

**UNIVERSITY OF KWAZULU-NATAL**

**STUDENT GOVERNANCE IN HIGHER EDUCATION  
INSTITUTIONS IN THE WESTERN CAPE, SOUTH AFRICA:  
A CASE STUDY**

**By**

**Moonira Banu Mahomed Khan**

**Student Number: 200200144**

**A thesis submitted in partial fulfillment of the requirements for the degree of**

**Doctor of Administration**

**School of Public Administration and Development Management**

**Faculty of Management Studies**

**Supervisor: Dr Pregala Pillay**

**2011**

## **SUPERVISOR'S PERMISSION TO SUBMIT FOR EXAMINATION**

---

**Date:** 20 January 2012

**Student Name:** Moonira Khan

**Student no.:** 200200144

**Thesis Title:** Student Governance in Higher Education Institutions  
in the Western Cape, South Africa: A Case Study

As the candidate's supervisor, I agree to the submission of this thesis for examination. To the best of my knowledge, this thesis is primarily the student's own work and the student has acknowledged all reference sources.

The student has also satisfied the requirements of English language competency.

**Name of Supervisor:** Dr Pregala Pillay

**Signature:**

## DECLARATION

---

I, Moonira Khan, declare that

- (i) The research reported in this thesis, except where otherwise indicated, is my original research.
- (ii) This thesis has not been submitted for any degree or examination at any other university.
- (iii) This thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- (iv) This thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
  - a) their words have been rewritten but the general information attributed to them has been referenced; and
  - b) where their exact words have been used, their writing has been placed inside quotation marks, and referenced.
- (v) This thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the thesis and in the reference section.

Name: Moonira Khan

Student No.: 200200144

Signature:

## ACKNOWLEDGEMENTS

---

A special thank you to Dr Pregala (Solosh) Pillay, my academic supervisor, for her academic and professional guidance, intellectual insights and unwavering inspiration and support. She inspired a deep interest in Public Administration and its interdisciplinary merits, and remained a beacon of encouragement throughout this arduous journey. Her constant encouragement and critical feedback culminated in this journey of learning and study to be accomplished.

Thank you to the student leaders and my counterparts and colleagues from CPUT, SU, UCT, and UWC who participated in this research study. You played a central role in this study, and if not for you, this study could not have been realised.

Thank you to the institutions: CPUT, SU, UCT and UWC for permission and support in enabling me to conduct this study at the four sites; and to the academic and support team at the School of Public Administration and Development Management, UKZN for their support to me, in various ways.

An undertaking of this nature is impossible to achieve without calling on the assistance of a team of key persons whom I would like to acknowledge for their role, contributions and influences in guiding me through the various phases of this study process:

Esca Scheepers (Researcher); Katya Mauff (Statistician); Jane Hendry (Researcher); Crain Soudien (Sociologist); Nuroonisha Davids (Layout); Delroy Guzha (Graphics); Alicia Erntzen (Research support); Alfred LeMaitre (Proofreading & editing) and Nadierah Pienaar (Research support, technical support & logistics).

Sakhile Zondi (School of Public Administration, UKZN), for his professional administrative support and assistance.

Saloschini Pillay, for her encouragement and support through a shared journey of study.

My colleagues, for their encouragement.

There are many others whom I wish to thank most sincerely for their influences in my life:

My teachers, for the foundational influences in my life.

My friends, for their love, support and encouragement.

My family from far, wide, and near, for their influence in my life over time.

Goolam Nabi Moorad for his educational inspiration and influence.

Nana Moorad, Nani Moorad, and Amina Khan, for contributing to my life in a personal and a very special way with love and care, I salute you, and thank you. May you be at peaceful rest.

Gayroonesha, Rehana, Yasmin and Khalid, for enriching my life through a shared path, thank you for your love, support and encouragement.

My partner, my friend and my companion, Gabriel, thank you for your love, and your unreserved support in me, and in all that I set out to do. Momo, for your unconditional love.

Mahomed Sheriff Khan (May you be at peaceful rest) and Khatija Bibi Khan. I am, because of you. My deep thanks for your love, your contribution and your influence in shaping and influencing my life.



**Moonira Khan**

**Cape Town  
December 2011**

# DEDICATION

---

**Gabriel Urgoiti**

My Love, My Anchor, My Light

**&**

**Momo**

My Special Love

## ABSTRACT

---

The aim of this study was to explore the role and contributions of elected student leaders in student governance positions, at the four higher education institutions in the Western Cape.

The literature study revealed that whilst information on student politics is easily available, very limited information is available about the elected student leaders in student governance positions in higher education institutions, within the broader governance framework.

The role of elected student leaders in contributing to the democratisation of universities was positively identified as an indicator of the evolving democratisation of universities. It was found that whilst elected student leaders are involved in, and do contribute to key decision-making in policy matters, this is not always the case. Of significance is the quality of the deliberative process and the level of seriousness in connecting the voice of students in a meaningful and consistent manner, to institutional decision-making, on matters that affect students.

The theoretical framework of this study was grounded in Public Administration theory, deliberative democracy theory and governance theory within a higher education institutional context. The study intersects with deliberative democracy theory in understanding the advantage of good student governance as a way of contributing to the democratisation of universities and the student and the public good. The role of student leaders is foregrounded by illuminating ways in which they interpret their student leadership roles and how they interpret this in relation to the national and institutional policy framework referred to in the National Plan for Higher Education (Republic of South Africa, 2001).

The policy context provides a basis for understanding the relationship between Public Administration and higher education. The Higher Education Act, No. 101 of 1997, provides the legislative framework for institutional governance, within which the statutory provision for student governance is situated. In particular, the Higher Education Act sets out the framework for institutional student governance and principles of good governance. The governance ethos of the Higher Education Act is

derived from principles of good Public Administration as the basis for good governance, and the democratic values and principles as set out in Section 195 of the Constitution of the Republic of South Africa, 1996.

An empirical study was conducted which included the administration of questionnaires to students in student leadership positions at the four universities in the Western Cape. In addition to the questionnaire survey, interviews were conducted with students and staff. The data was analysed statistically, using descriptive statistics.

The findings of the study illustrate support for the continued existence of the student governance framework and for the role of student leaders in the decision-making processes of higher education institutions. However, there is a need for a more serious and consistent commitment to involving students in deliberative processes on matters of student interest and the public good. Such involvement is fundamental to the values and principles of democracy and good governance.

The challenge for change is to seek meaningful and sustainable ways to complement the student governance approach by drawing in and connecting the broader student voice to the representations and the decision-making processes on its behalf by those who represent them, and by the decision-makers. It may be useful to review the role of student leaders in how this role is interpreted and deployed by the student leaders and how this role is supported by staff and the decision-makers involved in decision-making that impact on students.

This descriptive study explored key factors such as the role and contributions of student leaders in governance positions, their functions, skills and applications deployed within their specific environment of student governance, and the general institutional governance environment and its influences on institutional democratisation.

The research study culminates in providing guidelines for an integrated student governance framework in contextualising and supporting a wider deliberative student governance approach in higher education. This requires commitment and support from the management and student leadership, in pursuit of effective student governance within an environment that is nurturing and embracing of the student voice as central to achieving the institutional vision.



## ABBREVIATIONS AND ACRONYMS

---

<b>AI</b>	Appreciative Inquiry
<b>ANC</b>	African National Congress
<b>ANCYL</b>	African National Congress Youth League
<b>CALICO</b>	Cape Libraries Consortium
<b>CHE</b>	Council on Higher Education
<b>CHEC</b>	Cape Higher Education Consortium
<b>CPUT</b>	Cape Peninsula University of Technology
<b>COSAS</b>	Congress of South African Students
<b>DA</b>	Democratic Alliance
<b>DASO</b>	Democratic Alliance Students' Organisation
<b>DDC</b>	Deliberative Democracy Consortium
<b>DoHET</b>	Department of Higher Education and Training
<b>DVC</b>	Deputy Vice Chancellor
<b>ED</b>	Executive Director
<b>EXCO</b>	Executive Committee
<b>FET</b>	Further Education and Training
<b>GET</b>	General Education and Training
<b>HDI</b>	Historically Disadvantaged Institution
<b>HE</b>	Higher Education
<b>HESA</b>	Higher Education South Africa
<b>HEQC</b>	Higher Education Quality Committee
<b>IEC</b>	Independent Electoral Commission
<b>IF</b>	Institutional Forum
<b>MHET</b>	Minister of Higher Education & Training
<b>NCHE</b>	National Commission for Higher Education
<b>NHDI</b>	Not a Historically Disadvantaged Institution
<b>NHRDS</b>	National Human Resource Development Strategy
<b>NPHE</b>	National Plan for Higher Education
<b>NPM</b>	New Public Management
<b>NQF</b>	National Qualifications Framework
<b>NSFAS</b>	National Students' Financial Aid Scheme

<b>PA</b>	Public Administration
<b>PMM</b>	Public Management Model
<b>PYA</b>	Progress Youth Alliance
<b>RAG</b>	Remember And Give
<b>SANSCO</b>	South African National Students' Congress
<b>SAQA</b>	South African Qualifications Authority
<b>SASCO</b>	South African Students' Congress
<b>SASSU</b>	South African Students' Sports Union
<b>SAUS</b>	South African Union of Students
<b>SETA</b>	Sector Education and Training Authority
<b>SG</b>	Secretary General
<b>SPSS</b>	Statistical Package for Social Sciences
<b>SRC</b>	Student Representative Council
<b>SU</b>	Stellenbosch University
<b>UCT</b>	University of Cape Town
<b>UK</b>	United Kingdom
<b>UNESCAP</b>	United Nations Economic and Social Commission for Asia and the Pacific
<b>US</b>	United States
<b>USA</b>	United States of America
<b>USSR</b>	Union of Soviet Socialist Republics
<b>UWC</b>	University of the Western Cape
<b>VC</b>	Vice Chancellor
<b>VP</b>	Vice President
<b>YCL</b>	Young Communist League

# TABLE OF CONTENTS

---

<b>UNIVERSITY OF KWAZULU-NATAL .....</b>	<b>1</b>
<b>SUPERVISOR'S PERMISSION TO SUBMIT FOR EXAMINATION .....</b>	<b>I</b>
<b>DECLARATION .....</b>	<b>II</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>III</b>
<b>DEDICATION .....</b>	<b>V</b>
<b>ABSTRACT.....</b>	<b>VI</b>
<b>ABBREVIATIONS AND ACRONYMS.....</b>	<b>VIII</b>
<b>CHAPTER 1.....</b>	<b>1</b>
<b>INTRODUCTION AND OVERVIEW .....</b>	<b>1</b>
1.1 INTRODUCTION.....	1
1.2 BACKGROUND OF THE STUDY.....	3
1.3 NEED FOR THE STUDY .....	5
1.4 RESEARCH TITLE AND LOCATION OF THE STUDY.....	6
1.5 AIM OF THE STUDY.....	6
1.6 OBJECTIVES OF THE STUDY .....	7
1.7 RESEARCH QUESTIONS .....	7
1.8 CONCEPTUAL FRAMEWORK OF THE STUDY.....	8
1.9 RESEARCH METHODOLOG Y.....	8
1.9.1 <i>Research approach and design .....</i>	<i>8</i>
1.9.2 <i>Target population and sampling .....</i>	<i>8</i>
1.9.3 <i>Literature survey .....</i>	<i>8</i>
1.9.4 <i>Empirical study.....</i>	<i>8</i>
1.9.5 <i>Questionnaire survey.....</i>	<i>9</i>
1.9.6 <i>Semi-structured interviews.....</i>	<i>9</i>
1.9.7 <i>Sample.....</i>	<i>10</i>
1.9.8 <i>Data interpretation .....</i>	<i>11</i>
1.9.9 <i>Limitations of the study.....</i>	<i>11</i>
1.10 DEFINITION OF KEY TERMS .....	12
1.10.1 <i>Public Higher Education Institution .....</i>	<i>12</i>
1.10.2 <i>Public Administration .....</i>	<i>12</i>

1.10.3 Democracy .....	12
1.10.4 Deliberative democracy.....	12
1.10.5 Governance .....	13
1.10.6 Good governance .....	13
1.10.7 Co-operative governance .....	13
1.10.8 Institutional governance .....	14
1.10.9 Student governance .....	14
1.10.10 Student Representative Council .....	14
1.10.11 SRC Constitution .....	15
1.10.12 Student .....	16
1.10.13 Western Cape .....	16
1.11 STRUCTURE OF THE THESIS .....	17
1.12 SUMMARY .....	18
<b>CHAPTER 2.....</b>	<b>19</b>
<b>RELATIONSHIP BETWEEN PUBLIC ADMINISTRATION AND HIGHER EDUCATION .....</b>	<b>19</b>
2.1 INTRODUCTION.....	19
2.2 PUBLIC ADMINISTRATION.....	20
2.3 THE CONCEPT OF PUBLIC ADMINISTRATION .....	20
2.4 DISTINCTIVENESS OF PUBLIC ADMINISTRATION .....	24
2.5 RELATIONSHIP BETWEEN PUBLIC ADMINISTRATION AND HIGHER EDUCATION.....	24
2.5.1 Provision of higher education within a culture of rights .....	25
2.6 DISTINCTIVE CHARACTERISTICS OF PUBLIC ADMINISTRATION .....	26
2.6.1 Public Administration as a discipline.....	26
2.6.2 Public Administration and public interest .....	26
2.6.3 Public Administration as public good.....	27
2.6.4 Public Administration as public reasonableness .....	27
2.6.5 Public Administration as administration.....	28
2.6.6 Public Administration as participation .....	29
2.6.7 Public Administration as an organisation .....	29
2.6.8 Public Administration as management .....	29
2.6.9 Public Administration as democratic governance.....	30
2.7 PUBLIC ADMINISTRATION THEORY .....	30
2.8 PUBLIC ADMINISTRATION MODEL.....	32
2.9 PUBLIC MANAGEMENT MODEL .....	33
2.9.1 The environment .....	35
2.9.2 General environment .....	35

2.9.3 <i>Specific environment</i> .....	36
2.10 THE 5-C PROTOCOL MODEL .....	38
2.11 PUBLIC HIGHER EDUCATION .....	42
2.12 IMPACT OF PUBLIC ADMINISTRATION ON HIGHER EDUCATION .....	43
2.13 HIGHER EDUCATION POLICY CONTEXT .....	44
2.13.1 <i>Background</i> .....	45
2.13.2 <i>Size and Shape of the Higher Education Sector</i> .....	46
2.14 HIGHER EDUCATION SYSTEM .....	47
2.14.1 <i>Ministry of Higher Education and Training, FET, and SETAs</i> .....	47
2.14.2 <i>Department of Higher Education and Training (DoHET)</i> .....	49
2.14.3 <i>Regulatory institutions in higher education</i> .....	51
2.15 PUBLIC ADMINISTRATION MODELS FOR HIGHER EDUCATION .....	52
2.16 GOVERNANCE FRAMEWORK FOR HIGHER EDUCATION .....	54
2.16.1 <i>Higher education institutional governance framework</i> .....	54
2.16.2 <i>Higher education student governance framework</i> .....	56
2.17 PROFILE OF HIGHER EDUCATION INSTITUTIONS IN THE WESTERN CAPE .....	57
2.18 SUPPORTING STRUCTURES IN HIGHER EDUCATION .....	59
2.18.1 <i>National Student's Financial Aid Scheme</i> .....	59
2.18.2 <i>Higher Education Libraries</i> .....	61
2.18.3 <i>Education infrastructure</i> .....	61
2.19 SUMMARY .....	62
<b>CHAPTER 3</b> .....	<b>63</b>
<b>GOVERNANCE AND STUDENT GOVERNANCE</b> .....	<b>63</b>
3.1 INTRODUCTION .....	63
3.2 THEORETICAL FRAMEWORK FOR GOVERNANCE .....	64
3.2.1 <i>Conception of Governance and Governance Theory</i> .....	64
3.2.2 <i>Conception of Co-operative Governance Theory</i> .....	64
3.2.3 <i>Conception of Governance and Democracy Theory</i> .....	66
3.2.4 <i>Conception of Governance and Deliberative Democracy Theory</i> .....	67
3.2.5 <i>Conception of Governance and New Public Management Theory</i> .....	68
3.3 PUBLIC ADMINISTRATION AS GOVERNANCE .....	70
3.3.1 <i>Public administration system</i> .....	70
3.3.2 <i>Governance through public participation</i> .....	71
3.4 DISTINCTION BETWEEN GOVERNANCE AND GOVERNMENT .....	72
3.4.1 <i>Governance</i> .....	72
3.4.2 <i>Government</i> .....	72

3.5 THE MEANING OF GOVERNANCE .....	73
3.5.1 Governance as corporate governance .....	73
3.5.2 Governance as the New Public Management .....	73
3.5.3 Governance as good governance .....	73
3.5.4 Governance as international interdependence .....	74
3.5.5 Governance as a socio-cybernetic system .....	74
3.5.6 Governance as the new political economy .....	75
3.5.7 Relationship between governance and politics .....	75
3.5.8 Governance as networks .....	75
3.6 PRINCIPLES OF GOOD GOVERNANCE .....	75
3.6.1 Good governance as constitutional principle .....	76
3.6.2 Governance as political principles .....	81
3.6.3 Governance as economic principles .....	81
3.6.4 Governance as social principles .....	81
3.6.5 Good governance as good public management principles .....	82
3.6.6 Good governance through organisational development .....	82
3.6.7 Good governance through an open systems approach .....	82
3.6.8 Good governance through a value-oriented public management .....	82
3.6.9 Good governance through corporate management .....	83
3.6.10 Good governance through economy, efficiency and efficacy of activities .....	83
3.6.11 Good governance as flexibility and the management of change .....	83
3.6.12 Good governance as sustainability and consistency .....	83
3.6.13 Good governance as accountability, responsibility and transparency .....	83
3.7 GOOD GOVERNANCE .....	84
3.7.1 Governance as accountability .....	84
3.7.2 Governance as the rule of law .....	84
3.7.3 Governance as transparency .....	85
3.7.4 Governance as equity and inclusivity .....	85
3.7.5 Governance as effectiveness and efficiency .....	85
3.7.6 Governance as responsiveness .....	85
3.7.7 Governance as participatory .....	85
3.7.8 Governance as consensus-oriented .....	86
3.8 BAD GOVERNANCE .....	87
3.8.1 Causes of bad governance .....	88
3.9 HIGHER EDUCATION GOVERNANCE LANDSCAPE .....	89
3.10 HIGHER EDUCATION GOVERNANCE SYSTEM .....	91
3.11 GOVERNANCE AS PUBLIC ADMINISTRATION IN HIGHER EDUCATION .....	93

3.12 NEW PUBLIC MANAGEMENT AS GOOD GOVERNANCE.....	94
3.12.1 <i>Strategic focus as good public administration</i> .....	95
3.13 STUDENT GOVERNANCE IN HIGHER EDUCATION .....	97
3.14 STUDENT GOVERNANCE THEORY .....	97
3.14.1 <i>Student governance as student leadership development</i> .....	98
3.14.2 <i>Student governance as leadership and citizenship</i> .....	101
3.14.3 <i>Student governance as democracy</i> .....	102
3.14.4 <i>Student governance as good governance</i> .....	106
3.14.5 <i>Student governance as an enabler for change</i> .....	106
3.15 CONTEMPORARY STUDENT GOVERNANCE IN SOUTH AFRICA.....	107
3.15.1 <i>Contemporary student governance structures in South Africa</i> .....	107
3.15.2 <i>Federal student governance structure</i> .....	107
3.15.3 <i>Unitary student governance structure</i> .....	108
3.15.4 <i>Contemporary student governance models in South Africa</i> .....	109
3.15.5 <i>Contemporary governance models of SRCs</i> .....	110
3.15.6 <i>Executive student governance model</i> .....	111
3.15.7 <i>Parliamentary student governance model</i> .....	111
3.15.8 <i>Hybrid student governance model</i> .....	111
3.16 STUDENT GOVERNANCE IN THE WESTERN CAPE .....	111
3.16.1 <i>Key features of student governance models in the Western Cape</i> .....	112
3.16.2 <i>Student governance framework</i> .....	113
3.16.3 <i>Student Representative Council</i> .....	113
3.17 FROM STUDENT ACTIVISM TO STUDENT SELF-GOVERNANCE .....	117
3.17.1 <i>Terminology</i> .....	117
3.17.2 <i>Student politics</i> .....	118
3.17.3 <i>Student movements</i> .....	119
3.17.4 <i>Coalescing student politics and student governance</i> .....	119
3.18 INFLUENCING RESPONSIVE STUDENT GOVERNANCE .....	119
3.19 EVALUATION AND KEY LESSONS IN EMBEDDING GOOD STUDENT GOVERNANCE .....	123
3.20 SUMMARY .....	126
<b>CHAPTER 4.....</b>	<b>129</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>129</b>
4.1 INTRODUCTION.....	129
4.2 OBJECTIVES OF THE STUDY .....	130
4.3 RESEARCH QUESTIONS .....	130
4.4 SAMPLE PROCEDURE AND SAMPLE DESCRIPTION .....	131

4.5 DATA COLLECTION TECHNIQUES .....	136
4.5.1 Questionnaire as chosen method.....	136
4.5.2 Data collection using an online survey.....	137
4.5.3 Data collection using focus group interviews.....	139
4.5.4 Data collection from the individual interviews.....	141
4.6 RESPONSE RATE .....	141
4.7 DESIGN OF THE QUESTIONNAIRES .....	142
4.7.1 Design of the questionnaire .....	143
4.7.2 Design of the focus group questionnaire.....	145
4.7.3 Design of the individual interview questionnaire .....	145
4.8 RESEARCH METHODOLOGY .....	146
4.9 RELIABILITY AND VALIDITY .....	146
4.10 STATISTICAL ANALYSIS OF THE DATA .....	147
4.10.1 Descriptive statistics.....	147
4.10.2 Measures of central tendency.....	147
4.10.3 Mean .....	147
4.10.4 Median .....	147
4.10.5 Mode .....	148
4.10.6 Cross-tabulation .....	148
4.10.7 Graphs and bar charts.....	148
4.10.8 Pie charts.....	148
4.10.9 Statistical software.....	148
4.10.10 Quantitative analysis of data .....	149
4.10.11 Qualitative analyses of data .....	149
4.11 LIMITATIONS OF THIS STUDY .....	150
4.12 ETHICAL CONSIDERATIONS .....	152
4.13 SUMMARY .....	152
<b>CHAPTER 5.....</b>	<b>153</b>
<b>DATA PRESENTATION AND ANALYSIS.....</b>	<b>153</b>
5.1 INTRODUCTION.....	153
5.2 RELIABILITY .....	153
5.3 DESCRIPTIVE STATISTICS .....	154
5.4 GRAPHICAL PRESENTATION .....	155
5.5 RESPONSES .....	155
5.6 DATA ANALYSIS, PRESENTATION AND RESULTS.....	156
5.6.1 Demographic profile of respondents.....	157



5.6.2 <i>Student Governance Perspectives</i> .....	168
5.7 SUMMARY .....	225
<b>CHAPTER 6</b> .....	<b>227</b>
<b>RECOMMENDATIONS AND CONCLUSION</b> .....	<b>227</b>
6.1 INTRODUCTION.....	227
6.2 SUMMARY OF CHAPTERS.....	227
6.3 KEY FINDINGS.....	230
6.4 KEY LESSONS .....	234
6.5 RECOMMENDATIONS .....	235
6.6 CONCLUSION .....	242
<b>BIBLIOGRAPHY</b> .....	<b>243</b>
<b>APPENDICES</b> .....	<b>260</b>
APPENDIX A: ETHICS APPROVAL LETTERS - UKZN, CPUT, SU, UCT, UWC.....	261
APPENDIX B: LANGUAGE PRACTITIONER LETTER.....	267
APPENDIX C: PERMISSION LETTERS TO CPUT, SU, UCT, UWC .....	268
APPENDIX D: LETTER OF INFORMED CONSENT FOR INTERVIEWS.....	276
APPENDIX E: LETTER OF INFORMED CONSENT – FOR ONLINE QUESTIONNAIRE .....	278
.....	278
APPENDIX F: QUESTIONNAIRE .....	279
APPENDIX G: STUDENT INTERVIEWS .....	293
APPENDIX H: STAFF INTERVIEWS.....	296

## LIST OF FIGURES

FIGURE 1.1: GEOGRAPHICAL LOCATION OF CPUT, SU, UCT AND UWC .....	16
FIGURE 2.1: AN ADAPTATION OF THE PUBLIC MANAGEMENT MODEL.....	34
FIGURE 2.2: AN ADAPTATION OF THE 5-C PROTOCOL MODEL .....	40
FIGURE 2.3: AN ADAPTATION OF THE GOVERNMENTAL EDUCATION STRUCTURES.....	51
FIGURE 2.4: CORE COMPONENTS OF THE VARIOUS ENVIRONMENTS.....	53
FIGURE 3.1: AN ADAPTION OF THE GOOD GOVERNANCE MODEL - CHARACTERISTICS OF GOOD GOVERNANCE.....	87
FIGURE 3.2: A SCHEMATIC ILLUSTRATION OF AN INSTITUTIONAL GOVERNANCE MODEL .....	91
FIGURE 3.3: AN ILLUSTRATION OF A STUDENT GOVERNANCE FRAMEWORK .....	117
FIGURE 3.4: AN ADAPTATION OF ALTBACH'S STUDENT GOVERNANCE FRAMEWORK.....	123
FIGURE 5.1: RESPONSES OF CPUT, SU AND UWC RESPONDENTS .....	157
FIGURE 5. 2: GENDER DISTRIBUTION AMONGST CPUT, SU AND UWC RESPONDENTS .....	159
FIGURE 5.3: AGE DISTRIBUTION AMONGST CPUT, SU AND UWC RESPONDENTS .....	160
FIGURE 5.4: HOME LANGUAGE DISTRIBUTION AMONGST CPUT, SU AND UWC RESPONDENTS .....	161
FIGURE 5.5: OTHER LANGUAGES AMONGST CPUT, SU AND UWC RESPONDENTS .....	162
FIGURE 5.6: RACE PROFILE OF CPUT, SU AND UWC RESPONDENTS .....	164
FIGURE 5.7: NATIONALITY PROFILES OF CPUT, SU AND UWC RESPONDENTS.....	165
FIGURE 5.8: FACULTY OF REGISTRATION AMONGST CPUT, SU AND UWC RESPONDENTS.....	166
FIGURE 5.9: CAREER OR YEAR OF STUDY AMONGST CPUT, SU AND UWC RESPONDENTS.....	168
FIGURE 5. 10: STUDENT GOVERNANCE POSITIONS HELD BY UCT RESPONDENTS .....	169
FIGURE 5.11: STUDENT GOVERNANCE POSITIONS HELD BY CPUT, SU AND UWC RESPONDENTS .....	171
FIGURE 5.12: FROM WHOM AND HOW OFTEN DO UCT RESPONDENTS ACCESS SUPPORT FROM .....	173
FIGURE 5.13: FROM WHOM AND HOW OFTEN DO CPUT, SU AND UWC RESPONDENTS ACCESS SUPPORT FROM .....	174
FIGURE 5.14: OFFICIALS PERCEIVED AS SUPPORTIVE TO STUDENTS, BY UCT RESPONDENTS .....	176
FIGURE 5.15: OFFICIALS PERCEIVED AS SUPPORTIVE TO STUDENTS, BY CPUT, SU AND UWC RESPONDENTS.....	177
FIGURE 5.16: NAMES OF GOVERNANCE OFFICIALS KNOWN BY UCT RESPONDENTS .....	178
FIGURE 5.17: NAMES OF GOVERNANCE OFFICIALS KNOWN BY CPUT, SU AND UWC RESPONDENTS .....	179
FIGURE 5.18: PERCEPTIONS ABOUT CO-OPERATIVE GOVERNANCE, BY CPUT, SU AND UWC RESPONDENTS .....	183
FIGURE 5. 19: MEANING OF CO-OPERATIVE GOVERNANCE TO UCT RESPONDENTS .....	184
FIGURE 5.20: MEANING OF CO-OPERATIVE GOVERNANCE TO CPUT, SU AND UWC RESPONDENTS .....	185
FIGURE 5.21: STUDENTS' ROLE IN CO-GOVERNING THE UNIVERSITY, BY UCT RESPONDENTS .....	186
FIGURE 5.22: STUDENTS' ROLE IN CO-GOVERNING THE UNIVERSITY, BY CPUT, SU AND UWC RESPONDENTS.....	187

FIGURE 5.23: PERCEPTIONS ABOUT GOVERNANCE IN HEI BY CPUT, SU AND UWC RESPONDENTS .....	190
FIGURE 5.24: PERCEPTIONS ABOUT INSTITUTIONAL GOVERNANCE, BY CPUT, SU AND UWC RESPONDENTS .....	194
FIGURE 5.25: PERCEPTIONS ABOUT STUDENT GOVERNANCE BY CPUT, SU AND UWC RESPONDENTS .....	197
FIGURE 5.26: PERCEPTIONS ABOUT STUDENT GOVERNANCE BY CPUT, SU AND UWC RESPONDENTS .....	202
FIGURE 5.27: STUDENT ATTITUDES TO STUDENT GOVERNANCE BY CPUT, SU AND UWC RESPONDENTS .....	205
FIGURE 5. 28: RESOURCES NEEDED BY STUDENT LEADERS IN STUDENT GOVERNANCE .....	207
FIGURE 5.29: MANAGEMENT SUPPORT .....	208
FIGURE 5.30: WHAT DOES GOVERNANCE MEAN TO YOU? .....	210
FIGURE 5.31: STUDENTS ARE INVOLVED IN DECISION-MAKING .....	211
FIGURE 5.32: INCLUSION IN DISCUSSIONS AND DECISION-MAKING PROCESSESAS .....	212
FIGURE 5.33: BIGGER ROLE IN UNIVERSITY MANAGEMENT .....	213
FIGURE 5.34: WHAT CHARACTERISES GOOD STUDENT GOVERNANCE?.....	214
FIGURE 5.35: WHAT CHARACTERISES BAD STUDENT GOVERNANCE? .....	215
FIGURE 5.36: VIEWS ON STUDENT GOVERNANCE .....	216
FIGURE 5.37: DOES THE UNIVERSITY LEADERSHIP LISTEN TO THE VOICE OF STUDENT LEADERS? .....	217
FIGURE 5.38: CHALLENGES EXPERIENCED BY STUDENT LEADERS IN STUDENT GOVERNANCE.....	218
FIGURE 5.39: SUGGESTIONS TO OVERCOME DIFFICULTIES IN STUDENT STRUCTURES .....	219
FIGURE 5.40: WHAT DO YOU LIKE LEAST ABOUT YOUR UNIVERSITY? .....	220
FIGURE 5.41: WHAT WOULD YOU LIKE TO SEE CHANGED AT YOUR UNIVERSITY? .....	221
FIGURE 5.42: WHAT DO YOU LIKE MOST ABOUT YOUR UNIVERSITY? .....	223
FIGURE 5.43: DO YOU INTEND TO STUDY FURTHER AT THIS UNIVERSITY? .....	224
FIGURE 5.44: DO YOU ASPIRE TO WORK AT THIS UNIVERSITY? .....	225
FIGURE 6. 1: PROPOSED STUDENT GOVERNANCE MODEL.....	241

## LIST OF TABLES

TABLE 2 .1: KEY INFORMATION ON HIGHER EDUCATION IN THE WC (2009).....	57
TABLE 2 .2: GENERAL INFORMATION OF THE 4 PUBLIC HEI IN THE WESTERN CAPE.....	59
TABLE 3.1: AN ADAPTATION OF KEY STUDENT DEVELOPMENT THEORIES .....	100
TABLE 5. 1: OVERALL RELIABILITY FOR DIFFERENT RESPONDENTS .....	154
TABLE 5.2: FREQUENCY TABLE OF RESPONSES FROM CPUT, SU, UCT AND UWC.....	156
TABLE 5.3: GENDER DISTRIBUTION AMONGST UCT RESPONDENTS .....	158
TABLE 5.4: AGE DISTRIBUTION AMONGST UCT RESPONDENTS.....	159
TABLE 5.5: HOME LANGUAGE DISTRIBUTION AMONGST UCT RESPONDENTS .....	161
TABLE 5.6: OTHER HOME LANGUAGES AMONGST UCT RESPONDENTS .....	162
TABLE 5.7: RACE PROFILE OF UCT RESPONDENTS .....	163
TABLE 5.8: NATIONALITY PROFILE OF UCT RESPONDENTS.....	165
TABLE 5.9: FACULTY OF REGISTRATION AMONGST UCT RESPONDENTS.....	166
TABLE 5.10: CAREER OR YEAR OF STUDY AMONGST UCT RESPONDENTS.....	167
TABLE 5.11: SUPPORT MEASURES PROVIDED TO STUDENT LEADERS, BY UCT RESPONDENTS .....	175
TABLE 5.12: PERCEPTIONS ABOUT CO-GOVERNANCE BY UCT RESPONDENTS.....	181
TABLE 5.13: PERCEPTIONS ABOUT GOVERNANCE IN HEI, BY UCT RESPONDENTS .....	188
TABLE 5.14: PERCEPTIONS ABOUT INSTITUTIONAL GOVERNANCE, BY UCT RESPONDENTS .....	192
TABLE 5.15: PERCEPTIONS ABOUT STUDENT GOVERNANCE AT UCT, BY UCT RESPONDENTS.....	195
TABLE 5.16: PERCEPTIONS ABOUT STUDENT GOVERNANCE BY UCT RESPONDENTS .....	199
TABLE 5.17: STUDENT ATTITUDES TO STUDENT GOVERNANCE AND POLITICS, BY UCT RESPONDENTS.....	203

# **CHAPTER 1**

## **INTRODUCTION AND OVERVIEW**

“Whoever has something worth saying has also the right and the duty to say it. Conversely, it is also obvious that those who have something to say should know that they are not the only ones with ideas and opinions that need to be expressed. Even more than that, they should be conscious that, no matter how important the issue, their opinion probably will not be the one truth, long and anxiously awaited for by the multitudes. In addition, they should be aware that the person listening also has something to say and that if this is not taken into account, their talking, no matter how correct and convincing, will not fall on receptive ears”. (Paulo Freire 1998:105)

### **1.1 INTRODUCTION**

The aim of this chapter is to provide an introduction, background and overview of the study. The chapter sets out the aims and objectives of the study, the key research questions that serve to focus the study, as well as a synopsis of the research methodology. The chapter also provides a framework as to how the chapters are constituted, in line with the research study.

The challenges for student governance in a changed political context in South Africa are many, and for the purpose of this study two issues are highlighted. The two issues are, firstly, the openness of institutions to meaningfully and genuinely engage with students to inform institutional decisions, policies and processes; and secondly, the openness of the student governance leaders to meaningfully and bona fide engage with the student body to advance the student position and interest.

Student leaders are well placed to represent the informed student position and interest within the institutional governance context. Engaging with the institutional student Parliament and with the broader student body, can strengthen the student voice, particularly in being sensitive to the nuanced issues that often require tactical insights.

This study took place at four higher education institutions in the Western Cape, a province of South Africa: Cape Peninsula University of Technology (CPUT), Stellenbosch University (SU), University of Cape Town (UCT) and, University of the Western Cape (UWC). Each university has its own University Statute, which sets out the

institutional governance framework within which the institutional student governance framework is situated.

The institutional governance approach of each university in the Western Cape, as set forth in their respective University Statute, supports democratic values and principles. How this is interpreted and experienced by students, particularly with regard to decisions, policies, processes and practices that affect the student body, is a matter to be examined. The formal inclusion of students in university governance arrangements has made students integral stakeholders and participants in institutional governance.

