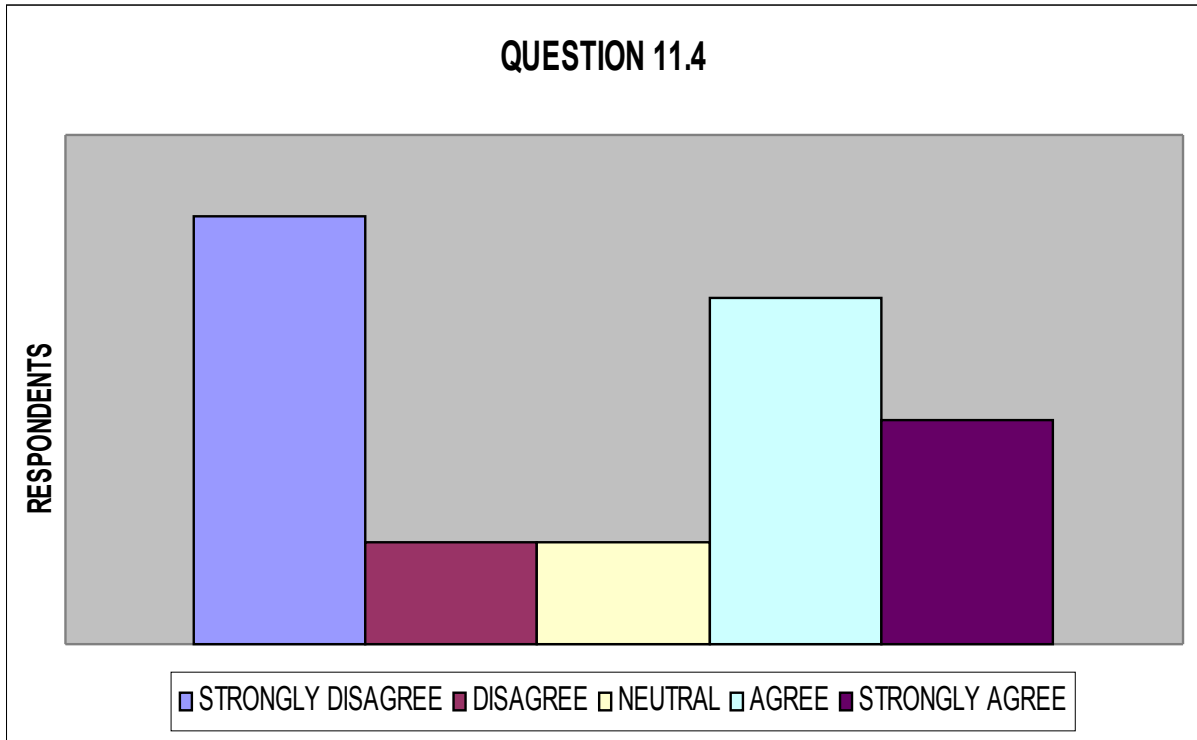
QUESTION 11.4

STRONGLY DISAGREE ■ DISAGREE □ NEUTRAL □ AGREE ■ STRONGLY AGREE

Source: Own compilation

Twenty one respondents strongly disagree, representing 36% of the respondents. Five respondents disagree, representing 8% of the respondents. Five respondents are neutral, representing 8% of the respondents. Seventeen respondents agree, representing 29% of the respondents and eleven respondents strongly agree, representing 19% of the respondents. It is thus evident that 48% of the respondents agree or strongly agree that the College Council displays the values of the College, approved by the College Council, at all campuses and Central Office. 44% of the respondents disagree or strongly disagree on this matter. 8% of the respondents are neutral on this issue.

Some Public FET Colleges in Gauteng display the values of the College at all campuses and Central Office.

(v)   Question 11.5

This question focuses on the disciplinary measures applied when it is found that a member of council or staff has transgressed the code of conduct.

The findings are tabulated in table 5.85 and figure 5.85.

Table 5.85: Disciplinary measures taken against staff or members of the College Council

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
18	10	9	15	7

Source: Own compilation

Figure 5.85: Disciplinary measures taken against staff or members of the College Council
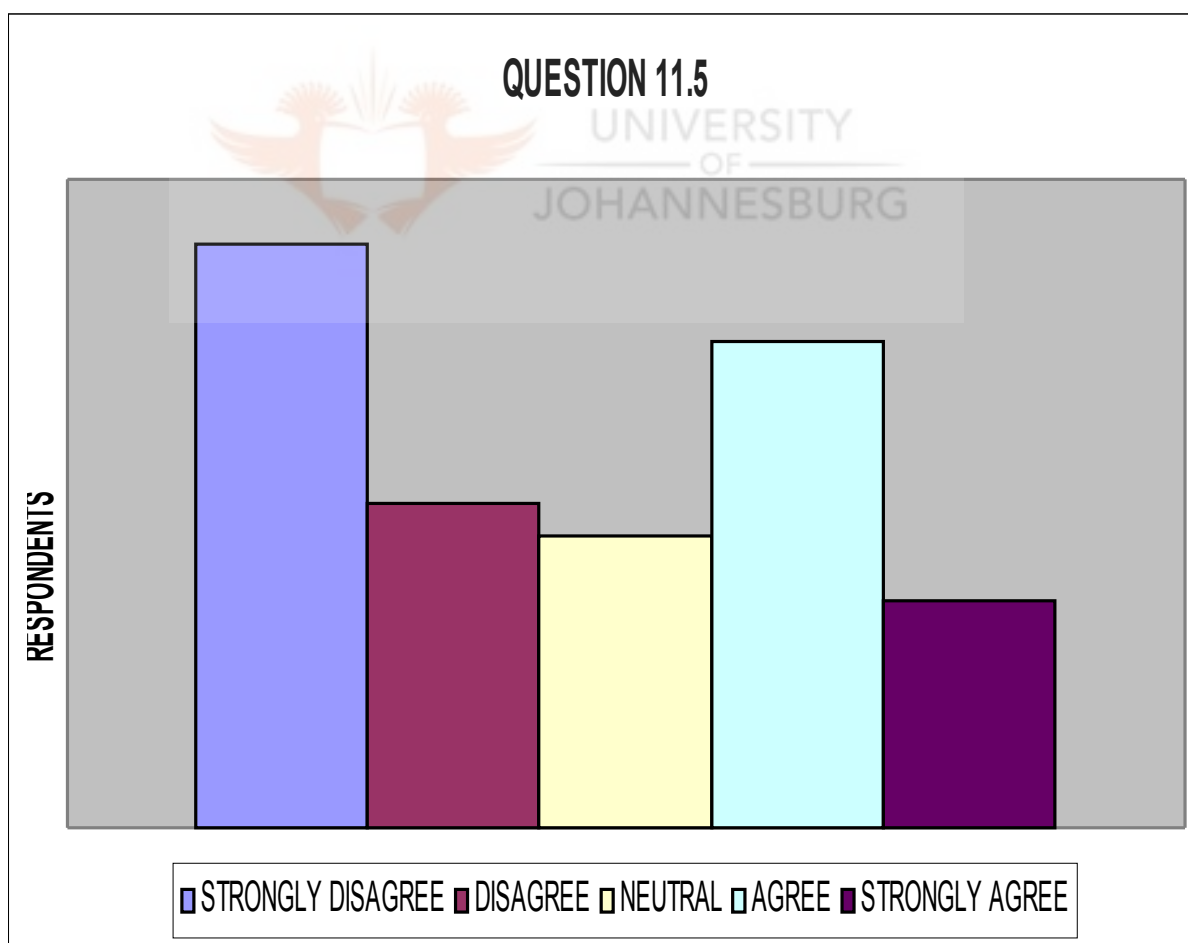
Source: Own compilation