The student role has been given recognition as key stakeholders and participants in co-operative governance. Whilst student leaders have gained a legitimate right to have their voice heard within the institutional governance framework, the value of this role remains unclear. The advancement made in legitimising the standing of student governance, with the Student Representative Council (SRC) as the highest authority body, has evolved since the 1940s when Oliver Tambo in his capacity as a student activist and student leader called for the formation of an elected SRC. Tambo wanted to advance the student interest through the formation of an SRC to serve as an agent for change. His call for students to become organised through an elected SRC resulted in the University of Fort Hare de-registering him from his studies and being expelled from university (South African History Online, n.d.: online). A similar fate awaited many others over the next few decades at other universities. Following the expulsion of Oliver Tambo, students such as Nelson Mandela and others soon followed suit by voluntarily terminating their studies at Fort Hare in solidarity with Oliver Tambo. This action emboldened a significant political journey that came to mark its place in world history through the political liberation movements such as the African National Congress, the Pan African Congress, and others (South African History Online, n.d.: online).

The extent to which student governance structures serve as a representative and a democratically informed advocate for the student body is not fully known. According to Freire, his views quoted above holds a resonance for institutional and student governance, given the emphasis on the need for mutual respect, active listening and inclusivity of diverse views and voices in informing, shaping and reaching an understanding, all of which are central to the conceptualisation of dialogue (Brooks, 2007:78).

This study focuses on the role of student leaders in student governance in higher education institutions, with particular emphasis on how they influence university democratisation.

## **1.2 BACKGROUND OF THE STUDY**

A historical review of the literature reveals that there is lack of research into student governance. Historical reports of student movements nationally and internationally that led to students participating in institutional governance processes arose primarily because of student grievances regarding dissatisfaction relating to student accommodation, food, inadequate and or inequitable services to students, as well as the absence of student involvement in institutional decision-making processes.

In understanding this study, it is necessary to provide a historical context of the student role in the apartheid era in South Africa. During this era, students were excluded from being a formal part of shaping and informing the vision, mission, philosophy, culture values and strategic goals and operations of a higher education institution. Their involvement varied amongst higher education institutions from being partly included to being wholly excluded in matters of student interest. Students were generally excluded from the decision-making process and policies in keeping with the national apartheid politics of the day which impacted more severely on racially profiled 'Black' students. Student movements were established in the run-up to the formation of SRCs.

In his capacity as the first South African Students' Organisation (SASO) President, Steve Biko's address to student organisations stated that "...the idea of everything being done for the blacks is an old one and all liberals take pride in it; but once the black students want to do things for themselves suddenly they are regarded as becoming 'militant'" (Biko, 1978:4). Whilst the political landscape has changed, Biko captures the need for student leaders to express their own views and positions, rather than for this to be expressed on their behalf, however well-intentioned, particularly during decision-making processes on issues that impact on students.

It is against the socio-political background and context of students being voiceless and being at the receiving end of a systemically designed inequitable educational and political dispensation as part of the national politics and policies of the time that the students in schools and in higher education rose to action. Consequently, students and

ordinary citizens become disempowered. University students and their counterparts from the primary and secondary schooling system formed a formidable pressure group and force which resulted in them being respected and recognised as significant contributors of political change in South Africa. Against this background, the legitimisation of the governance role of students has not only been overdue, but is well placed within the Higher Education Act, 1997, and within the University Statute of each university. Student leaders in governance positions are now able to occupy their rightful place at the 'governance table' within the context of a constantly unfolding democratic and open society that South Africa and the higher education institutions strive towards.

Student governance in South Africa has since evolved to become legitimately recognised and included within the broader university governance framework. Universities have developed student governance frameworks and models, opened up institutional governance spaces and, through student electoral processes, have enabled elected student leaders to advance the position and the voice of the student body.

For good student governance practices to take effect, listening to students as an interest group, and as a key stakeholder of the university community, is necessary for effective decision-making, sound administrative practice and responsive service provision on the part of the university. As with any relationship, the student leaders' role in student governance has also placed demands on higher education institutions, requiring that the student body is informed, consulted and listened to. Further, that student leaders also make an effort to understand the university context, its competing priorities, challenges and resourcing limitations so as to inform decision-making as a central tenet of conceptual dialogue (Brooks, 2007:78).

A practical challenge pertaining to sustained efficacy of the student governance leadership is that the student leaders have a limited tenure of office, equivalent to one academic year or two academic semesters (that may span one or two years). Whilst the limited time in office is challenging and pressured, support and resources can do much to assist student leaders to be effective.

In preparing student leaders to become effective within the student governance structures, a programme of sustained orientation, training, development and education is



needed. In addition, support, inclusive of an allocation of resources such as office space, computers and connectivity, access to information, technical and administrative support, as well as meeting spaces to meet with the student body, are strong elements of providing a resource 'toolkit' to aid successful student governance. At the same time, the academic progress of student leaders in student governance positions may require support and attention to ensure that the balance between life, governance and academics are well attuned. This is where practitioners working in the field of student affairs at universities play a vital and critical role in rendering support and constructive feedback as measures to promote the continued development and growth of the student leaders.

In view of the above, the changes to student governance provide student leaders with an opportunity to serve as active citizens of a democratic institutional community, in which their leadership role, their governance approach and their ability to serve the public good on behalf of the student body, is brought to the fore.

### **1.3 NEED FOR THE STUDY**

University governance arrangements have largely tended to work effectively, except in some instances. The same cannot be said about student governance arrangements, which vary in conception, support, resource provision and governance approach. The reasons for this are varied and require a better understanding, to be gained through research and review.

Each year has its fair share of media reports (see Mail & Guardian online references for examples) of student protests because of differing realities and unmet needs. When a deadlock situation arises between university officials and students, losses are suffered by institutions and students. Though the causes for student discontent may be varied, a recurring theme appears to point to miscommunication, disinformation and the lack of a sustained deliberative relationship and an engagement-concord in seeking to better balance power relations through mutual commitment to democratic values and principles in underpinning this relationship.

In particular, much of the protests occur as a result of a breakdown in communication between university officials and students, with students complaining about not being heard. This stalemate scenario, reached year in and year out, is revealing about the

lack of ongoing progressive relations between university officials and student leaders. Such relations need to be enduring at times of peace and at times of conflict in seeking to avoid a deadlock or to break the deadlock at the first instance. There is a need for both parties to find alternative ways to come up with solutions and to avoid reaching deadlock situations, and where such situations are deadlocked, to be able to engage for change (Mail & Guardian, 2009; Mail & Guardian, 2011; Barbeau, 2011; Mail & Guardian, 2011a; News24, 2012).

Student governance is in need of research and review, following its formal inception since the Higher Education Act, No. 101 of 1997, came into effect. Research in this area is needed in contributing to insights into how effective student governance can be fostered, and this study seeks to contribute in this regard. This study has significance for those with an interest in supporting and promoting effective governance through student governance in higher education.

#### **1.4 RESEARCH TITLE AND LOCATION OF THE STUDY**

This study is entitled 'Student Governance in Higher Education Institutions in the Western Cape, South Africa: A Case Study'. The study site includes the Cape Peninsula University of Technology (CPUT), Stellenbosch University (SU), University of Cape Town (UCT) and University of the Western Cape (UWC). Whilst the study will focus on higher education institutions in the Western Cape, the findings, conclusion and recommendations have applicability to other higher education institutions nationally and internationally.

#### **1.5 AIM OF THE STUDY**

The aim of the study is to explore the role and contributions of student leaders in student governance structures, and the extent to which they contribute to the democratisation of the university. The student governance framework is informed by conceptions of democracy, deliberative democracy, governance and co-operative governance, all of which are foundational elements that act as building blocks in contributing to a democratic higher education institutional environment. In essence, this study focuses on the role of student governance in facilitating university democratisation.

## **1.6 OBJECTIVES OF THE STUDY**

The research objectives that informed this study were as follows:

- Determine the contemporary approaches to student governance at the four higher education institutions in the Western Cape;
- Examine the conceptual relationship between Public Administration and higher education, and show how student governance is operationalised within this context;
- Identify the role of student leaders in promoting good governance and university democratisation by exploring linkages with democracy theory, deliberative democracy theory, governance theory and co-operative governance theory and student governance theory;
- Illuminate key lessons learnt from this study and signify the relevance for higher education; and
- Recommend normative guidelines to promote good student governance in higher education.

## **1.7 RESEARCH QUESTIONS**

The aim of the study is to answer the following critical questions:

- What are the key features of the contemporary approaches to student governance at the four higher education institutions in the Western Cape?
- What are the key environmental factors that impact on student governance?
- What are the student leaders' perceptions of governance and student governance?
- What key proposals can be recommended to promote good student governance practice?
- What key lessons can be learned?

## **1.8 CONCEPTUAL FRAMEWORK OF THE STUDY**

The theoretical framework of this study is conceptualised through the application of the higher education legislation and theories informed by Public Administration, democracy, deliberative democracy, governance and co-operative governance. Of particular interest is how these conceptions influence the evolution of a student governance theory.

## **1.9 RESEARCH METHODOLOGY**

Chapter 4 provides a structural insight of the research design and methodology deployed for this study.

### **1.9.1 Research approach and design**

A descriptive and an exploratory research approach was used for this study, in seeking to expand existing discourse on the role and contributions of student leaders who serve on student governance structures in the higher education context. The research methodology selected for this study subscribed to ethical principles of confidentiality, anonymity, privacy and informed consent. The research objectives and the research questions of this study were central in determining the selection and design of the appropriate data collection methods. The results of this study are presented in Chapter 5, with graphs, tables and narrative explanations.

### **1.9.2 Target population and sampling**

The target population for this study included student leaders serving in student governance structures at CPUT, SU, UCT and UWC. The number of students occupying such positions varies between the institutions.

### **1.9.3 Literature survey**

A literature survey was undertaken through a study of books, journals, institutional documents and reports, research reports, legislation, dissertations and theses, and newspaper articles in an effort to gain insight into this field of study and to explore concepts and solutions.

### **1.9.4 Empirical study**

This research is grounded in the Public Administration discipline, and, according to Bailey (1994:12-18), a social science research approach is well suited to design the

research instruments and techniques of data collection. The researcher's own experience of working in the field of student affairs for several years served to provide insights and observations in this study.

Qualitative and quantitative research methods were used to conduct the empirical survey which consisted of an online questionnaire and semi-structured interviews.

#### **1.9.5 Questionnaire survey**

An innovative online questionnaire survey method was used for this study. In addition, a focus group interview survey and individual interviews were conducted to validate the study and enable a deeper probe into the motivations of respondents and the reasons for their responses. The questionnaires were designed to ascertain information about institutional and student governance trends within each of the four higher education institutions in the Western Cape. The questionnaire survey was responded to via online survey and an initial pilot phase of distributing paper copies to test initial reaction to the questionnaire.

For the online administration of the questionnaire survey, mailing lists with student leaders' contact details were obtained from each of the four institutions to enable the researcher to inform student leaders about the study and to invite them to voluntarily participate in the study. The questionnaire survey was administered to student leaders in governance positions at each of the four universities in the Western Cape, in electronic format, by direct email. All respondents had the same email address to submit their responses online. A concerted effort was made by the researcher to send out reminder email notices and repeat invitations to student leaders, on a weekly basis, for a period of six weeks.

#### **1.9.6 Semi-structured interviews**

Semi-structured focus group interviews were convened with student leaders at CPUT, SU and UCT. For practical and logistical reasons beyond the control of the researcher, the group interview with UWC student leaders did not take place as rescheduled arrangements fell beyond the timeline assigned for the fieldwork component of this study. The questionnaire was designed to ascertain the perceptions of student leaders to institutional governance and student governance. Semi-structured individual interviews were conducted with senior managers involved in student governance at

each of the four institutions. The design of the questionnaire sought to ascertain perceptions on how institutional and student governance coalesces.

### **1.9.7 Sample**

A stratified sampling approach was undertaken using multi-method approach using a questionnaire survey and focus group interviews for triangulation. Triangulation refers to the use of different methods of data collection in the study to ensure that the data is reliable in yielding the same result. Saunders, Lewis & Thornhill (2000:166) infer that triangulation can be achieved by using more than one method of data collection as a way of assessing the extent to which the different data collection methods reveal the same type of information.

- **Stratified random sampling**

According to Borg & Gall (1989:224-225), stratified random sampling should indicate that subgroups in the population are represented in a study should be constituted of two or more stratified groups based on common attributes so that the subgroups are proportionately represented in the study. This study identified student leaders from the SRC, Student Parliament, Student Residence Committees and Student Organisations such as student societies, student sports codes and student development agencies.

- **Purposive sampling**

The target population identified for the purposive sampling was based on the need to obtain a depth of insight and clarity on student governance and to ensure triangulation with the primary data obtained from the stratified random sampling through the questionnaire survey. For the purposive sample, focus group interviews were convened with student leaders who were selected because of their rich experience, insight and knowledge in student governance.

For the interviews with staff, senior managers involved in overseeing and supporting student governance were identified as suitable for the individual interviews because of their particular insight, knowledge and experience in student governance.

The population size for each of the three surveys varied. The representative sample size for each of the four institutions was 10% of student leadership population per institution.

### **1.9.8 Data interpretation**

The data interpretation was determined by making use of the descriptive analysis method pertaining to established criteria, which emanated from the surveys. The data was coded to facilitate data entry and statistical collation, and analysed using a computer software package. A detailed analysis is provided in Chapter 5 of this study.

### **1.9.9 Limitations of the study**

As with any study, limitations are important to note. The following limitations constitute the main shortcomings of this empirical study:

#### **Non-participation**

A significant limitation to the study was the low response rate from student leaders at CPUT, SU and UWC. In setting up the online survey, access to the survey was available for a 6-week period in a staggered roll-out to each institution during the period of August to early October 2011. However, despite concerted effort to encourage increased levels of participation, the response rate remained significantly low and hence statistically insignificant. Detailed discussion non-participation is provided in Chapter 4 of this study.

#### **Incomplete responses**

Some of the returned questionnaires were incomplete or inadequately answered and could not be used to inform the study.

#### **Auto-replies**

Auto replies were received in some instances, some of which cited academic priorities as needing to take precedence.

#### **Incorrect contact details**

In some instances, the survey was returned undelivered due to incorrect or inactive mailing addresses. In this regard, the mailing lists from all four institutions were not current and could not be verified for accuracy.

#### **Lack of interest**

A lack of interest or refusal to participate in the study.

## **1.10 DEFINITION OF KEY TERMS**

Definitions of the key terms used in this study are provided to clarify their meaning and usage.

### **1.10.1 Public Higher Education Institution**

A public higher education institution refers to a university or college established under the auspices of the Higher Education Act, No. 101 of 1997, to provide higher education programmes, to provide teaching and learning and to undertake research.

### **1.10.2 Public Administration**

Public administration is defined by Schwella, Burger, Fox & Muller (1996:5) as a system constituted of structures, processes and practices that operate within a particular society to enable decision-making for the formulation and execution of policies, processes and practices to achieve efficient and effective outcomes.

### **1.10.3 Democracy**

Democracy is defined as the vested powers of people, through a process of elections, through which elected representatives serve the people within a community, society or nation, in which elections take place on a regular basis in a manner that is deemed free and fair, making for a legitimate body to govern. Perhaps the most apt description of democracy is Abraham Lincoln's description of democracy as "Democracy of the people, for the people, by the people" (Democracy Building, 2004: online).

### **1.10.4 Deliberative democracy**

According to the definition of the Deliberative Democracy Consortium (2012: online), deliberative democracy is a more direct form of democracy when compared with representative democracy. The key feature of deliberative democracy is the approach used to involve affected parties such as the public or a community to think critically together as part of a deliberative process to arrive at informed decisions or responses to laws, policies or positions on matters of mutual interest. However, such groups of people are bound to have a diversity of views, and it is through discussion and critical engagement, in a manner that is inclusive, that issues that concern them from multiple viewpoints, and based on enlarged perspectives, opinions and understandings can result in better decisions and policies that affect their lives.



### **1.10.5 Governance**

Fox & Meyer (1996:55) define governance in broad terms as the ordering of a group, community or society by a public authority. Streeten (1999:32) considers governance in the global sense as the facilitation of complex networks of many players who may have different and sometimes conflicting objectives and interests which need to focus on human development. Kooiman (1998:6-8) refers to governance as one in which government is not the single administrative actor that can unilaterally impose its will, and that in the process of making collective decisions government may not play a leading role. The focus is on inclusivity and the surfacing of diverse and multiple views being considered, to facilitate an acceptable outcome by consensus. Appropriate governance approaches are needed in dealing with societal developments such as technological and scientific developments. In addition, socio-political changes require a more collaborative and co-operative way of governing between authorities and constituents.

### **1.10.6 Good governance**

Fitzgerald, McLennan and Munslow (1997:491) consider governance as a condition in which citizens are listened to, so as to determine resource utilisation in effectively meeting the needs of citizens and interest groups.

The Higher Education White Paper 3 (Republic of South Africa, 1997:36) states that “Good governance must be based on a recognition of the existence of such different interests and the inevitability of contestation among them, and must, therefore, create structures and encourage processes which enable differences to be negotiated in participative and transparent ways. Successful negotiation and co-operative practice depend on the parties reaching agreement about the mission of the institution and their responsibilities toward it”.

### **1.10.7 Co-operative governance**

The Education White Paper 3 (Republic of South Africa, 1997:36) describes co-operative governance as a proactive, guiding and constructive role for government, and between the state and higher education institutions, whilst accepting institutional autonomy in accordance with public accountability.

An expanded definition includes the role of student leaders and administrators in public higher education institutions in deliberating on policies and practices that impinge on students, such as access, student fees, equity, student life and academic success. While the views of students are solicited and listened to, the decisions are taken by the duly determined governance bodies of the public higher education institutions.

#### **1.10.8 Institutional governance**

Institutional governance in the university context is defined as a process that enables the university community to participate in the governance of the university through a system of committee structures. In this way the university campus community is able to participate in expressing their views, proposing recommendations and becoming part of the decision-making and policy-making process regarding academic, student life, research, resource allocation, human resource and related matters.

The legislative and policy framework for institutional governance is the Higher Education Act, 1997, and the University Statutes of CPUT (2010), SU (1992), UCT (2004) and UWC (2005). The governance structures that are established in each university include the university Council, Senate, Institutional Forum, and the SRC to name a few. According to the Education White Paper 3 (Republic of South Africa, 1997:41), governance arrangements need to reflect diversity and flexibility in developing and informing the institutional response to governance issues.

#### **1.10.9 Student governance**

Freidson (1955:6) defines student governance as an organisation, which, by merit of its constitution and composition, represents and defines the South African context of the Student Representative Council (SRC) as the elected body of student leaders, with the highest decision-making powers of a student governance body, representing the student constituency. The SRC functions within the student governance framework of the SRC constitution, which itself is derived from the University Statute and the RSA Higher Education Act, No. 101 of 1997.

#### **1.10.10 Student Representative Council**

The SRC is legislated by the Higher Education Act, No. 101 of 1997, and is established through its Constitution as the highest decision-making body of students, for students. The Student Representative Council (SRC) is an elected student governance body,

which serves for a prescribed term of office, and conducts its varied roles and functions in accordance with the mandate provided by the SRC Constitution and the student body.

The Higher Education Act, No. 101 of 1997, sets out the institutional governance framework for each university through which legal recognition is given to the establishment of the Student Representative Council and student governance framework as the recognised governance body constituted of students, for students, and is the highest level of student governance in a university.

#### **1.10.11 SRC Constitution**

Each university has a University Statute, through which the SRC Constitution is derived. The SRC Constitution establishes student governance body of a university and provides a detailed student governance framework which the elected student leaders need to abide by. Each higher education institution in the Western Cape has its own SRC Constitution [CPUT (2010:22-23), SU (1992:16-17), UCT (2004:1-11) and UWC (2005:24-28)] which establishes the student governance substructures as follows:

- SRC
- Standing committees
- Executive committees
- SRC sub-councils
- Student Assembly (or Parliament, or General Council)
- Residence committees
- Day Houses
- Student academic faculty committees
- Student societies, sports codes and development agencies.

The SRC Constitution also includes the governance rules and process for mass meetings, constitutional matters and the SRC elections, which are prescribed in the SRC Constitution bylaws (University Statutes of: CPUT (2010), SU (1992), UCT (2004) and UWC (2005)).

### 1.10.12 Student

A student is defined as a person who has been registered for academic study at a higher education institution in the current academic year, and who is issued with a student number and student campus-identity card (University of Cape Town, 2011:30).

### 1.10.13 Western Cape

The Western Cape is a geographic region in South Africa and is one of nine provinces in the country. For the purpose of this study, the Western Cape is referred to as a region, and in this context it refers to the four public higher education institutions located in this province and region, i.e. University of Cape Town, University of Stellenbosch, University of the Western Cape and Cape Peninsula University of Technology. Figure 1.1 illustrates the geographical location of the universities.



**Figure 1.1: Geographical location of CPUT, SU, UCT and UWC**

Source: Adapted from Google Maps

## **1.11 STRUCTURE OF THE THESIS**

The structure of the thesis is summarised below.

### **Chapter 1 - Introduction and overview of the study**

This chapter provides an introduction, background and overview of the study. The objective of the study and the research questions are outlined, and the research approach and methodology of the study is provided. A framework of the chapters and definition of key concepts used in this study is provided.

### **Chapter 2 - Relationship between Public Administration and Higher Education**

This chapter provides a conceptual framework for the relationship between public administration and higher education. It considers the distinctiveness of public administration in South Africa and internationally and focuses on public administration theory and its application to the higher education context. It provides a framework of higher education and a profile of the higher education institutions in the Western Cape as the research sites for this study.

### **Chapter 3 - Governance and Student Governance**

This chapter provides a theoretical framework of governance and student governance in higher education. It includes a conceptualisation of democratic theory, governance theory, student governance theory and the student governance model at the four higher education institutions in the Western Cape. It provides national and international perspectives on student governance.

### **Chapter 4 - Research methodology**

This chapter discusses the empirical study, using a case study approach, the research design and methodology used, and the approach to the statistical analysis.

### **Chapter 5 - Data presentation and analysis of results**

This chapter presents the data and provides an analysis of the results by using appropriate statistical tests.

### **Chapter 6 – Recommendations and conclusion**

This chapter provides recommendations arising out of the research study for improving and promoting student governance, followed by concluding remarks.

## **1.12 SUMMARY**

This chapter provides an introduction and overview of the study, including the research design and methodology used.

Key definitions used in this study were identified and clarified so as to give meaning to the relevance of such terms and concepts to this study.

Whilst this research study is based in the Public Administration discipline and grounded in Public Administration and Management theory, the case study relates to student governance in the higher education context through the application of Public Administration theory, principles and practices. In this way the study signifies the interconnectedness between Public Administration and higher education.

The next chapter explores the relationship between Public Administration and higher education as the theoretical framing context for this study.

## **CHAPTER 2**

# **RELATIONSHIP BETWEEN PUBLIC ADMINISTRATION AND HIGHER EDUCATION**

**“People care about democracy. They understand...a civic mission and that colleges and universities need to produce citizens.” (Weinberg, 2006:17).**

### **2.1 INTRODUCTION**

The aim of this chapter is to explore the relationship between Public Administration and higher education. The political changes in South Africa resulted in major developments in the legislative and systemic practice for Public Administration and for the public higher education sector.

Higher education institutions are considered not only as the producers of knowledge, but also as institutions that ought not only to contribute to the human intellectual capacity but also to contribute to the social benefit of society through various ways and means, such as providing public leadership to civil society on matters of national interest.

This chapter explores the interdependent relationship between Public Administration and higher education, and the location of student governance within this context.

The role of higher education institutions is considered beyond the traditional research, teaching and learning roles. The expanded role of such institutions sees them taking on a broader civic mission as well as one that seeks to contribute to the public good of civil society and to good citizenship.

Good citizenship in this context requires that higher education institutions not only do good to others, but also take on responsibilities to act as a good institutional citizen in matters such as, for example, democratising the university, encouraging critical dialogue, engaging in deliberative democratic practices as well as seeking to reduce its carbon footprint, amongst other considerations.

Such institutions are well placed to lead public debate on matters of concern and significance to civil society, for example by advocating for press and information

freedom. As a recognised key strategic player in civil society, higher education institutions are expected to provide leadership on matters of public interest and goodwill as integral elements of its agenda for public good.

For effective governance, higher education institutions need to adopt sound Public Administration principles and practices, giving expression to the interdependence and interrelationship between Public Administration and higher education.

This study gives attention to the transformation imperatives to determine the extent to which the legislative dispensation resulted in changes to the system. Particular attention is given to the institutional governance arrangements towards achieving an accountable, transparent and democratic higher education system as part of the broader governance systems for public higher education institutions.

This chapter addresses key concepts such as Public Administration, public, administration management, public interest and public good. The theoretical framework for Public Administration is elucidated using the Public Management Model of Schwella (cited in Fox, Schwella & Wissink, 1991:18-23) and the policy implementation approach using Brynard's theoretical context of the 5-C Protocol Critical Variable Model (in Cloete & Wissink, 2000:176-187)

## **2.2 PUBLIC ADMINISTRATION**

Public Administration as an academic discipline informs the theory and practice of Public Administration and management. Public Administration is informed by older disciplines such as political studies, economics and public policy to form a single discipline with a professional and applied nature (Cloete 1998:3).

## **2.3 THE CONCEPT OF PUBLIC ADMINISTRATION**

As a discipline and concept, Public Administration is distinct in that it is based on political values and principles as set out in the constitutional and legislative context of a country, as opposed to business motives and business principles. Whilst Public Administration uses business tools and approaches in the workplace of public institutions, however, the practice of public administration and the management that is derived from the implementation of public administration processes remain grounded in the values and principles of a democratic Public Administration, as set out in Section



195 of Constitution of the Republic of South Africa, 1996. Public Administration in the South African context was marked by political shifts away from apartheid when the unbanning of liberation political movements led to shifts from negotiations, to political transition to democratic government and then to delivery.

According to Fox & Meyer (1995:105), Public Administration *“...represents a wide amorphous combination of theory and practice aimed at clarifying a conception of government and its relationship with society, promoting government policy which is more responsive to social needs and establishing management practices in public bureaucracies designed to reach efficiency and effectiveness and satisfying to a greater extent the deeper needs of the public”*.

As administration is encountered in any person's daily life at every instance, it is appropriate that, for the purpose of scientific research, analysis and rational action, the concept and global existence of administration be appropriately considered. From an analysis of the literature review, administration is constituted of unique parts.

Public Administration is quantitatively one of the largest and most expansive parts of administration. As a discipline, Public Administration is grounded in its own theory and practices. According to Cloete (1998:119), Public Administration is distinguishable from other types of administration, as it has a unique set of guidelines that underpin its theory and practice, including a uniqueness of Public Administration giving relevance to its application for each country, based on the constitutional and legal context of a country.

The initial approach to Public Administration in South Africa was dominated by Cloete's (1990:3) generic administrative process model. This model defined Public Administration as a process that involves policymaking, financial administration, organisation, work methods and procedures, control, personnel provision and utilisation processes. The approach used required the execution of processes and other actions undertaken by public officials and public executive government institutions, such as Parliament, but excluding the legal procedures and the judiciary. International developments in Public Administration later took on a managerial approach resulting in contestations about Public Administration and whether this concept should not be more appropriately called public management.

The international developments also saw an attempt to narrow the gap between public and private administration with the liberal use of tools, models and business processes being used in both disciplines of administration, resulting in a more generic approach to Public Administration, and some critics viewed this as a means to enhance and elevate 'managerialism'.

According to Gunn (cited in Cloete, 1998:116), the rise of the 'management approach' as a new paradigm is an over-simplistic interpretation of the expansion and integration of the role of Public Administration theory and practice. Gunn uses the musical metaphor of a 're-mix' and infers that the managerialism approach is less of a new paradigm than it is a re-mix of separating political decision-making as an unreliable model for decision-making options based on 'public choice' theory. In this regard, decision-making is removed from the contested political terrain of conflicts over values and beliefs, and moved out of this sphere into a more rational, non-political context and way of taking decisions.

Cloete (1998:118) further amplified the reason for delivery to take place in public institutions, by being cognisant of the political and the implementation dimensions. The political dimension was dominated by specific political values. This dimension was constituted of conceptual, initiatory and innovative directive functions to provide leadership and an indication of the institution's vision and direction.

The implementation dimension was subordinate to the political dimension. The specific value of this dimension is driven by the institution's mission, as it seeks to achieve service delivery objectives. The implementation dimension is based on material values such as 'value for money' so that the desired service delivery can be achieved in the most effective, efficient and economical way and, in so doing, ensures the realisation of the political dimension.

According to Cloete (1998:119), every country has its own brand of Public Administration, e.g. British, French or South African public administration. Key to this perspective is that each country informs its Public Administration through its own administrative philosophy and culture, based on theories and practices. He cautions academics, students and workers to be critical by not accepting at face value foreign perspectives on public administration.

Cloete (1998:120) further infers that public functionaries should be made aware of the values that should constitute the ethos of the South African government and the brand of Public Administration deployed at all levels of government and at all public institutions.

Mutahaba, Baguma, & Halfani (cited in Cloete, 1998:119) state the following: “...*the Public Administration system needed to cope with the multiple challenges, will need, in terms of organisation and structure:*

- (a) a system that can ensure capacity to accommodate rapid environmental changes;*
- (b) improved facilities to coordinate the constituent parts;*
- (c) openness and flexibility in both internal and external relations; and*
- (d) organizational designs permitting optimal involvement of, and accessibility to the citizens.*

*In terms of process, the focus should be on:*

- (a) increased professionalism through continuous and systematic training to acquire up-to-date knowledge, skills and techniques;*
- (b) optimal utilization of human resources, procedures, and methods that allow speedier action, and*
- (c) greater involvement of staff in organizational decision making. In terms of values and attitudes, public servants need to be more result oriented, more honest, more cost conscious, as well as more responsible and responsive to the public. In short, there is need for administrative and culture change.”*

Cloete (1998:120) further describes Public Administration as a discipline that is distinctive, that is based on the duality of the political and implementation elements of execution, and which is informed by its own theories and practices. It is this distinction that makes Public Administration distinguishable from other types of administration. As Public Administration has its own unique guidelines that are foundational to its own theories, practices, values, ethos and uniqueness of each country's history, context and circumstances.

## **2.4 DISTINCTIVENESS OF PUBLIC ADMINISTRATION**

Public and private administration has many similarities. However, there are acute distinctions between the two concepts. Private sector administration is framed by business economics and profit generation. Public administration is focused on the provision of public services through a system of state apparatus to the public and is focused on the public interest, whilst (Coetzee, 1988:22).

## **2.5 RELATIONSHIP BETWEEN PUBLIC ADMINISTRATION AND HIGHER EDUCATION**

This chapter illustrates the distinctive relationship between Public Administration and Higher Education in South Africa. This relationship is underpinned by the values, ethos, and guidelines reflected in the Constitution of the Republic of South Africa, Act 108 of 1996. The constitutional values recognise the country as a sovereign democratic country in which all citizens are granted rights and freedom founded on specific values in the Constitution (Cloete, 1998:119). This perspective of equity and equality of all before the law departs from a politically fractured former relationship between the state and its people, in the provisioning of higher education through a former inequitable higher education system, to one that aspires to overcome past challenges of access and redress within a new unitary higher education system. However, such changes are delayed in finding new solutions to old political and education problems.

The key elements that define Public Administration encompass the execution of public policy, generic processes, efficiency and efficacy, and serving the needs and interest of the public through a model of Public Management. It can, therefore be inferred that Public Administration requires an integrated approach of public management theory and practice for the effective and efficient delivery of goods and services to the public, for the public good.

In the context of public higher education institutions, each institution is required to, in terms of its own institutional statute approved by the Minister of Higher Education; ensure that its approach, values, ethos, policies, procedures and practices in the provision of its educational goods and services are aligned to good Public Administration that is accountable, transparent and fair.

According to Fox, Schwella & Wissink (1991:02) Public Administration is defined as *“...that system of structures and processes, operating within a particular society as environment, with the objective of facilitating the formulation of appropriate governmental policy; and the efficient execution of the formulated policy”*.

Van der Waldt & Du Toit (1997:13) define Public Administration as *“...concerned with handling public matters and the management of public institutions in such a way that resources are used efficiently to promote the general welfare of the public”*.

Fox & Meyer (1995:105) define Public Administration as *“...a wide amorphous combination of theory and practice aimed at clarifying a conception of government and its relationship with society, promoting government policy which is more responsive to social needs and establishing management practices in public bureaucracies designed to reach efficiency and effectiveness and satisfying to a greater extent the deeper needs of the public”*.

### **2.5.1 Provision of higher education within a culture of rights**

In the South African context, the practice of public administration is guided by a culture of democratic values and rights in the delivery of services, including the provision of higher education service through constitutional provision, as set out in the Constitution of the Republic of South Africa, Act 108 of 1996 as follows:

- (a) Bill of Rights (Sections 7 to 39) which protects the basic rights of all people;
- (b) Principles of co-operative government and intergovernmental relations (Section 41); and
- (c) Basic values and principles governing Public Administration (Section 195).

In essence, the legislation, policies and practices of public functionaries can do much to achieve political, legislative, administrative, economic, social, cultural and technological changes in their internal institutional environments, as well as in the external environment within which they exist and which is reflected in Schwella's Public Management Model, in Fox, Schwella and Wissink (1991:9-11). In practice, this would mean that the legislature should not pass improper enactments, political executives holding office should not engage in misgovernment and public functionaries should not practise maladministration.

## **2.6 DISTINCTIVE CHARACTERISTICS OF PUBLIC ADMINISTRATION**

Public Administration has many distinctive characteristics, which Waldo (1948:22) infers as historically influenced through inquiry by political science. The distinctiveness of public administration is described through its unique characteristics and the functions related to the practice of public administration. The distinctive characteristics are as follows:

### **2.6.1 Public Administration as a discipline**

Waldo (in Wessels & Pauw, 1999:292) considers Public Administration as a discipline of study that is political in character and which is situated under the broader category of Administration. The discipline of Public Administration is underpinned by rationality and reasoning. The broader category of Administration is dependent upon the co-operation of others in deriving efficacy as a means of realising public interest goals.

Henry (1975:5) defines Public Administration or public management as the management of public affairs in service of the public. Henry infers that Public Administration is a discipline in itself, which is central to governance and the managing of public activities in government, to the benefit of the citizenry.

Chandler (2000:12) infers that Public Administration is a discipline that is concerned with public policy development by politicians and execution by public sector employees, making this a primary feature of government apparatus in creating a contextual and principled basis for public service delivery and through state policies.

Rosenbloom and Kravchuk (2005:22) define Public Administration as a discipline that is directed at achieving optimal efficacy, efficiency and economy in providing goods and services to the public through government.

### **2.6.2 Public Administration and public interest**

Bovaird and Löffler (2003:43) assert that a common usage of the word 'public' is to show the difference between public and private interests and that public interest is served./ by Public Administration. The distinguishing feature separating public and private interest is the public interest in the collective good, and which is not profit-oriented. In contrast, the private sector's motive is individual gain and profit.

Coetzee (1988:21-22) asserts that a distinction between public interest and private interest is that in the case of the former, government is obliged to promote public interest in the Public Administration context. In promoting Public Administration, matters of public interest to the citizens are brought into focus, serving a higher purpose of common good. In contrast, private companies, whilst serving the general interest, are distinguished from public interest by the pursuance of their own economic interest. The private interest tends to be highly efficient and competitive in pursuit of the bottom line of profit. However, the profit motive of private interest also has a positive social and economic good, by meeting the needs of the public in a commercial sense, whilst pursuing the bottom line of profit.

### **2.6.3 Public Administration as public good**

Kartasasmita (2008:19) considers market forces detached from Public Administration, which must be objective in the government's provision of services and goods to the citizenry, and which could not be profitably provided by the private sector given its profit orientation. The reference to services and goods to the citizenry are commonly referred to as public goods and services.

According to Kartasasmita (2008:24), universal access to public goods and services, such as health care, education, security or safety, is an essential feature of a country's political system in the type of society it wants to foster. For example, public goods and services, such as the provision of health care, education, safety and security, may be high priority for a society that values being healthy, educated and economically robust. Kartasasmita (2008:4) asserts that access to public goods and services ought not to become depleted when accessed and should instead only be slightly diminished with greater use. Individuals that access public goods and services should not have to find themselves competing for such access, which is the remit of the state to provide for its citizenry.