Eighteen respondents strongly disagree, representing 31% of the respondents. Ten respondents disagree, representing 17 % of the respondents. Nine respondents are

neutral, representing 15% of the respondents. Fifteen respondents agree, representing 25% of the respondents and seven respondents strongly agree, representing 12% of the respondents. It is thus evident that 37% of the respondents agree or strongly agree that the College Council applies disciplinary measures when it finds that a member of council or staff has transgressed the code of conduct. 48% of the respondents disagree or strongly disagree on this matter. 15% of the respondents are neutral on this issue.

Some Public FET Colleges in Gauteng apply disciplinary measures in this regard.

(vi) Question 11.6

This question focuses on the disciplinary measures applied when it is found that a student representing students in the governing structure of the College has transgressed the code of conduct.

The findings are tabulated in table 5.86 and figure 5.86.

Table 5.86: Disciplinary measures taken against the SRC

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4	8	17	23	7

Source: Own compilation

Figure 5.86: Disciplinary measures taken against the SRC
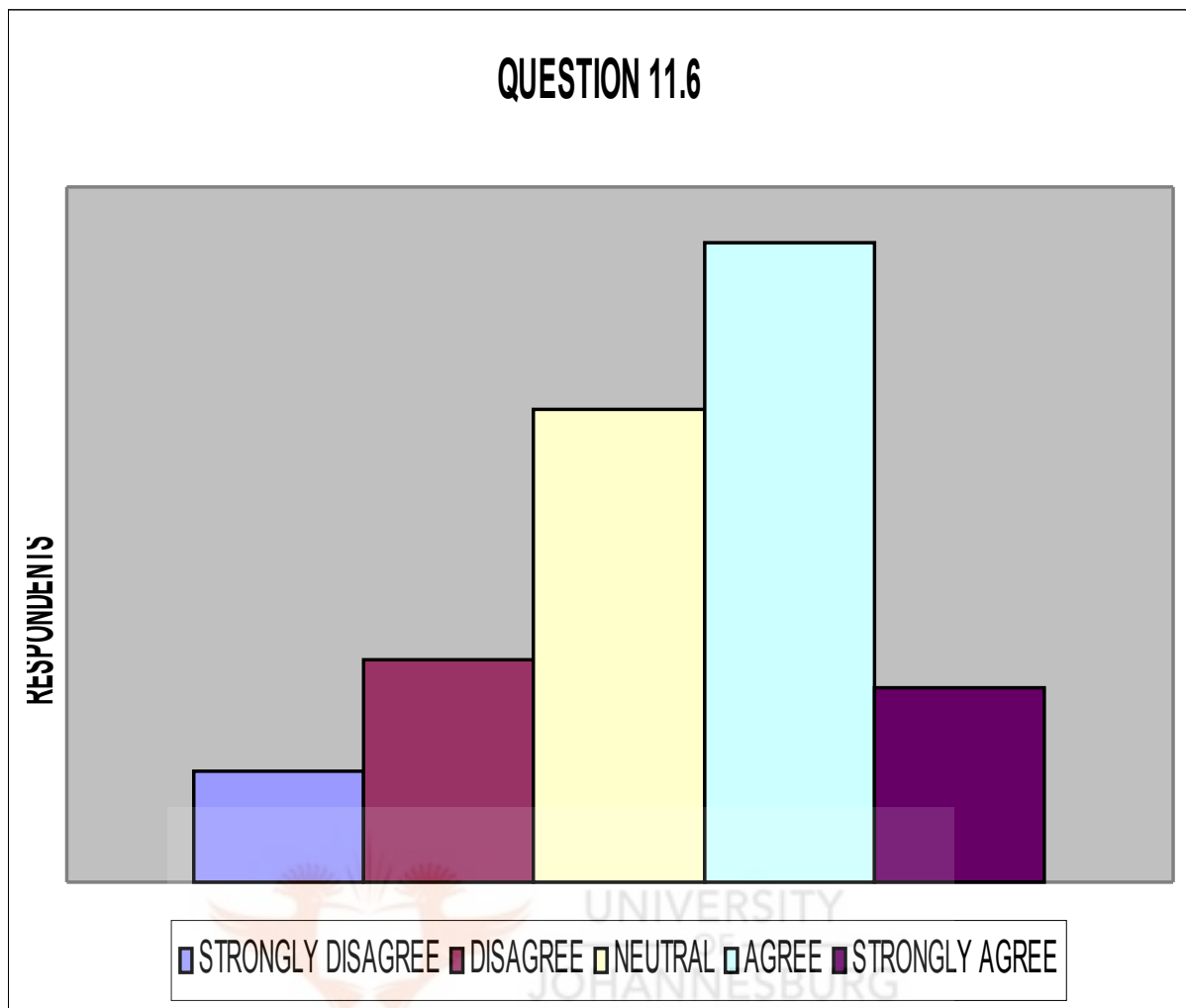
QUESTION 11.6

Source: Own compilation

Four respondents strongly disagree, representing 6% of the respondents. Eight respondents disagree, representing 14 % of the respondents. Seventeen respondents are neutral, representing 29% of the respondents. Twenty three respondents agree, representing 39% of the respondents and seven respondents strongly agree, representing 12% of the respondents. It is thus evident that 51% of the respondents agree or strongly agree that the College Council applies disciplinary measures when it finds that a student representing students in the governing structure of the College has transgressed the code of conduct. 20% of the respondents disagree or strongly disagree on this matter. 29% of the respondents are neutral on this issue.

Some Public FET Colleges in Gauteng apply disciplinary measures in this regard.

5.5   RESEARCH PROPOSITIONS

In chapter one paragraph 1.5 three proposition statements were formulated. These statements were tested against the qualitative research findings. Each statement will either be supported or not supported.

5.5.1 Proposition 1

College Councils do not govern Public FET Colleges.

The governance role of Public FET College Councils in Gauteng is discussed by analysing the responses to the questionnaire. All the questions relating to governance are categorised in the headings indicated. It is evident that College Councils believe that they govern Public FET Colleges effectively, but do not cover all the governance aspects equally effectively. This results in ineffective governance. In order to determine the division of responsibilities of the CEO and Council Chairperson, responses to questions 6.1, 6.12, 6.18 and 6.19 are analysed.

(i)   Clearly defined division of responsibilities of the CEO and College Council Chairperson

The responses to question 6.1 indicate that members of College Councils of Public FET Colleges in Gauteng declare that there is a clearly defined division of responsibilities at the head of the College Council (CEO and College Council Chairperson). Question 6.12 relates directly to question 6.1 and not all respondents agree that the role of the chairperson is defined in writing. The role of the Principals is however defined in the individual annual performance contracts between the employer (Gauteng Department of Education) and the Principals of Public FET Colleges in Gauteng (RSA, 2006: 27). The response to Question 6.18 confers with the fact that the role of the Principal is defined in writing. Although Act 16 of 2006 clearly stipulates the Principal's accountability to the College Council, respondents to question 6.19 are divided about whether the College Council monitors the Principal on this function.

(ii)   The College Council effectively leads and exercises control over the Public FET College

The responses to question 6.3 indicate that the respondents are divided in their opinion on this question. Question 6.4 to question 6.7 and question 6.19 relate to question 6.3 and similar responses to these questions and question 6.3 are recorded. The respondents are therefore divided in their opinion that the College Council governs (leads and exercises control over) the Public FET College. The exercising of control over the accountability of the Principal to the College Council (RSA, 2006:26) is questionable should an opinion be given on the responses to question 6.19.

(iii)   Independence of external members of the Public FET College Council

Members of College Councils of Public FET Colleges should be independent in order to apply independent governance (RSA, 2006: 60).

The responses to question 6.14 indicate that the respondents are divided in their opinion on this question. One could derive that members of College Councils of Public FET Colleges are not all free from relationships that could interfere with exercising an independent judgement.

(iv)   Annual reporting

The FETC Act (RSA, 2006: 31) states that the College Council needs to annually report to the MEC on the overall management and governance of the Public FET College, the overall performance of students and audited financial statements.

Responses to questions 7.1 to 7.11 indicate that respondents are divided on the contents of the annual report. Annual reports of Public FET Colleges focus mostly on audited financial reporting. Respondents are therefore very sure about the Public FET College's annual financial reporting as captured in questions 4.7, 7.10, 8.1 as well as questions 9.1 to 9.10.

(v)   External audit / internal control / internal audit / audit committees

Respondents are divided in the responses to questions 8.1 to 8.6. According to the respondents, not all Public FET Colleges established effective frameworks of internal control. Questions 8.1 to 8.6 however relate to question 4.5 where a response on the established quality assurance system was invited. Most respondents indicated that the Public FET Colleges established a quality assurance system, but not an internal audit committee. The establishment of internal audit committees is a measure of good governance.

(vi)   Statutory accountability

The responses to questions 4.1 to 4.12 are overwhelmingly positive. The responses indicate that College Councils of Public FET Colleges largely conform to the statutory requirements as indicated in the FETC Act (RSA, 2006: 48-68).

The proposition that College Councils do not govern Public FET Colleges is accepted.

5.5.2 Proposition 2

College Councils do not manage Public FET Colleges.

The Principal of a Public FET College is responsible for the management and administration of the College (RSA, 2006: 24). Angelis, et al, (2001:293) indicate that the Council of a Public FET College must approve the policies and annual budget and that the Principal of the College spend the budget and report to the Council in an accountable manner.

The responses to questions 4.8 to 4.10, 9.2 and 9.3 confirm that the Council of a Public FET College approves the annual budget, class fees, constitution, student code of conduct and policies. The response to question 6.4 indicates that not all the College Councils of Public FET Colleges monitor the executive management (CEOs). The implication is that some Councils of Public FET Colleges in Gauteng do not govern and allow the Principal to manage, expecting a report on the management and implementation of policies.

The responses on questions 9.4 and 9.6 furthermore indicate that some members of the Councils of Public FET Colleges in Gauteng have signing powers and are indeed involved in spending the budget. Responses to question 6.19 are not consistent and respondents are divided in their opinion if the CEO accounts to the College Council of the Public FET College for the implementation of the College Council's policies and the ultimate performance of the Public FET College.

Proposition 2 (that Councils of Public FET Colleges in Gauteng do not manage the Colleges) is not supported, because the responses to the questionnaire indicate that some members of Councils of Public FET Colleges in Gauteng do manage colleges.

5.5.3 Proposition 3

College Councils and Principals are not capacitated in order to understand their role and responsibilities fully.

The role and responsibilities of Principals of Public FET Colleges are captured in the annual performance agreement with the Gauteng Department of Education (RSA, 2006:27). The role and responsibilities of Council members of Public FET Colleges are furthermore defined in the FETC Act (RSA, 2006:48-68).

Respondents to question 7.2 respond overwhelmingly positively that Council members of Public FET Colleges are fully aware of their role. Respondents to question 6.1 however indicate that council members are of the opinion that the roles of the College Council Chairperson and CEO are defined in writing. Respondents furthermore indicated in question 10.5 that members of Councils of Public FET Colleges do not have an in-depth knowledge about their roles and responsibilities. This is confirmed in the response to question 10.7 where respondents indicated that not all members of Councils of Public FET Colleges have in-depth knowledge about strategic planning. Respondents to question 10.6 are furthermore divided in their opinion on in-depth knowledge of the separate roles and responsibilities of the CEO and Chairperson of Council, although agreeing in question 6.18 that the CEO has line responsibility for all aspects of executive management. The responses to question 6.12 reveal that the respondents are divided in their opinion if the role of the

Chairperson of the Council of a Public FET College is defined in writing. Respondents to question 7.1, 7.7, 7.8, 7.9 and 7.11 are furthermore divided in their responses, implying that members of the council of a Public FET College are not sure on their role, reporting to the MEC.

Respondents to question 7.3 indicated that members were not exposed to training related to their role as a member of Council of a Public FET College. The responses to questions 10.1 to 10.7 indicate that not all the College Councils of Public FET Colleges in Gauteng established training programmes or exposed newly appointed members of the College Council to such training.

Respondents to question 10.4 however agree that SRC members receive induction training.

The main finding is that some members of Councils of Public FET Colleges are unsure about the roles and responsibilities of members and did not receive training on the respective roles. The respondents were therefore unable to answer questions relating to roles and responsibilities consistently.

The proposition that Councils and Principals of Public FET Colleges in Gauteng are not capacitated in order to understand their role and responsibilities fully is accepted.

5.6 CONCLUSION

This chapter provided results on the questionnaires completed by the realised sample. The research results for each of the sections of the questionnaire were analysed and main findings were generated.

In chapter one paragraph 1.5 three proposition statements were formulated. These statements were tested against the qualitative research findings.

Proposition 1, namely that College Councils do not govern Public FET Colleges, is supported. College Councils do not govern Public FET Colleges.

Proposition 2, namely that College Councils do not manage Public FET Colleges, is not supported. College Councils manage Public FET Colleges.