### **2.6.4 Public Administration as public reasonableness**

Kymlicka & Norman's (1994:78) theory on citizenry signifies public reasonableness as a distinguishing and exigent political virtue in questioning public authority and in engaging on discourse matters of public interest. Kymlicka & Norman (1994:78) infer that political virtues are necessary elements for the citizenry if they are to use public spaces at public institutions as a learning space for enhanced learning of political

virtues to benefit citizen engagement in public discourse. Public reasonableness can be benefitted when citizens are exposed to public reasoning opportunities during public debates and engagement on matters of public concern.

Public reasoning, according to Kymlicka & Norman (1994:78) requires publicly accessible discussion opportunities with citizens. Such discussions must benefit the understanding of the citizenry so that their participation is informed and meaningful on matters that affect and interest them. When the citizenry are provided with sufficient and appropriate information at or before public engagement events, this may serve to enhance their understanding, preparedness and ability to follow the discussion through participation, and to develop informed, well-reasoned positions on issues of public discourse, which matures the democratic and deliberative processes of participation.

#### **2.6.5 Public Administration as administration**

According to Dimock, Dimock & Koenig (1961:108), administration is planned in a manner that is geared to solving problems for individuals, groups and communities within the public and private domains. Simon (cited in Wessels & Pauw, 1999:17) infers that public administration can be defined as a form of administration where more than one person undertakes activities and requires co-operation to achieve a common outcome. Simon (cited in Wessels & Pauw, 1999:70) further asserts that administration involves contributes to decision-making, which requires planning, teamwork and a clear sense of what activities need to be undertaken for pre-agreed outcomes to be achieved resulting in administration becoming observable and measurable..

A reflective process is also necessary to appraise how the activities were achieved and if there were problems, where these occurred and how they can be resolved. Co-operative action is required by the persons involved in the administrative activities if the anticipated outcomes are to be achieved. Simon (cited in Wessels & Pauw, 1999:57) infers that all activities that require co-operative behavior between people are considered as such persons being engaged in administration. A further assertion is that all individuals throughout life are engaged in administration as daily life activities are navigated to achieve co-operation and results.

Simon (cited in Coetzee, 1998:3) considers the a sense of purpose and co-operative action to be the basis upon which the universality of administration in everyday life is



based, and that through deliberative processes, action is undertaken by an individual in seeking to engage co-operatively with others to achieve effective results.

### **2.6.6 Public Administration as participation**

Fox & Meyer (1996:20) consider citizen participation in administrative decision-making processes as favorable to good governance and, which through citizen involvement; society can be strengthened by being involved in administrative policy-making processes. Through active participation, citizens can gain from a connection between their voices and the decision-making processes. In this way, citizens can assert their views and influence policies and decisions.

### **2.6.7 Public Administration as an organisation**

Waldo (cited in Wessels & Pauw 1999:292) describes the characteristics of administration as being subsumed by the elements of organisation and management as two faces of the same coin. Organisation is described metaphorically as the anatomy and structure of administration, whilst management is described as the physiology and functionality of administration and that both are essential to effective administration.

Bozeman's (1986:203) description of organisational theory infers that an organisation is generally generic and is not distinguished as being public or private in its reference.

Tosi, Rizzo & Carroll (1998:1) consider an organisation to be about a group of people focused on achieving objectives, which develops and maintains stable and predictable patterns of behavior even though the individual in the organisation may be subject to change. Sheldon (cited in Wessels & Pauw, 1999:71) infers that management is about social responsibility in providing services for communities, Sheldon further considered management as a distinct function that could be separately identified for analysis.

### **2.6.8 Public Administration as management**

Taylor's (cited in Coetzee, 1988:45) definition of management is about getting things done through the efforts of other people. This implies giving direction and leadership and enabling others to have the space and the authority to execute the policies and plans. Waldo (cited in Wessels & Pauw, 1999:292) described management as acting intended to achieve rational cooperation in an administrative system. Coetzee (1988:22) considers public administration as management, as process and practice

that includes setting objectives, developing action plans to guide organisational functionality so that resources are deployed efficiently, effectively and economically to accomplish the organisational goals. Coetzee also considers the need for competent human resources to manage the organisation.

Gulick & Urwich (cited in Coetzee, 1988:37) consider management functions as including: planning, organising, staffing, directing, coordination, reporting and budgeting, and to whom the famous acronym POSDCORB is attributed.

### **2.6.9 Public Administration as democratic governance**

Dwivedi (cited in Nzimakwe, 2005:132) indicates that the democratic governance principles includes freedom for all based on human values, equality for all so that no one is above the law, and universal participation in the governance process that enables informed decisions to be taken, where tensions are considered an the best interest of the public is served.

## **2.7 PUBLIC ADMINISTRATION THEORY**

Fox & Meyer (1995:105) define Public Administration as the theory and practice aimed at understanding the state and its relationship with society. This relationship is one that enables the state's policies to be propagated to be stable and predictable management practices, such as those in public higher education institutions.

Public Administration theory is supported by principles for the use of public resources, which is asserted in Section 195 of the Constitution of the Republic of South Africa, 1996. For example, financial subsidies allocated by the state to higher education institutions are based on enrolment targets, including throughput and output rates. The targets for enrolment and success rates need to be accounted for in a manner that reflect the extent to which national and institutional objectives for the public good are being achieved.

Public management provides the basis within which Public Administration is executed, through policies, systems, processes and programmes through which public goods and services are delivered for the public good and for which institutions are accountable. Public management requires a regulation of forms of economic and social behaviour

from the workforce to enable a coherent and effective functioning of the public systems to occur in an integrated, economical, efficient and effective manner.

The distinct focus of public management is to address the structural problems at the level of the system as a whole in the way in which government manages and provides services that are deemed to be effective, efficient and economical (Metcalf & Richards 1990:73-75). Given ongoing public management challenges about the responsive delivery of goods and services, the new public management is described as dealing more with challenges related to the inability of political systems to create rational leadership and strategic management of public policies (Haynes 2003:9-10).

The rise of civil society movements related to demands for access to basic amenities, such as housing, water, education and the like, is a challenge referred to by Haynes (2003:9-10). Within the higher education context, this may be demonstrated by student protest based on discontent about the resourcing of the institutions and the impact of services for them.

Frederickson (1971:18) describes five theoretical perspectives of Public Administration as follows:

- Public interest groups as a pluralist perspective, which reflects the diversity of society, including individual and societal needs for public goods and services;
- Rational choice theory, through which the public exercises its choice on the public services it wishes to make use of and which services should be made available by a government to its people;
- A legislative authority in which the role and powers of the judiciary, the executing authority and the public officials are distinct and applied in a manner that is consistent, fair and distinct to their respective authorities;
- The public as a customer of services provided by the state, which should meet the legitimate needs and aspirations of its people in a manner that is consistent, effective, efficient and economically provided; and

- The public as citizen with rights and civil liberties through with the rule of law is applied to all without fear or favour, and in which checks and balances are in place to ensure that the public, the judiciary, the executing authority and the public officials are all equal before the law, in enjoying their rights, responsibilities and obligations. (Frederikson, 1971:18).

## **2.8 PUBLIC ADMINISTRATION MODEL**

According to Fox, Schwella and Wissink (1991:5), Public Administration is not simply a process, but should rather be considered as an open systems theory based on functional societal system. The disciplines of Public Management and public resource management are considered disciplines within Public Administration. Both Public Administration and the disciplines of Public Management and public resource management are essential aspects in the management and administration of public institutions.

By definition, Fox, Schwella and Wissink (1991:5) considers Public Administration to be constituted of a system of structures and processes that operate within a particular society as an environment, with the objective of developing a legitimate policy framework, all of which is intended to be executed in an effective, efficient and productive manner.

Two theoretical models of Public Administration are used to inform this study, namely the Public Management Model of Schwella (Fox, Schwella & Wissink (1991:18-23), and the 5-C Protocol: Critical Variables Model of Brynard in Cloete & Wissink (2004:178-186).

The model of Schwella (Fox, Schwella & Wissink, 1991:18-23) deploys a public management approach, situating key features of the model within a general and a specific environment to focus the distinctiveness of implementing the practice of public administration and public management.

The model of Brynard (cited in Cloete & Wissink, 2000:178-186) deploys five key variables that guide the implementation of public administration as a discipline, as public administration and public management practice.

Both models are interactive, dynamic, and are located within an open-systems theory. The models enable the theoretical and practice elements of the discipline and practice of public administration to coalesce.

## **2.9 PUBLIC MANAGEMENT MODEL**

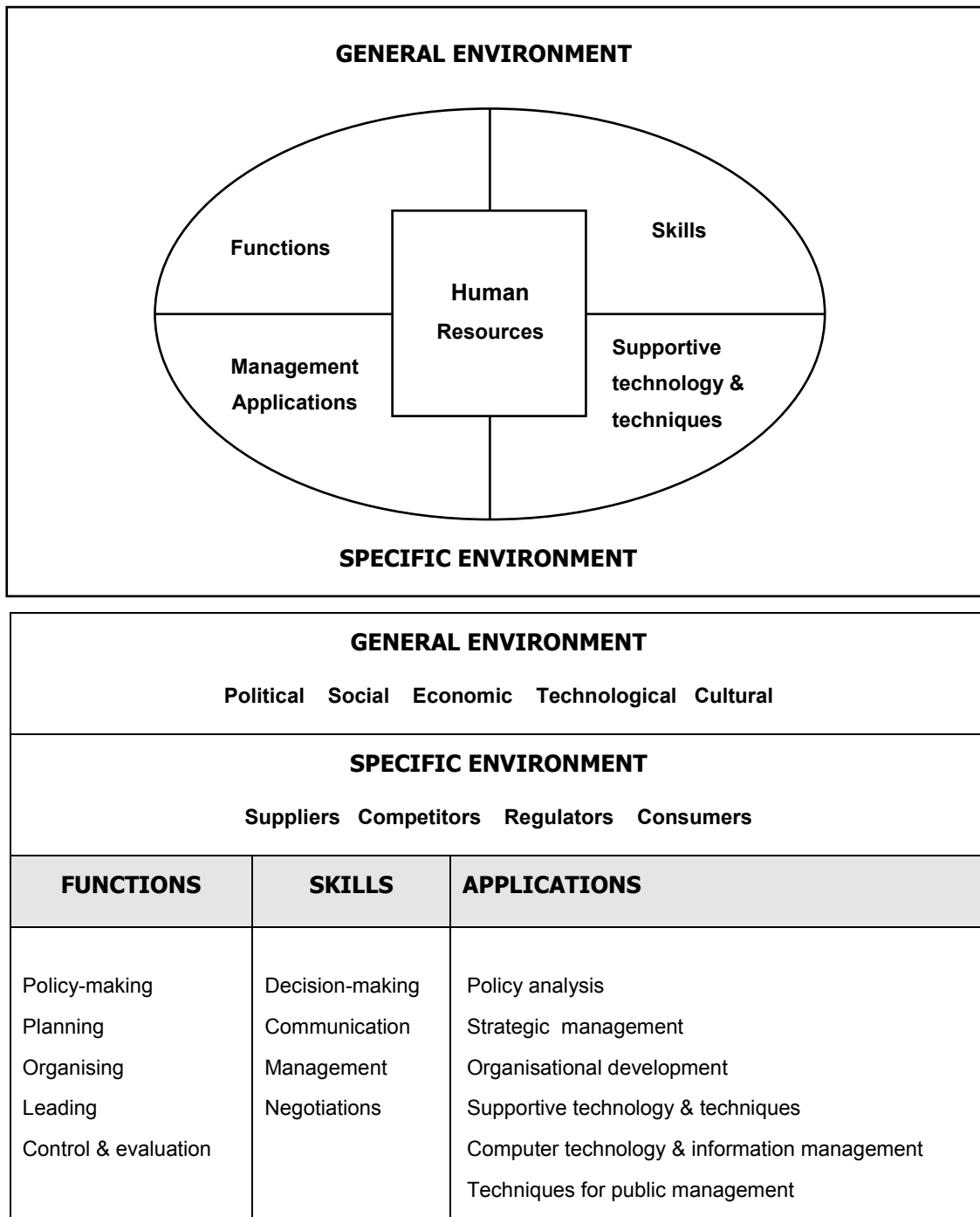
The Public Management Model of Schwella (cited in Fox, Schwella and Wissink, 1991: 6-7) is the principal theory upon which this research study will be constructed. The model provides a simplified explanation of the concepts of public management and public resource management. Public Administration is defined by Schwella (cited in Fox, Schwella and Wissink, 1991:7) as a social system that exists and functions within its own order and is dependent on external factors within a dynamic environment, such as is the case when public goods and services are delivered.

Schwella, (cited in Fox, Schwella and Wissink, 1991:6-7) makes a case for the distinctiveness of the environment within which the Public Management Model has application. The approach of the PMM is to provide a framework for public resource management based on service needs and priorities. Schwella's PMM is based on an open-systems approach that is contingent to public management competencies such as:

- Policy formulation, planning, organising, leading, motivating, controlling and evaluation.
- Theoretical knowledge and management skills to execute management functions, such as for example, project management change management, and conflict resolution.
- Appropriate applications in strategic management, cultural diversity, policy analysis as essential to the management environment.
- Use of supportive technology and techniques.

The Public Management Model developed by Fox, Schwella and Wissink, (1991:7) is informed by an open systems contingency-based theoretical approach to public management. The theoretical approach focuses on the critical role of the environment within which the theory and practice of public management is based.

The public management model is illustrated below.



**Figure 2.1: An adaptation of the Public Management Model**

**Source: Fox, Schwella and Wissink, 1991:7**

### **2.9.1 The environment**

The Public Management Model of Fox, Schwella & Wissink (1991:6-8) identifies the context as two macro environments, namely, the general environment and the specific environment, which operate within a particular community, such as the higher education public sector or the higher education institution.

The environmental context is constituted of micro environments with an interrelated functionally, which act as enablers in the deployment of public management and public resource management for the public good. Put simply, if, for example, a public university is operating effectively as intended, it will encourage access and equity as part of its broader education and development strategic initiatives. Public management and public resource management are integral elements of Public Administration theory, which operates as an open system and a basis for public management.

### **2.9.2 General environment**

The general environment is constituted of key influences, i.e. political, economic, cultural and technological. Trends emanating from such influences impact on the general environment of the organisation and workforce, which requires public managers to act in the public good in managing public higher education institutions efficiently, effectively, with accountability and transparency in the interest of good governance.

- **Political environment**

The political environment refers to political leadership, legislative acts, regulations, bylaws, directives, and the extent to which these political levers are put to use in advancing student governance in higher education. The political environment has a considerable impact on student governance in public higher education institutions. This study examines how higher education institutions are influenced by political factors. For example, the study looks at how students get to be included in the policymaking and decision-making processes and how their participation is able to promote or deepen democracy. This study seeks to explore how the governance proposals for public higher education, as set out in the Higher Education Act, No. 101 of 1997, include the student governance structures.

- **Economic environment**

The resource allocation to institutions can be enabling and if not sufficient to support the institutional operations, this may bring about challenges to the governance structures with potential for unrest and service disruption. This study will explore to what extent resources are adequately deployed to student governance structures and to what effect.

- **Social environment**

The public management model refers to the active involvement and engagement of internal and external role-players in higher education. In this study, the ways in which student leaders engage with the internal and external role-players will be explored.

- **Cultural environment**

The cultural environment refers to the values, norms, beliefs and attitudes of any group. For this study, the cultural environment applies to how student leaders in governance positions apply their values, norms, beliefs and attitudes in implementing democratic behavior in being accountable, responsive and transparent during student elections and similar role-related functionalities.

- **Technological environment**

There have been many advances in technology, and this has also been used in student election processes for voting and data analysis and has resulted in greater levels of efficiency. In addition, student governance structures will need to communicate with their constituency on multiple campuses in rapid and effective ways. Technological implications will be explored in this study to assess how this affects the efficacy of student governance leaders.

### **2.9.3 Specific environment**

Fox, Schwella & Wissink (1991:5-8) refer to the specific environment in the Public Management Model as one which is constituted of key role-players both internal and external to the institutional environment, such as regulators, suppliers, consumers and competitors who interact regularly with the higher education institutions and influence their decisions, e.g. the provision of catering services in student residences. To navigate the specific environment, appropriate skills are required if decisions and



actions taken are to be for the public good, and this requires a stable and proactive deployment of human resources to meet the varied challenges and tasks.

- **Suppliers**

This relates to individuals or companies that provide goods and services to in exchange for compensation. The use of suppliers is informed by the view that the state and public entities do not have the full range of skills, experience and expertise to meet the service needs of their people. For example, external suppliers for cleaning and catering services are used to render services by higher education institutions to their students, as clients.

- **Competitors**

This refers to organisations that provide a similar range of goods and services and compete for the same customers. Whilst public higher education institutions are not driven by profit generation and are rather focused on serving the public good, the public higher education institutions can engage in competitive behavior, for example by offering incentives, improved access and promises of a personalised service, to attract a greater share of the student market to its services. This enhances their take-up rates, as well as procuring the most sought-after students with the best academic grades.

- **Regulators**

The concept of regulators relates to the formal licensing and the authorities required by an institution. The regulators function as a legitimate entity, to enable the entity to obtain resources and support through national and international funding agencies. For example, public higher education institutions need to have embedded, functional administrative and management systems. Such systems ought to be applied with the necessary checks and balances being in place, to enable applications for public funding support for its students to be considered.

- **Consumers**

This category relates to the users and beneficiaries of a service, and these can be multiple clients internal and external to the service. In higher education the internal users of the service include the students as beneficiaries of the service and the staff as users of the service. The public, civic organisations, interest groups and individuals are also considered as clients and consumers, and they may engage the public higher

education institutions as clients and consumers. From a national higher education perspective, the public higher education institutions are a key consumer and client stakeholder group in their collective capacity as in their individual institutional capacity.

## **2.10 THE 5-C PROTOCOL MODEL**

The 5-C Protocol Model is informed by five critical variables that affect policy development and policy implementation, as key elements in governance and public administration. Brynard (cited in Cloete & Wissink 2004:178-187) provides a critical analysis of the this model, using the 5 variables, i.e. content, context, commitment, capacity and clients, to shape policy development and implementation processes, which are not linear or sequential and can take place in an integrated and parallel manner.

The policy may specify rules of conduct to which sanctions apply in the event of non-compliance for regulatory policies, or to challenge allocations of wealth and power by some at the expense of others through redistributive policies. For example, institutional policies and rules not adhered to by students regarding acceptable conduct may lead to the imposition of sanctions through the university student tribunal. However, it will be necessary for students to know what the rules and sanctions are before they find themselves being considered for infractions.

According to Pressman and Bardach (1977:251-252), the success or failure of policies depend upon the theory of cause and effect. The policy is described as the hypothesis, which is framed by a set of conditions and consequences that enables implementation. However, if the hypothesis is wrong, the policy implementation may fail and the rationale may be one of policy theory or hypothesis rather than policy execution.

Using the example above of a breach of rules by students, the policy hypothesis can be intended to serve as a deterrent with punitive sanctions or it can be developmental, educative and restorative in approach by applying a restorative justice philosophical basis to address breaches of rule. A third approach could be a hybrid of punitive and restorative justice sanctioning elements.

Warwick (1982:90) considers modern day Public Administration as having to work with the formalities of an organisation. However, he states, "...the key to success is

continual coping with contexts, personalities, alliances and events...crucial to such adaptation is the willingness to acknowledge and correct mistakes, to shift directions, and to learn from doing..." Through this insight, it is apparent that Public Administration is about good governance, is dynamic and is focused on efficiency, efficacy and economically prudent trajectories.

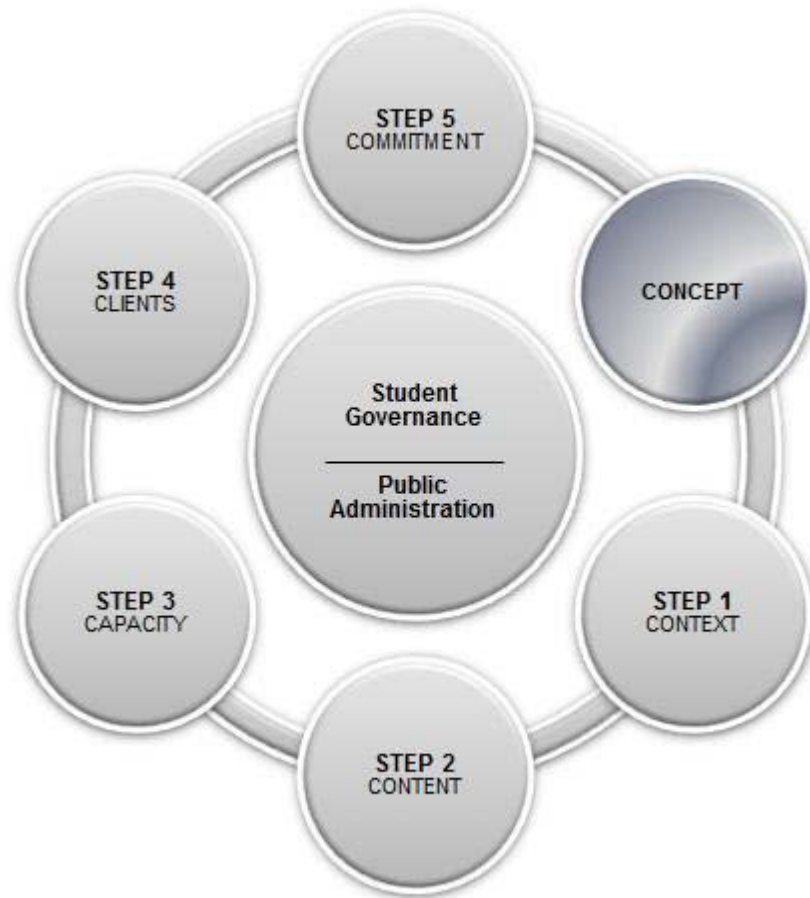
The 5-C Protocol Model is informed by five critical variables that affect policy development and policy implementation as key elements in governance and public administration. Brynard (cited in Cloete & Wissink 2004:178-187) provides a critical analysis of the this model, using the 5 variables, i.e. content, context, commitment, capacity and clients, to shape policy development and implementation processes which are not linear or sequential and which can take place in an integrated and parallel manner.

The 5-C Protocol Model considers policy implementation as a dynamic and facilitative process, which needs to be well managed by taking cognisance of lessons learnt at each stage of the process. As a guide to good practice, the five variables can be also be used to quality assure progress in each area and to make adjustments as necessary.

The five variables emerge as causal factors that are flexible regardless of issues encountered, or whether implementation takes place top-down or bottom-up. The variables are open to influence including linkages to other variables that may provide for dynamism or flexibility. Of key significance is that policy implementation is considered as a process rather than an activity to be carried out to some predetermined plan.

An adaptation of Brynard's 5-C Protocol (cited in Cloete & Wissink 2004:178-187) is illustrated below as it relates to Public Administration in general and an interpretation of its application to student governance in particular. Brynard refers to five critical variables, however this researcher added a 6<sup>th</sup> critical variable that commences with conceptualisation, as illustrated in Figure 2.2. More specifically, this model may be used to assess, and to promote, good student governance by applying the model to deliberative decision-making processes.

Each variable of the model is considered below.



**Figure 2.2: An adaptation of the 5-C Protocol Model**

**Source: Brynard, 2000.**

- **Concept**

The researcher proposes an adaptation to Brynard's 5-C Protocol Model by adding a conceptual step relating to the development of ideas and in the formulation of a policy process. Whilst this conceptual application is relevant to each of the steps proposed in Brynard's model, it is a significant consideration that needs to be highlighted.

- **Content**

Brynard (2000:179-180) asserts that content is about the nature of the policy, which may be informed by the creation of public goods as part of a distributive policy. For example, in higher education, the financial admission policy is an enabling tool to aid access to university by school-leavers.

- **Context**

Brynard (2000:180) refers to context as the milieu within which policy implementation occurs. In the public management model of Schwella (cited in Fox, Schwella & Wissink, 1991:2) the milieu includes structures, processes and players within which policy implementation occurs. For example, in the institutional and student governance approach and practice applied in public higher education institutions, deliberative processes need to be sensitive of the multifaceted contexts related to the political, social, cultural, economic, technological and cultural environments.

- **Commitment**

Commitment relates to the willingness of policy implementers to implement the policy in a way that coalesces with the values and goals of such a policy through committing the necessary resources and political will. It is argued that if commitment is lacking, then policy implementation will fail. Hill (1997:150) asserts that for effectiveness of policy execution, an enabling environment must exist for implementation to succeed in meeting the predetermined outcomes. In the higher education context, if policies and programmes are to be effectively, efficiently and economically delivered, political, strategic and operational commitment is required for successful outcomes.

Warwick (1982:135) states that if policy is developed by government for good purpose, such policy could fail if there is a lack of commitment or 'buy-in' at grassroots level, and this may be due to a lack of adequate consultation or communication on the significance of the policy's intent. This is also of relevance to policy changes that need buy-in from the student constituency in higher education, if such policies are to enjoy both high level and stakeholder-based support.

- **Capacity**

Brynard (2000:12) holds the view that policy implementation has to be supported by appropriate resources for service delivery programmes to be achieved. Gaps in

capacity for material and technical resources can become obstructers to delivery. In the context of higher education, not only do relevant policies and programmes need to be supported, they also need to be implemented by staff that are competent to achieve sound execution. Policy requires resources, particularly if the policy is executed at a decentralised level. For example, if the health policy for the student clinic is developed but is not supported by adequate provision of dispensary stock, the capacity to successfully deliver on this policy will negatively affect the students as a key constituent client group. Brynard (2000:182) asserts that appropriate capacity must exist if provision of services for the public good is to be delivered.

- **Clients and Coalitions**

Internal and external clients are impacted by policies and should thus be involved in the policy process to ensure buy-in for effective policy implementation. Where policy does not include the relevant stakeholders and the formation of coalitions, there may be challenges in executing the policy due to a lack of support, commitment and ownership of the policy by the client group (Brynard, 2000:185). For example, a change to the higher education funding grant system will require a process of engagement that is inclusive of all the key stakeholders to share information, to generate solutions, and to gain support for changes to policies, plans and resourcing arrangements.

In summary, Brynard (cited in Cloete & Wissink, 2004:187) infers that there is interconnectedness between the five critical variables of this model, implying an iterative process where lessons are learnt to progress the plan to a successful outcome.

## **2.11 PUBLIC HIGHER EDUCATION**

Higher education provision in South Africa falls within the national sphere of competence of the Ministry of Education, whilst primary and secondary education falls within the provincial competence of the provincial Ministries of Education (Higher Education Act, No. 101 of 1997; South African Schools Act, No. 84 of 1996).

The articulation between each level of education is systemically significant, so that eligible post-secondary school graduates can be admitted to institutions of public higher education to continue their educational development and advancement so as to

contribute towards meeting the country's human resource targets for workplace, academia, and in research.

In this section, the public higher education framework for South Africa is discussed, and the legislative and policy context is provided.

## **2.12 IMPACT OF PUBLIC ADMINISTRATION ON HIGHER EDUCATION**

The provision of higher education in South Africa is faced with many challenges, complexities and dilemmas in meeting the country's political and strategic education goals. The rising cost of higher education and the limited student spaces for those eligible to study at a higher education institution are just two of many vexing challenges that affect the youth, and the long-term socio-economic progress of South Africa. Student discontent resulting from the problems associated with access to higher education has been widely publicised in the media (Mail & Guardian, 2009; Mail & Guardian, 2011; Barbeau, 2011; Mail & Guardian, 2011a; News24, 2012).

Universities are funded largely by income derived from state budget allocations, including income derived from student fees and donations and grants. The state allows universities a large measure of freedom to manage their administrative and academic affairs, with the understanding that this is done in accordance with the provisions of the Acts of Parliament as well as the express requirement that the education policies prescribed and enacted by Parliament are complied with.

In meeting the provisions of the Constitution of the Republic of South Africa, 1996, the relationship between Public Administration and higher education impacts on how such services are delivered in meeting the public good services, through inculcating basic values and principles in higher education public administration and management practices:

"195. (1) Public Administration must be governed by the democratic values and principles enshrined in the Constitution, including the following principles:

- (a) A high standard of professional ethics must be promoted and maintained.
- (b) Efficient, economic and effective use of resources must be promoted.
- (c) Public Administration must be development-oriented.

- (d) Services must be provided impartially, fairly, equitably and without bias.
- (e) People's needs must be responded to, and the public must be encouraged to participate in policy-making.
- (f) Public Administration must be accountable.
- (g) Transparency must be fostered by providing the public with timely, accessible and accurate information.
- (h) Good human-resource management and career-development practices, to maximise human potential, must be cultivated.
- (i) Public Administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation.

### **2.13 HIGHER EDUCATION POLICY CONTEXT**

The provision of higher education in South Africa is a competence of the national government, through the Ministry for Higher Education. The National Education Policy Act, No. 27 of 1996, empowers the Minister of Education to determine national norms and standards for education planning, policy development, provision, governance, monitoring and evaluation.

At the time that the Act was promulgated, there was only one Minister of Education responsible for education in South Africa. However, more recently, the political portfolio for education oversight has been divided into two portfolios and reassigned to two Ministers, namely, the Minister of Higher Education & Training and, the Minister of Basic Education. To execute this competence, the Minister of Higher Education & Training and the Minister of Basic Education are required to adopt democratic decision-making principles and to take into consideration the competence of the universities through their Statutes and the provincial legislatures for the provision of school education, respectively.

In accordance with the Constitution of the Republic of South Africa, 1996 the Minister of Higher Education and Training, and the national Department of Education are assigned the oversight and responsibility for all higher education and training matters, respectively.



Universities are established in accordance with the provisions of Acts of Parliament, which provide for their administrative systems through the University Act, No. 61 of 1955. In addition, each university is governed by its own institutional Act, which provides the terms within which each university is administered: for example, University of Cape Town (Private) Act, No. 8 of 1999.

### **2.13.1 Background**

South Africa has one of the highest rates of government financial investment in education in the world, and with the intention of this valued investment being able to contribute to the human resource. The budget allocation for education grew from R140, 4 million in 2008/09, and is anticipated to increase to R185 million in 2012/13. As education is a highly valued public good, the long-term investment is made in an attempt to contribute towards the country's development of human resources over time.

As a foundational element of the education system in South Africa, the provision of basic education, adult basic education and further education and training is enshrined in the Bill of Rights contained in the Constitution of the Republic of South Africa, 1996, which commits the state to provide reasonable measures to progressively make such services available and accessible. The provision of higher education is enshrined in the Higher Education Act, No. 101 of 1997.

South Africa has 23 public higher education institutions, inclusive of the former Technikons which have since been renamed as Universities (of Technology), which constitute the public higher education sector. In addition to the public universities, there are several private higher education institutions in South Africa, all of which are required to acquire legal rights to practise and to be registered with the Department of Education.

The Department of Higher Education and Training (DoHET) is responsible for the universities, further education, and training. In addition, the DoHET is also responsible for post-school education and the co-ordination of the National Human Resource Development Strategy (NHRDS), according to the Department of Education's Strategic Plan 2008-2012 (2008:9-10; 21-22; 42-43). Such plans are likely to influence enrolment planning related to the size and shape of higher education's enrolment planning for study disciplines such as for example, science and engineering.

### **2.13.2 Size and Shape of the Higher Education Sector**

The number of university student enrolments grew from 557 000 to 799 000 between 2000 and 2008, with an average growth rate of 4.6%. The ministerial target for 2010 was 816 000 student enrolments within the public higher education system. In 2008, 86% were undergraduate students, 8% were postgraduate students below master's level studies, and 6% were enrolled in postgraduate masters and doctoral studies (Profile of Public Higher Education Institutions, Centre for Higher Education Transformation, 2009).

The racial profile trends of students for the period 2000 to 2008 reflected enrolment trends as follows: African students increased from 58% to 65%; enrolments for White students decreased from 30% to 22%; whilst enrolment for Coloured and Indian students remained constant around 13%, respectively. The trend in racial profile was published by the Center for Higher Education Transformation (Profile of Public Higher Education Institutions in South Africa, Centre for Higher Education Transformation: 2009).

The staffing profile rose from 43 000 permanent staff, of which 14 000 were academic staff, in 2000, to 45 000 permanent staff, of which 15 900 were academic staff, with a small growth of 1.5% on average (Profile of Public Higher Education Institutions in South Africa, CHET: 2009). In addition, other key indicators were the increase in female enrolments from 52% to 56% between 2000 and 2008, respectively (Profile of Public Higher Education Institutions in South Africa, Centre for Higher Education Transformation: 2009).

In 2010, of the 537 543 full-time students who wrote matric exams in 2009, 67.8% passed, of which 23.5% gained university entrance passes, which was an improvement from 19.9% students in 2009. These statistics exclude 104 458 part-time and private school students (Mail & Guardian, January 7 to 13, 2011:6).

In public higher education institutions, administrators and managers need to ensure a good understanding of the repertoire of executive management functions, so that they are able to provide the necessary leadership, guidance and execution of functions for which they are accountable and responsible.

A key requirement within a democratic context is to ensure that all key constituencies and stakeholders are included in matters that affect them, so that decision-making and policy development can be undertaken by having embarked on inclusive, participatory and transparent processes to inform key decisions and developments that will carry the support of the collective.

## **2.14 HIGHER EDUCATION SYSTEM**

South Africa has a single education system, which is organised and managed by the national Department of Higher Education and Training (DoHET) and the nine provincial Departments of Education (DoE). Higher education is the sole competence of the national sphere of government, whilst provincial spheres of government have the competence for the planning and provision of the primary and secondary schooling system in each of the nine provinces that constitutes South Africa's geopolitical terrain. Further Education and Training (FET) Colleges and the Sector Education Training Authorities (SETAs) portfolios are also part of the portfolio of the Minister of Higher Education and Training, and with administrative competence by the national Department of Education and Training (DoHET).

The Schools are governed by the South African Schools Act, No. 84 of 1996, whilst the FET Colleges are governed by the FET Act, and the SETAs are each governed by their own Constitution and Articles of Association, which is approved by the Minister of Higher Education and Training, and is endorsed by Parliament.

The South African education system has experienced several political portfolio changes. Initially the education system was nested under one education Minister. More recently, the arrangement has changed to be structurally changed to be nested under two Ministers with both being politically accountable for the delivery of the relevant components of the education system within their portfolio and which is executed through the support of their respective national education departments.

### **2.14.1 Ministry of Higher Education and Training, FET, and SETAs**

This portfolio includes three components, i.e. Higher Education and Training (HET) and is governed by the relevant legislation, such as the Higher Education Act, No. 101 of 1997, Further Education and Training (FET), and Sector Education Training Authorities (SETAs).

The Minister accountable for this portfolio is responsible for the development and provision of a higher education and further education and development system. The Minister is empowered legislatively to plan for the shape, size and offerings of these sectors by establishing an educational framework and national norms and standards. The Ministry must recognise the academic autonomy of the higher education institutions, whilst at the same time ensuring that such institutions are deploying sound Public Administration policies and practices in their daily functionality.

The Minister may intercede in instances should an institution be declared to be administratively unfit to continue its self-governance, following an independent investigation and report in this regard into the affairs of such an institution. Recent examples of institutions being administratively based on directive from the Minister of Higher Education and Training include the Durban University of Technology, Mangosuthu University of Technology, University of the Free State and Nelson Mandela Metropolitan University (Department of Higher Education and Training, 2010:online). In such instances, the Minister may elect to appoint an administrative curator to manage the affairs of the institution until such time that a new governance arrangement is facilitated to be in place.

The Ministry must respect and espouse the principle of democratic decision-making within the context of the overall policy goals. In addition, the Ministry must respect the provincial legislature's competence and any other provincial legislation relating to education, such as policies and legislation governing nursing colleges, which is a national education competence but which is administratively managed by the provincial departments of health (Higher Education Act, No. 101 of 1997). The Ministry is supported by the Department of Higher Education and Training (DoHET).

Education is organised around three levels according to the Higher Education Act, No. 101 of 1997, and the South African Schools Act, No. 84 of 1996, i.e.:

- General Education and Training (GET) for learners from Grade R i.e. Reception year, up to Grade 9, as well as Adult Basic Education and Training (ABET).
- Further Education and Training (FET) for learners in grades 10 to 12 in schools and all education and training that are located on National Qualifications

Framework (NQF) levels two to four, which is equivalent to Grades 10 to 12 in schools, and the N1 to N6 in FET colleges.

- Higher Education (HE). The HE band includes a range of degrees, diplomas and certificates including up to the postdoctoral level. These levels are integrated with the NQF under the auspices of the South African Qualifications Framework Act, 1995 (Act 58 of 1995).

In general, learners attend school for 13 years, of which the first year of education, i.e. Grade R, and the last three years of education, i.e. Grades 10 to 12 are not compulsory. In 2009, South Africa had 24 972 schools, of which 14 485 schools were no-fee schools and approximately 1 500 schools were the former Model C schools.

#### **2.14.2 Department of Higher Education and Training (DoHET)**

The DoHET is a national government department that is accountable to the Minister of HET, FET and SETAs as the political head, through the Director-General who is the administrative head of the DoHET. The DoHET has the responsibility for matters that fall within the governance sphere of national competence regarding matters that need to be coordinated in accordance with national norms and standards and resource allocation.

The DoHET is also responsible for preparing government policy on education and training for the country, in ensuring a coherent educational system, and for being an organisational home for the portfolios for Further Education and Training and the Sector Education and Training Authorities.

- **Further Education and Training**

The Further Education and Training (FET) provision is legislatively regulated by the Further Education and Training Act, 2006. FET colleges provide training and development opportunities to school leavers who are not eligible for university or who are eligible but choose to attend FET colleges for reasons of affordability or personal choice. The focus is on skills development for the labour market and increasing employment opportunities.

- **Sector Education Training Authority**

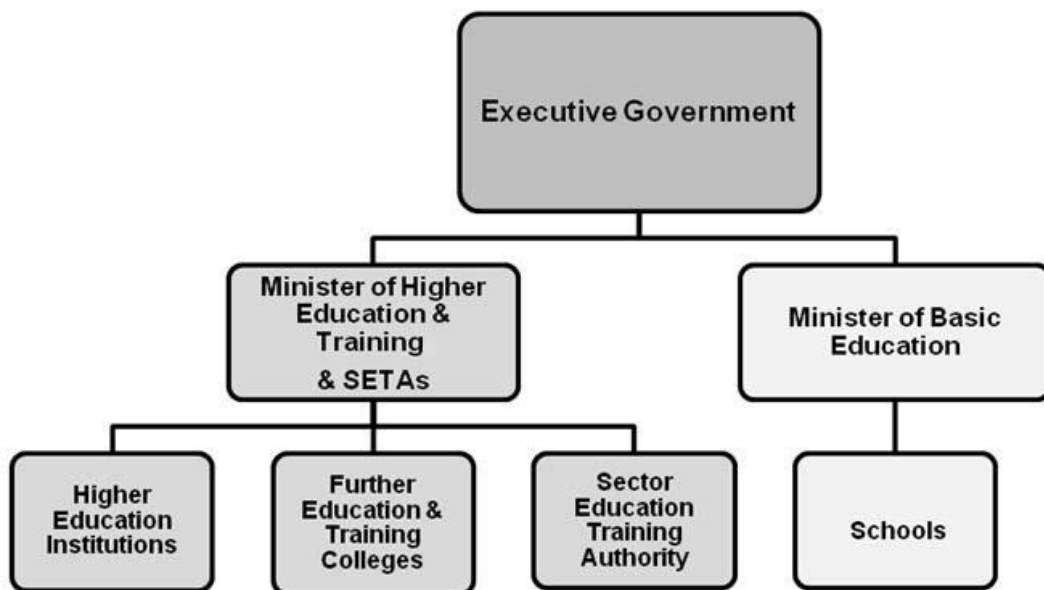
The Sector Education Training Authorities (SETA) was established under the Ministry of Labour initially, and has been repositioned within the Ministry of HET since 2010. The governance framework for the SETA system is framed by the section 36 of the Skills Development Act, No. 97 of 1998. The focus is on training and development opportunities through internships and training programmes in partnership with others for the provision of skills development, and as part of the NHRDS.

- **Schooling system**

The schooling system makes up the other component of the education system in South Africa, and learners who exit this system enter the higher education system if eligible. The Ministry of Basic Education is accountable for primary and secondary education in South Africa. Basic education is governed by legislation, such as, the South African Schools Act, 1996. This form of schooling covers a period of 13 years, from the first year, which is known as the reception year or grade 0, to grade 12 for the final year of school, which is known commonly as the matric year. There are four phases to the schooling system in South Africa, i.e.:

- Phase 1 - Foundation phase, from grade R or 0 to grade 3
- Phase 2 - Intermediate phase, from grade 4 to grade 6
- Phase 3 - Senior phase, from grade 7 to grade 9
- Phase 4 - Further education and training (FET) phase from grade 10 to 12

At the end of a successful schooling education, the students graduate from grade 12 and can enter the higher education system such as universities, or the further education and training colleges, which focus on workplace skills, or the workplace. A schematic illustration of the education system is provided in Figure 2.3.



**Figure 2.3: An adaptation of the governmental education structures**

**Source: Schematic illustration adapted from an interpretation of the Higher Education Act, No. 101 of 1997 and the South African Schools Act, No. 84 of 1996**

Figure 2.3 illustration of the higher education system illustrates the executive and administrative relationships, and the organisational hierarchical relations within the education system of South Africa.

### **2.14.3 Regulatory institutions in higher education**

In addition to the Ministry of Higher Education and Training regulatory bodies exist to support the governance system of higher education. A brief summary is provided, as follows:

- **Council on Higher Education (CHE)**

The Council on Higher Education (CHE) was established by the Higher Education Act, No. 101 of 1997. The CHE is responsible for advising the Minister of Higher Education and Training on all aspects of higher education, including policy, funding, research and the size and shape of the educational system.

The CHE is also responsible for quality assurance of higher education and has, as such, designed and implemented the quality assurance system through its series of quality assurance undertakings of all universities. This has resulted in self-improvement

plans being developed to improve areas that required attention, through its permanent subcommittee, the Higher Education Quality Committee (HEQC).

The role of the CHE is also to promote transformation of the higher education system through proposing policies on increasing access of students to higher education; and meeting annually at a stakeholder's summit to gain insights into stakeholder-related issues.

- **South African Qualifications Authority (SAQA)**

The South African Qualifications Authority (SAQA) was established through the SAQA Act, No. 58 of 1995, with the aim being to oversee the National Qualifications Framework (NQF). SAQA promotes a culture of lifelong learning for all citizens within an integrated and coherent education and training system that enables upward mobility and progression within the system based on educational advancement by an individual's acquisition of successful learning end-results. This system was set up with the intention of meeting national and global human resource challenges.

## **2.15 PUBLIC ADMINISTRATION MODELS FOR HIGHER EDUCATION**

The purpose of the Higher Education Act, No. 101 of 1997, is to provide a regulatory legislative framework for the higher education sector, which includes, in the main:

- A governance framework for higher education institutions;
- A funding framework; and
- A quality assurance framework to monitor the quality of the higher education provision in accordance with prescribed performance indicators.

According to Schwella's Public Management Model, the Higher Education Act, No. 101 of 1997, provides a general macro regulatory environment within which the higher education institutions must function. Brynard's 5-C Protocol Model, with its 5 elements, together with Schwella *et al* Public Management Model's specific environment, are enablers to the execution of the Higher Education Act and related policies.

Van Der Waldt *et al* (1994:64) concurs with the theoretical construct of a general and specific environment, also known as macro and the micro environment, as a way in which to reflect on process and practice. Van Der Waldt *et al* concur that the



components of the Public Management Model are better represented through three environments, this being the macro environment, the intermediate environment and the micro environment, as illustrated in Figure 2.4 below.

A. Macro Environment	B. Intermediate Environment	C. Micro Environment
Political	Consumers / clients	Mission, goal and strategy
Legal	Suppliers	Management
Cultural	Intermediaries or facilitators	Resources
Social	External regulators	Institutional culture
Economic	Opportunities and threats	Internal regulations
	Ethics and norms	Infrastructure
←	→	←
		→

**Figure 2.4: Core components of the various environments**

**Source: Van Der Waldt, Du Toit & Stroh (1999:92)**

In Figure 2.4 above, the macro environment, in the context of this study, can be considered as national and international forces or pressures arising from the political, legal, cultural, social and economic spheres and which impact on sectoral or intermediate environment and the micro environment or institutional environment in varying degrees.

The intermediate environment, in the context of this study, refers to the higher education sector and the practice standards and regulatory context, as well as the ethical and normative boundaries for higher education institutions e.g. attaining certification a

The micro environment refers to the institutional context and the extent to which there is direction, a shared mission and strategy, shared values and internal governance arrangements for self-regulation and resource allocation (Van Der Waldt, Du Toit & Stroh, 1999:92).

A common denominator of the environmental-based theories is that the environments are described as dynamic, i.e. constantly changing, interdependent and with constant interaction between the environments. This characteristic of a changing, interactive and interdependent environment has been further described as an open-systems theory.

An open-systems theory consists of interdependent subsystems that function as a whole through the constant interaction and interdependence of the parts, so that a common purpose, or goal or outcome, is achieved. Similarly, in public administration, the public manager should view the institution as a whole in attempting to address a part of the institution's issues. For example, in addressing issues of student governance or cooperative governance, this cannot be done in isolation of the larger internal institutional environments, as well as the intermediate environment of the external constituencies and the national regulatory environment that sets the framework for governance in the sector (Van Der Waldt, Du Toit & Stroh, 1999:92-94).

Put differently and using an information technology language, the environmental theory is like the motherboard as the general or macro environment, the software as the intermediate environment and the hard drive as the micro environment, or both the intermediate and the micro environments as the Schwella *et al*'s specific environment.

## **2.16 GOVERNANCE FRAMEWORK FOR HIGHER EDUCATION**

The governance framework set out in the Higher Education Act, 1997, for all higher education institutions is founded on democratic principles that include fairness, transparency and consistency in policies and processes.

More specifically, accordance to Schwella's Public Management Model of the general and specific environment within the context of an open-systems theory provides an appropriate theoretical basis for the governance framework of a higher education institution. The institution has to comply with the national regulatory governance framework as the external environment. However, in doing so, the institution must also engage its own institutional environment, policies, processes, clients, constituencies, values, mission, goals and strategy and contextual challenges in establishing and implementing an effective, and efficient, governance system.

### **2.16.1 Higher education institutional governance framework**

Each of the four universities in the Western Cape have their own university Statute which sets out the institutional governance arrangements (University Statutes, CPUT (Statute of the Cape Peninsula University of Technology, 2010), SU (Statute of the University of Stellenbosch, 1992), UCT (Statute of the University of Cape Town, 2004), UWC (Statute of the University of the Western Cape, 2005).

The institutional governance framework regulatory provisions are that universities are required to establish the following through appropriate, democratic and transparent processes:

- Council;
- Senate;
- Institutional Forum;
- Student Representative Council; and
- Relevant committees to govern the technical nature of the institution's operations.

- **Council**

The Council is the highest decision-making governance body of the institution, and to which the institutional management report. The Council is constituted of members drawn from the student body through the elected Student Representative Council (SRC), the university management and external members (Higher Education Act, No. 101 of 1997).

- **Senate**

The Senate is the highest decision-making governance body on all academic matters of the institution, including providing Council with advice on matters that impact the academic core business of the institution. The Senate is constituted of academic staff and management, with representation from the student body through the elected SRC (RSA, Higher Education Act, No. 101 of 1997).

- **Institutional Forum**

The Institutional Forum (IF) has been established in support of advancing institutional transformation through a representative constituted body whose role is to provide Council with advice, as well as to ensure that fair and transparent processes are conducted on key institutional matters of importance to the constituency. The Institutional Forum is constituted of representatives of academic staff, administrative staff, and the labour unions for the workers, and the SRC for the student body (Higher Education Act, No. 101 of 1997).

- **Student Representative Council**

The Student Representative Council (SRC) is constituted of elected student leaders following an electoral process, and the SRC serves on the institutional Council, Senate and Institutional Forum (Higher Education Act, No. 101 of 1997). Each institution has its own SRC Constitution that is approved by its Council. The SRC Constitution is the governance protocol for student governance by the students, for the students in the institution. The number of students elected to the SRC is determined by their Constitution, including the role, functions, term of office, governance structure, portfolios, and code of conduct, resource allocation and support arrangements, rules of engagement with the institutional management and staff, as well as conflict resolution processes.

### **2.16.2 Higher education student governance framework**

Each university has a Student Representative Council (SRC) and a student governance structure and framework to oversee student governance to ensure that the voice of the student is heard. Each SRC has its own constitution, which sets out the governance framework for the SRC (SRC Constitution, CPUT (Statute of the Cape Peninsula University of Technology, 2010:22-23), SU (Statute of the University of Stellenbosch, 1992:16-17), UCT (Statute of the University of Cape Town, 2004:1-11), UWC (Statute of the University of the Western Cape, 2005:24-28).

The SRC represents the interests of the student body, and is represented at all or most institutional governance structures, including any others that the SRC may request to be part of, or have an interest in, in terms of student interests. The culture and climate in an institution is often largely impacted on by the SRC and its interests and political and power influence. In some institutions, the institutions as represented by the executive management and the SRC have entered into a Memorandum of Agreement to enhance and commit to the spirit of cooperative governance.

The SRC regulatory framework is complex, detailed, expansive and at the same time concise. The SRC Constitution includes student leadership substructures. The substructures ensure that the student body has a coherent, consolidated and integrated governance arrangement that enables the students' voices to be heard. The student governance framework provides a systemically embedded governance arrangement and set outs the governance authorities and relations which give

credence to the practice of co-operative governance within the institutional governance landscape. The SRC's governance substructures that are incorporated within the SRC Constitution include the following structures:

- student residence committees and councils;
- student societies;
- student sports codes; and
- student development agencies such: fundraising structures; campus radio; campus media; and campus outreach agencies.

Each of the four universities in the Western Cape has their own Statute, which sets out the institutional governance arrangements. In addition, each of the four universities has an elected SRC, which is governed by the SRC Constitution

## **2.17 PROFILE OF HIGHER EDUCATION INSTITUTIONS IN THE WESTERN CAPE**

In 2009, an information document titled 'Four Universities. Unlimited Possibilities' (Cape Higher Education Consortium, 2009) was published, providing a comparative insight into the profile by size and shape of each of the four public higher education institutions. The information was based on the student profile by number, undergraduate, postgraduate, number of international and local students, and the total student population at higher education institutions in the Western Cape Province. The table below provides a useful tabulated summary of the student profile in 2009.

**Table 2.1: Key information on higher education in the WC (2009)**

<b>Level of study</b>	<b>Number of students</b>	<b>Number of academic staff across the four HEIs, WC</b>
Undergraduate students	73 049	3 037
Master's students	10 230	
PhD students	2 558	
*Of which the number of International students are:	*9 858	
Total student population enrolled at public HEI in the Western Cape	*85 837	

**Source: CHEC (2009)**

Table 2.1 reflects that in 2009 the four universities in the Western Cape registered a total of 85 837 students, of which 73 049 were undergraduate students, and a further 12 788 were postgraduate students (of which 10 230 and 2 558 were registered for masters and doctoral studies, respectively). Interestingly, the number of academic staff across all four universities totaled 3 037 for a total of 85 837 students. Another interesting factor is that of the total 85 837 students, 9 858 students were international students, reflecting that most of the students registered at the four universities were South African.

Table 2.2 provides a generic profile fact-file of the four universities in the Western Cape, South Africa, including when each institution was founded. A profile of the undergraduate, postgraduate and international students at each of the four universities is also provided. CPUT was founded in 2005 as a merged institution of the former Peninsula Technikon and the Cape Technikon. The oldest university in the Western Cape is UCT (established in 1829), followed by SU (established in 1918), and UWC (established in 1959). Whilst the academic faculties are largely similar, across the four institutions, CPUT's faculties are slightly more varied given its academic focus.

**Table 2.2: General information of the 4 public HEI in the Western Cape**

<b>General Information</b>	<b>CPUT</b>	<b>SU</b>	<b>UCT</b>	<b>UWC</b>
Founded	2005*	1918	1829	1959
Undergraduate students	29 021	15 390	15 778	12 860
Master's students	743	4 719	3 266	1 502
PhD students	125	993	1 019	421
<b>Total students</b>	<b>*29 889</b>	<b>*21 102</b>	<b>*20 063</b>	<b>*14 783</b>
International Students	*2 282	*2 137	*4 209	*1 230
Academic staff	715	867	937	518
Faculties	Applied Sciences; Business; Education & Social Sciences; Engineering; Health & Wellness Sciences; Informatics & Design.	Agri-Sciences; Arts & Social Sciences; Economic & Management Sciences; Education; Engineering; Health Sciences; Law; Military Science; Science; Theology.	Commerce; Engineering & the Built Environment; Law; Health Sciences; Graduate School of Business; Centre for Higher Education Development.	Arts; Dentistry; Economic & Management Sciences; Education; Law; Community & Health Sciences; Natural Sciences

**Source: *Four universities. Unlimited possibilities* (Cape Higher Education Consortium, 2009)**

## **2.18 SUPPORTING STRUCTURES IN HIGHER EDUCATION**

The higher education system requires a range of collaborating, partnering and distinctive resource structures to enable it to achieve success. Key structures are as follows:

### **2.18.1 National Student's Financial Aid Scheme**

The National Students Financial Aid Scheme (NSFAS) is a state-funded financial loan and bursary scheme for students in higher education. NSFAS was established by the state in accordance with the provisions and objectives of the National Student Financial Aid Scheme, No. 56 of 1999. NSFAS is responsible for a range of public administrative and management functions, such as raising funds, recovering loans, developing and maintaining a database and seeking ways in which the funds can be more effectively,

efficiently and economically utilised. In addition, NSFAS must advise the Minister of Higher Education of developments in the field so that the Scheme can be responsive. A key function of NSFAS is to develop criteria and loan conditions for the granting of funding to eligible students, whilst also ensuring compliance with other related legislation such as the National Credit Act, No. 34 of 2005 for responsible lending practices.

As a statutory body, NSFAS receives annual state grants to administer to university students that are eligible based on a means test. However, the funds are administered to students of each university, according to prescribed governance provisions of the NSFAS Act. The key objective of the fund is to encourage access to university education for those students most in need, and based on the student enrollment equity targets of the Scheme and of each university.

In 2009, NSFAS received R63 million, which is allocated proportionally to each institution for the eligible students. Most of the student-related unrest reported in the media over the past few years related to unaffordable student tuition and campus residence accommodation fees, and whilst NSFAS is limited in its offering, it offers much needed relief for a limited number of students in financial need (Republic of South Africa, Year Book: 2009/2010).

In 2010, a Ministerial Commission was tasked to review the Scheme and put forward proposals. This resulted in widespread consultation with all universities, inclusive of the management and the student leaders in separate hearings. This participative process can be described as deliberative democracy in practice. The decisions that emanated provided for a more responsive and improved good governance system. In addition, funding provision was made to final year undergraduate students in their third year of study for a first undergraduate degree for students who qualify for such funding, based on eligibility. The funding provision serves the public good in enabling students to be freed of their debt through the provision of a bursary. The bursary is an enabler for the student to exit with a qualification and possible further study and employment opportunities. Of significance was that the burden of debt was lifted providing financial relief to the most financially vulnerable students. It can be argued that whilst this approach is welcomed, the sustainability of such a strategy in the long term is questionable.



### **2.18.2 Higher Education Libraries**

According to the *SA Yearbook 2009/10: government system* (2009), higher education libraries hold the majority of South Africa's scientific and scholarly information resources. Given the increasing student enrolment numbers for each year, the online demand for learning support from library services and the interlibrary loan demands, the pressure on the library services has escalated.

A positive outcome of a key academic resource for students and staff resulted from an initiative of the four universities in which a consortium was formed. The consortium became known as the Cape Higher Education Consortium (CHEC), which was constituted through a partnership between CPUT, SU, UCT and UWC in the Western Cape. Through the CHEC consortium, an initiative known as the Cape Library Consortium (CALICO) was established with the aim of providing an inter-library materials support amongst the four partnering institutions.

The interface between students' objectives and the provision of an effective library service is a critical factor that occupies student governance discussions each year as a major issue related to student access. It is common cause for student leaders in governance positions to prioritise the library services as a key factor, critical to teaching and learning goals.

Access to services such as libraries invokes a deep interest for students, who depend on professional support from librarians, beyond their need for books. The libraries tend to at times become the source of student discontent as they could serve as suitable learning spaces if library hours could be extended. It is not uncommon for students to link their intellectual academic rights to library access, particularly in the face of rising student university fees associated with expectations of improvements in services such as the library, distance-learning access, computers and connectivity and transport services, to name a few (Sherry, 1996:337-365).

### **2.18.3 Education infrastructure**

The provision of infrastructure grants to universities by the DoHET continually improve the academic, research and student accommodation facilities, as learning spaces and conducive environments also constitute the fullness of educational space.

## **2.19 SUMMARY**

It is imperative, for the purpose of this study, that the theory and practice of the discipline of Public Administration is theoretically grounded, by illuminating the role and function of Public Administration and management as the fundamentals upon which this study is based.

This chapter illustrated the relationship between Public Administration and higher education within the governance framework of the Higher Education Act, No. 101 of 1997. In this regard, student governance in higher education institutions was explored as a key imperative of the focus of the study, and the public management model has amplified the case of involving the key actors, clients and constituencies in matters that affect them, in this case, the student body through the SRC.

The Public Management Model (PMM) of Schwella and Brynard's 5-C Protocol Model were used to provide the theoretical basis upon which the theoretical constructs that inform the key elements of Public Administration and public management were analysed, based within the context of the theoretical concepts of the environment, the open-systems theory and the five critical variables upon which the Public Administration and model is based.

The impact of the provision of higher education as a public good was highlighted, and how this is differentiated from private benefit for profit. The normative values and principles that govern Public Administration and management, as reflected in Section 195 of the Constitution of the Republic of South Africa, Act No 108 of 1996, was highlighted to reflect on the democratic values and the guiding principles upon which a responsive, effective, efficient and economical Public Administration must be based.

The following chapter provides a theoretical framework for student governance in higher education.

## **CHAPTER 3**

### **GOVERNANCE AND STUDENT GOVERNANCE**

**“I may be wrong, and you may be right, and by an effort, we may get nearer to the truth. Karl Popper”. (The Open Society and Its Enemies, Vol. II, Chapter 24, §1)**

#### **3.1 INTRODUCTION**

The aim of this chapter is to conceptualise governance and student governance theory within a liberal theoretical context. The relationship with democracy theory, deliberative democracy theory and co-operative governance theory illustrate the enabling pillars that underpin governance theory.

Key concepts, features and relationships influencing governance and student governance are analysed. The policy outline frames governance and student governance theory and practice within higher education and shows how the institutional governance model and student governance model evolve from the theoretical and policy conceptions.

The policy context for higher education determines the relationship between public administration and governance, and how the principles of good governance apply to universities. This chapter considers the links between public administration and the New Public Management model and its influences on the new governance paradigm.

The multiple facets and points of departure of governance within the institutional arena are profiled as the basis from which student governance theory and practice is evolved. The distinctiveness of public administration for governance and student governance is reviewed in relation to policy and practice that is embedded in democratic values and principles.

The chapter concludes with a critical evaluation of the conception of student governance, including environmental and operational influences. Key lessons for effective student governance are identified and foundational features of good student governance are proposed based on democratic values and principles as a basis for sound public administration practice.

## **3.2 THEORETICAL FRAMEWORK FOR GOVERNANCE**

There are many perspectives on governance theory as contextualised through this chapter.

### **3.2.1 Conception of Governance and Governance Theory**

Sing (1999:90-92) asserts that the concept of governance has many features and is the subject of argument amongst policymakers, public officials, researchers and scholars. The relationship between the concept of democracy and governance relate to deploying democratic values of access, equity, inclusivity and fairness which propels self-agency in one's own affairs, and being empowered through such experiences, thorough deliberative processes and co-operative action

Toonen (cited in Cloete, 1999:8) argues that the New Public Management (NPM) approach resulted in a more regulatory-styled management, and which gave rise to the term 'governance' as a new mode for greater efficacy and efficiency.

Power and decision-making occur in the everyday life of citizens everywhere, including in higher education institutions. In higher education institutions, the well-being of students and other stakeholders depends on the decisions taken by those granted the authority to exercise governance through a diversity of structures set up for this purpose. In student governance, the diversity of student governance structures established within the student governance framework of an institution provides a basis upon which the SRC and its substructures set about governing the student body through exercising their powers and taking decisions by those who elected to grant them such authority through the student elections that take place annually in each institution.

### **3.2.2 Conception of Co-operative Governance Theory**

The concept of co-operative governance extends beyond the concept itself, as a co-operative governance model for higher education, which is underpinned by the participatory role of stakeholders in policy development, structures and mechanisms within the institutional governance arrangements that give effect to the governance of a higher education institution.

It can be inferred that Public Administration is enhanced through the co-operative governance model of public higher education institutions in facilitating the effective and efficient delivery of goods and services to the community it services. This also applies to the DoHET, which is responsible for national policies, processes and practices to ensure the provision of quality education and research to the benefit of students and the society it serves.

The internal and external environment of the Public Management Model of Fox, Schwella & Wissink (1991:7) can be applied to the concept of cooperative governance through facilitation, for example, of cultural diversity, research and technology, goods and services.

Co-operative governance assumes three key governance relationship implications between a public higher education institution and the Ministry of Higher Education on behalf of the state. The implications are that a co-operative relationship exists between government and higher education institutions, for the purpose of public accountability; preserving institutional autonomy of the higher education institutions without interference in the day to day management of such institutions and for the Ministry to execute its role in a transparent manner in context of the Higher Education Act, No. 101 of 1997:36.

The *Education White Paper* (Republic of South Africa, 1997) provides a vision for a single integrated educational system. The vision places emphasis on institutional collaboration, partnerships with internal and external players, including the state. The aim of the vision seeks to move away from a historically divided past, towards an inclusive, integrated system of education in which governance, administration, management and leadership is promoted through collaboration through co-operative governance.

The role of students in institutional governance provides an opportunity for the student voice to be heard and included in policy, process and practice matters. In addition, students have the opportunity to contribute proactively to change in the institution, and in this regard, Brynard's 5-C Protocol of Critical Variables is a useful basis for considering each variable in policy development matters.

The principles of co-operative governance applicable to institutional governance are summarised by the Council on Higher Education (2000-2004):

- Acknowledgement of the existence of competing and complementary interests, interdependence and common goals.
- Balancing participation and effectiveness.
- Sharing powers, responsibilities and accountability among stakeholders.

### **3.2.3 Conception of Governance and Democracy Theory**

Karl Popper's liberal political and philosophical theory on democracy refers to the distinction between a democratic state and a democracy. Popper (1963-24§1) infers that a democratic state offers formal procedures, such as voting, which acts as an enabler for facilitating state decision-making processes, as well as containing the power of leaders without having to resort to violence by imposing social structures.

For a democracy to be realised, an open society is required as an integral component that fosters critical discussion and inquiry. Popper further asserts that in a democracy, knowledge is notional and is not the domain of any particular person or group, as knowledge is everywhere. For democracies to flourish, diversity and criticism must be valued (Popper 1963-24§1).

Central to democracy theory is the concept of liberty, and according to Barbeck (2006:10), liberty is a widely contested concept. In considering Sen's (1999:36) conception of freedom, this is described as a developmental concept with a 'constitutive role' and an 'instrumental role'. The 'constitutive role' relates to substantive freedom that enriches the survival of human life by avoiding premature mortality and avoiding morbidity. In the context of this study, the 'instrumental role' has more relevance, in that it refers to human rights, freedom, transparency, economic viability and social advancement, including safety and security.

Held (1993:149) asserts that there are many theories of democracy, with similarities and differences and some contestations. A review of the literature reveals that there are many definitions of democracy, some of which refer to the legal framework for representative democracy, whilst others pay equal or greater attention to participative or deliberative democracy. Through a deliberative democracy approach, affected

people, communities, constituents or society are directly impacted on, for example, by development policies, institutional governance procedures and legislation.

In the northern countries, university governance was deemed as 'representative government' where students participated in governance matters (Moodie & Eustace, 1974:196), or 'representative democracy' (Thompson, 1972:160-162 & De Boer & Stensaker, 2007:101) or democratic decision-making governance processes (Habermas, 1971, Coughlan *et al* 2007).

Fox & Meyer (1996:24) consider democracy as serving society and in which the political power is situated with the public. For government, the power of the public is exercised through the electoral process, in which citizens cast their vote to elect the political leadership they want. In the university system of democracy, the power of the constituents, albeit a segmented university community can be similarly determined through institutional electoral processes in which the university's Council and the students' SRC are elected.

### **3.2.4 Conception of Governance and Deliberative Democracy Theory**

The theoretical conceptualisation of deliberative democracy theory incorporates the concept of co-operative governance, liberal political democracy theory and governance theory, all of which are considered key connectors, which are foundational to democratic values and principles. Deliberative democracy theory is also commonly referred to as participation theory or discursive theory, and has a resonance with theories that relate to power relations, the citizenry and social justice. In particular, deliberative democracy theory is thought to have evolved from the theories of Hannah Arendt, Jürgen Habermas, Paulo Friere and Iris Marion Young, cited by Thomas & Leighninger (2010:4).

The thread of commonality amongst the theorists identified by Thomas & Leighninger is for deliberative democracy processes to result in outcomes that achieve enhanced policies and more informed and involved citizens. The thread of commonality amongst the theorists, according to Thomas & Leighninger (2010:4) includes the following:

- Engaging in constructive communication;
- Including a diversity of affected people and harnessing their views;

- Providing safe participation spaces that enable well-informed citizens to grapple with issues of power, privilege and need;
- Creating mechanisms of citizen deliberations and positions with the formal policymaking processes; and
- Becoming part of the solution developing and the problem solvers.

In the 'No Better Time' (NBT) Report, about the working conference that included over 250 higher education and community leaders in 2009 at the University of New Hampshire in the United States of America (USA), the focus, according to Thomas & Leighninger (2010:1), was on deliberative democracy in general. In particular, the working conference's approach was to find ways in which public participation could be increased and how social justice through higher levels of social and political equity could be sustainably strengthened.

Thomas and Leighninger (2010:1) further assert that within the university setting, deliberative democracy can be found "across the curriculum" and that participative democracy exists in many facets of university life but remains disconnected.

The NBT working conference included student leaders, academic teachers and researchers, public administrators, public leaders, civic leaders and 'deliberative democracy practitioners, who as a group of participants focused on eight key themes. Whilst all eight themes have relevance to higher education, two themes in particular, have significance for this study. The two themes relate to student citizenship and leadership in a democracy, and higher education's role as an agent for democracy and social change. Each is discussed.

### **3.2.5 Conception of Governance and New Public Management Theory**

The New Public Management (NPM) theory and approach originated in the early 1980s in the United Kingdom (UK), followed by the United States of America (USA), Australia, New Zealand and Europe (Lane 2000:3). Over the following decades, the NPM approach had a global influence on public sector reform by being results orientated through effective, efficient and economic strategies (Lane 2000:27).

The NPM approach was focused on reform in public sector management, with far-reaching influences perpetuated by administrative approaches and practices, which



was described in the literature as a NPM and a new managerialism approach (Hood, 1991, Dunleavy and Hood, 1994, Pollitt, 1993, and Ferlie et al 1996, cited in Larbi, 1999:1). Cloete (1999:8-9) described the NPM approach as one in which the state's role is reduced through devolution and decentralisation and in which the state reduced powers are vested in partnerships as a means to increase state efficiency and service delivery.

A survey conducted by the Organization for Economic Co-operation and Development (OECD) showed that business-based and market-based principles and techniques were emphasised as applications for use by the public sector and in relations between countries and international fiscal and donor agencies.

The NPM approach formed a global initiative for governments in developed, transitional and developing countries (Larbi, 1999:1) and was rooted within a capitalistic market economy (Kelly, 1998, in Eagle, 2005:19). The application of the NPM required improvements in public service efficiency in countries, even though differing institutional governance and economic environments (Larbi, 1999:1) existed amongst such countries.

Gaventa (2004:150) infers that the (NPM) model creates the space for greater inclusivity through partnerships between the state and partners from the private sector and civil society, and in which the state has wider access to skills to assist it to achieve greater levels of efficiency in service provision.

The NPM as a new managerialism approach for public sector reform saw the implementation of structural adjustment programmes (SAPs) for countries in economic crisis with performance assessments to monitor progress. This practice extensively influenced administrative functions and service delivery for other institutions as well (Bienefeld, 1990; & Mukandla, 1992 in Larbi, 1999:1).

The NPM approach influenced universities internationally and nationally, which saw the rise of democratisation of universities during the late 1960s and early 1970s. The implementation of the new managerialism approach saw universities shift their authorities from university academics to professional managers. The professional

manager introduced business approaches and techniques for the higher education environment (Epstein, 1974; Trow, 1994; & Bundy, 2004, in Luescher, 2008:2).

### **3.3 PUBLIC ADMINISTRATION AS GOVERNANCE**

The concept of public administration has two meanings. When it refers to the academic discipline, is capitalised, i.e. Public Administration. When the concept is used to refer to the professional practice, lower case letters are used, i.e. public administration according to Meyer et al (in Van de Molen, 2001:59).

Public Administration as a discipline is derived from other disciplines, such as science and the humanities, whilst the profession of public administration is informed by policies, planning, processes and implementation.

Fukuyama (2004:40) infers that the public and private sector monitor themselves through a range of internal monitoring mechanisms. In the case of government, the public ought to be in a position to monitor the performance of government with regard to meeting the needs of its people.

Fukuyama (2004:43) further contends that as public administration does not have precise and clear rules regarding the functioning and accountability in how the public and private sector function, public administration is more about performance ability that it is about discipline.

The relationship between governance and public administration can be linked to the NPM approach and the impact on public sector reform and practices. Schwella (cited in Fox, 2006:134) defines public administration and an open system with an environmental focus. In meeting the needs of citizens, Gildenhuis (1988:343) proposes that public sector officials develop knowledge and skills in policy analysis, a strong service ethic and sensitivity to public opinion and respect for societal values.

#### **3.3.1 Public administration system**

Public administration provides a repertoire of managerial and administrative practices that are used for policy-making and implementation. Adamolekun (1999:194) infers that liberal democracy and pragmatism both serve public administration appropriately. Liberal democracy, through democratic and participatory processes, creates a space

for effective performance. Pragmatism relates to the fiscal policies in balancing outcome with fiscal affordability realities.

### **3.3.2 Governance through public participation**

In the context of this study, public participation includes the public or society, as well as the university community in the context of the university environment. According to Vil-Nkomo (cited in Wessels & Pauw, 1999:97) conventional democratic approaches to public participation by citizens include the following:

- The right to vote;
- The right to protest;
- The right to establish special interest groups;
- The right to establish pressure groups; and
- The right to access mechanisms to advance democracy such as seeking to have a policy.

Higher education institutions provide public spaces where public debate and opinions are valued and where knowledge production encompasses a wider collaboration and collective wisdom and experiences (Council on Higher Education, 2000:26). Meyer et al (cited in Van der Molen, Van Rooyen & van Wyk 2002:63-64) infer that global shifts in public citizen participation provide opportunities for citizens to:

- Promote devolved power shifts for decision-making away from central government towards regional and local levels of government and governance, through which citizens are directly impacted on by policies and services;
- Be involved in the policymaking processes by influencing policies to be responsive to the needs of communities; and
- Obtain information, and be empowered through problem-solving and solution-seeking processes.