Proposition 3, namely that College Councils and Principals are not capacitated in order to understand their role and responsibilities fully is supported.

Chapter 6 will provide conclusions and recommendations based on the literature study and results from the empirical study.

CHAPTER 6

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

6.1   INTRODUCTION

In the previous chapter the propositions set out in paragraph 5.1 were answered and either supported or not supported. The final chapter will focus on the main conclusions by answering the primary and each of the secondary objectives set out in chapter one. Recommendations will be made for further research.

6.2   CONCLUSIONS

Reference to the literature and research findings are used to prove the objectives formulated in chapter one. Conclusions are based on the literature study and the empirical research. The empirical research was only conducted in Gauteng and the results are only representative of the College Councils and Principals of Public Further Education and Training Colleges in this area.

6.2.1 Primary objective

The primary objective of this study is to clearly identify the role of the College Council of Public FET Colleges in Gauteng.

Table 2.1, as indicated in chapter 2 of this study, serves as a guideline defining the differing roles of the College Council and Principal of Public FET Colleges. The questionnaire used in this study and adopted from the IFAC document (IFAC, 2000), included in Appendix 2 of this study, provides a number of corporate governance responsibilities which should be adhered to. The King II report on corporate governance (King II, 2002:22) furthermore alludes to codes of good governance to be considered. Landman (2008:14) refers to the King II report and mentions that the report is built on four codes of good corporate governance, namely responsibility, accountability, fairness and transparency.

A list of roles, responsibilities and considerations, as determined from the literature and empirical research, are furthermore discussed.

- **Strategic role of the Council of a Public FET College:**

   Angelis, et al, (2003:293) indicate that the College Council must determine the vision, mission and strategic direction of the FET College. The FETC Act (RSA, 2006:20) stipulates that the Council of a Public FET College must develop a strategic plan, incorporating the vision, mission, goals and funding, to be approved by the Member of the Executive Council (MEC). Palmer (2005:17) adds to this and indicates that a chairperson should apply visionary strategic thinking.

- **Transformation of the Public FET College:**

   The FETC Act (RSA, 2006:20) stipulates that the Council of a Public FET College must address past imbalances as well as gender and disability matters. Angelis, et al, (2003:293) mention that the College Council must prioritise the transformation of the FET College and monitor progress of the transformation.

- **Policy formulation:**

   The FETC Act (RSA, 2006:20-54) stipulates that the Council of a Public FET College develops the statute in order to govern the College, makes rules, determines the language policy and admission policy after consultation with the academic board (subject to the approval of the Head of Department). Angelis, et al, (2003:293) add to this and indicate that the College Council must generate policy options and chooses policy directions for the institution.

   Question 4.6 - 4.10 of the questionnaire (Appendix 2) invited responses to determine if the College Council of the Public FET College has an approved constitution, student code of conduct, policies as well as formal procedural and financial regulations to govern the conduct of its business. The respondents were furthermore invited to indicate if the College policies,

statutes, rules and regulations conform to the SA constitution and applicable regulations and acts. Vollgraaff, (2007:2) indicates that directors will be held accountable in their personal capacity for a company's breach of legislation. Bankston (2006:56-60) therefore mentions that Council members should be presented with laws affecting the organisation and policies of the organisation before deciding to accept the nomination as a member of Council.

- **Budget approval:**

Angelis, et al, (2003:293) indicate that the College Council must approve the annual budget of the Public FET College and must monitor income and expenditure. The FETC Act (RSA, 2006:54) stipulate that the Council of a Public FET College must determine tuition and accommodation fees and approve the annual budget of the College. Questions 9.1 – 9.10 of the questionnaire (Appendix 2) invited responses from members of College Councils on the budgeting and financial management. Hargrove (1996:22-23) indicates that Boards approve, question, advise, consult and make final decisions with the CEO.

- **Establishment of the Academic Board and Student Representative Council:**

The FETC Act (RSA, 2006:20-54) stipulates that the Council of a Public FET College must establish council committees and determine the composition and functions of these committees. These committees include the academic Board and student representative Council. The College Council may appoint a person who is not a member of the Council as a member of the committee. The Council of the Public FET College is therefore able to appoint a senior executive responsible for ensuring that Council procedures are followed and that all applicable statutes and regulations and relevant statements of best practice are complied with (question 5.10 of appendix 2). Angelis, et al, (2003:293) indicate that the College Council must ensure the establishment of the academic Board and student representative Council (SRC).

- **Contractual obligations:**

The FETC Act (RSA, 2006:14) mentions that the College is a juristic person and may enter into agreements and contracts. Immovable property must be transferred to the Public FET College, which will own all the assets, liabilities, rights and obligations of the Public FET College.

- **Support to the Principal:**

Angelis, et al, (2003:293) indicate that the College Council must direct and support the Principal. Palmer (2005:17) mentions that the chairperson should lobby with influential people to grow the company and free the CEO to manage the company. The Board and CEO should also communicate and trust one another (Fleming, 2002:19).

- **Terms of office and co-option of members:**

The FETC Act (RSA, 2006:20) limits the term of office of the members of Council of a Public FET College, academic Board and SRC to two consecutive terms of five years each. The College statute must indicate the procedures for the disqualification, removal and filling of vacancies. Question 6.10 – 6.17 invited responses from members of College Councils on the terms of office of members, their independence, re-appointments and appraisal. The FETC Act (RSA, 2006:2) indicates that 60% of the members of Council of a Public FET College Council must be external members. This conforms to global corporate governance codes (Clark, 2006:B3A) found in businesses.

- **Programme accreditation:**

The FETC Act (RSA, 2006:20) stipulates that the Council of a Public FET College complies with accreditation requirements as registered on the National Qualifications Framework (NQF).

Question 4.3 - 4.5 of the questionnaire (Appendix 2) invited responses to determine if the College Council of the Public FET College signed memorandums of understanding with Sector Education and Training Authorities, offers sufficiently accredited programmes and has a quality assurance system such as ISO 9000/2001.

- **Employer:**

The FETC Act (RSA, 2006:26-27) stipulates that the Council of a Public FET College is the employer of lecturers and support staff. The Council must establish posts for lecturer and support staff, appoint and remunerate staff and determine the functions, conditions of service and privileges of the staff. The Council must furthermore develop a disciplinary code for lecturers and support staff.

Question 4.11 of the questionnaire (Appendix 2) invites responses to determine if the members of the College Council know of the existence of a Further Education and Training Colleges Employer Organisation (FETCEO).

- **Reporting to the Member of the Executive Council (MEC):**

The FETC Act (RSA, 2006:30-40) stipulates that the Council of a Public FET College must keep records of all its meetings and accounting records of all assets, liabilities, income and expenses. The Council must furthermore provide the MEC with a report on the management and governance, performance of the students, use of available resources and audited financial statements for the preceding financial year. The Council must also make information available to the Head of Department of the National and Provincial Departments of Education. Questions 5.1 – 5.7 of the questionnaire (Appendix 2) invited responses to determine if the College Council submits annual reports to the MEC, has access to information in order to perform its duty and reports in a transparent and open way.