Through effective participation, citizens are better able to influence governance processes and government functions. In this way, shifts in the balance of power to the community can create more inclusive spaces for deliberation and a diversity of perspectives and views in influencing policies and decisions to serve the public interest and the public good (Meyer et al, cited in Van der Molen et al, 2002:63-64).

### **3.4 DISTINCTION BETWEEN GOVERNANCE AND GOVERNMENT**

As mechanisms of reasoning, concepts assist in making sense of knowledge to give meaning to, and relevance about, the world in general. In a specific manner, Heywood (2000:4) describes concepts as enablers that facilitate how logic is used to make sense of knowledge.

Key concepts that give meaning and relevance to the context and concepts that are central to this study of student governance are explored in this section. Heywood (2000:4) infers that concepts serve as mechanisms that enable logic, ideas, opinions, disagreements, interrogation and analysis to occur.

#### **3.4.1 Governance**

Governance is about taking informed decisions in utilising public resources, through a process of informed views in serving citizens and society (Fitzgerald et al, 1997:91), and through which political authority is asserted in meeting economic and social needs of society (Adamolekun, 1999:3). Heywood (2000:19) further asserts that governance refers to a much broader concept of the way in which people engage, through coordination, with their social life. Governance may exist without a government, whilst government needs to govern and, for this, requires good governance systems.

International influences on the definition and concept of governance are defined by Vil-Nkomo (cited in Wessels & Pauw, 1997:97) as the means through which governance is an enabling mechanism for citizens to participate in public sector policies and decisions in asserting their rights. Nossal (1999:1) cites the conception of governance by the Commission on Global Governance (1995) as an ongoing process through which individuals, organisations and public and private organisations are able to work through competing and shared interests through co-operative engagement in formal or informal formations.

#### **3.4.2 Government**

Heywood (2000:19) asserts that there is a distinction in the concepts of government and governance. Heywood (2000:19) infers that government refers to the concept 'to govern' and oversight in maintaining the rule in its application to a government, a family or an organisation. 'Government' usually refers to the state and the associated relationships, roles and systems that make up a system of government. Government

deploys state mechanisms, processes and systems to administer its rule of law and policies, and makes decisions for the people through the legislature, executive and the judiciary to maintain law and order.

### **3.5 THE MEANING OF GOVERNANCE**

There are many facets and attributes to the concept of governance. To grasp the fullness of the concept, a multi-faceted perspective is used to describe governance. Rhodes (cited in Pierre, 2000:55-60) explains the dimensions as follows:

#### **3.5.1 Governance as corporate governance**

The concept of corporate governance was initially pertinent to the private sector; however, recent influences have expanded the application of the concept of corporate governance to the public sector in promoting a culture and practice of accountability and integrity through defined roles and responsibilities (Rhodes cited in Pierre, 2009:56).

#### **3.5.2 Governance as the New Public Management**

The New Public Management (NPM) approach relates to the concept of corporatisation and marketisation of the public sector to influence public sector reform. Corporatisation of the public sector occurs by using private sector approaches and techniques for the public sector, to enhance performance through efficiencies and effective service delivery to the citizens (Rhodes cited in Pierre, 2000:56).

Marketisation of the public sector relates to the liberalisation of the state-controlled market. In this context, the state has been influenced to improve its service delivery using skilled human resources from the private sector and civil society. As a result, previously closed spaces within the public sector have been opened up through contracting out services and goods and enabling citizens to exercise their right to make choices through service options (Rhodes cited in Pierre, 2000:56).

#### **3.5.3 Governance as good governance**

The features of good governance are described as systemic, political and administrative in nature. Systemic governance relates to the internal and external political and economic environments and has wider use beyond government. Political governance refers to the legitimacy of a government that has earned its power through

democratic processes and outcomes. Administrative governance refers to an accountable, transparent and efficient public service (Rhodes cited in Pierre, 2000:57).

In the case of higher education, an elected SRC can be said to achieve political governance if the electoral process and outcome is deemed free and fair through the implementation of democratic arrangements.

#### **3.5.4 Governance as international interdependence**

Rhodes (cited in Pierre, 2000:57) relates to two arguments regarding international relations and the political economy with relevance to the study of Public Administration, namely, hollowing-out and multilevel governance. The hollowing-out argument is that international interdependencies reduce the power of the nation-state by eroding its authority through four mechanisms:

- Internationalisation of production and financial transactions;
- International organisations;
- International law; and
- Hegemonic power and power syndicates.

Multilevel governance relates to intergovernmental relations between national, regional and local government authorities and through which international interdependencies on a state are realised (Rhodes cited in Pierre, 2000:57).

#### **3.5.5 Governance as a socio-cybernetic system**

Socio-cybernetic governance relates to systemic approaches deployed to limit a central governing player. This form of governance infers that there is no single sovereign authority, instead a multiplicity of role-players exist for every policy area. Governance is derived through a range of interactive social and political forms of governing. Socio-cybernetic governance reflects shared goals, blurred boundaries between public, private and voluntary sectors. In addition, new forms of actions, interventions and controls are developed that create interdependence amongst social, political, and administrative role-players (Rhodes cited in Pierre, 2000:58).

### **3.5.6 Governance as the new political economy**

Governance as a new political economy is considered as having two conceptions. The first is the economy of a government and the relations between state, market economy and civil society. The second conception relates to the rearranging of institutional governance through the markets, relations, structures, performance monitoring, accountability and networks (Rhodes cited in Pierre, 2000:59).

### **3.5.7 Relationship between governance and politics**

According to Lawson (1989:552), politics enables decision-making by using processes that determine what roles of leadership will exist, who will occupy such roles, how power will be asserted, how resources will be deployed and how government will function in its political leadership and functioning. Fox & Meyer (1995:98) define politics as a decision-making process regarding the apportionment of resources in context of who received, what they receive, when they receive, where they receive, and how they receive. Fox & Meyer (1995:98) also consider politics as a conflict resolution process through which resources are allocated and decisions are taken on how government is to be accomplished. Kjaer (2004:163-165) considers governance as a theoretical framework for political change of government in transitional societies which view is also held by Hyden (1992:5).

### **3.5.8 Governance as networks**

Governance as networks relates to the centrality of formal and informal networks through interdependence and diplomacy, and which is autonomous and self-governing. In this context, powers are decentralised and there is a higher level of interrelationship between various role-players (Rhodes cited in Pierre, 2000:59).

## **3.6 PRINCIPLES OF GOOD GOVERNANCE**

Van Niekerk *et al* (2001:70) refer to good governance as the separation of powers between the levels of powers, the spheres of government and the hierarchical structures of government. At the highest level, power is divided between:

- Legislative authority;
- Executive authority; and
- Judicial authority.

The separation of powers between the spheres of national, provincial and local government provide for a separation of power at the following levels:

- Cabinet ministers and the national government;
- Provincial executive council and the provincial government; and
- Chief executive officer and the local government (Van Niekerk *et al*, 2001:70).

Gildenhuis & Knipe (2000:91) describe good governance as being the goal of government to strive for the betterment of the life of its citizens through the deployment of its policies, processes and programmes. Good governance is linked to constitutional principles and values. The developmental goals of the state for its citizens are described as follows:

- Equal opportunities for all, in making ends meet, and to have equal opportunities in providing skills, labour, goods and services in the open market economy;
- Availability of public services and amenities of quality and quantity, and which are provided through effective and efficient means;
- An environment that is conducive to work and live in, and in which risks of danger are mitigated to ensure the well-being of citizens; and
- A social, political and economic environment in which citizens feel safe and free of danger and fear.

In seeking to understand the concept of good governance, Gildenhuis & Knipe (2000:91) consider good governance as a goal of government in attaining a “good and satisfactory quality of life” for its citizens. In expanding on this concept further, government’s role is to create an environment that is conducive to citizens, in which they can thrive and take responsibility for self-development.

### **3.6.1 Good governance as constitutional principle**

Gildenhuis & Knipe (2000:92-109) assert that constitutional principles provide a regulated basis of government. A summary of the constitutional principles is as follows:



- **The rule of law** - sets the foundation for a constitutional state and for a democracy in which all people are equal before the law and the state does not act arbitrarily (Gildenhuis & Knipe, 2000:93).
- **Separation of constitutional powers** - through which the legislative, executive and judicial authorities are separated (Gildenhuis & Knipe, 2000:94).
- **Constitutional checks and balances** - This enables the integrity of the legislative and executive authorities to be subjected to scrutiny, so that no one is above the law. In addition to citizens, members of the judiciary and the executive authority are also deemed equal before the courts and the constitution (Gildenhuis & Knipe, 2000:96).
- **Civil rights, civil liberties and civil obligations** - governments need to find a balance between promoting a flourishing environment in which rights of competing parties and interests find the space for expression without limiting the rights of any particular person or group and ensuring that legitimate expressions find the space to flourish. It is this tension that government needs to balance in exercising fairness on the limitations and the obligations of government in providing the legitimate space for the expression and protection of civil rights, liberties and obligations in a manner that seeks to be even to all its people (Gildenhuis & Knipe, 2000:96-97).
- **Civil rights as an end** - relates to the rights of people in seeking to preserve their civil liberties, their right to property, and their right to resist oppression. In this perspective, the violation of rights is considered to be a violation of the law of nature and the even to rise against the state when civil liberties stand to be compromised.

The protection of civil liberties as an end is best described by the English philosopher John Locke (cited in Gildenhuis & Knipe, 2000: 96) through his question "Under what circumstances and for what reason should men obey the commands of government?" In his rejoinder, he argued that people coalesce through civil societies to establish government for the sole reason of securing individual rights to life, liberty and property as fellow human beings.

- **Civil rights as a means to an end** - refers to an end, where civil rights leads to the attainment of a better quality of life for all citizens and in which a normative approach is for civil rights to be upheld in the way in which people and the government behave or ought to behave (Gildenhuis & Knipe: 2000:98-99). Three key aspects of civil rights that need to be observed are:
  - **The human source of values** - This refers to the goodness of preserving the common good through individuals (Gildenhuis & Knipe, 2000:99).
  - **The primacy of the individual** - relates to the doctrines held by individuals regarding the primacy of their experience as their main purpose in life as part of the human society (Gildenhuis & Knipe, 2000:99).
  - **The best test of truth** - relates to solving problems and issues rationally, to reason, to argue and to permit a space for contestation as a means of seeking the truth. The best test of truth is said to be through defeating falsehood through critical reasoning and exercising choice options so as to inform the best policy proposals (Gildenhuis & Knipe, 2000:100).
  
- **Individual human rights** - relates to the individual freedom and protection of human rights and the constitutional assurances of the guaranteed rights of individuals. However, the test of such rights being respected depends on the nature and type of government, which can promote such rights or pose a challenge to such rights (Gildenhuis & Knipe, 2000:100).
  
- **Natural and positive human rights** - relates to the difference between natural rights and positive rights (Gildenhuis & Knipe, 2000:100-103).
  
- **Natural rights** - refers to freedom of speech, right to life, natural right to property and the right to protection when others are forbidden to act against you. Natural rights are protected by natural law, which is founded on the principle of rights, common law and the Ten Commandments (Gildenhuis & Knipe, 2000:100-101).
  
- **Positive rights** - relate to the obligations on government, through the enactment of positive law such as enactments of government, where individuals are forced to act for the good (Gildenhuis & Knipe, 2000:100-102).

- **Socialist dogma of positive rights** - relates to when government acts in the interest of particular groups through specific social agenda and policies to support a socialist dogma of positive rights. In the context of formal socialist initiatives that are entrenched in policies and are transparently implemented, the rights of others are protected from arbitrary violations of rights (Gildenhuis & Knipe, 2000:100-101).
- **Rights and obligations** - relates to the duties and obligations incumbent upon all citizen and in deploying these within daily life, that citizens safeguard justice, freedom, equity and equality for all (Gildenhuis, 2000:102).
- **Equity** - as a moral and ethical concept equity relates to the constitutional principle of being consistent in how reasonableness and fairness can be secured, in ways that assure government policies and actions that work towards the common good for all people. In exercising the principle of equity in public administration and public management, equity may not be subjected to acts based on political expediency and for the general interests of a community. Put simply, all people in a just and free society have a shared fate, and equitable governance is the right of all individuals (Gildenhuis & Knipe, 2000:102-103).
- **Equality** - relates to the notion that *“All human beings are born equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of goodwill. Everyone is entitled to all rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, birth or other status”* (United Nations Universal Declaration of Human Rights [1948], cited in Gildenhuis & Knipe, 2000:104).
- **Natural inequality** - relates to the inequalities that arise out of a class-based stratification system, in which an upper, middle and working class of people become distinguished social groups within society, and which forms a natural hierarchical inequality in society. Gildenhuis & Knipe (2000:104) infer that class and intellectual abilities are ingeniously linked to notions of social and material success. For example, that averagely intelligent people form the middle class society has an average achievement history. The class division of society

appears to be a global feature, which makes inequality an unchangeable fact and an embedded reality.

- **Moral and political inequality** - relates to the natural and conventional distinctions of governance and is described aptly by Rousseau (cited in Gildenhuis & Knipe, 2000:105), in the 'Discourse on Inequality':

*"I conceive of two sorts of inequality in the human species: one, which I call natural or physical, because it is established by nature and consists in the difference of ages, health, bodily strengths and qualities, and qualities of mind or soul; the other, which may be called moral or political inequality, because it depends on a sort of convention and is established, or at least authorised, by the consent of men. The latter consists in the different privileges that some men enjoy to the prejudice of others, such as to be richer, more honoured, more powerful than they, or even to make themselves obeyed by them."*

- **Inequality of wealth** - occurs when no restrictions exist, where people have equal opportunities and wealth is created, resulting in different levels of wealth due to natural inequality. However, inequality of wealth due to moral or political reasons is usually due to moral or political inequality (Gildenhuis & Knipe, 2000:106).
- **Civil liberties** - relates to the notion that all people are born free, and have the right to choose how to live their life. As part of the civil liberties concept, the individual's rights also include political liberty through participation in the political system, economic liberty and social liberties such as freedom of association and access to education (Gildenhuis & Knipe, 2000:106).
- **Civil obligations and civil obedience** - relates to civil rights and civil liberties. Through a system of civil obligation and obedience, a tax system is devised through which citizens make contributions that enable the state to fund the operation of government and the service of public amenities and facilities (Gildenhuis & Knipe, 2000:107).
- **Devolution and autonomy** - relates to devolved powers of government to the provincial and local levels of government. Devolution of power also relates to the separation of power between central levels of political, legal and government authority to provincial and local government, within a formal

governance framework. The purpose of the devolution of power is to enhance service efficacy and efficiency of public service provision, as well as to eliminate corruption through political devolution and through sound administrative practices (Gildenhuis & Knipe, 2000:108).

### **3.6.2 Governance as political principles**

The political engagement between government and its people and between government and its administration are framed by political principles. A political system is based on an open-systems approach which enables participation between a government and its people and through which political and administrative accountability is direct and transparent, and in which global politics has a role to play (Gildenhuis & Knipe, 2000:112-115).

### **3.6.3 Governance as economic principles**

Governance as economic principles relates to the economic systems and economic policies of a country. Gildenhuis & Knipe (2000:115-118) infer that economic freedom is a consequence of political freedom, which enables the individual to participate in the economic activities of a country. The economic activities include the ability to own private property as a principle of economic freedom, in which a system of such ownership exists, and includes access to private ownership of property for business, farming, manufacturing and commercial purposes.

Other aspects of governance as an economic principle include the enjoyment of rights to free production processes, privatisation and small business enterprise, and a less restrictive licensing system. Economic systems should promote economic activity through an enabling system of international free trade economic systems so that governments, private sector, civil society and individuals can participate in international trading opportunities through fair trade policies and practices (Gildenhuis & Knipe, 2000:117-118).

### **3.6.4 Governance as social principles**

Good social governance relates to a society that exists within an integrated political and socio-economic system, and in which there exists a shared loyalty to the goals of the state. Such a system is one in which the state is accepted as a legitimate authority by its people, where there is civic pride and civic obedience, and an inclusivity of the

diversity of cultures. Good social governance also adopts anti-discriminatory positions against racism and sexism (Gildenhuis & Knipe, 2000:118-121).

### **3.6.5 Good governance as good public management principles**

Good governance as good public management provides the basis for responsive, effective and efficient service delivery to the public (Gildenhuis & Knipe, 2000:123).

Good public management practices include the following:

### **3.6.6 Good governance through organisational development**

Improvement of state institutions through public sector reform includes the redistribution of power and organisational arrangements to include:

- Delegated decision-making authority, appropriate to the governance and competencies;
- Decentralised decision-making delegations to the lowest competent level of authority;
- Deconcentration of administration and services to devolve authorities away from the centre, based on competency (Gildenhuis & Knipe, 2000:124).

### **3.6.7 Good governance through an open systems approach**

Services and efforts of the state are outwardly directed to benefit the reasonable and legitimate needs of the public. In this approach, partnerships are encouraged for enhanced efficacy and efficiency (Gildenhuis & Knipe, 2000:124-125).

### **3.6.8 Good governance through a value-oriented public management**

Good public management through a value-oriented approach is achieved through:

- A responsive service that is attuned to the needs and concerns of the public;
- A system that is participative in approach, to inform decision-making;
- Citizens are able to exercise their choice of use of public services;
- The public sector is responsible for effective service provision; and
- The public service is based on social equity (Gildenhuis & Knipe, 2000:125-128).

### **3.6.9 Good governance through corporate management**

Good governance through corporate management relates to a team-based approach to governance, in which competent managers with a range of knowledge, skills and technical capabilities are required to achieve the goals and objects of the institution.

### **3.6.10 Good governance through economy, efficiency and efficacy of activities**

Performance indicators to measure performance relate to the extent to which government has attended to the following:

- Appropriate conditions have been met in procuring resources (economy);
- The effective use of resources in achieving optimal value (efficiency); and
- How well predetermined goals and objectives have been achieved, in considering resourcing inputs and the outcomes achieved (efficacy) (Gildenhuis & Knipe, 2000:128).

### **3.6.11 Good governance as flexibility and the management of change**

This **relates** to the ability of the government to respond to the dynamic social, political and economic systems through flexible management systems and the ability to adapt to environmental changes. A responsive approach is required of the government in responding to the legitimate demands of its people (Gildenhuis & Knipe, 2000:129).

### **3.6.12 Good governance as sustainability and consistency**

This relates to policies that provide for consistent and adequate services to meet the legitimate needs of citizens, in creating stable and harmonious relations between a government and its people (Gildenhuis & Knipe, 2000:129).

### **3.6.13 Good governance as accountability, responsibility and transparency**

This relates to the foundations upon which democracy is based, requiring democratic practices and values to be in place as the basis of public management. Public accountability is essential in ensuring that the executing authority and public officials account for their decisions, actions and inactions, and that they conduct their duties with integrity and is beyond reproach.

Of concern is the need to ensure that secrecy and confidentiality in handling matters of government does not take root, as a means of eradicating opportunistic situations for

corruption and arbitrary governance. The right of the public to know about matters of public interest can serve to foster better relations between a government and its people if a culture of openness and transparency is sustained as a central tenet of good governance (Gildenhuis & Knipe, 2000:129-130).

### **3.7 GOOD GOVERNANCE**

According to the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) (2002: online), good governance can be described by eight major characteristics. If effectively functional, the eight major characteristics enable corruption to be minimised and ensure inclusivity of all, including the vulnerable and minorities, whilst also being responsive to the present and future needs of society.

For good governance to work effectively, all the characteristics are interactive and do not occur sequentially, but should rather be seen as part of an iterative interlinked process. A brief description of the characteristics of the good governance model is provided.

#### **3.7.1 Governance as accountability**

Accountability is a key characteristic of good governance, which requires decision-makers and implementers to account to those whom they serve and those affected by their decisions and actions (UNESCAP, 2002:online). However, for accountability to occur, transparency and the rule of law are prerequisites as key elements of the same compact.

#### **3.7.2 Governance as the rule of law**

The rule of law must be respected on the basis that the legislative and policy framework, procedures and practices are fair, impartial and applied in a consistent and transparent manner (UNESCAP, 2002:online). The rule of law signifies the legitimacy of a government and its administration, through which the rule of law is applied through monitoring, regulation and in upholding and protecting the rights of the citizens and which does not support arbitrary powers to be exercised by government and public officials (Cloete, 1995:68).



### **3.7.3 Governance as transparency**

That transparency exists in how rules are applied, and reasons for this are understood and known by all involved, and that decisions are taken in a manner that is within the parameters of the agreed governance framework (UNESCAP, 2002:online).

### **3.7.4 Governance as equity and inclusivity**

In seeking to attend to the well-being of people, the provision of services should be equitable and should include provision to all members of a group or society, with special attention given to attending to the needs of the vulnerable (UNESCAP, 2002:online).

In the context of higher education, institutions need to ensure that their stakeholders feel a sense of belonging by having transparent and fair criteria for access. Stakeholders ought to be included in matters that affect them such as policy development and implementation and the extent to which the policy serves their interest (UNESCAP, 2002:online).

### **3.7.5 Governance as effectiveness and efficiency**

Effective and efficient governance requires that resources are allocated in a manner that is sustainable, benefits those it is intended to benefit, and is cognisant of using natural resources in a manner that is protective of the environment (UNESCAP, 2002:online).

### **3.7.6 Governance as responsiveness**

Bayat & Meyer (1994:38) posit that public institutions need to be responsive in responding to the needs and problems of the people as individuals and as groups whilst at the same time responding to the values of society in responding to the needs. Good governance requires that institutions provide services that have clear and reasonable periods (UNESCAP, 2002: online).

### **3.7.7 Governance as participatory**

Participation in decision-making matters is a key principle and characteristic of good governance. Participation by the public in matters that affect it is a fundamental cornerstone of a democracy and requires an informed, organised deliberative process to connect the voices of people with the policymakers to enable services to be more

responsive. Participation requires that people be given ample spaces to share their views and to be assisted with information, and for independently facilitated processes to enable informed views and positions to be formulated as a way of securing greater levels of inclusivity (UNESCAP, 2002:online).

In the higher education context, institutions can create credible and legitimate ways in which stakeholders can participate through structures and mechanisms that enable democratic practices to take effect. Participation needs to take place in a manner that is informed and organised so that dissenting and co-operative views can be heard and where participants are informed, have access to the information they need, that information is not only easily accessible but also understandable, and that participation occurs in an organised manner. The rights of all parties should ensure their freedom of association and expression, and that the views of those deemed to be vulnerable are also included.

### **3.7.8 Governance as consensus-oriented**

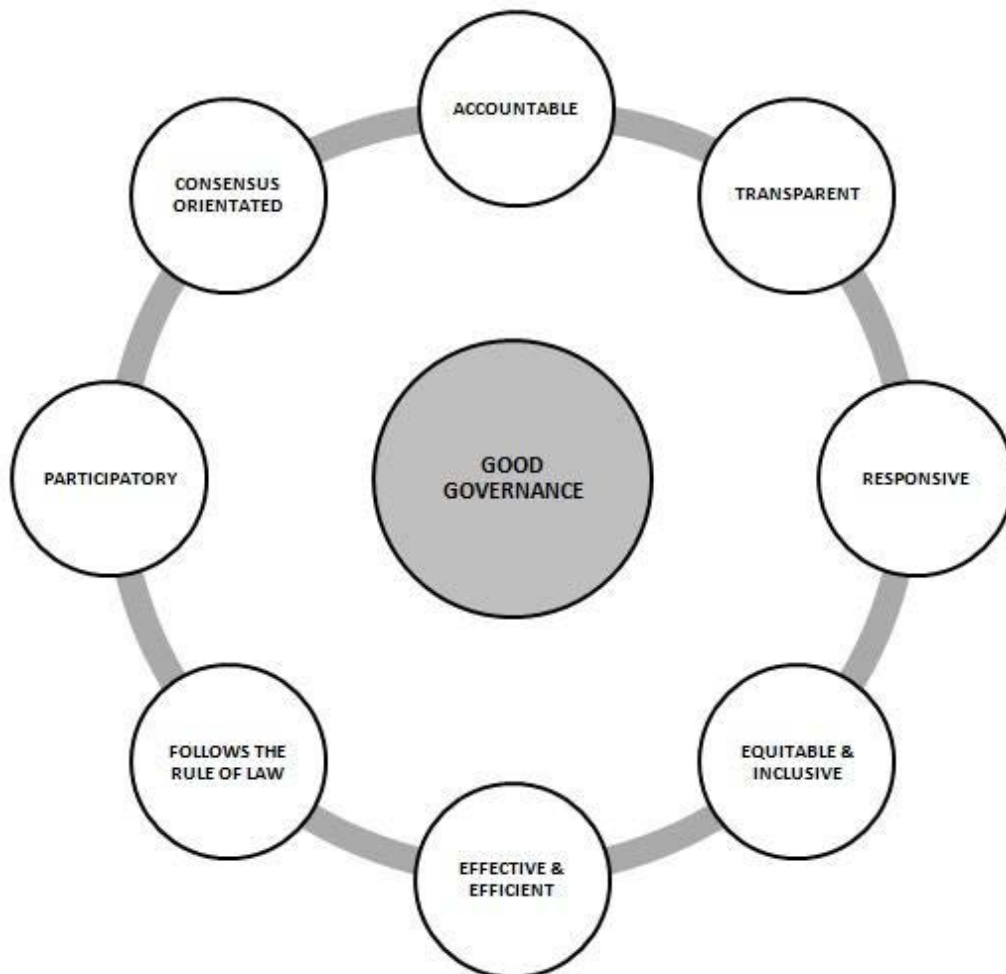
Given the varied role-players involved in matters that affect the stakeholders, decisions taken should flow out of consensus-oriented deliberations, where language and information are accessible to all involved and where deliberations lead to a convergence of directions and decisions, and, in doing so, narrowing the gap of disagreement through informed deliberative engagement and involved participation of the stakeholders (UNESCAP, 2002:online).

Consensus-building requires that the diversity of views is taken into consideration and that where required mediatory measures are used to broker responses that represent the collective interest and the dissenting views. Consensus-building enables long-term development goals to be achieved through seeking understandings of historical, political, social and cultural contexts of a society (UNESCAP, 2002:online).

Any group of stakeholders within any sector or institution will have divergent views. Good governance requires that a mediated approach be used to garner the different interests of stakeholders in reaching a broad consensus. In this way, inclusivity is achieved and stakeholders' best interest in achieving short and long term perspectives. Such interests can be realized by taking cognizance of historical, cultural and social

contexts which an institution has to contend with, in its quest to be responsive and in promoting ownership and belonging (UNESCAP, 2002:online).

The eight (8) characteristics of good governance relate to being participative, consensus-oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive and having respect for the rule of law, as illustrated in Figure 3.1.



**Figure 3.1: An adaption of the Good Governance Model - characteristics of good governance.**

**Source: UNESCAP, 2002:online**

### **3.8 BAD GOVERNANCE**

Bad governance occurs when there is a lack of, or ineffective, accountability and transparency in decisions taken that impact on the lives of others. Such situations can

lead to corruption and failure to achieve the intended goals that were put in place to benefit others.

In reference to the UNESCAP (2002:online) model, bad governance can be experienced should any or all of the eight characteristics that constitute good governance be absent or ineffective, i.e. accountability, transparency, participative, consensus-oriented, responsive, effective and efficient, equitable and inclusive and respect for the rule of law. Higher education institutions as public institutions need to ensure that an autocratic top-down approach towards governance in the designing of policies, plans, projects and activities, and incapacity in involving key stakeholders will only add to a weakening of the governance climate.

A key element relates to the way in which resources are allocated so that these are able to benefit those intended, in accordance with plans. In instances where institutional systems do not exist or where they exist, stakeholders cannot extract accountability by those in power who provide services.

### **3.8.1 Causes of bad governance**

A failed state or institution is the term used when bad governance is experienced due to a breakdown of the rule of law, a lack of accountability lack of due process, corruption and dictatorship, a lack of ethics and integrity, to name a few causes (AAPAM, 2000:50).

The causes of bad governance are multifaceted. However, according to the AAPAM Report (AAPAM, 2000:50), some of the cause are as follows:

- Political causes due to dictatorship, political intolerance, weak democratic institutions of governance, militarisation of the state without due process;
- Corruption due to lack of ethics and integrity, lack of accountability and transparency;
- Ineffective and inefficient service delivery due to poor management, poor planning, poor policies and programming, mismanagement of resources;

- Absence of a human rights culture due to violations and abuse, lack of empowering civil society, weak democratic institutions and political intolerance (AAPAM, 2000:50).

It is difficult for good governance to prevail in the face of an absence of good-quality information, which is essential for sound decision-making, planning and effective service provision (AAPAM, 2000:50). Checks and balances need to be in place to deter corrupt conduct and practices from taking root, given that this leads to bad governance in a society that needs to ensure protection of all people, particularly those that are vulnerable to abuse or the violation of their rights (AAPAM, 2000:50).

AAPAM (2000:51) indicates that the consequences of bad governance are manifold, some of which are follows:

- Lack of press freedom, free speech, free movement,
- Multimedia domination by the ruling body; one-party state; dictatorship;
- Civil strife and wars; violation of human rights; insensitivity to the aspirations of the people
- Poor, or lack of, accountability, transparency and fairness; mismanagement of natural and state resources;
- High rate of unemployment and job insecurity; and increasing levels of poverty;
- High crime rates;
- A failing economy, mismanagement of foreign debt repayments; and
- Lack of, or poor, social service delivery, and high mortality rates (AAPAM, 2005:51).

### **3.9 HIGHER EDUCATION GOVERNANCE LANDSCAPE**

A distinct governance landscape for higher education in South Africa is provided in the SA Higher Education Act, No. 101 of 1997, amongst other policy documents. The Act defines a higher education institution as any institution that provides higher education on a full-time, part-time or distance basis. The Act clearly defines higher education institutions as those that are:

- (a) *“established or deemed to be established as a public higher education institution under this Act;*

- (b) *declared as a public higher education institution under this Act; or*
- (c) *registered or conditionally registered as a private higher education institution under this Act.”*

The policy framework for the higher education sector is framed by the Higher Education Act, No. 101 of 1997 and the Statute of each university, which seeks to:

*“...regulate higher education; to provide for the establishment, composition and functions of a Council on Higher Education; to provide for the establishment, governance and funding of public higher education institutions; to provide for the appointment and functions of an independent assessor; to provide for the registration of private higher education institutions; to provide for quality assurance and quality promotion in higher education; to provide for transitional arrangements and the repeal of certain laws; and to provide for matters connected therewith.”*

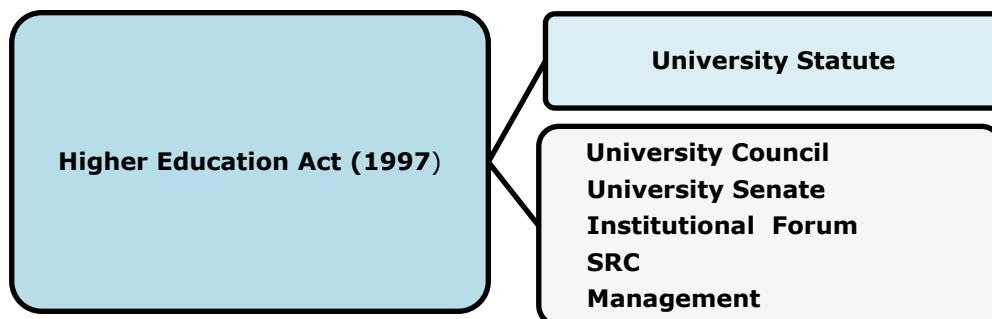
Higher Education Act, No. 101 of 1997, seeks to:

- “Establish a single co-ordinated higher education system which promotes co-operative governance and provides for programme-based higher education;
- Restructure and transform programmes and institutions to respond better to the human resource, economic and development needs of the Republic;
- Redress past discrimination and ensure representivity and equal access;
- Provide optimal opportunities for learning and the creation of knowledge;
- Promote the values which underlie an open and democratic society based on human dignity, equality and freedom;
- Respect freedom of religion, belief and opinion;
- Respect and encourage democracy, academic freedom, freedom of speech and expression, creativity, scholarship and research;
- Pursue excellence, promote the full realisation of the potential of every student and employee, tolerance of ideas and appreciation of diversity;

- Respond to the needs of the Republic and of the communities served by the institutions;
- Contribute to the advancement of all forms of knowledge and scholarship, in keeping with the international standards of a academic quality;
- For higher education institutions to enjoy freedom and autonomy in their relationship with the State with the context of public accountability and its natural need for advanced skills and scientific knowledge”.

### 3.10 HIGHER EDUCATION GOVERNANCE SYSTEM

The Higher Education Act, No. 101 of 1997, provides the basis for the establishment of an institutional governance framework in universities. The main purpose of the Higher Education Act is to provide a national policy directive for a coherent system of governance of higher education in South Africa. The Act sets out the structures, relationships, roles and powers between the Ministry of Higher Education & Training and the universities as a key constituent group. A simple schema of the governance system as it applies to CPUT, SU, UCT and UWC is illustrated in Figure 3.2 below.



**Figure 3.2: A schematic illustration of an institutional governance model**

Source: Adaptation of the University Statute Act of: Statute of the Cape Peninsula University of Technology, 2010; Statute of the University of Cape Town, 2002; Statue of the University of the Western Capel, 1992; and, Statue of the University of Stellenbosch, 1992.

The Higher Education Act, No. 101 of 1997, provides the legislative context for the establishment of an institutional Statute by higher education institutions. Each institution establishes its own institutional Statute, which is a subordinate legislation to

the national legislation for higher education, requiring approval by the Minister responsible for higher education.

The university Statute provides a governance framework for institutional governance at level of the institution. The Statute gives legal status to institutional governance which is established through a university Council, a Senate, a Student Representative Council, an Institutional Forum and committees and substructures.

The Statutes for each of the four universities are similarly framed in meeting the provisions of Higher Education Act, 1997 (University Statutes of CPUT (Statute of the Cape Peninsula University of Technology, 2010), SU (Statute of the University of Stellenbosch, 1992), UCT (Statute of the University of Cape Town, 2002) and UWC (Statute of the University of the Western Cape, 1992). The SRC Constitution is derived from the university Statute.

The Council is accountable for the governance of the institution. The Senate is accountable for all academic matters related to the education agenda. The SRC is accountable to the student body of the institution regarding its plan and activities. The Institutional Forum is an advisory body to the Council and serves as the voice of the university community through the diversity of stakeholders.

The Principal and the Deputy Principals serve as the executive management team of a university, to whom academic Deans as heads of academic faculties report to, including other senior managers who are responsible for the operations and support services of the institution.

According to the Public Management Model of Fox, Schwella & Wissink (1991:7), the institutional governance model articulates with the general and specific environment. It can be inferred that the institutional governance model's general environment provides a macro strategic context through which multiple relationships, collaborations and pressures occur from the political, economic, social, cultural, and technological environment. It can similarly be inferred that the specific environment, to which the Public Management Model of Fox, Schwella & Wissink (1991:6-7) refers, includes the involvement of key role-players in supporting the institutional operation through a range



of systems, technology, human resources and suppliers, as well as internal and external stakeholders such as decision-makers.

### **3.11 GOVERNANCE AS PUBLIC ADMINISTRATION IN HIGHER EDUCATION**

The Constitution of the Republic of South Africa, 1996, provides the constitutional governance framework for Public Administration. Section 195 refers to democratic values and principles for sound public administration. Public higher education institutions, even though they enjoy self-regulation within the institutional governance arrangements, as organs of state need to give accord to democratic values, principles of good governance, and sound public administration principles and practices that result in practices of efficiency, efficacy, transparency, consistency, fairness, and accountability.

Public higher education institutions in South Africa are democratic organs of state and as such are required to ensure good governance. The application of institutional governance mechanisms through policies, practices, codes, conventions and services are entrenched in the university's own Statute and in its policy framework.

Democracy can be achieved through the application of a culture of human rights and sound administration through democratic values and principles, and according to Section 195 of the Constitution of the Republic of South Africa, Act 108 of 1996: "*Public Administration must be governed by the democratic values and principles enshrined in the Constitution, including the following principles:*

*A high standard of professional ethics must be promoted and maintained.*

- (a) Efficient, economic and effective use of resources must be promoted.*
- (b) Public Administration must be development-oriented.*
- (c) Services must be provided impartially, fairly, equitably and without bias.*
- (d) People's needs must be responded to, and the public must be encouraged to participate in policy-making.*
- (e) Public Administration must be accountable.*
- (f) Transparency must be fostered by providing the public with timely, accessible and accurate information.*

- (g) *Good human-resource management and career-development practices, to maximise human potential, must be cultivated.*
- (h) *Public Administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation.”*

### **3.12 NEW PUBLIC MANAGEMENT AS GOOD GOVERNANCE**

The democratic values and principles as espoused in the Constitution, 1996, referred to above, have critical significance for both institutional and student governance in providing a legislative context. The relationship between Public Administration and higher education provides for decisions and policies to be based on public reasonableness in serving the public good.

In adopting democratic values and principles, New Public Management (NPM) principles and values tend to be reflected in policy documents through statements of the vision, mission and institutional goals. In this way, the public or the university community is aware of the philosophy, strategies and the aspirational outcomes in serving the public good. Partnerships between the state, public entities, private sector and civic bodies encourages aspiring to achieve greater levels of efficiency, efficacy and scales of economy using diverse skills, experiences and approaches. This provides for greater levels of outward-looking approaches to problem-solving and solution-seeking, through which organisational change occurs through public choice theory, increased and enhanced levels of accountability and monitoring (Swilling, 1999:30-31).

Higher education institutions provide an enabling environment for good practice through academic teaching, learning and research initiatives and programmes which ought to be contributing to a learning society and the public good. The Public Administration theories of Fox, Schwella & Wissink (1991:6-7) and Brynard (2000:176-187) are a useful conceptual way of implementing the Public Management Model (PMM) and the 5-C Protocol Model. Put simply, good public administration and management practice can be systemically implemented as summarized below:

- **Public Management Model**

The PMM provides the theoretical basis and practice guideline to apply the PMM. Systemic consideration is given to the key elements of the general environment and the specific environment to facilitate decision-making, policy development and implementation of sound practices. Key elements of the general environment include giving consideration to influences in the decision-making and policy development processes, such as political, social, economic, technological and cultural considerations. Key elements to be considered as the specific environment include suppliers, competitors, regulators and consumers. The execution of the PMM requires that the relevant functions, skills, systemic and technological applications are applied to ensure efficient, effective and economical outcomes that serve to meet the institutional mission, values and goals (Schwella, *et al*: 2000:6-7).

- **The 5-C Protocol Model**

The 5-C Protocol model facilitates the practice of public administration and enables the NPM to be advanced through the application of the 5 steps proposed by Brynard (2000:176-187) and the additional step (concept) proposed by the researcher. The adapted steps are concept, context, content, capacity, clients and commitment as high points of significance to consider when attending to decision-making, policy development, public administration and public management practices.

### **3.12.1 Strategic focus as good public administration**

In applying the PMM and the 5-C Protocol model to analyse the vision statements of CPUT, SU, UCT and UWC, the immediate perceptions that emerge are summarised as an indication of the strategic focus of the four higher education institutions in the Western Cape.

CPUT's vision statement states that "To be at the heart of technology education and innovation in Africa" (Cape Peninsula University of Technology, 2010:online). Analysis: This statement reflects singular focus of wanting to be recognised as a leader ("at the heart of technology education"), to be creative ("innovation") in a specific context ("in Africa"). The statement indicates an aspiration and competitiveness. Little else appears to be apparent from this concise statement.

SU's vision statement states that "Stellenbosch University commits itself to an outward-oriented role within South Africa, in Africa, and globally" (Stellenbosch University, 2011:online). Analysis: This statement indicates a willingness to be open to influences ("outward-oriented role") nationally, continentally and internationally. In this sense, rich possibilities exist for an evolving institution in respect of growth and renewal, and the statement is also aspirational, in its clear message ("commits itself").

UCT Statement: "UCT aspires to become a premier academic meeting point between South Africa, the rest of Africa and the World. Taking advantage of expanding global networks and our distinct vantage point in Africa, we are committed through innovative research and scholarship to grapple with the key issues of our natural and social worlds. We aim to produce graduates whose qualifications are internationally recognised and locally applicable, underpinned by values of engaged citizenship and social justice. UCT will promote diversity and transformation within our institution and beyond including growing the next generation of academics" (University of Cape Town, 2011:online).

An analysis of the UCT vision statement indicates a multifaceted though lengthy aspiration in desiring to be a leader ("premier meeting point'), and seeks out utilitarian connections ("taking advantage of expanding global networks..."). The focus is on research and scholarship, with responsive intent ("to grapple with... natural and social worlds) and brands its graduates through their attributes (internationally recognises... locally applicable... engaged citizenship and social justice. Its transformation challenge is surfaced ("...will promote... next generation of academics").

UWC's vision statement states that it is "A place of quality, a place to grow, from hope to action through knowledge" (University of the Western Cape, 2009:online). Analysis: The statement reflects the values ("a place to grow... from hope to action") of the institution, its purpose ("action through knowledge") and its commitment ("a place of quality", a space where people would want to be in). This statement is open-ended in that it does not situate itself in any geographical location; it just is, and through this appears to reflect a timeless relevance and its appeal is to the individual, indicating a subtext of a personal relationship ("from hope to action" pointing to the realisation of aspirations and dreams).

### **3.13 STUDENT GOVERNANCE IN HIGHER EDUCATION**

The Constitution, including its Bylaws for Student Representative Council (SRC), details the student governance framework, which is derived from the university Statute. The Constitution sets out the structures, determines the role-players, the relationships and authorities, and the terms of reference for students to engage in a model of self-governance.

In the Western Cape, CPUT, SU, UCT and UWC each have their own SRC Constitution and their own bylaws and rules CPUT (Statute of the Cape Peninsula University of Technology, 2010:22-23), SU (Statute of the University of Stellenbosch, 1992:16-17), UCT (Statute of the University of Cape Town, 2004:1-11), UWC (Statute of the University of the Western Cape, 2005:24-28).

The SRC Constitution works in concert with the spirit, intention and provisions of the university Statute, and consequently the Higher Education Act, No. 101 of 1997. It is through the electoral process that student leaders are elected to serve on a range of student governance positions and structures. The range of student governance positions and their titles may vary between universities; however, a thread of similarity is easily detectable.

### **3.14 STUDENT GOVERNANCE THEORY**

Student governance in higher education is about students self-governing on matters that affect them. In understanding the concept, role and contributions of students in governance, an emblematic description and analysis is provided.

The student governance framework is based on the theory of a student-centred framework that enables the student to achieve academic success as well as develop to full potential as a person.

Theories are important for orienting knowledge, by enabling phenomena and activities to be explained in ways that promote an understanding. Theories provide a basis for ordering the facts and values and to provide a direction for future actions based on generalised deductions (Hanekom & Thornhill 1983:49; Wessels, 1999:399).

According to Hayward (1997:409) a normative theory focuses on values, standards and practices that provide a context of what ought to be, rather than what is. In applying this theoretical construct to what the student governance model or framework ought to be, the following questions relating to the role, function, value and contribution of the student governance structures may be considered, based on the questions embedded in theories (Fox & Meyer, 1995:5; Hanekom & Thornhill, 1983:71) such as:

- What roles and functions ought to be created?
- What roles and functions ought to be abandoned?
- What adaptations ought to be made?
- What expansions, restrictions or contraction are needed?

Thomas & Leighninger (2010:1) postulate that universities provide a range of civic education opportunities for students in higher education. However, such offerings are usually not coherent across disciplines, which lack co-ordination with the academic programme. They further infer that there is a dearth of formal core academic programmes to educate students in matters regarding public deliberation, leadership and agency. Where such programmes exist, these usually tend to include diversity studies, intercultural learning, leadership and outreach.

### **3.14.1 Student governance as student leadership development**

The core business of a higher education institution is to provide students with educational opportunities that lead to a formal qualification, and to enhance research, teaching and learning. However, another key focus of higher education institutions is to provide a learning environment on campus and in campus residences to support the continued development of students through a range of opportunities, activities and interventions that supports the development of the students to their full potential (Evans and Guido-DiBrito (1998); Pascarella and Terrenzini (2005)).

Whilst each institution uses its own student development approach, which informs their student development interventions, a common denominator is the realisation and acceptance that students come with their own talents, range of abilities, experiences and successes. This basis makes for a generative approach to student development for student leaders and for students in general to become more conscientious and responsible citizens who are engaged with their environment in the fullest sense; for or example, a diversity of cultures, biodiversity, sustainable development to protect the

natural resources, political awareness, and sensitivity to the rights of all. A key feature of development theories in universities include a preference for the use of a hybrid of theories, as referred to by Evans and Guido-DiBrito (1998) and Pascarella and Terrenzini (2005). See Table 3.1.

Student development is based on a positive approach, which can be compared with the organisational development concept of Appreciative Inquiry (AI). Through the use of AI, student leaders are accepted as not being 'empty vessels' that need to be filled as passive recipients. Student leaders are accepted as key contributors with valuable experiences, talents, skills, attributes and their own strengths and successes which they bring to their student governance leadership positions as individuals.

Key student development theories are used as a basis to determine how individual students grow, how they develop, how they learn, and how they select their vocational paths based on their personalities. Student Affairs departments tend to favour a hybrid of key theories such as those addressed by Evans and Guido-DiBrito (1998) and Pascarella and Terrenzini (2005) as summarised in the table below:

**Table 3.1: An adaptation of key student development theories**

Source: Evans and Guido-DiBrito (1998); Pascarella and Terrenzini (2005)

Theorist	Theory	Features
Erick Erikson	Eight stages of lifelong identity development theory	<b>Psycho-social theories</b> Considers growth and development throughout life. Development of the self and one identity.
Janet Helman	White identity theory	
Arthur Chickering	Identity development model	
William Perry	Scheme of intellectual and ethical development	<b>Cognitive-structural theories</b> Focus is on how an individual thinks. That such thinking occurs in hierarchical sequential steps to move through the stages.
Lawrence Kohlberg	Moral development theory	
Carol Gilligan	Model of women's moral development theory	
John Holland	Vocational personalities and environments theory	<b>Typological models of student development</b> Focus is on individual differences and distinctive characteristics. Based on how differences influence the individual's development. Categorisation of individuals has a bearing on their development in other areas.
David Kolb	Experiential learning theory	
Katherine Briggs & Isabel Briggs Myers	Briggs-Myers type indicatory theory	
Alexander Astin	I-E-O theory of involvement model	<b>College impact models of student development</b> Focus is on the origins and processes that promote change in a particular context, for example, environmental influence of an institution or an individual student's background. Students come to the university with their own contributions which may affect change.
Vincent Tinto	Student development theory	
Ernest Pascarella	General model for assessing change	



An analysis of the literature on influences on student self-government gives a clear indication that student governance has a positive role to play in higher education.

Studies on the influence of student leadership roles in universities have shown a positive contribution to the student experience whilst at university, but also in the lives of students after graduation (Abrahamowicz, 1998:233-239; Arminio, Carter, Jones, Kruger, Lucas, Washington, Young & Scott, 2000; Cooper, Healy & Simpson, 1994; Cress, Astin, Zimmeran-Oster & Burkhardt, 2001; Downey, Bosco & Silver, 1984; Kuh & Lund, 1994; Kuh, 1995; Logue, Hutchens & Hector, 2005; Romano, 1994, 1996; Schuh & Laverty, 1983; Thompson, 2006; Wielkiewicz, Prom & Loos, 2005 cited in May, W.P. 2009:23-24).

### **3.14.2 Student governance as leadership and citizenship**

The NBT experience indicates the following key proposals that arose from the group that focused on the student preparation for citizenship and leadership within a democracy (Thomas & Leighninger, 2010:9-10):

- That the curriculum is the basis for providing an integrated and comprehensive approach to educating students in deliberative practices in the interest of public participation;
- Disciplines of academic study need to create better links between theory and practice and to revise the curriculum in a manner that addresses public issues;
- Students should be involved in real decision-making experiences and exposure;
- As knowledge creation involves many others, the co-creation of knowledge should include both academic and non-academic institutions;
- Specific skills for students ought to include: facilitation, working with intercultural diversity, community engagement and involvement, conflict management, consensus building and deliberative decision-making, listening, and advocacy and persuasion;
- Skill-building workshops and exposure to learning exchanges that provide students with learning exposure in dealing with critical public issues; and
- Preparing students for a global world.

In a different report from the National Association of Student Personnel Administrators & the American College Personnel Association (NASPA & ACPA) reference is made to

the need to educate and develop the whole student as a transformative educational imperative, and one which places the student central to the learning experience (cited in Keeling, 2004:1).

NASPA & ACPA report focuses on how student affairs practitioners and the work of student affairs ought to be a partner to the broader curriculum. NASPA & ACPA refer to student education and development as the student experience of the whole student within a transforming higher education setting, i.e. “a truly transformative education repeatedly exposes students to multiple opportunities for intentional learning through the formal academic curriculum, student life, collaborative co-curricular programming, community-based, and global experience” (NASPA & ACPA cited in Keeling, 2004:3).

### **3.14.3 Student governance as democracy**

The role of students in democratic deliberative processes within the university setting can be challenging, given their pursuit of their own academic studies. Whilst locally the institutional Statute makes provision of the inclusion of students within the institutional governance arrangements, the nature and quality of the student leaders' engagement and deliberations may require closer scrutiny to determine lessons for success in a multiple-stakeholder environment. Improved institutional deliberations may pave the way for improving the meaningful participation of student leaders by giving more attention to the value of deliberative democracy as a useful mechanism to achieve better quality participation and engagement.

According to Thomas & Leighninger (2010:10-11), whilst individual academic scholars are widely respected for their own contributions to society as public scholars, the view of the NBT participants was that higher education is not viewed as critical in its role in democratic renewal and social change. This was amplified by critical views towards how higher education is perceived and experienced, in that public leaders do not seek out universities for problem-solving issues. In addition, higher education was critically perceived as not being a player at key meetings and forums regarding national issues on democratic renewal.

The NBT experience about the need for a more concerted role for higher education is well articulated by a participant: “The higher education community should work hard on

destroying elitist perceptions about its aims and identify more public opportunities to link theory and practice, research and application” (Thomas & Leighninger, 2010:11)  
Emerging proposals for revisiting higher education’s role include the following (Thomas & Leighninger, 2010:11):

- Scholars ought to write for public audiences to derive societal value;
- Listen to communities and find ways to work together on issues that require social change and the strengthening of democracy and participation of key players;
- Revisit the role of higher education as a unit of society;
- Campus resources ought to widen its public usage;
- Offer programmes to civic organisations and communities to enhance citizen participation in support of public engagement;
- Provide a platform for public discourse and partake in solution-seeking on public issues in partnership with civic bodies and communities;
- Provide shared space for meeting, engagements and discussions, and provide faculty-based links, where appropriate, in strengthening capacity of civic bodies and communities on matters of policy and social change issues;
- Assist and support communities to develop toolkits to assist them in their civic work in determining issues, solutions and resource allocation approaches;
- Convene conferences that promote dialogue and partnership between higher education and the citizenry on policy and deliberative matters that can benefit from public engagement;
- Enhance the attractions on higher education’s role as a potential significant agent for social change;

- Overcome the repugnance for difference and fear of moving out of the comfort zone by initiating public discourse and engagement; and
- Strengthen higher education's role in being more political, but non-partisan.

Carson & Lewinski (2008:83) assert that best practice in public participation processes leads to effective deliberative democracy in practice, based on key principles of the Brisbane Declaration, namely:

- Integrity refers to the need for honest and open engagement where participants' contributions are welcomed to inform decision outcomes.
- Inclusion includes being open to suggestions and alternate viewpoints. Inclusion also refers to having a participatory and deliberative approach to democratic decision-making, so that transparency, equity and justice principles apply in practice. Diverse views, contributions and ideas are welcomed and are valued in creating a space of robust and involved engagement that reflects a diverse range of viewpoints to inform the decision, and gives expression to the value of deliberation and inclusivity of all affected persons or bodies.
- Deliberation, through which stakeholders have access to information, can understand this easily, and are able to engage in dialogue, deliberate about issues, harness various views and solution options to inform a preferred response to the issue under consideration.

Thomas & Leighninger (2010:1) infer that democracy as a concept extends beyond a form of government to deliberative democracy. In a deliberative democracy approach, people work together to add value to society, based on their shared values and way of life so as to advance freedom, equity and justice. According to Goodin (2003:1) even though democracy is a contested concept, it is about achieving social outcomes for the public good.

Fishkin (1991:131) suggests that deliberative democracy can be applied practically for real-world decision-making. A practical method for this approach can be applied by making use of a deliberative opinion poll to obtain a statistical representative sample of the target population to public issues. The outcome is that the results of the poll and

the deliberation can be used as a recommending position basis for public decision-making.

Carson (2001:1) states that student involvement on standing committees in the university setting remains a limitation due to their own academic schedules and their limited representivity on standing committees. In this regard, Carson (2001:1) proposes several ways in which wider involvement can be gained. This includes ensuring adequate representivity and participation. Representivity can be enhanced through the use of multiple deliberative methods to gain wider and meaningful student participation levels. The quality of representation should be a central feature of deliberative processes. Skilled and independent facilitators, used to navigating deliberative processes, can strengthen the influence of the deliberative processes in focusing on results and firm decisions as outcomes.

In the context of this study, it can be agreed that the involvement of the student body in deliberative processes holds value for improved policymaking and decision-making Dryzek (2000:8) processes that increase the attainment of democratic values and principles of access, equity and justice, as inferred by Carson (2001:1).

The extent to which deliberative democracy can benefit an institution and the higher education sector is a significant feature that this study explored. Gutmann & Thompson (2003:30) infer that a deliberative theory, like any other theory, has essential features such as 'substantive as well as procedural principles', and that the reciprocity binds people through laws and policies to hold each other accountable (Gutmann 2004:98).

Bohman (1998:401) asserts that there are two views on deliberative democracy. On the one hand, justice theories are at issue, whilst on the other, institutionalisation problems may be the challenge. He infers that deliberative democracy theory has a growing interest of support in the literature, with the emergence of deliberative democracy theorists and deliberative democracy practitioners.

In the South African context of higher education, the university Statute makes provision for the inclusion of students within the institutional governance arrangements. A review of student governance approaches may be necessary to ensure that deliberative processes are a feature of meaningful participatory processes. Improved institutional

deliberations may pave the way for better deliberative processes to become practice benchmarks in seeking to achieve better quality participation and deliberation. `

#### **3.14.4 Student governance as good governance**

In orientation to good governance, good student governance also has to ensure that the student governance structures are accountable, function with the autonomy assigned through the powers of authority ascribed by the SRC constitution and which has a clear plan for action that evolves out of democratic processes.

The 8 guiding principles of good governance need to be adopted as a way of governing and action, with clear mechanisms for reporting to its constituencies on its progress, challenges and achievements in the main.

#### **3.14.5 Student governance as an enabler for change**

Fox & Meyer (1995:36-37) describe development management as based on the ethos of public trust, service to society, protection of the vulnerable and disadvantaged and commitment to promoting the public interest. Such values and aspirations can be said to apply to student leaders in governance positions. Coetzee (2001:120) describes the enabling aspects of development as follows:

- Notions of favourable change that bring positive shifts from worse to better and by advancing from the inferior;
- A form of social change that is intentioned to lead to progress;
- A directed, focused and deliberate change that will lead to some form of economic growth and social reconstruction;
- A process that includes all aspects within a community and the way in which people relate to others;
- The enabling mechanisms, structures and processes that are put into place so that human potential can be realised;

- A continuous process of enlarging people's choices, and enabling them to acquire knowledge and to gain access to resources to achieve a decent living standard;
- The creation of conditions that will create an environment for diverse interests to be realised; and
- A beacon for transformation and individual salvation that is cognisant of aspirational directions (Coetzee, 2001:120).

### **3.15 CONTEMPORARY STUDENT GOVERNANCE IN SOUTH AFRICA**

The student governance framework of each institution must be coherent within the institutional governance framework and in its articulation with the Higher Education Act, No. 101 of 1997. The student governance approach in public HEI institutions has a common thread of similarities with some variances. Examples are provided in the sketch below.

#### **3.15.1 Contemporary student governance structures in South Africa**

In the South African context, there are two models of student governance structures adopted by higher education institutions. The origins of the structures were influenced by the historical landscape of higher education and the move toward the democratisation of universities through institutional and student governance adaptations. Arising out of this process, were institutions that merged with other institutions and those that remained unaffected by institutional mergers. Merged institutions needed to make sense of new governance arrangements, based on principles of inclusivity, as a further way of democratising higher education institutions (Tabane, 2003:23). The three student governance models that emerged from this context are described herein.

#### **3.15.2 Federal student governance structure**

This model is suited to a multi-campus environment. The model creates the space for the RC to co-exist with representation of executive members on a central co-ordinating committee. Elections are convened at each campus and each elected group determines its programming activities suited to the needs of students at a particular

campus. Electoral processes invite votes for a campus voters' roll and a central voter's roll (Tabane, 2003:23).

For the purpose of this study the structures of the four higher education institutions were explored. It was found that CPUT and SU adopted a federal structure approach for different reasons.

In the case of CPUT, the basis for opting for the federal structure was because of the merger between the former Cape Technikon and the former Peninsula Technikon, which were wholly autonomous public higher education institutions with their own respective governance structures. A merger of both institutions to form CPUT resulted in the student governance structures of both institutions, as well as student governance structures of satellite campuses in Wellington and Mowbray (Western Cape), to become part of a comprehensive, representative student governance framework (Statute of the Cape Peninsula University of Technology, 2010)

In the case of SU, the main campus is in Stellenbosch, with satellite campuses in Tygerberg and Saldanha (Western Cape). Each campus has its own voter's roll, and all students are eligible to vote for election of office-bearers to the central SRC (Statute of the Cape Peninsula University of Technology, 2010; Statute of the University of Stellenbosch, 1992; Statute of the University of Cape Town, 2004; and Statute of the University of the Western Cape, 2005).

### **3.15.3 Unitary student governance structure**

The unitary student governance model is more linear in approach, with one SRC being elected to represent the interest of the entire student population of the institution. In practice, this model can be used for a single institution with a single campus or multiple campuses. A single voter's roll is used for all campuses of a single institution (Tabane *et al*, 2003:23).

Based on the critical review and analysis of the SRC constitutions of the four higher education institutions in the Western Cape, it is evident that both UCT and UWC adopted the unitary student governance structure (Statute of the Cape Peninsula University of Technology, 2010; Statute of the University of Stellenbosch, 1992; Statute



of the University of Cape Town, 2004; and Statute of the University of the Western Cape, 2005).

#### **3.15.4 Contemporary student governance models in South Africa**

Student governance models in each higher education institution are guided by their constitution, which has legal status within the institutional governance framework. According to Tabane (2003:11-22), the constitution includes the following key aspects:

- Preamble which reflects the vision, principles, ideals and values (2003:11-12);
- Definitions, which clarify the meanings of concepts and terminology pertinent to the constitution (2003:12-13);
- Name of the student governance entity (2003:13), for example, University of the Western Cape Student Representative Council (UWC SRC);
- Aims and objectives, which provide a purpose for existence and clear outcomes to be achieved, both of which will inform the plan of action of the SRC to achieve during its tenure (2003:13-14);
- Membership, which indicates the eligibility based on currently registered students at an institution (2003:15);
- Composition of the student governance structure, which usually includes the SRC, the SRC Executive, the Annual General Meeting (AGM), the Student Parliament, the Student General Council, and Substructures, for example, the Student Faculty Councils, Student Residence Councils Student Clubs, Student Societies and Student Organisations (2003:15).
- Roles and relationships between the SRC and the institution, between the SRC and its substructures, and between the SRC and the student body (2003:15);
- Duties and responsibilities of each person who occupies office, for example, the SRC President, the SRC Deputy Presidents for internal and external affairs, the SRC Secretary-General, the SRC Treasurer and others (2003:16-17);

- SRC portfolios, which provide role direction and clarity, for example, officers or co-ordinators for projects, student accommodation, student academics, sports and recreation, transformation, and a speaker for the student parliament (2003:16-17);
- SRC elections, which require the setting up of an electoral office on a needs basis, and the implementation of the rules governing electoral processes, procedures, rules of conduct, and rules to secure free and fair elections (2003:17-18);
- Meetings of the student governance body, to ensure a co-ordinated and organised approach, meeting procedure and protocols, status of decisions, rules of quorum, meeting sittings, and meeting adjournments (2003:18-19);
- Financial management, based on the resources deployed to the SRC and the corresponding accountability (2003:20);
- Conflict resolution (2003:18);
- Constitutional amendment process (2003:20-21); and
- Dissolution, provisions, rules, procedures and authorities that apply to the dissolution of the SRC and the handling of assets and resources in such cases (Tabane, 2003:21-22).

### **3.15.5 Contemporary governance models of SRCs**

There is a flexibility in how the SRC governance model is organised that creates the space for fit-for-purpose that is better suited to the institutional environment related to the geographic and physical arrangements, resources available, practical considerations of time and communication, all of which contribute towards a workable model suited to the students of an institution. Tabane (2003:24-26) describe the three student governance models, i.e. the executive model, the parliamentary model and the hybrid model.

### **3.15.6 Executive student governance model**

This model is constituted of the AGM, mass meetings, the SRC executive and the General Council. The power hierarchy places the AGM as the highest decision-making body in this model, followed by the mass meeting with the student body, followed by the SRC executive and then the General Council, which serves as an advisory body. This model puts the SRC to work with two oversight levels that encourages inclusivity of the student population through meetings (Tabane, 2003:24).

### **3.15.7 Parliamentary student governance model**

This model is constituted of the AGM, mass meeting, parliament, and the SRC executive. Similar to the executive student governance model, the AGM is the highest decision-making body. The next level of decision is through the mass meeting, and then the parliament. The SRC is an executive member of the parliament. This model provides for student governance structures through elected members. In a parliamentary model, the SRC accounts to the student parliament (Tabane, 2003:25).

### **3.15.8 Hybrid student governance model**

The hybrid student governance model incorporates a mix of features from the executive and parliamentary models. The SRC has executive functions, and it accounts to the student parliament, which includes members from the student governance structures. The distinction in this model is that the SRC and the parliament have a relationship alongside the parliament, with each having their distinctive roles, powers and duties (Tabane, 2003:25-26).

## **3.16 STUDENT GOVERNANCE IN THE WESTERN CAPE**

Each of the four higher education institutions in the Western Cape has their own student governance model. However, the principles and structures are common to all (Statute of the Cape Peninsula University of Technology, 2010; Statute of the University of Stellenbosch, 1992; Statute of the University of Cape Town, 2004; and Statute of the University of the Western Cape, 2005). An analysis of the four models was undertaken and the key features of the student governance models are provided.

### **3.16.1 Key features of student governance models in the Western Cape**

Key features of the four student governance models at the public higher education institutions in the Western Cape were analysed, and general and specific perspectives are provided.

In general, all four student governance models were in various stages of review or had just been reviewed during 2010. All four models were subjected to a degree of adaptation suited to the changing realities and needs of individual institutions, as described:

The SRC constitution of CPUT is the result of lengthy deliberations between the merged institution, which has four satellite campuses (Cape Town, Mowbray, Bellville and Wellington), each with a local SRC and one central SRC. The student governance model adopted by CPUT is an executive student governance model, with the AGM being the highest body of authority (Statute of the Cape Peninsula University of Technology, 2010).

SU was at an advanced stage of revising its SRC constitution during the review period of this study. In studying the final draft proposal, SU has the intention to support a parliamentary student governance body. SU has a main campus (Stellenbosch) and two satellite campuses (Tygerberg and the Military Academy in Saldanha). In this model, the SRC is the highest decision-making authority. Included in this model is the establishment of a student court with full administrative powers, to preside over matters brought to its attention arising out of the SRC constitution. The student court is wholly constituted of senior law students, whose decisions are binding. SU also intends to appoint an evaluation committee to oversee the performance of the SRC. The SU Constitution supports one central SRC and satellite SRCs (Statute of the University of Stellenbosch, 1992).

During the period of review, UCT had just amended the SRC constitution, the bylaws and election rules to expand the SRC seats from 15 to 17 seats with the option to expand up to 20 seats without needing to resort to further amendments. The number of seats has impacted on the SRC portfolios and there is a link to the portfolios in the bylaw and elections rules.

UCT supports a parliamentary-style student governance model. UCT opted to call the student parliament, the Student Assembly. The Student Assembly is only open to members of the student governance structures. In contrast, the AGM meeting and the Stellenbosch parliament model provides for wholly open meetings, which can be attended by all registered students of the university. The Student Assembly has the powers to bind its decision on the SRC if decisions taken have a two-third majority of the full membership of the Student Assembly (Statute of the University of Cape Town, 2004).

UWC recently reviewed its SRC constitution and the student governance model. UWC retained the executive student governance model, with the SRC AGM being the highest decision-making body, whose decisions are binding upon the SRC. Of significance is that if the SRC fails to call an AGM at the period specified, the Rector of the University has the power to dissolve the SRC, and to appoint an interim SRC until the election and appointment of the new SRC (Statute of the University of the Western Cape, 2005).

### **3.16.2 Student governance framework**

Student governance occurs within the framework of the SRC constitution, bylaws and rules. All of these documents create the legitimate status of the SRC and the student governance structure. An analysis of the SRC constitutions of the four higher education institutions in the Western Cape indicates a few variations regarding the AGM and the parliament. Two institutions make use of a parliamentary system and the other two uses the AGM system to which the SRC accounts. The structure of all four constitutions includes the SRC, the SRC executive committee, the SRC standing committees, the Student Assembly or Parliament or the AGM, and SRC sub-councils (Statute of the Cape Peninsula University of Technology, 2010; Statute of the University of Stellenbosch, 1992; Statute of the University of Cape Town, 2004; and Statute of the University of the Western Cape, 2005).

### **3.16.3 Student Representative Council**

The Student Representative Council (SRC) has powers that include making representations on behalf of students within the institutional governance framework to the university Council, Senate, Institutional Forum (IF) and other spaces within the institutional governance system. The SRC acts as the administrative body in allocating

resources and assets accorded it by the institution, in serving the student interest (Statute of the Cape Peninsula University of Technology, 2010; Statute of the University of Stellenbosch, 1992; Statute of the University of Cape Town, 2004; and Statute of the University of the Western Cape, 2005).

The SRC is required to convene meetings of the SRC and the student body through formal meeting protocols, and to poll the opinions of students on matters affecting the student interest. The SRC is required to provide formal reports about its progress, and to publish such reports and engage in debate on matters of interest to students. The SRC is required to give due regard to the constitutional provisions to ensure it functions legitimately, through applying the articles of the constitution on all matters regarding its authorities, office, membership, standing committees, special committees, its elections, mass meetings and term of office. (Statute of the Cape Peninsula University of Technology, 2010; Statute of the University of Stellenbosch, 1992; Statute of the University of Cape Town, 2004; and Statute of the University of the Western Cape, 2005).

- **SRC Executive Committee**

The SRC executive committee (EXCO) is elected by the SRC at its first meeting, and this includes the election of the SRC president, vice president (VP), secretary-general (SG) and deputy secretary/general, treasurer and academic officer. The SRC EXCO's functions include convening meetings of the SRC, dealing with urgent matters, servicing as the administrative committee of the SRC, and executing mandates of the SRC. The SRC is also accountable for acting in accord with electoral protocols and process during its term of office. (Statute of the Cape Peninsula University of Technology, 2010; Statute of the University of Stellenbosch, 1992; Statute of the University of Cape Town, 2004; and Statute of the University of the Western Cape, 2005).

- **SRC Portfolios**

SRC members have distinct portfolios to focus the SRC's plan of action, and to serve the student interest (Statute of the Cape Peninsula University of Technology, 2010; Statute of the University of Stellenbosch, 1992; Statute of the University of Cape Town, 2004; and Statute of the University of the Western Cape, 2005).

The portfolios vary amongst the four institutions, and lists of these are as follows:

- Presidency;
- Secretariat;
- Treasury;
- Academic;
- Disciplinary;
- Constitutional and regulatory;
- Gender and equity;
- Health, safety and security;
- Public relations and media;
- Social justice, or community outreach;
- Sport, recreation and culture;
- Policy and transformation;
- And any other committees deemed appropriate

- **SRC Sub-Councils**

The SRC sub-councils are constituted as indicated in each constitution (Statute of the Cape Peninsula University of Technology, 2010; Statute of the University of Stellenbosch, 1992; Statute of the University of Cape Town, 2004; and Statute of the University of the Western Cape, 2005). The sub-councils include the following:

- Undergraduate academic sub-council per faculty, elected by undergraduate students;
- Postgraduate academic sub-council per faculty, elected by postgraduate students;
- Residence committee, elected by the residence council;
- Societies committees, elected by the societies council; and
- Development agencies, elected by the development agencies council.

- **Mass Meetings**

The SRC may require to convene mass meetings with the student body to debate, to seek a mandate, and to serve as a space to account for its actions in manner that upholds democratic principles, is transparent and seeks to advance student governance through its role and mandate (Statute of the Cape Peninsula University of

Technology, 2010; Statute of the University of Stellenbosch, 1992; Statute of the University of Cape Town, 2004; and Statute of the University of the Western Cape, 2005).

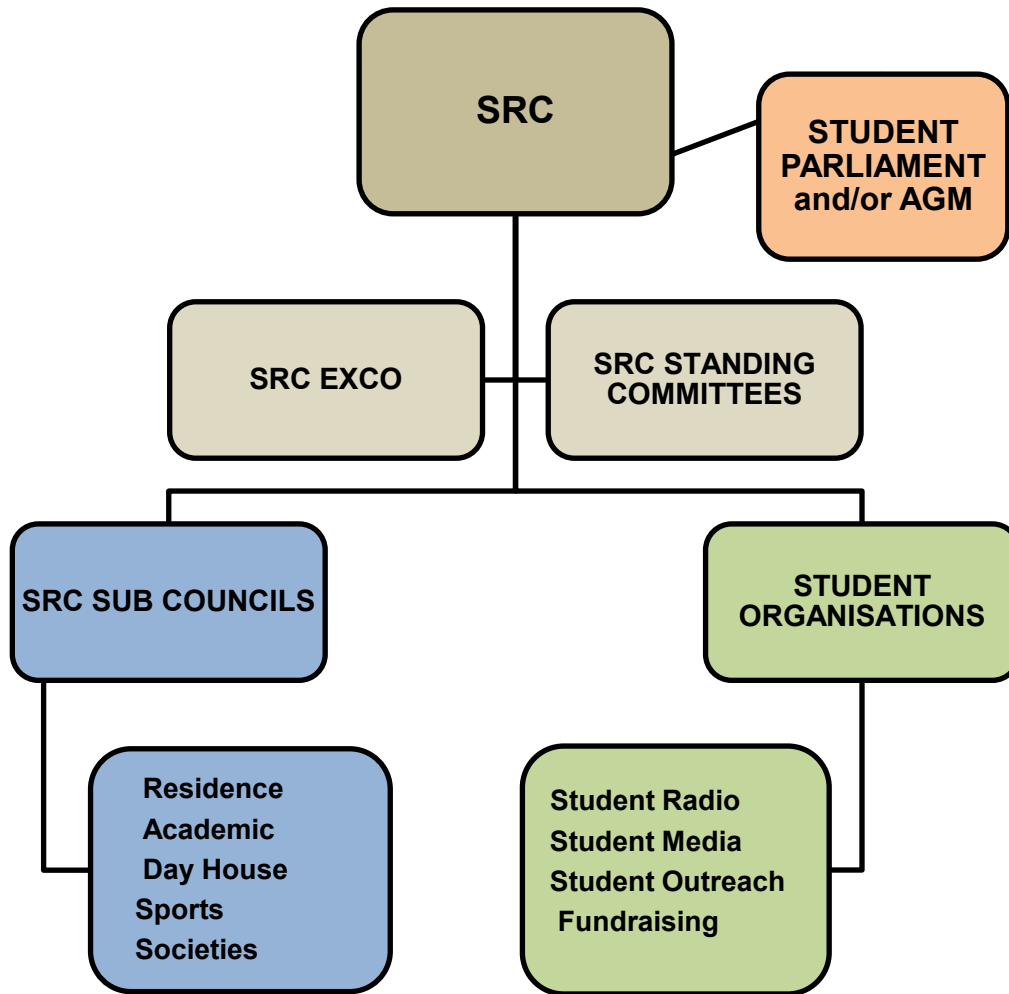
- **Student Parliament**

The student parliament is also referred to as the student assembly. The student parliament is constituted of members from all the elected student governance structures. The key functions of the student parliament are to serve as a collective a collective voice of the student body through the student membership of the student structures. The student parliament is required to hold the SRC and its substructures accountable and transparent to the assembly of students and to uphold the democratic values and principles of the constitution, as well as to take decisions on matters that bind the SRC, through decision-making protocols enshrined in the constitution for this purpose (Statute of the University of Cape Town, 2004).