6.2.2 **Secondary objectives**

Three secondary objectives were identified, namely:

- to clearly determine if members of the College Council at Public FET Colleges are fully aware about their roles and responsibilities ;
- make meaningful recommendations on how to improve the perceptions of members of the College Council at Public FET Colleges, based on literature and empirical results obtained from this study and
- make meaningful recommendations to the provincial government on capacitating Public FET College Councils in their roles and responsibilities.

The secondary objectives are discussed separately.

(a)   Are members of the College Council at Public FET Colleges fully aware about their roles and responsibilities?

Although 92% of the respondents to question 7.2 responded overwhelmingly positively that those Council members of Public FET Colleges in Gauteng are fully aware of their role, 91% of the respondents to question 6.1 indicate that Council members were of the opinion that the roles of the College Council Chairperson and CEO are defined in writing. 74% of respondents furthermore indicated in question 10.5 that members of Councils of Public FET Colleges do not have an in-depth knowledge about their roles and responsibilities. This is confirmed in the response to question 10.7 where 47% of respondents indicated that not all members of Councils of Public FET Colleges have in-depth knowledge about strategic planning. Respondents to question 10.6 were furthermore divided in their opinion on in-depth knowledge of the separate roles and responsibilities of the CEO and Chairperson of Council. 45% of the respondents were neutral in the responses, although agreeing in question 6.18 that the CEO had line responsibility for all aspects of executive management. The responses to question 6.12 reveal that the respondents are divided in their opinion if the role of the Chairperson of the Council of a Public FET College is defined in writing. 44% of the respondents agreed or strongly agreed that the role of the Chairperson of the Council of a Public FET College is clearly defined in writing. Respondents to question 7.1, 7.7, 7.8, 7.9 and 7.11 were furthermore divided in their responses, implying that members of the Council of a Public FET College are not sure on their role, reporting to the MEC.

Guttman (2007:61-62) states that non-executive directors are not fully familiar with the products, markets, finances and growth targets which form the basis of the company strategy. Pellett, (2004:56-58) adds to this and states that most Board members do not understand a company's culture, adding to the conflict between governance and management.

Members of College Councils at Public FET Colleges are not fully aware of their roles and responsibilities.

(b)   Meaningful recommendations on how to improve the perceptions of members of the College Council at Public FET Colleges, based on literature and empirical results obtained from this study

The role and responsibilities of Principals of Public FET Colleges are captured in the annual performance agreement with the Gauteng Department of Education (RSA, 2006:27). The role and responsibilities of Council members of Public FET Colleges are furthermore defined in the FETC Act (RSA, 2006:48-68). One way of improving the perceptions of members of the College Council at Public FET Colleges is to provide training.

58% of the respondents to question 7.3 indicated that members were not exposed to training related to their role as a member of Council of a Public FET College. The responses to questions 10.1 to 10.7 indicate that not all the College Councils of Public FET Colleges in Gauteng established training programmes or exposed newly appointed members of the College Council to such training. The empirical results obtained from this study indicate a lack of knowledge about the roles and responsibilities of the members of College Councils at Public FET Colleges in Gauteng.

The literature study conducted on the training of Council members revealed that Council members should, after deciding to accept the nomination as a member of the Board or Council, undergo orientation that covers basic and high level philosophic and governance issues (Bankston, 2006:56-60). Friede (2007:26) adds to this and states that new members of a Board should be orientated thoroughly in order to

understand the business environment and the organisation's strategy in order to add value to the business. Guttman (2007: 61-62) agrees with this and adds that non-executive directors are not fully familiar with the products, markets, finances and growth targets which form the basis of the company strategy. Apart from a tour of the facility, Board members should receive a manual which include key information about the organisation, policies, financial status and quality measures as well as the Board's bylaws or constitution.

Most Board members do not understand a company's culture, adding to the conflict between management and governance. CEOs (executive directors) and non-executive directors need to strive for a shared culture of accountability and need to create a culture of trust in order to overcome the scandals that shook the faith of company Boards in the CEO (Pellet, 2004:56-58).

Similarly, the newly appointed CEO should be coached, especially where the CEO is new to the specific industry (Nelson, 2006:24). In order to understand the respective management and governance roles of the CEO and Council, Council members should be allowed to debate the fine line between management and governance during orientation (Macpherson and McKillop, 2002:333). Govender (2007:1) add to this and indicate that many parents, serving on a Governing Body, do not have the appropriate experience or training and are sometimes illiterate. This phenomenon is not only evident at schools, but also at Higher Education Institutions (HEIs). Rademeyer (2005b:13) indicates that the University Council has the responsibility to collectively see to effective management at a macro level. Individual members of Council, which are opportunistic and try to force their perceived rights onto the members of Council, could fall into the trap of micromanagement which lead to anarchy and chaos.

It is evident that members of a Governing Body or Council should be orientated properly. Friede (2007:26) furthermore mentions that the CEO and Board Chairperson should ideally work together to match new Board trustees with longer serving members and create a continuing governance education process which needs to be monitored every six months.

The roles and responsibilities of members of Councils of Public FET Colleges need to be clearly defined in writing. Members of Public FET College Councils furthermore

need to be trained in order to fully understand the roles and responsibilities. New members of a Public FET College Council must also undergo induction training to fully understand the business of the Public FET College and the roles and responsibilities of a Public FET College Council.

Table 6.1 was compiled to indicate the relationships between the propositions, literature and questionnaire.

Table 6.1: **The link between the questions in the questionnaire, the literature study and the secondary research objectives.**

Propositions	Questions or Literature
(a) College Councils do not govern Public FET Colleges	Questions 4.1-4.12; 6.1; 6.3-6.7; 6.12; 6.14; 6.18; 6.19; 7.1-7.11; 8.1-8.6; and 9.1-9.10.
	Paragraphs 2.2.3.1 (ii); 3.3; 3.6 and 3.9
(b) College Councils do not manage Public Further Education and Training Colleges	Questions 4.8-4.10; 6.4; 6.19; 9.2-9.4 and 9.6.
	Paragraphs 2.2.3.1 (ii); 3.3; 3.6 and 3.9
(c) College Councils and Principals are not capacitated in order to understand their role and responsibilities fully	Questions 6.18; 7.1-7.3; 7.7-7.9; 7.11; 10.1-10.7.
	Paragraphs 2.2.3.1 (i) and 3.5.

Source: Own compilation

Table 6.2 indicates a list of the propositions as discussed in paragraph 4.5. The table indicates if the proposition is supported or not.