- **Annual General Meeting**

The Cape Peninsula University of Technology and the University of the Western Cape have an Annual General Meeting (AGM) as the supreme decision-making body, which is binding on the SRC. The AGM is convened at least once a year, before the SRC vacates office, with the aim of giving an account of the SRC's term in office, through reports of the SRC President, the SRC Treasurer and the SRC Secretary. Of significance is that at one institution, should the SRC fail to call an AGM, the Rector may dissolve the SRC and facilitate a process to establish an interim SRC in a caretaker or bridging role, until such time that a newly elected SRC is ready to assume office (SRC CPUT, SU & UWC only). A schematic structural illustration is provided below on the key student governance structures.





**Figure 3.3: An illustration of a student governance framework**

Source: SRC Constitution (Statute of the Cape Peninsula University of Technology, 2010; Statute of the University of Stellenbosch, 1992; Statute of the University of Cape Town, 2004; and Statute of the University of the Western Cape, 2005)

### **3.17 FROM STUDENT ACTIVISM TO STUDENT SELF-GOVERNANCE**

The rise of student self-governance has its origins in student activism in the international and South African contexts, culminating in the formal inclusion of students in higher education.

#### **3.17.1 Terminology**

A literature search on student governance reflects the use of broad terminology by educators, researchers, students and others in addressing the role of students beyond an academic brief. Fletcher (2005:5) describes 'student activism' as work done by students in an attempt to bring about environmental, economic and social change

through education and democracy. This assertion implies that students that are meaningfully involved can influence educational and societal changes on issues of significance, for example, on matters such as student access to education, learning resources and funding. Fletcher (2005:16-20) considers student involvement as meaningful when educators and administrators invest in student education that is supported by skills development and learning outcomes. Students are able to use their capabilities to contribute to change by using their educational knowledge and skills gained, and in so doing, enhance their capability to contribute to change (Fletcher, 2005:11).

Hart (1992:8), identified degrees of non-participation and degrees of participation in children, which was further adapted for students by Fletcher (2005:7) in which he described the levels of non-participation as: students are manipulated, students are used as decoration, and, students are used as tokens. In contrast, levels of participation were described as: students are informed and assigned, students are informed and consulted, adult-initiated shared decisions with students, student-initiative and student-led decisions, and, student-initiated shared decisions with adults (Fletcher 2005:7).

### **3.17.2 Student politics**

Student politics is unavoidable, and has to be understood for the role it plays within student governance. Heywood (2000:33-34) defines politics as an:

*'...activity through which people make, preserve and amend the general rules under which they live...thought of as a search for conflict resolution than as its achievement , as not all conflicts are, or can be, resolved. From this perspective, politics arises from the facts of diversity (we are not all alike) and scarcity (there is never enough to go around).'*

Higher education institutions face daunting challenges in balancing the tensions between the need to secure higher levels of resourcing, and widening the doors of access for the 'good life' through education and becoming economically productive citizens. The notions of politics as inferred by Heywood (2002:33-34) have significance in how student governance engages its political role within the internal and external environment of higher education, society and the world.

In the first notion, political views are embedded in government and state activities, and all others are located externally to this notion of politics (Heywood, 2002:33). The second notion is enfolded in 'public' activity associated with civic matters of the community, in contrast to private affairs of an individual. This relates to Aristotle's belief that human beings can only live 'the good life' within a political community (Heywood, 2002:33).

The third notion of politics provides mediation and conflict resolution opportunities to enable parties with diverse or opposing viewpoints to reach a compromise, or resort to negotiation and conciliatory actions, rather than exercise force to achieve gains. In his notion, politics is portrayed as the art through which possibilities exist for peaceful outcomes through deliberative means (Heywood, 2002:34). The fourth notion of politics is associated with power and the ability to achieve desired outcomes through the use of whatever means, usually relating to resources for social existence (Heywood, 2002:34).

### **3.17.3 Student movements**

Student uprisings and student movements have served as strong antecedents to student governance (Boggs 2006:2). In a comparative study of student movements in twentieth-century Latin America, the United States of America and India, student movements as political movements have at times been successful in navigating government actions regarding societal issues, whilst at other time have focused their attention on their immediate internal environment, such as university governance.

### **3.17.4 Coalescing student politics and student governance**

Boggs (2006:1-16) describes Altbach's theory of student orientation and focus as a useful theoretical approach to analyse student movements. It is argued that this same approach can be used to analyse student governance frameworks across countries, institutions and within an institution.

## **3.18 INFLUENCING RESPONSIVE STUDENT GOVERNANCE**

Altbach's (1968) theoretical approach was developed from studies on student politics in higher education in India, and which approach Boggs (2006:1-16) used to analyse student movement experiences in Latin America, India and the United States (U.S.).

According to Altbach (1968,cited in Boggs, 2006:3), political action of student movements can be analysed according to two perspectives related to orientation, and two perspectives related to focus, as follows:

- 'Normative' orientation relates to action on specific issues, for example when students take action against student tuition or accommodation fees.
- 'Value' orientation relates to more general ideological issues that concern students, such as wanting to see the barriers to social class broken down. Examples are the increasing divide between rich and poor, resulting in a threat to public interest issues, and health policy that supports a unitary equitable system of provision for all. The 'value' orientation can apply to issues internal or external to the university environment.
- An '*etudialist*' focus can be used when analysing student activism or issues central to students in the university environment. '*Etudialist*' issues are distinctive in that such issues arise external to the university environment, resulting in student action. For example, state policies that threaten democratic values may result in students rallying to protest against such threats.
- A 'societal' focus moves the discussion beyond the university to the nation, given the political, social, and economic influences that may apply, in its impact on a nation.

Altbach's theory of 'student orientation and focus' was developed in 1968 to analyse student movements. This study builds on the work of Altbach (1968) and Boggs' (2006:1-16) and argues that Altbach's theory can be usefully deployed in higher education institutions not only to analyse student movements, but also to analyse student governance frameworks. In so doing, responsive student governance can be positively influenced. Altbach's study (1968, cited in Boggs, 2003:1-16) shows a strong link between student movements and student governance, and it is argued that this factor advances the relevance of Altbach's theory for the analysis of contemporary student governance theory and practice.

Student activism occurs for multiple reasons, which are not always clear. However, key features have identified student equity issues, societal and political issues as giving rise to student activism (Boggs, 2006:3). Student activism relates to internal and external issues of student interest, which may challenge the co-operative governance relationship with the internal and external organisational institutional leadership. This study proposes that Altbach's theory has relevance for the analysis of student governance and co-operative governance. The study argues that finding good practice predictors for effective student governance and effective co-operative governance relations is raised as a possibility through Altbach's theory.

The analysis of student governance can provide an understanding of environmental shifts. For this analysis, it is proposed that the descriptors of Altbach's theory provide the framework for this analysis.

The four descriptors are:

- Normative orientation;
- Value orientation;
- *Etudialist* focus; and
- Societal focus (Altbach, 1968, cited in Boggs, 2003:1-16).

Altbach's (1968, cited in Boggs, 2006) theory can be integrated with the Public Administration theories of Schwella's (2000:6-7) Public Management Model (PMM) Brynard's (cited in Cloete & Wissink, 2004:176-187) 5-C Protocol Model. Both models were explained extensively in Chapter 2 and are not detailed here. It is argued that both models provide a sound dashboard of analytical criteria within which a nuanced and multifaceted analysis of student governance is possible, by using Altbach's theory as the canvas within which an analytical portrait can emerge. Such an approach also provides a dynamic and flexible open-systems approach in the application of the criteria.

The criteria for Schwella's PMM are as follows:

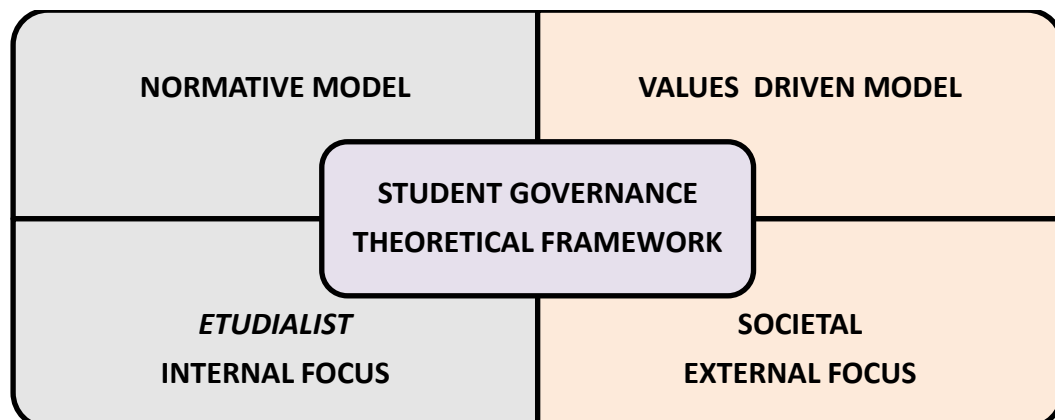
- General environment, which is constituted of political, social, economic, technological and cultural factors.

- Specific environment, which is constituted of the suppliers, competitors, regulators and consumers.

The criteria for Brynard's (cited in Cloete & Wissink, 2004:176-187) 5-C Protocol Model are as follows:

- Context;
- Content;
- Commitment;
- Clients; and
- Capacity

A conceptualisation of Altbach's theory in the preceding discussion is illustrated below.



**Figure 3.4: A schematic adaptation of Altbach's student governance framework based on student orientation and focus**

**Source: Altbach, 1968, cited in Boggs, 2003:1-16**

### **3.19 EVALUATION AND KEY LESSONS IN EMBEDDING GOOD STUDENT GOVERNANCE**

In this chapter student governance was defined by Freidson and Shuchman (1995:6) as a student organisation, which, through its constitution and membership, represents the student community on matters affecting students.

It is argued that student governance is influenced by key theoretical conceptions of governance, democracy and public administration. Further, the theoretical notions for student governance were found to have connections with deliberative democracy and co-operative governance. However, empirical evidence is lacking.

According to Tabane (2003:11), there are three models of student governance in the South African context. A comparative analysis of the student governance approaches used by the four higher education institutions in the Western Cape showed similarities in their approach through key features such as their structures, roles, relationships, terms and portfolios. It was found that the fact that the student governance framework is derived from the Higher Education Act, 1997, accounts in large part for the similarities.

A positive feature of the model is that it provides student leaders with a clear inroad to the centre of institutional governance. However, the limited representation of students and the lack of political education are suggested as two significant features that need revisiting.

In selecting the type of student governance model, three institutions opted for the executive student governance model and one opted for the parliamentary model. In all four cases, the approach to student governance worked well from a functionality perspective and a development-oriented approach to self-governance. What is contested is the extent to which each model is effective in its influence to achieve desired changes to decisions and policies in serving the student interest. This gap is a matter for empirical study.

In embedding good student governance, it is suggested that Altbach's theory of student orientation and focus be considered as a useful mode to identify what good student governance is, and then to measure the extent to which good student governance exists and to suggest ways in which good student governance can be strengthened (Altbach, 1968, cited in Boggs, 2006:1-16). Such an approach may also seek to be underpinned by criteria to support qualitative and quantitative empirical study.

Accountability-enhancing mechanisms, such as the SRC's report to the student assembly and the use of metrics as good-governance indicators, can serve the student constituency well in assessing the extent to which elected student leaders serve the student interest, and the extent to which they are able to achieve change. It is with this evaluative aspect in mind that the possibility is raised for the effectiveness of student governance to be assessed according to Altbach's student orientation and focus theory.

In analysing the theoretical foundations of the Public Administration theories and integrating Altbach's theory, (Altbach, 1968, cited in Boggs, 2003:1-16), a student governance can be seen to evolve. The criteria from Schwella's (2000:6-7) Public Management and Brynard's (cited in Cloete & Wissink, 2004:176-187) 5-C Protocol Model, and the foundational principles of good governance provide a rich theoretical framework for an emblematic student governance model.



Altbach (1968, cited in Boggs, 2003:1-16) showed evidence of a link between student movements and student governance, and the evolution of student governance through such movements. At the heart of student activism were campus and societal issues of student and public interest. At campus level, student unhappiness was about living and academic conditions. The result was student protests and calls for inclusion in governance matters relating to decisions and policies of student interest. The protests related mainly to the quality of living spaces, the quality of food, and student fees for accommodation and tuition. A cursory study of the media archives will reveal that, although much has changed in society over time, the cause for student protests and in relation to higher education is about access to education, rising costs of education and good affordable accommodation. From this perspective, it can be deduced that the environmental influences on campus and in society have been central to evolving student activism to transition to student governance.

Whilst there is a lack of a concise record of the genesis of student governance globally, the Latin American experience is dated to early 1900 (Altbach, 1968, cited in Boggs, 2006:227). A key lesson, central to good governance, is a need for student participation as key stakeholders in the university community. The Association for Public Participation describes the following factors as a useful means to assess participation efficacy, which has been adapted to the student governance context:

- Inform students by providing the necessary information to enable them to understand the key issues and complexities, to enable them to discern and to be sufficiently informed in identifying the problem, identifying solution options and to be in a position to make an informed decision;
- Consult students and obtain public feedback on proposals, analysis, and decisions;
- Involve affected students through a deliberative process, listen and respond to the diversity of viewpoints and address concerns and aspirations;
- Collaborate through partnership on each issue of concern, develop alternative approaches and arrive collectively at decision outcomes and solutions; and

- Empower and enable students to be in an informed position to take their own decision on a policy or public issue, and find ways in which to connect their voice and the decision of policy-makers.

Conceptually, the theoretical concepts of governance, co-operative governance, student governance, democracy, deliberative democracy and public administration have been brought together, showing how they are connected in influencing student governance.

### **3.20 SUMMARY**

In this chapter, student governance was identified as a key lever to advance student interest issues and the further democratisation of higher education institutions through participation in student governance, student leadership and student citizenship.

A critical analysis of the theoretical perspectives that influence student governance was undertaken and the conceptual links to student governance were shown through several theories, i.e. governance, co-operative governance, democracy, deliberative democracy, public administration and student governance theory. The links between the theoretical conceptions showed how effective student governance can be facilitated as a key lever in advancing the student and public interest. The relationship between good governance, democratic values, principles and practices, and sound Public Administration theory and practice was highlighted.

Key features of a sound governance environment were highlighted. Embedding good student governance was illuminated by using the good governance approach of UNESCAP (UNESCAP, 2002:Online), the deliberative democracy approach (Thomas & Leighninger, 2010:11; Carson & Lewanski, 2008:83; Thomas, 2010:1; Goodin, 2003:1; Fishkin, 1991:131; Gutmann & Thompson, 2003:30; Bohman, 1998:40; Dryzek, 2000:8; Fox & Meyer, 1995:36-37; Coetzee, 2001:120) and the student leadership and citizen development approach (Evans and Guido-DiBrito, 1998; Pascarella & Terrenzini, 2005).

The student governance models at the four public higher education institutions were analysed. It was found that the student governance models are functional, have a strong development orientation and are enablers for student participation in

institutional governance. Through this participation, a relationship of co-operative governance is fostered, the impact of which is a basis for further research.

In considering the development support for student leaders, it was observed that whilst functional and leadership training is provided, there is no provision for political education to school student leaders in guiding them to successfully navigate inter-governance tensions. Whilst each student has a personal agency, this does not replace or reduce the emphasis for appropriate training beyond the current managerially steered training programme. It is suggested that a starting basis for appropriate training commence with a thorough training needs assessment. Such an assessment determines individual strengths and gaps which informs the training plan instead of in terms of a pre-determined content. It is accepted that a foundational and fundamental training emphasis will remain the mainstay for functional training.

A further observation is the need for enhanced inter-governance relations within the student governance structures and between the student governance structures and the institutional governance structures. It is argued that whilst the SRC constitution provides a commitment to values, purpose and a sound administrative and legal basis for the student governance framework, it needs to be augmented by a good grounding of political education embedded in democratic values and principles for effective student leadership.

It is suggested that a theoretical conception in which to embed the student governance approach be developed by each institution. This would build on the charters, statements and documents that already exist, and provide a sense of purpose in the continuity of the student and public interest to be students to commit to the success of their individual and collective student leadership roles. However such success needs to be supported through guidance, advocacy, resources and appropriate programming, including democracy education.

As an institution needs to measure objectively and transparently the extent to which its strategic philosophical goals and plans benefit its stakeholders as intended, so too must the student governance leaders ensure that their strategic philosophical goals and plans are able to enrich and improve the experience of students on campus,

An identified strength is the collaborative interventions in place between the four institutions to strengthen regional collaboration amongst the student governance leaders and the supporting staff. This collaboration ought to be supported, given the shared learning and networking opportunities. By contrast, national collaboration, which was established with much excitement a few years ago seems to have gone awry due to several reasons, one of which being the lack of shared vision amongst the student bodies in the country. The strength of national student deliberation in higher education and public interest matters is a force waiting to happen.

This chapter demonstrates the student governance system through theoretical conceptions, the principles of good governance and the need for effective student governance assessment. The need for promoting good student governance should continue to be strengthened, because of not only the legislative imperative of the Higher Education Act, No. 101 of 1997, but also because of effective student governance as a public good for the university in its role as institutional citizen that espouses democratic valued and principles.

The next chapter explains the research methodology, design and general approach to the study.

## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

#### **4.1 INTRODUCTION**

The aim of this chapter is to explain the research methodology, to describe the research sample, followed by the research analysis and statistical tests used in this study.

This empirical investigation focuses on student governance at the four higher education institutions in the Western Cape. The study aims to formulate strategies to enhance effective student governance, and through this, to enhance university democratisation.

Student governance in South Africa became a formal feature of university governance through the Higher Education Act, 1997. Universities already had student governance structures in place before 1997. However, with the new democratic dispensation in South Africa, institutions reviewed their SRC constitutions to ensure coherence with the institutional governance framework and the Higher Education Act, 1997.

According to Bailey (1987:32-33), for research to be undertaken, the correct research methodology must be used, which is best suited to the type of research being done. The research methodology needs to be based on a philosophical research approach that enables the researcher to formulate key research questions or a hypothesis that needs to be answered. This study makes use of key research questions to be answered by the study.

The study seeks to determine the perceptions of student leaders at the four public higher education institutions in the Western Cape with regard to the role and contributions of student leaders in governance positions. The theoretical conception of this study is grounded in the Public Administration discipline, using a social science research approach. The study is exploratory and descriptive in design, which provides a context for constructing the research instruments (Bailey 1987:32). The rationale for the research methodology provided a basis for the data collection to collect the requisite data to enable the research objectives and key questions to be responded to.

The research objectives, research questions and the literature study inform the research methodology through selection of the sampling techniques, data collection methods and the statistical analysis and interpretation of data.

The researcher is aware of ensuring that preconceptions and bias are not used to influence the objectivity of the research process (Babbie & Mouton 2001:5). In this regard, the researcher made a conscious effort to ensure professionalism and adherence to ethical research conduct and protocols.

#### **4.2 OBJECTIVES OF THE STUDY**

This study was explored through the following objectives:

- Determine the contemporary approaches to student governance at the four higher education institutions in the Western Cape;
- Examine the conceptual relationship between Public Administration and higher education, and show how student governance is operationalised within this context;
- Identify the role of student leaders in promoting good governance and university democratisation by exploring linkages with democracy theory, deliberative democracy theory, governance theory, co-operative governance theory and student governance theory;
- Illuminate key lessons learnt from this study and signify the relevance for higher education; and
- Recommend normative guidelines to promote good student governance in higher education.

#### **4.3 RESEARCH QUESTIONS**

This study sought to answer the following research questions:

**Question 1**

What are the key features of the contemporary approaches to student governance at the four higher education institutions in the Western Cape?

**Question 2**

What are the key environmental factors that impact on student governance?

**Question 3**

What are the student leaders' perceptions of governance and student governance?

**Question 4**

What key proposals can be recommended to promote good student governance practice?

**Question 5**

What lessons can be learned?

**4.4 SAMPLE PROCEDURE AND SAMPLE DESCRIPTION**

Sampling techniques, according to Welman & Kruger (2001:52) have to be representative of the total population being studied. Bless & Higson-Smith (2000:85) infer that when sampling is used, the sample population must be well defined, the sample must be adequate in comparison to the sample population and the sampling technique must show the relationship between a population and the sample drawn from it. The target population for this study was the student leadership population at each of the four universities in the Western Cape, and the sample was drawn from the elected student leaders.

This study was undertaken with a total of 889 online questionnaire surveys sent to student leaders in governance positions at the four higher education institutions in the Western Cape. The number of questionnaires sent out was based on the number of students involved in student governance, based on information on the size of the governance structure at each institution. The key factor in choosing a good sample is to ensure that the sample is representative of the target population.

Non-probability sampling relates to when the probability of a population fundamentals included in the study is unknown, for example in the case of convenience sampling (Aaker *et al*, 2000:738). Bless & Higson-Smith (2000:155) infer that non-probability sampling be used where the probability of each element of the sample population is unknown, and this is associated with convenience sampling. The key consideration is for the researcher to ensure that bias is eliminated, or is reduced concertededly, and that when inconsistencies occur in the research results, that these can be explained. However, in doing so, the limitations of the research need to be considered and accounted for.

Probability sampling refers to the use of any sampling method, in which the probability of each element of the research sample can be determined and which is greater than zero. Aaker *et al* (2000:371) consider probability sampling as having four considerations to be addressed: the specified target population, sample selection method, sample size, and the non-response, should this arise.

Stratified random sampling involves the division of the population under study into homogeneous groups, in which each group contains subjects with similar characteristics. Hence, for proportional stratified random sampling, the proportion of subjects randomly selected from each group should be the same as the proportion of that group in the target population. According to De Vos *et al* (2005:360), stratified random sampling involves the division of the population under study into homogeneous quantitative and qualitative sampling methods for probability and non-probability sampling. For this study, the strata of the sample included student leaders from the SRC, Residence Committees, Student Societies and Sports Codes and Student Organisations.

Borg & Gall (1989:224-225) assert that varied groups within a sample should be represented. In conducting a study using stratified random sampling, the proportion of subjects randomly selected from each group is the same in proportion to the target population. For the purpose of this study, probability sampling was used for the questionnaire survey. (Welman & Kruger 2001:189) infer that members may be chosen by means of purposive sampling. For this study, the student leaders from the four higher education institutions in the Western Cape constituted the target population, from which the sample size was drawn for the online questionnaire survey, and for the



focus group discussion. The senior managers of the Student Affairs Departments at the four universities constituted the sample for the staff interviews.

Welman & Kruger (1999:18) assert that sampling has to be done in a manner so that data obtained from the sample size is representative of the total population being studied. Grinnel & Williams (1990:127) suggest 10% of a sample size to be sufficient for sample error control, and that at least 30 cases are needed for the purpose of qualitative research. In their view, the larger the research population size, the smaller the sample size can be, and the smaller the research population, a larger sample size is needed for consistency. Identification of the target population and the sample group of participants for this research study was done through purposive sampling.

According to Patton (1990:11) attention should be given to the target group, including the criteria and methods for selection of this group, if the research study is to have an effective sample. The rationale for purposive sampling is for the most suitable participants to be identified for the research study so that they can supply the data required for the research.

Participants identified for the semi-structured interview were the key informants to this sample. The participants were identified on the basis of their experience in student governance positions as being information-rich in their experience in, and exposure to, student governance positions and structures, when compared to their most recently elected counterparts, who had insufficient experience as newcomers to this experience. This sample group articulated the information being researched in a better manner than those less experienced (Welman and Kruger 2001:189). Welman & Kruger (2001:2-4) state that sampling has to be done in a manner so that data obtained from the sample size is representative of the total population being studied.

For this study, the primary group of research participants that contributed to this study were student leaders in current or former governance positions at the four public higher education institutions in the Western Cape. The number of students identified per institution was dependent upon three key factors, i.e. the number of students in the respective institution's governance structures at the time that this research was conducted, the availability of student contact details for access to such students, which was also varied in its level of accessibility and availability, as well as the extent to

which such contact details were current and the level of interest of the student leaders, as shown by the participation rates.

The sample size for each institution varied depending on its student leaders that were elected to student governance positions in the current year or previously. Based on the data provided to the researcher, the targeted sample size for the survey questionnaire was 10% of the target population, for each of the four institution's student leaders in student governance positions.

The target population size and the targeted sample size for each institution can be found in Table 5.1. In brief, the number of questionnaires sent out to student leaders for the online interview was as follows: CPUT 108; SU 51; UCT 580, and UWC 150, i.e., a total of 889 questionnaires. The variance in the size of the target population for each institution was based on the information lists and contact details provided to the researcher, by each institution. The information was relevant to the current and former student leaders, currently registered as students at the respective institutions.

In addition to the above group, a total of 19 student leaders were interviewed for the semi-structured focus group discussion. Of the 19 students, five (5) were from CPUT, six (6) from UCT, and eight (8) from SU. The participants were identified by the senior staff at each institution, based on the student leaders' deeper insights and experience in student governance.

In addition to the student leaders as respondents, a third group of research participants included senior managers working at the Student Affairs departments at the four public higher education institutions in the Western Cape. Of the 6 respondents, two (2) were from CPUT, one (1) from SU, one (1) from UCT and two (2) from UWC.

All participants in this study were invited to participate in the study and their prior written consent was obtained from each participation with the assurances in observing the research ethics protocols.

The student sample for the study was selected by including subgroups of student leaders. Borg & Gall (1989:224-225) assert that subgroups in the population should be represented.

The following four categories of student leaders in student governance positions constitute the subgroups within the target population:

- Student Representative Councils;
- Student Assembly or Parliament;
- Student Residence / House Committees; and
- Student Organisations e.g. student societies, clubs/sports codes, including development agencies.

The rationale for selecting the research sample was based on the following main features:

- A regional perspective as a microcosm of the national public higher education institutional landscape;
- Past or presently serving elected student leaders in formal student governance leadership positions;
- A rich environment to learn lessons and to draw insights on a future perspective on student governance in public higher education institutions in South Africa; and an interesting combination of historical elements included:
  - CPUT evolved from a merger between the two former Technikons, namely, the former Cape Peninsula Technikon which was a previously historically disadvantaged institution (HDI), and the Cape Technikon which was not a previously historically disadvantaged institution (NHDI);
  - SU was not affected by mergers, and SU was not a previously historically disadvantaged institution (NHDI). SU has an Afrikaner history;
  - UCT was unaffected by mergers, and is not a previously historically disadvantaged institution (NHDI). UCT was influenced by its colonial history; and.
  - UWC was not affected by the mergers, and was a previously HDI.

## **4.5 DATA COLLECTION TECHNIQUES**

The implementation phase of the data collection and analysis gives attention to data collection, field work, processing of data, statistical analysis and interpretation, after which the conclusions and recommendations are drawn (Welman Kruger & Mitchell 2007:1-10).

Reid & Smith (cited in De Vos *et al*, 2002:80), infer that the researcher's role is a passive one, mainly as an objective observer who is able to control certain elements of the participants' behaviour. The research methodology is based on specific questions or a hypothesis, whereas in the qualitative research approach the research questions are broad and based on key questions that need to be answered, or are based on a problem statement or hypothesis.

The data collection methods and procedures are constructed in advance and are applied universally as standard approaches. The researcher is in a sense an outsider to the participants' experience and avoids being involved in sharing impressions or giving interpretations.

Specific variables are identified in advance, and measuring tools are developed in advance to measure the variables using frequency counts, rating scales, equations and other forms of measurement. Once the participants' response phase is concluded, the data obtained is then statistically analysed by measuring associations and differences of the variables, which informs the research findings.

### **4.5.1 Questionnaire as chosen method**

Babbie (2005:251) considers the use of surveys to be of value for the assessment of attitudes of large populations. As the purpose of this study is to determine how student governance influences university democratisation at the four higher education institutions in South Africa, the survey research method was deemed to be best suited for the data collection of this study.

The use of questionnaires as a sub-category of the survey research method was considered to be best suited to this study. The questionnaires were developed for three uses, the first being an online survey method for student leaders, the second being a semi-structured questionnaire to guide the focus group interviews with students and the

third being a semi-structured questionnaire to guide the individual interviews with senior managers working in Student Affairs departments at each of the four higher education institutions in the Western Cape.

#### **4.5.2 Data collection using an online survey**

For this study, the data collection methods included primary and secondary methods of data collection. An online questionnaire survey was conducted as the primary data source. The online questionnaire survey included quantitative and qualitative questions for student leaders to respond to.

For the purpose of triangulation of data, two other methods of data collection were used, these being a semi-structured focus group interview with student leaders at each institution (except for one), and, a semi-structured interview with senior managers working in the field of Student Affairs at each of the four institutions.

Nardi (2003:58) asserts that the questionnaire as a survey tool is constituted of questions and other features to collect data from respondents that will elicit responses that will contribute to achieving responses to the study's research objectives and questions, after conducting the analysis.

Aaker, Kumar and Day (2001:217) assert that the survey method of collecting data remains the most significant data collection method of preference of researchers for qualitative study, as well as the preferred means for secondary data gathering to enhance the primary survey data. This study made use of primary and secondary data using different methods to ensure objectivity and elimination of researcher bias through the use of multimethod survey techniques.

The researcher intended to administer an online survey as well as paper copies of the questionnaires. For the paper copies of the questionnaires, the take-up rate was zero for CPUT, SU and UWC respondents, with a dismal response rate of 8% (out of 100 paper copies of the questionnaire) by UCT respondents.

The online survey questionnaire was more popular, given the convenience of time and the connectivity facilities available to students at the four higher education institutions. The key advantage of the online survey questionnaire was as follows:

- The questionnaire posed closed and open-ended questions to provide data that could be quantitatively and qualitatively assessed;
- The questionnaires could be administered by the researcher in a timely manner, with minimal cost and effort;
- The questionnaires could reach the target population in an efficient, timely and discreet manner;
- All respondents received the same questionnaire, with the same message;
- One survey link was provided to all respondents for them to submit the questionnaire online upon completion;
- The researcher was able to send out reminder notices on a weekly basis over the six-week period assigned for the fieldwork;
- The computer programme was configured to ensure confidentiality of the data; and
- The challenges encountered with this approach are summarised:
  - The first challenge was the difficulty to access the relevant student contact information in a timely manner, except for the information from UWC.
  - The second challenge relates to the lack of response, given the ease with which the research request can be deleted, and this is a reality of online surveys.
  - The third challenge relates to the impersonal nature of online surveys, which may account for the low response rate.
  - The fourth challenge relates to the need by all institutions to have co-ordinated student leadership directly, not only for practical reasons but also

to capture the narrative of student leaders in student governance in a consolidated manner.

The data segments for data collection included the following: demographic, student governance support, governance and democracy, and statements. A 5-point Likert rating scale was used, against which respondents could rate their responses. The rating scale was consistent in description for weighting positively and negatively worded questions and statements. The rating scale was numerically rated from 1 to 5 and described as: Strongly agree, Agree, Neutral or undecided, Disagree and Strongly disagree, respectively.

The questionnaire instrument for the student leaders as the target population comprises four sections of data: biographical information, academic information, and closed and open-ended questions about their perceptions, values, beliefs, attitudes and knowledge regarding student governance.

The questionnaire for the online survey was sent to student leaders at the four institutions. Hard copies of the survey were distributed to one group of student leaders for practical reasons suited to this group, who were all gathered at one venue for a training programme. To ensure maximum reach, online alerts were sent to the student leaders during weekly intervals, for the duration of the data collection using the online survey method. Responses to the questionnaires required tick boxes to be checked for most of the questions and narrative responses for others. The questionnaire required approximately 30 to 45 minutes for completion.

Fouche (1998:154) infers that hand-delivered questionnaires increase the timeliness of responses. Given the advent of the internet and the recent development of online survey tools, this study was innovative in making use of an online survey approach for student leaders at the four higher education institutions, which created an immediate response-and- submit opportunity that also contributed to the timeliness of responses.

#### **4.5.3 Data collection using focus group interviews**

The semi-structured group interview was conducted at three of the four research sites. The student leaders for each group were selected with the assistance of the key staff in

Student Affairs based on being a formally elected student leader. The attendance levels for each institution varied.

For the purpose of triangulation of the data for reliability and validity assessments to be done, a semi-structured focus group interview with student leaders in student governance positions was arranged with each institution. The focus group meetings with three institutions were concluded, with the exception of UWC due to a timing conflict, which went beyond the period allocated for fieldwork for this study.

The selection method of the student leaders for this method was through purposive sampling, with the assistance of the senior managers of Student Affairs at each institution. Ten students were invited to participate in the focus group interviews. However, the number of students that participated for each institution was as follows: CPUT: 5 student leaders; SU: 7 student leaders; and UCT: 6 student leaders. This constituted 18 out of 30 student leaders, or a 60% participation rate for all three institutions.

The data collected for the semi-structured focus group interview discussion was collated during each meeting and was constituted of the researcher's notes and an audio recording for note-taking purposes. The three group meetings took place at the sites of CPUT, SU and UCT, respectively. The interview meetings commenced with a contextual and conceptual briefing of the research study regarding the aim and purpose of the research,

The approach used for the group discussion was explained and questions of clarification and substance were addressed, after which voluntary written consent was obtained from all participants prior to commencing with the interview process, all participants were also given a copy of the research synopsis and the relevant contact details of the researcher and the Research Office for research integrity. Once the preliminary and introductory matters were resolved on, the research interview process commenced and took approximately one hour on average. A total of 18 student leaders from CPUT, SU and UCT participated in the 3 sets of focus group discussions convened at each institution.



In respect of the data collection and analysis aspects, the data was collected through written notes taken by the researcher, including audio recordings done by a research assistant with the prior informed and written consent of each participant. The researcher's role was mainly listening, probing and facilitatory, to focus the discussion on key themes whilst allowing the free flow of responses.

Subsequent to the focus group interviews, the data was summarised and synthesised to reflect the key themes, patterns and trends that emerged. The data presentation and analysis is explained in Chapter 5 of this study.

#### **4.5.4 Data collection from the individual interviews**

The researcher conducted individual semi-structured interviews with the senior managers or their nominees at each of the four institutions. Each interview commenced with a contextual and conceptual briefing of the research study. The interview process was explained to the interviewees and an opportunity for questions of clarification and substance was addressed, after which signed consent was obtained from each interviewee prior to commencing with the interview process. All participants were given a copy of the research synopsis and the contact details of the researcher and the Research Office for research integrity. Once the preliminary and introductory matters were resolved, the research interview process commenced and took approximately one and a half hours on average. A total of 7 senior managers from the four institutions participated in the individual interviews.