Table 6.2: **The link between the questions in the questionnaire and the research propositions**

Questions linked to propositions		
Propositions	Question	Propositions support / not support
Proposition 1 - College Councils do not govern Public Further Education and Training Colleges	4.1-4.12; 6.1; 6.3-6.7; 6.12; 6.14; 6.18; 6.19; 7.1-7.11; 8.1-8.6; and 9.1-9.10	**Support**
Proposition 2 - College Councils do not manage Public Further Education and Training Colleges	4.8-4.10; 6.4; 6.19; 9.2-9.4 and 9.6	**Do not support**
Proposition 3 - College Councils and Principals are not capacitated in order to understand their role and responsibilities fully	6.18; 7.1-7.3; 7.7-7.9; 7.11; 10.1-10.7	**Support**

Source: Own compilation

(c) Meaningful recommendations to the provincial government on capacitating Public FET College Councils in their roles and responsibilities.

The response to question 10.7 revealed that 47% of respondents indicated that not all members of Councils of Public FET Colleges have in-depth knowledge about strategic planning. Respondents to question 10.6 were furthermore divided in their opinion on in-depth knowledge of the separate roles and responsibilities of the CEO and Chairperson of Council.

The recommendation is that the Department of Education (Gauteng) should capacitate all College Council members in order to fully understand their roles and responsibilities as well as the importance of strategic planning. Workshops could be conducted in order to capacitate the members, ensuring that planning are done effectively and that conflict are minimised.

6.3   **LIMITATIONS TO THE STUDY**

Based on the literature review and empirical research the following limitations are formulated:

- Attempts were made to include all relevant literature but due to the vast amount of information available it is possible that some sources have not been included.

- The study was limited to only College Councils of Public Further Education and Training Colleges in the Gauteng Province.

- Differences on the mean values and/or standard deviations were not subjected to significant difference testing as only a small sample was realised.

6.4 RECOMMENDATIONS FOR FURTHER RESEARCH

Research is needed to determine the following:

- the accountability of the College Council members and the consequences in the event of occurrence of mismanagement.
- the conflicting roles of a College Council member and the Principal, should both be employed by the state.
- Determination of the possibility of an Activity Based Costing (ABC) method to be used effectively at Public FET Colleges in order to manage costs.

6.5 SUMMARY

The purpose of the study was to clearly distinguish and identify the roles and responsibilities of members of the Council of a Public FET College.

Both the primary and secondary objectives as stated in chapter one were met.

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Appendix 1: Map of the Public FET Colleges in Gauteng
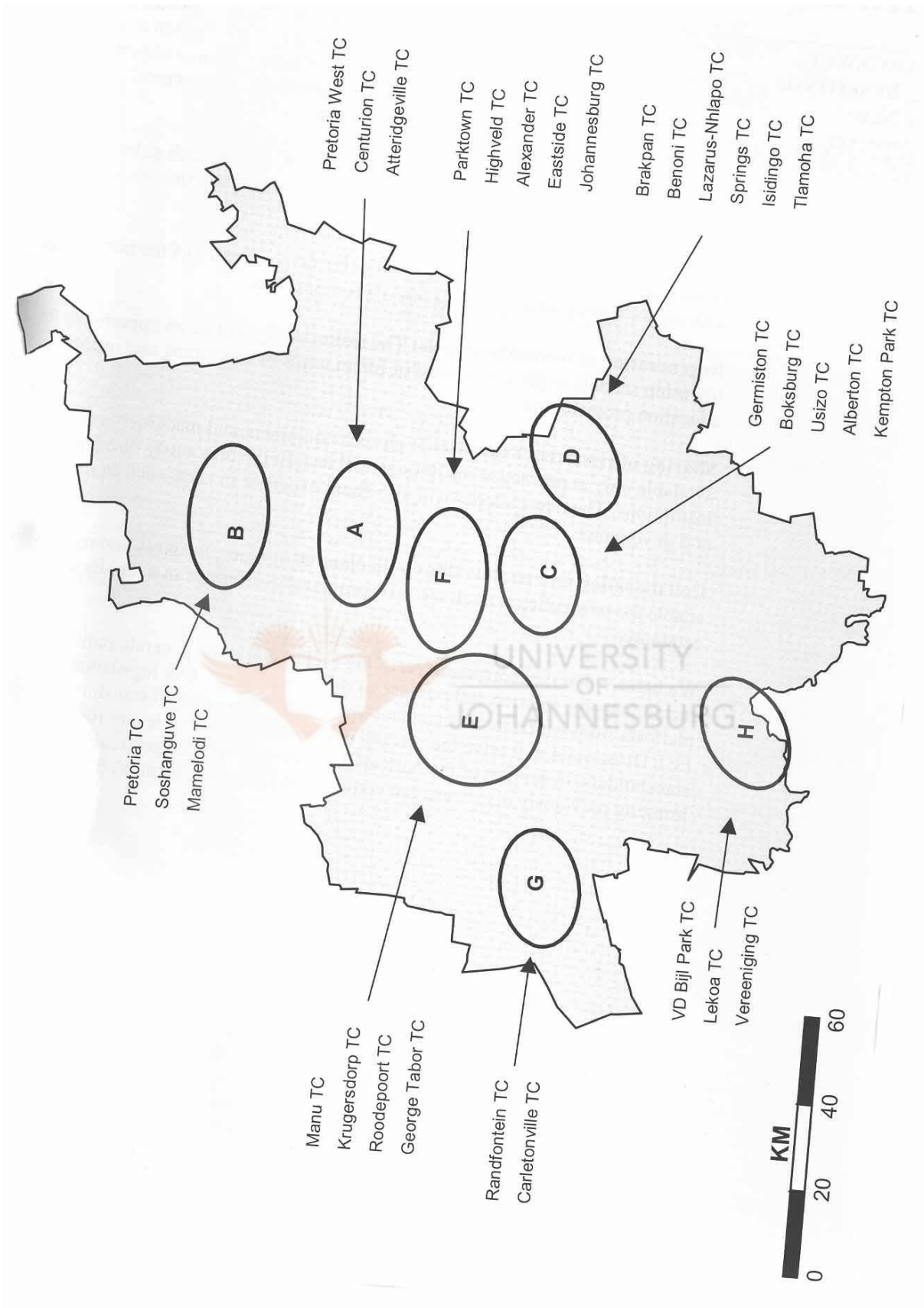
Source: Powell and Hall, (2004:13)

14 Cormorant Street
Helikonpark
Randfontein
1760

18 July 2008

Dear College Council Member

I undertook a research project to determine the perceptions of College Councils, Principals and Management staff about the roles and functions of College Councils versus the roles and functions of Principals (CEOs) of Public Further Education and Training Colleges. To this end we kindly request that you complete the following short questionnaire regarding your perceptions about the subject, based on current practices at the College were you are based. It should take no longer than 20 minutes of your time. Your response is of the utmost importance for effective research.

Please do not enter your name or contact details on the questionnaire. These remain anonymous.

Kindly return the completed questionnaire to the field worker, who will visit you as per appointment.

Summary results of this research will be published in a dissertation and will be made available to you in an electronic format at your convenience and request by November 2008.

Should you have any queries or comments regarding this survey, you are welcome to contact me telephonically at 082 893 9477 or e-mail me at louis@westcol.co.za

Louis Coetzer

Yours sincerely
Louis Coetzer

SECTION A – GENERAL INFORMATION

This section of the questionnaire refers to background or biographical information. Although we are aware of the sensitivity of the questions in this section, the information will allow us to compare groups of respondents. Once again, we assure you that your response will remain anonymous. Your co-operation is appreciated.

Question 1

At which Public Further Education & Training College are you employed or serve on the College Council?

_____

PLEASE ANSWER THE FOLLOWING QUESTIONS BY CROSSING (*x*) THE RELEVANT BLOCK OR WRITING DOWN YOUR ANSWER IN THE SPACE PROVIDED.

EXAMPLE of how to complete this questionnaire:	
Your gender?	
If you are female:	
Male	1
Female	2 (crossed)

Question 2

2.1. Gender

Male	1
Female	2

2.2. Age (in complete years)

2.3. Ethnicity

Black	1
White	2
Coloured	3
Indian or Asian	4

2.4. Your highest educational qualification

Grade 11 or lower (std 9 or lower)	1
Grade 12 (Matric, std 10)	2
Post- Matric Diploma or certificate	3
Baccalaureate Degree(s)	4
Post-Graduate Degree(s)	5

2.5. Your expertise / field of study:

(Please indicate any one or more applicable blocks)

Education (HED, B.Ed, M.Ed, D.Ed, or equivalent)	1
Engineering (B.Eng, BSc, National Diploma or equivalent)	2
General Studies (Hospitality/Tourism/Hair Care)	3
Management (MBA, MBL, MCom (Business Management, National Diploma or equivalent)	4
Accounting (CA, CFA, B Com (Accounting), National Diploma or equivalent)	5
Corporate governance	6
Artisan (completed trade certificate)	7
Human Resources	8
Marketing	9
Legal	10
Communication	11
Arts & Culture	12
Psychology	13
Medical	14
Other, please specify	15

Question 3

The Post Level / Portfolio of the respondent is

(Please indicate all blocks applicable to the respondent)

SECTION B- ORGANISATIONAL STRUCTURES AND PROCESSES

This section explores your attitude and perceptions regarding compliance with statutory requirements, communication with stakeholders, the roles and responsibilities of the College Council and that of the Principal (CEO), annual reporting by the College Council and external audits. This section furthermore explores your attitude and perceptions regarding budgeting, financial management, the induction and training of staff and the College Council as well as standards of behaviour, code of contact, objectivity, integrity and honesty.

Role	No.
PL 2 Education Specialist (Senior Lecturer)	1
PL 3 Senor Education Specialist (Head of Division)	2
PL 4 Deputy Chief Education Specialist	3
PL 5 Chief Education Specialist	4
Chief Financial Officer	5
Assistant Director	6
Deputy Director	7
Administration Head	8
Human Resource Manager	9
Registrar	10
Director (Principal / Rector / Chief Executive Officer)	11
Internal College Council Member representing administration & support staff	12
Internal College Council Member representing academic staff	13
College Council Member representing the academic board	14
Internal College Council Member representing the student population (SRC Representative)	15
College Council Chairperson	16
College Council Vice Chairperson	17
College Council Treasurer	18
College Council Secretary	19
External College Council member	20
Other, please specify	21

STATUTORY ACCOUNTABILITY

To what extent do you agree with each of the following statements? Please indicate your answer using the 5 point response scale provided.

Statement	Strongly	Disagree	Neutral	Agree	Strongly
4.1. The College Council established effective arrangements to ensure compliance with all applicable statutes and regulations and other relevant statements of best practice	1	2	3	4	5
4.2. The College Council established appropriate arrangements to ensure that public funds are: • Properly safeguarded	1	2	3	4	5
• Used economically, efficiently, effectively and appropriately	1	2	3	4	5
• Used in accordance with the statutory and other authorities that govern their use	1	2	3	4	5
4.3. The College Council established Memorandums of Understanding with Sector Education and Training Authorities	1	2	3	4	5
4.4. The College is sufficiently accredited to offer programmes	1	2	3	4	5
4.5. The College has a Quality Assurance System such as ISO 9000/2001	1	2	3	4	5
4.6. The College statutes, rules, regulations, policies and procedures conform to the SA constitution and applicable regulations and Acts	1	2	3	4	5
4.7. The funds of the College are invested with a reputable banker	1	2	3	4	5
4.8. The Council has an approved constitution	1	2	3	4	5
4.9. The College has an approved student code of conduct	1	2	3	4	5
4.10. The College Council approved all Policies	1	2	3	4	5
4.11. The College is a paid up member of the FET College Employer Organisation (FETCEO)?	1	2	3	4	5
4.12. The College Council established formal procedural and financial regulations to govern the conduct of its Business	1	2	3	4	5

COMMUNICATION WITH STAKEHOLDERS

To what extent do you agree with each of the following statements? Please indicate your answer using the 5 point response scale provided.

Statement	Strongly	Disagree	Neutral	Agree	Strongly
5.1. The College Council established clear channels of communication with the Council's stakeholders	1	2	3	4	5
5.2. The College Council established appropriate processes to ensure that such channels operate effectively in Practice	1	2	3	4	5
5.3. The College Council made an explicit commitment to openness and transparency in all activities of the entity	1	2	3	4	5
5.4. The College Council reports publicly the process for making appointments to the College Council	1	2	3	4	5
5.5. The College Council makes publicly available the names of all College Council members, together with their relevant other interests	1	2	3	4	5
5.6. I know all the members of the College Council	1	2	3	4	5
5.7. The College Council submitted annual reports to the MEC	1	2	3	4	5
5.8. The College Council established appropriate arrangements to ensure that it has access to all such relevant information, advice and resources as are necessary to enable it to carry out its role effectively	1	2	3	4	5
5.9. The College Council made a senior executive responsible for ensuring that appropriate advice is given to it	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
on all financial matters.	1	2	3	4	5
5.10. The College Council made a senior executive responsible for ensuring that College Council procedures are followed and that all applicable statutes and regulations, and other relevant statements of best practice are complied with.	1	2	3	4	5

ROLES AND RESPONSIBILITIES

To what extent do you agree with each of the following statements? Please indicate your answer using the 5 point response scale provided.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.1. There is a clearly defined division of responsibilities at the head of the College Council (CEO and College Council Chairperson)	1	2	3	4	5
6.2. The College Council meets regularly (at least four times per year)	1	2	3	4	5
6.3. The College Council effectively leads and exercises control over the Public FET College.	1	2	3	4	5
6.4. The College Council monitors the executive management (CEO)	1	2	3	4	5
6.5. The College Council established a framework of strategic control (or scheme of delegated or reserved powers)	1	2	3	4	5
6.6. The framework of strategic control includes a formal schedule of those matters specifically reserved for the collective decision of the College Council	1	2	3	4	5
6.7. The College Council keeps the framework of strategic control up-to-date	1	2	3	4	5
6.8. The College Council established, clearly documented and understood management processes for policy development, implementation and review	1	2	3	4	5
6.9. The College Council established, clearly documented and understood management processes for decision-making, monitoring, control and reporting	1	2	3	4	5
6.10. Where the College Council is responsible for naming appointments to the College Council, it established a formal process to ensure that such appointments are made in accordance with specified criteria as well as on the basis of merit and the individual's ability to carry out a defined role within the Public FET College.	1	2	3	4	5
6.11. Where the College Council is responsible for making appointments to the College Council, such appointments are dealt with by the College Council as a whole	1	2	3	4	5
6.12. The role of the chairperson is formally defined in writing	1	2	3	4	5
6.13. Non-executive College Council members (external members who are not employed by or students of the Council) are independent of management.	1	2	3	4	5
6.14. Non-executive College Council members (external members which are not employed by or students of the Council) are free from other relationships that may materially interfere with exercising an independent judgement on issues of strategy, performance, resources and standards of conduct	1	2	3	4	5
6.15. The duties, terms of office, remuneration / recovery of costs and the review thereof, of non-executive governing body members are defined clearly	1	2	3	4	5
6.16. Where the College Council is responsible for making appointments of non-executives to the College Council, appointments are made for a fixed term.	1	2	3	4	5
6.17. Where the College Council is responsible for making appointments of non-executives to the College Council, re-appointments are subject to a formal appraisal process	1	2	3	4	5
6.18. The Chief Executive (CEO) has line responsibility for all aspects of executive management	1	2	3	4	5
6.19. The CEO is accountable to the College Council for the ultimate performance of the Public FET College and implementation of the College Council's policies	1	2	3	4	5

REPORTING AND INTERNAL CONTROL AS WELL AS PERFORMANCE MEASURES

ANNUAL REPORTING To what extent do you agree with each of the following statements? Please indicate your answer using the 5 point response scale provided.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
7.1. The annual report of the College Council contains a statement on the remuneration / covering of costs policy and details of the remuneration / covering of costs of the members of the College Council	1	2	3	4	5
7.2. I am fully aware of my role as a member of the College Council	1	2	3	4	5
7.3. I was exposed to training related to my role as a member of the College Council	1	2	3	4	5
7.4. I feel free to participate during College Council meetings	1	2	3	4	5
7.5. I was informed that the College Council elected me as a member	1	2	3	4	5
7.6. I am aware of the mission and vision of the Public FET College	1	2	3	4	5
7.7. The College Council publish on a timely basis an objective, balanced and understandable annual report	1	2	3	4	5
7.8. The annual report contain a statement explaining the responsibilities of the College Council	1	2	3	4	5
7.9. The College Council includes in its annual report a statement confirming that it has complied with relevant standards or codes of corporate governance	1	2	3	4	5
7.10. The College Council ensures that financial statements comply with a recognised set of accounting standards	1	2	3	4	5
7.11. The College Council institutes and reports performance measures	1	2	3	4	5

EXTERNAL AUDIT / INTERNAL CONTROL INTERNAL AUDIT / AUDIT COMMITTEES To what extent do you agree with each of the following statements? Please indicate your answer using the 5 point response scale provided.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
8.1. The College Council took steps to ensure that an objective and professional relationship is maintained with the external auditors	1	2	3	4	5
8.2. The College Council took steps to ensure that an effective framework of internal control Is established	1	2	3	4	5
8.3. The College Council took steps to ensure that an effective framework of internal control operates in practice	1	2	3	4	5
8.4. The College Council includes in its annual report a statement on the effectiveness of the College Council's Framework of internal control	1	2	3	4	5
8.5. The College Council took steps to ensure that an effective internal audit function is established as part of the framework of internal control	1	2	3	4	5
8.6. The College Council established an audit committee with responsibility for the independent review of the framework of internal control and of the external audit process	1	2	3	4	5

BUDGETING AND FINANCIAL MANAGEMENT To what extent do you agree with each of the following statements? Please indicate your answer using the 5 point response scale provided.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
9.1. The College Council ensured that procedures are in place to ensure effective and efficient budgeting and financial management	1	2	3	4	5
9.2. The College Council approves the annual budget of the Public FET College	1	2	3	4	5
9.3. The College Council determines the class fees annually	1	2	3	4	5
9.4. The College Council is involved with the spending of the budget	1	2	3	4	5
9.5. The College Council applies an Activity Based Costing (ABC) method in order to manage costs	1	2	3	4	5
9.6. College Council members have signing rights/powers in order to spend the budget	1	2	3	4	5
9.7. Management is tasked with the duty to spend the approved budget according to policies and report to the College Council	1	2	3	4	5
9.8. The College Council is accountable for monetary matters	1	2	3	4	5
9.9. The Principal as the accounting officer and College Council are accountable for monetary matters	1	2	3	4	5
9.10. The accounting procedures at the College are done according to the PFMA and GAAP	1	2	3	4	5

STAFF AND MEMBERS OF COUNCIL INDUCTION AND TRAINING To what extent do you agree with each of the following statements. Please indicate your answer using the 5 point response scale provided.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
10.1. The College Council established training programs to ensure that staff is competent to perform the task at hand	1	2	3	4	5
10.2. Newly appointed members of the College Council receive induction training on the first occasion of appointment of the College Council, and subsequently as necessary	1	2	3	4	5
10.3. Newly appointed staff members receive induction training during the first week of their appointment	1	2	3	4	5
10.4. SRC members receive induction training	1	2	3	4	5
10.5. All members of the College Council have an in-depth knowledge about their roles and responsibilities	1	2	3	4	5
10.6. All members of the College Council have an in-depth knowledge about the separate role and Responsibilities of the CEO and Chairperson of the College Council	1	2	3	4	5
10.7. All members of the College Council have an in-depth knowledge about strategic planning	1	2	3	4	5

STANDARDS OF BEHAVIOUR, CODE OF CONDUCT, OBJECTIVITY, INTEGRITY AND HONESTY To what extent do you agree with each of the following statements? Please indicate your answer using the 5 point response scale provided.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
11.1. The College Council took steps to ensure that its members exercise leadership by conducting themselves In accordance with high standards of behaviour	1	2	3	4	5
11.2. The College Council adopted a formal code of conduct defining the standards of behaviour to which Individual College Council members and all employees of the College are required to subscribe	1	2	3	4	5
11.3. The College Council established appropriate mechanisms to ensure that members and employees of the College are not influenced by prejudice, bias or conflicts of interest	1	2	3	4	5
11.4. The values of the College, approved by the College Council, are displayed at all campuses and Central Office	1	2	3	4	5
Disciplinary measures are applied when it is found that a member of council or staff has transgressed the code of conduct	1	2	3	4	5
11.5. Disciplinary measures are applied when a student representing students in the governing structure of the College, has transgressed the code of conduct	1	2	3	4	5