The data was collected using a semi-structured interview schedule, discussing key themes and by providing a questionnaire to collect demographic data. The researcher took the notes for the interview. The data obtained was synthesised to reflect key themes, patterns and trends that emerged during each interview. The results are explained in Chapter 5.

#### **4.6 RESPONSE RATE**

The response rate to the online questionnaire survey refers to the total number of responses received, divided by the number of unique questionnaires set out. For this study, the total number of questionnaires sent out was 889. The number of responses received was 310. The response rate for this study was 34.87%. The response rate was further refined, as 57 of the 310 responses received were incomplete, with missing

data fields. Thus the final response rate for all four universities was 28.46% (i.e.  $253/889 = 28.46\%$ ).

The three focus group interviews had a count of 18 students against an anticipated 30 students, and the participation rate was 60%. The participants were from CPUT, SU and UCT. Due to timing, the focus group interview with the UWC participants could not be done as the data analysis process could not be delayed. The individual interviews had a count of 6 participants with a participation rate of 100%.

#### **4.7 DESIGN OF THE QUESTIONNAIRES**

Three questionnaires were used for this study for data collection purposes, to focus the research and to enable the research questions to be answered. The three questionnaires were for the online survey, the semi-structured focus group interview and the semi-structured individual interview. The questionnaires are described briefly and an example of each questionnaire is provided (Appendices F, G and H).

The purpose of the online questionnaire was to collect the primary data for this study. According to Struwig & Stead (2001:89), the design of the questionnaire should stimulate interest in the respondent. The process involved in developing the questionnaire was a lengthy one, which required careful thought in relation to the research objectives and the research questions, to ensure that the data collected does enable the researcher to answer the research questions of this study. Several drafts of the questionnaire were developed as the semi-structured focus group questionnaire had to flow from the primary questionnaire. The final version of the questionnaire was subjected to a pilot study and was subsequently refined and finalised.

The research design phase provides an indication of the kind of research study to be undertaken and how the research problem or questions had to be answered, using a scientific approach. This study used a descriptive approach for data collection. An online survey questionnaire was used as the primary data collection source. The secondary data was obtained through semi-structured group and individual interviews undertaken with student leaders and senior staff, respectively.

For this study three questionnaires were used:

- Online questionnaire for student leaders;
- Questionnaire for focus group interviews with student leaders; and
- Questionnaire for interviews with key staff.

#### **4.7.1 Design of the questionnaire**

The questionnaires were used to develop an understanding of the role and influence of student leaders in governance positions within the student governance and the institutional governance framework. The study sought to determine trends in the perceptions and attitudes of student leaders in governance positions and how student interests and institutional democracy were influenced. The structure of the questionnaires included four themes, as summarised:

- Section A focused on the demographic profile of the respondents;
- Section B focused on support for student governance structures;
- Section C focused on governance and student governance; and
- Section D focused on shared values, culture and relationships.

The questionnaires were coded for ease of data identification, data input, collation and analysis. The questionnaires were based on criteria for the responses to ensure consistency, reliability and validity in comparing trends, themes, similarities and contrasts.

Open-ended and closed-ended questions were asked of the respondents. For closed-ended questions, “yes” or “no” responses were requested.

Multiple-response questions were used to enable respondents to select responses that closely resembled their reality. Some questions invited respondents to add their own criteria for the response.

Respondents were asked to respond to “true” or “false” statements through the provision of checklists.

Responses were rated by choice, using the Likert rating scale to assess attitude scores. Neuman (2000:513) refers to the Likert scale as an ordinal scale to categorise

responses into clusters and usually on five points of assessment. The significant point is that each item is ascribed only one rating value from a scale of about five points.

A range of questions were selected to obtain the desired information through open-ended and close-ended questions, so as to cover a range of pertinent issues that needed to be tested, in addressing the research objective and questions (Annexure F).

The questionnaire was used to develop an understanding of the role and influence of student leaders in governance positions within the student governance and institutional governance framework. The study further sought to determine the degree to which student leaders' attitudes, and perception of their role as student leaders in governance positions, and how this role was interpreted and used to influence the students' interest and institutional democracy, as a means of serving the public good.

The questionnaire was coded for ease of data identification, data input, collation and analysis. The questionnaire was based on criteria for the responses to ensure consistency, reliability and validity in comparing responses to a research question, in order to study the themes that emerge, the contrasts and similarities.

Open-ended and closed-ended questions were asked of the respondents. For closed ended questions, "yes" or "no" responses were requested. Respondents were also asked to select multiple responses in providing a response that is realistic to the respondent's experience.

Other questions allowed the respondent an opportunity to select their own response by adding a criterion to select their preferred option. Respondents were also asked to respond to "true" or "false" statements through the provision of checklists.

Responses were rated by choice, using the Likert rating scale to assess attitude scores. A range of questions were selected to obtain the desired information through open-ended and close-ended questions and to cover a range of pertinent issues that needed to be tested to address the research questions.

#### **4.7.2 Design of the focus group questionnaire**

The three semi-structured interview for the student leadership group was informed by the themes of the online survey. The surveys were designed with the intention of corroborating information obtained between this questionnaire and the online survey. In this way, the data could be triangulated to ensure reliability and validity of the data obtained. The survey included open-ended and closed-end questions. The questionnaire included eight sections to obtain the following fields of information based on key themes:

- Section A focused on general information to obtain a profile of the student leaders;
- Section B focused on experience gained in student governance;
- Section C focused on student governance culture;
- Section D focused on student governance support;
- Section E focused on institutional culture;
- Section F focused on student participation and inclusion;
- Section G focused on student politics and elections; and
- Section H focused on any other comments.

#### **4.7.3 Design of the individual interview questionnaire**

Six individual interviews were conducted, with the researcher being the seventh source of observation and information for one institution. This survey was designed to obtain perspectives on the themes included in the online survey and the focus group survey further expand the researcher's insight regarding each institution's context and to triangulate the data to increase the reliability and validity levels.

The survey included open-ended and closed-ended questions and was composed of twelve fields of data themes as follows:

- Section A focused on general information;
- Section B focused on the student profile;
- Section C focused on the student governance profile;
- Section D focused on the student governance model/framework;
- Section D (1) focused on the SRC;
- Section D (2) focused on Student Assembly/Parliament;

- Section D (3) focused on student residence/house committees;
- Section D (4) focused on student societies and student clubs;
- Section E focused on institutional culture and governance environment;
- Section F focused on student support;
- Section G focused on student accountability and good governance; and
- Section H focused on challenges and suggestions for good student governance.

#### **4.8 RESEARCH METHODOLOGY**

Selecting the appropriate research methodology in pursuit of achieving rational and objective social research is as important as its application to the research study. Wessels & Pauw (1999:395) assert that the value of qualitative and quantitative data collection methods plays a critical role in providing responses to the research questions, which enables the research to translate from a phase of methodology to a phase of reality once the data is analysed and provides information about the study.

The research methodology adopted for this study is outlined as the themes in the questionnaire design, below. The questionnaire design was informed by a study of Mouton & Marais (1990:155-156), which asserts that the quantitative research approach is more formal and more explicitly controlled than the qualitative approach, and, as it is more exactly defined, it is more commonly used for research in the physical sciences than for the social sciences.

#### **4.9 RELIABILITY AND VALIDITY**

For the purpose of this research, the statistician did reliability tests before and after the survey was completed. It was concluded that the data collection instruments selected for this study were reliable in being able to produce similar results if tested again with the same or similar sample groups, in the same or similar circumstances.

This study deployed a series of qualitative techniques in ensuring reliability and validity of the data. Reliability refers to duplication or replicability of the result if the study were to be repeated, whilst validity refers to the ability of a data measuring instrument to measure what it is supposed to measure.

Stainback and Stainback (cited in Welman, Kruger & Mitchell, and 2007:9) assert that qualitative and quantitative researchers aspire to realise outcomes that are reliable and valid. Reliability of results relates to the consistency and replication of the results when the research is repeated by using the same measurement of data, and is commonly preferred by quantitative researchers. On the other hand, validity of results is deemed more significant by qualitative researchers because the outcome of the study must signify what the study is seeking to investigate.

## **4.10 STATISTICAL ANALYSIS OF THE DATA**

Statistical techniques provide researchers with a helpful means to analyse the data to aid in decision-making. Data for this study was analysed using descriptive statistics.

### **4.10.1 Descriptive statistics**

According to Lind, Marshal & Mason (2001:6), descriptive statistics relates to the collection, organising, presentation and analysis of quantitative data. Descriptive data analysis assists the researcher to summarise and show data in a meaningful way, so that the data can be described. However descriptive data does not enable the researcher to reach conclusions regarding the hypotheses.

Descriptive statistics offer two general statistical analyses to describe data, these being measures of central tendency and measures of spread.

### **4.10.2 Measures of central tendency**

Measures of central tendency describe the average position of the frequency distribution for a group of data, which is measured through the mode, the median and the mean.

#### **4.10.3 Mean**

The mean is an arithmetical average, is most commonly used and provides the central tendency. The mean refers to the sum of the values obtained in a sample and is divided by the number of observations (Cooper & Emory in Pillay, 2000:345)

#### **4.10.4 Median**

The median is the mid-point in a distribution after data has been ordered or ranked and is described as the 50<sup>th</sup> percentile (Saunders *et al*, 2000:352).

#### **4.10.5 Mode**

The mode refers to the value of a variable that occurs most frequently (Saunders *et al*, 2000:352-353)

#### **4.10.6 Cross-tabulation**

Descriptive data can be analysed by using a table with a combination of two or more frequency tables arranged in individual cells, each with its own value (Saunders *et al* 2000:338) Cross-tabulation assists with making observations on specific categories on two or more variables. In examining the frequencies of data, patterns and linkages can be identified between cross-tabulated variables.

#### **4.10.7 Graphs and bar charts**

Graphs and bar charts provide visual depictions of information that can be considered at a glance. Bar charts are used to compare two or more values and show trends between the bars. Bar graphs allow for comparison between two or more values and allow for data presented in categories to be summarised by showing the key features of distribution of data in visual, simple and convenient way. Bar charts are commonly used for showing independent qualitative variables. Bar charts display data through the use of rectangles, with each representing an independent variable ([http://www.en.wikipedia.org/org/wiki/Bar chart](http://www.en.wikipedia.org/org/wiki/Bar_chart))

#### **4.10.8 Pie charts**

Pie charts provide a circular visual image, divided into segments, with each segment representing a particular category. The segments each have their own proportional value related to the number of cases per segment. All the segments in the pie chart create the full pie chart ([http://en.wikipedia.org/wiki/Pie chart](http://en.wikipedia.org/wiki/Pie_chart)).

#### **4.10.9 Statistical software**

Data for this study was captured using StatPac (StatPac for Windows, version 12.0 Copyright 1998-2011. StatPac Inc.) The data was exported into Excel and SPSS (for Windows, Rel. 19.0.0. 1989. Chicago:SPSS Inc). All analysis was undertaken in SPSS.



#### **4.10.10 Quantitative analysis of data**

According to Salkind (2009:12) quantitative research may be used for social and human problem-related research using statistical procedures to analyse the data to draw on predictive generalisations.

The quantitative data obtained from the questionnaires was analysed for descriptive data analysis, and the information was presented through graphical representation with supporting and clarifying notes. The raw data from the online survey was received electronically from respondents from the four higher education institutions. The data was entered onto a computer spreadsheet. For this study, a total of 310 responses were received, of which 57 were incomplete. As raw data contains errors and missing values, the data must be transformed into an ordered and error-free data set before the data can be analysed. The statistician prepared the data through a process of coding, entering and cleaning, followed by further coding of the cleaned data based on rules to convert the data for entry using numerical codes to ensure unique data sets using variable. The data was checked to eliminate coding errors before being used for statistical analysis.

Quantitative data from questionnaires was analysed for descriptive data analysis, and the information presented through graphical representation with supporting and clarifying notes.

Quantitative data obtained through the focus group interviews and the individual interviews was analysed and presented, using a thematic approach to facilitate content analysis of the key messages gleaned from the focus group interviews. The data obtained for the analysis was derived from the researcher's notes, based on the participants' responses, and was consolidated and synthesised as a report.

#### **4.10.11 Qualitative analyses of data**

Qualitative research methodology is interpretative and seeks to understand the respondent in context of their own reality. This approach provides descriptive data which is gained from the participants' own account of their experience within a particular social setting (Brynard & Hanekom, 1997:29). In the context of this study, the researcher seeks to gain an understanding of the student leaders in student governance structures within their own respective higher education institutions.

By using an exploratory research approach, the researcher is able to gain knowledge and insights into the participants' own lived experiences, attitudes, perceptions, beliefs and values, enabling the researcher to better understand such experiences through critical analysis of emerging data. In using the qualitative approach, the researcher is better able to explore realities of the participants' social experiences as an insider looking out, rather than from an outsider's perspective, as occurs when using the quantitative approach under a controlled environment (Denzin & Lincoln 1994:1-2).

According to Salkind (2002:12) the diversity of multiple realities and their experiences, if explored in depth, could be interpreted into a single narrative which this research seeks to achieve in considering the experiences of the student leaders across the four higher education institutions. The narrative that emanated from this study sought to explain the characteristics and trends, patterns and themes identified and the reasons for these.

Denzin & Lincoln (1994:21) consider qualitative research as being able to identify and describe complex issues in a natural setting that allows for the researcher to get closer to individuals as the units of analysis. Such an approach also enables a deeper and closer look at the multiple realities referred to by Salkind (2009:12) so that a single narrative can be developed. For this research such an approach was utilised in providing an opportunity for the researcher to assess the extent to which the interconnectedness of concepts, constructs, assumptions and processes occurs in developing a deeper and better understanding the key problems experienced by student leaders within a more natural setting.

#### **4.11 LIMITATIONS OF THIS STUDY**

As with any study, limitations are important to note. The following limitations constitute the main shortcomings of this empirical study:

- **Non-participation**

A significant limitation to the study was the low response rate from student leaders at CPUT, SU and UWC. Access to the survey was available for two weekly periods over a 6-week period. To encourage higher participation levels, the researcher made several concerted efforts to increase student participation levels by sending weekly electronic reminder notices to the sample population of all four institutions. The outcome was that

the response rate for UCT respondents increased significantly, whilst the response rate for the other three institutions increased only marginally. As a follow-up, a further effort was made by seeking the assistance of key staff at each of the three institutions to forward the research notices to their student leaders. However, no significant changes to the participation rates occurred. Requests were also made to key student leaders at each institution to draw attention to the research notice. The outcome of all the concerted efforts was roundly disappointing.

However, despite concerted efforts by the researcher to encourage increased levels of participation from the student leaders of CPUT, SU and UWC, the response rate only increased marginally after several reminder notices were sent to the student leaders, the response rate remained significantly low and consequently statistically insignificant for data from a detailed discussion is provided in Chapter 4 of this study on non-participation,

- **Incomplete responses**

Some of the returned questionnaires were incomplete or inadequately answered and could not be used to inform the study.

- **Auto-replies**

Auto replies were received in several instances indicating non-availability. In a few instances, the reason for the non-availability was cited as time being given to academic priorities.

- **Incorrect contact details**

In several instances messages of undelivered electronic notices were received resulting from incorrect or inactive mailing addresses. In this regard, the mailing lists from all four institutions were not current and could not be verified for accuracy of the contact details.

- **Lack of interest**

Perhaps the most challenging concern is a lack of interest or apathy to participate in research surveys.

#### **4.12 ETHICAL CONSIDERATIONS**

According to Welman & Kruger (2001:189), the researcher must ensure that participants' spontaneity is not inhibited regarding concerns about confidentiality and logistical constraints in conducting the data collection processes.

Ethical considerations for this study were taken into account by the researcher. Ethics clearance was obtained from four institutions prior to this research being undertaken. In particular, ethical consideration was given to ensuring that informed consent was obtained by the research from the respondents. The right to privacy, anonymity and confidentiality was assured by the researcher by ensuring that data obtained from the survey would not be individually traceable. The respondents were also assured of their personal safety and that no harm to their person would be rendered vulnerable and unsafe through the survey. The researcher conducted all interviews directly, and administered all questionnaires directly, using an objective and consistent approach.

Babbie & Mouton (2001:5) state the need for researchers to observe strict ethical conduct to ensure objectivity of the research process. In conducting this research, the researcher made a conscious effort to ensure professionalism and adherence to ethical research conduct and protocols.

#### **4.13 SUMMARY**

This chapter focused on the research design and methodology in rendering a succinct research procedure to investigate and respond to the key research objectives and questions using the survey method. The target population was described, as well as how the sample was drawn. The sampling procedure and the data collection methods used were highlighted and a description of how the questionnaire was to be administered was described. The analysis of the data made use of descriptive statistics, which was deemed to be sufficient for the purpose of this study. The analysis of the questionnaire conducted by the researcher was with the special assistance from a professionally qualified statistician and with the guidance of the researcher's academic supervisor.

The next chapter presents and explains the research data in addition to providing an analysis of the findings of the research study.

## **CHAPTER 5**

### **DATA PRESENTATION AND ANALYSIS**

#### **5.1 INTRODUCTION**

The aim of this chapter is to present and analyse the findings of the research survey. Three sets of questionnaires were administered for this study. Two sets of questionnaires were administered to students and one set to key staff who oversees the provision of support for student leaders in student governance structures at each of the four higher education institutions in the Western Cape

The findings are presented in graphic illustrations using descriptive statistics to provide a visual presentation of the data and to simplify the analysis. The research attempts to examine the significant relationship variables and to present the findings to support the key research objectives presented in Chapter 1 of the research. The analysis was presented using the three categories of role-players, and wherever possible, a summary of each category's response is captured in the table and graph format.

#### **5.2 RELIABILITY**

Two aspects of accuracy in research relates to reliability and validity. Reliability refers to the reproducibility of a measurement using the same subjects. Poor reliability reduces the accuracy of a measurement and the ability to track changes in the measurement's values. Validity refers to the agreement between the value of a measurement and its true value, as quantified by comparing a measurement with values that are as close to the true values as possible. Poor validity reduces the accuracy of a single measurement and the ability to characterise relationships between variables in descriptive studies. A reliability test was conducted on some of the constructs used in this study, to gauge the level of the reliability scores. The constructs tested were support, participation, good governance, co-operative governance, student governance and the SRC. Questions related to each construct were identified, analysed, interpreted and grouped for the statistical test for reliability. The test scores were then presented, analysed and interpreted. The overall reliability score showed a relatively high degree of consistency in responses amongst the four cohorts for the constructs of support and student governance which implied that the respondents in these categories scored similarly for the various factors. A reason for the score variances could be related to the constructs having more variables, however, as a

factor analysis was not performed, the questions were not evaluated individually. It is significant to note that this study was not impacted on in any negative manner.

**Table 5. 1: Overall Reliability for different respondents**

Variable	Overall Reliability	CPUT	SU	UCT	UWC
Support	0.864	0.937	0.742	0.851	0.822
Participation	0.595	0.7414	0.6849	0.580	0.691
Good Governance	0.499	0.832	0.816	0.435	0.621
Co-operative Governance	0.488	0.548	0.665	0.473	0.512
Student Governance	0.698	0.788	0.710	0.714	0.763
SRC	0.468	0.2446	0.566	0.475	0.094

### 5.3 DESCRIPTIVE STATISTICS

Descriptive statistics provides a perspective of a particular aspect of the research and a useful basis for analysis in drawing inferences. According to Akker *et al* (2001:73), even though descriptive research does not provide insight into cause and effect relationships, its utility is primarily in making predictions or making deductions. In so doing, descriptive statistics provide a depth to the existing knowledge base and insight, given the critical method deployed the ability to draw inferences and to make predictions. Descriptive data is used to describe data through graphical illustrations, and emerging trends and patterns and through this descriptive statistics in data analysis. Descriptive data does not allow for conclusions to be made (Fox & Bayat, 2007:8-9).

Vithal and Jansen (1997:27) state that data must be arranged in a manner that is logical by making use of continuous, comparative and categorically arranged data. Descriptive statistics deployed for this study made use of the following data analysis techniques:

- **Continuous data** - this includes summary statistics in relation to the mean, median, standard deviation, and range. The data is visually represented, using histograms for this study.

- **Categorical data** - provides nominal and ordinal analysis deployed through the use of frequencies, percentages and cumulative percentages. For this study, the data is visually represented, using stacked/simple or clustered bar charts
- **Comparative data** - provides data on the interrelationship between variables. The analysis for this study was achieved by conducting a cross tabulation and clustered/stacked bar charts to show differentiation and similarities.

## 5.4 GRAPHICAL PRESENTATION

Graphical presentation of data can be done using bar charts or pie charts. In a bar chart, the length of a bar represents a statistical value or data value and the number of cases in a category. A pie chart represents information from a frequency table into segments and each segment represents a value from the frequency table.

## 5.5 RESPONSES

This research is based on an empirical case study with the aim of considering student governance perspectives of student leaders in elected governance positions at the four public higher education institutions in the Western Cape. However, as a result of the considerably low response level from CPUT, SU and UWC, and after discussion with at least three social science researchers, it was decided to provide the data using two data presentation arrangements as follows:

- The data for CPUT, SU and UWC is provided in each instance where responses were received. The data is presented alongside the UCT data to provide a comprehensive perspective of the responses to this study; albeit the data from CPUT, SU and UWC are insufficient to infer generalisations to the student governance population for each of the three institutions.
- The data for CPUT, SU and UWC is open to further testing by possible replication of this study within each institution if institutional and regional inferences are to be made in respect of making generalisations on student governance, in context of the student governance population within each institution.

- All data provided below includes UCT data separately, with separate data for CPUT, SU and UWC, to ensure that a comprehensive perspective of this study is presented, albeit that the data for three out of four institutions is considerably lower than anticipated, with inferences for this drawn later on in this chapter.
- The reason that the data for UCT is provided separately, is due to the considerably higher response rate which enabled inferences to be drawn and generalisations to be made regarding the student governance population at UCT.

## 5.6 DATA ANALYSIS, PRESENTATION AND RESULTS

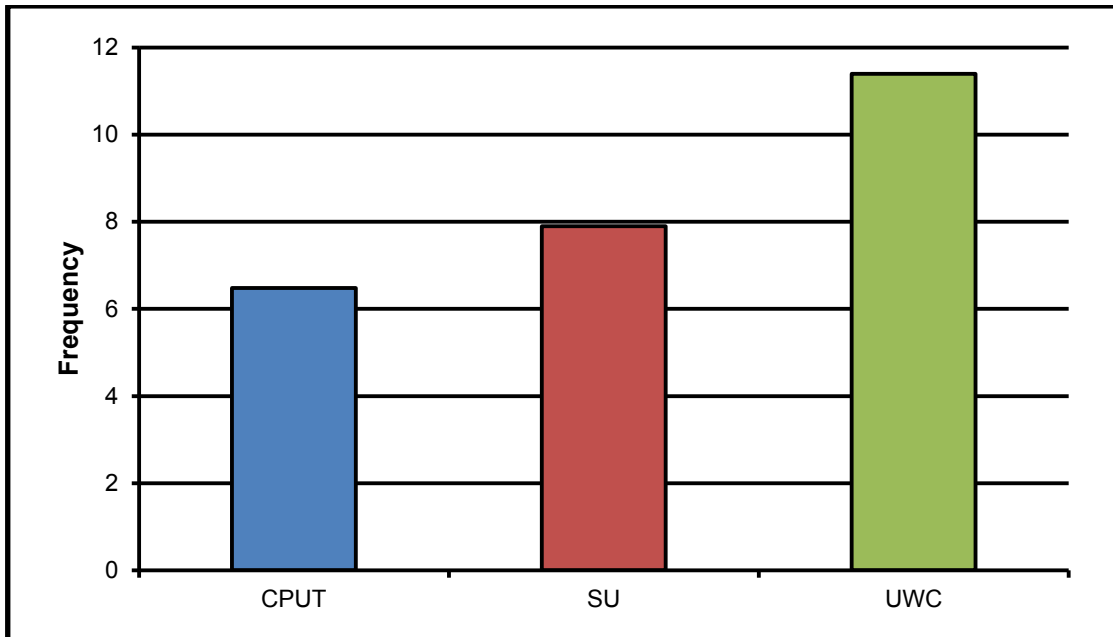
The data is presented as quantitative and qualitative data. When considering the institutional response rates to the online survey questionnaire, the response rate from UCT respondents was high and was more likely to be reasonably representative of students in leadership positions. The response rate for CPUT, UWC and SU yielded a very small number of respondents, which was too small for quantitative analysis. Table 5.1 and Figure 5.1 provides a visual presentation of the data

**Table 5.2: Frequency table of responses from CPUT, SU, UCT and UWC respondents**

Frequency table by CPUT, SU, UCT, and UWC respondents					
Institutions		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	CPUT	13	4.2	5.1	84.2
	SU	16	5.2	6.3	100.0
	UCT	200	64.5	79.1	79.1
	UWC	24	7.7	9.5	93.7
	<b>Total</b>	<b>253</b>	<b>81.6</b>	<b>100.0</b>	
<b>Missing System</b>		57	18.4		
<b>Total</b>		<b>310</b>	<b>100.0</b>		

Table 5.2 above provides a cross-tabulation of data regarding the frequency distribution for the four universities. The total response rate was 310, yielding a result of 100% response rate. However 57 responses were mostly incomplete. The highest response rate was 42%, from UCT, with considerably lower response rates from the CPUT, UWC and SU, respectively, and for which the data is provided in Figure 5.1 below.





**Figure 5.1: Responses of CPUT, SU and UWC respondents**

Figure 5.1 above depicts the total frequency rates of CPUT, UWC and SU as 52. The response rates were as follows, in order of the highest to the lowest frequency: UWC 44.2% (24 responses); SU 30.8% (16 responses); and CPUT 25.0% (13 responses). No inference can be drawn, given the low frequency rates, which cannot be generalised or used to make inferences to the student governance population.

### **5.6.1 Demographic profile of respondents**

This study investigated the demographic profile of respondents with a view to gaining insight into the way in which student governance structures were demographically shaped. Students who serve as student leaders in student governance structures are elected into their positions as contextualised in Chapter 3 of this study. However, preceding any democratic electoral process, the students have to make themselves available for election. Hence the profile of student leaders in student governance structures at all four institutions in the Western Cape is impacted by both criteria, i.e., the student willingly stands as a candidate for election; and the student constituency casts their votes in electing their candidates of choice. The electoral process at each institution mimics the national electoral processes in principle. The electoral processes are governed by the SRC Constitution and its electoral rules.

- **Gender**

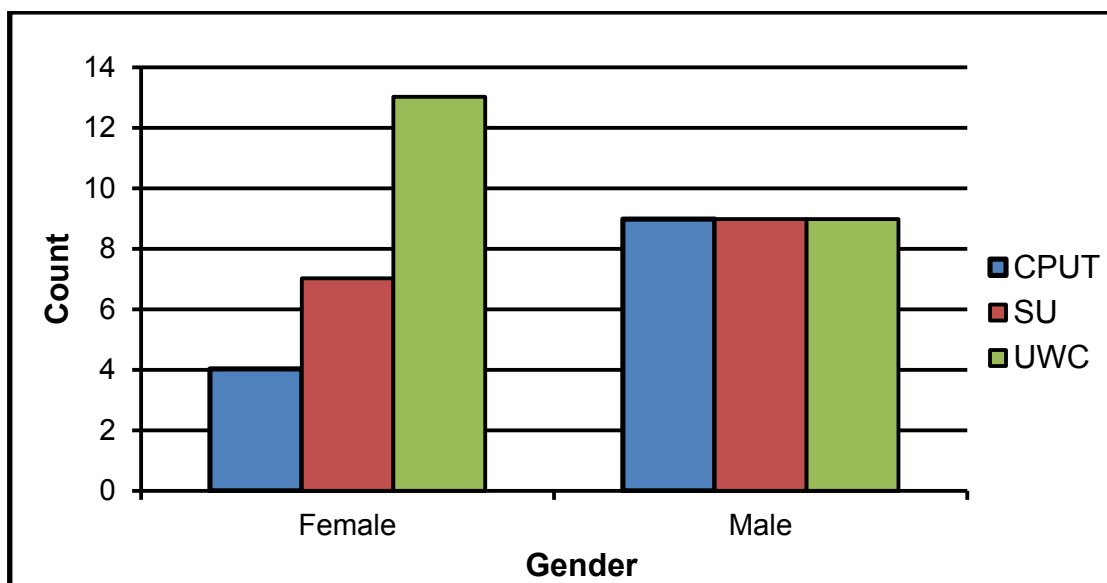
The gender profile of student leaders is to determine the diversity of student leaders by gender distribution.

**Table 5.3: Gender distribution amongst UCT respondents**

Age distribution amongst UCT respondents						
Data	<19	>26	20-21	22-23	24-26	Total
No.	33	31	49	49	38	200
Row %	17%	16%	25%	25%	19%	100%

Table 5.3 above indicates the response frequency rate and percentage by gender for the UCT respondents. Slightly more than half of the respondents (55%) were female, and based on these results, gender bias is unlikely in the student leadership roles occupied by male and female students. It can be assumed that both male and female students avail themselves for student leadership positions in student governance and both stand an equally good opportunity of being elected, which infers that the student population does not have any bias or preference for either gender, and that other factors for their electoral choices when voting during student elections have effect.

The gender distribution is also aligned to the national gender distribution statistics for South Africa, according to the Statistics South Africa Report (2010). It can also be assumed that gender diversity lends itself favourably to student governance and student democratic processes at UCT.



**Figure 5. 2: Gender distribution amongst CPUT, SU and UWC respondents**

Figure 5.2 above reflects a frequency rate of 52 (100%) as follows: CPUT had 13 respondents, i.e. 25.0% (4 female and 9 male); UWC had 24 respondents, i.e. 44.2% (13 female and 9 male); SU had 16 respondents, i.e. 30.8 % (7 female and 9 male).

- **Age**

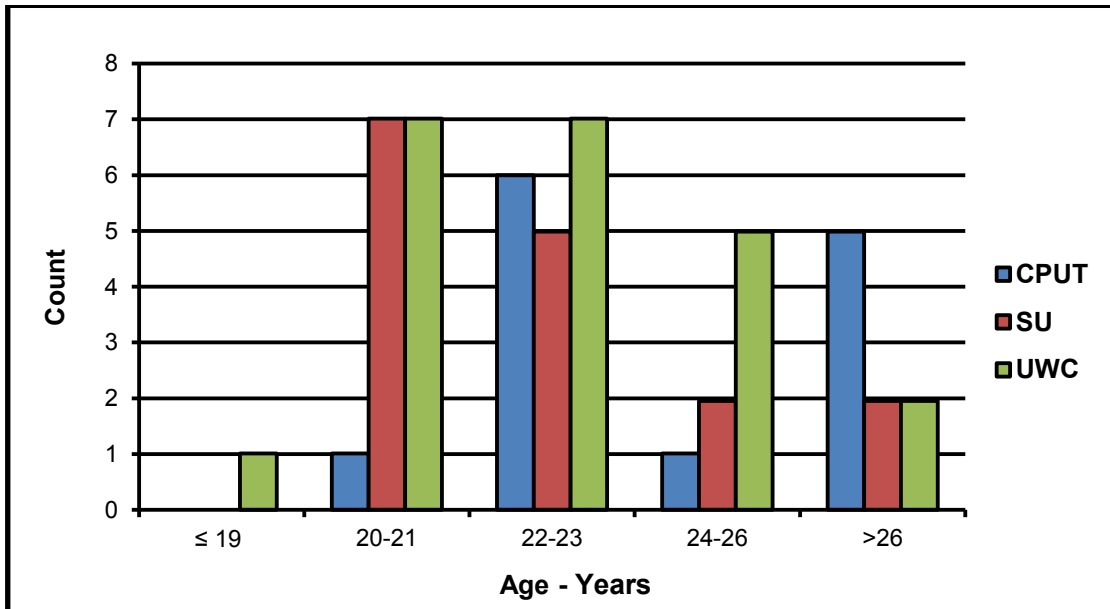
The age distribution was to gain insight into the extent of the seniority levels by age profile of student leaders in governance positions.

**Table 5.4: Age distribution amongst UCT respondents**

Data	<19	>26	20-21	22-23	24-26	Total
No.	33	31	49	49	38	200
Row %	17%	16%	25%	25%	19%	100%

Table 5.4 reflects age as a determinant for the level of involvement of students in governance positions. This table reveals a reasonable spread across age categories, with the largest proportions in the 20-21 and 22-23 year age groups, i.e. 25% in each case. It can be deduced that the largest number of students participating in student governance structures are between the ages of 20 and 23 years, with the lowest number of participants being those below the age of 19, or first-year or entry-level students. It is assumed that senior undergraduate students that participate in student governance positions and structures are from the age group 20 to 23 years. The

participation levels across the age groups at UCT indicate an interesting trend of student involvement across such age groups, which can be assumed to contribute to vibrant student governance interest at this institution.



**Figure 5.3: Age distribution amongst CPUT, SU and UWC respondents**

Figure 5.3 above indicates a frequency rate of 52, i.e. 100%. This graph presents the distribution of student involvement in governance positions across the three universities and by age groups. All three institutions reflect a similar trend to UCT in that the students at first-year level, who are assumed to be 19 years of age or less, occupy fewer student governance positions. In comparison, the students in age groups above 19 years have a higher participation level in formal student positions, with the highest levels recorded for all three institutions for the age groups 21 to 22 years and 23 to 24 years of age. It can be inferred that senior students may be more familiar with their higher education environment and may be better able to navigate within the institutional, or general, and the student governance, or specific, environments.

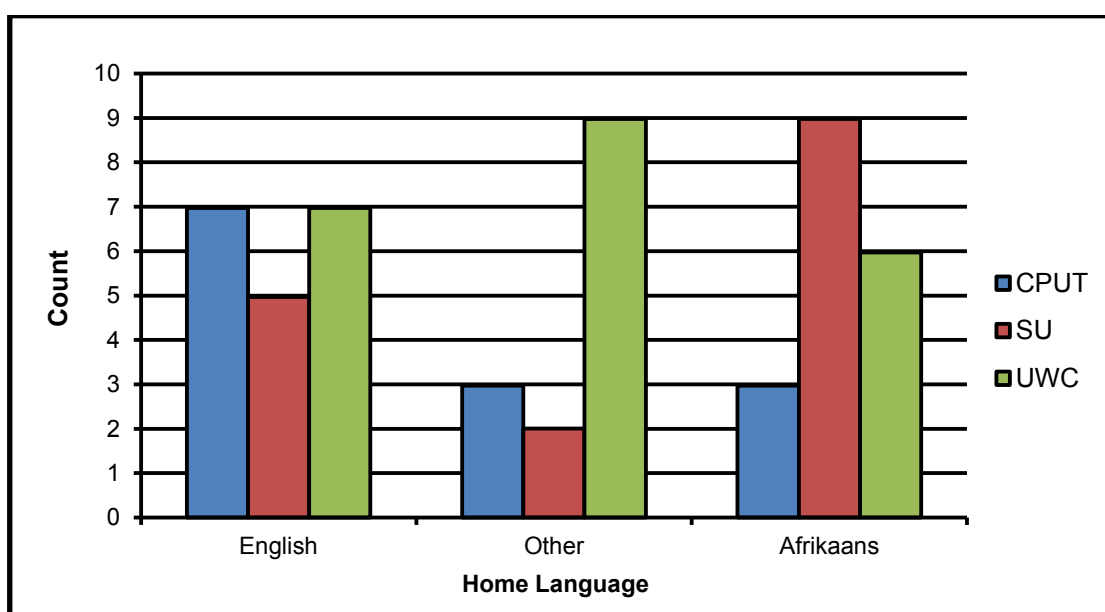
- **Language**

The consideration of the language profile was to gain insight into the diversity of the student leadership for this index.

**Table 5.5: Home language distribution amongst UCT respondents**

Home language distribution amongst UCT respondents					
	Afrikaans	English	Other	Not disclosed	Total
<b>No.</b>	7	140	51	2	<b>200</b>
<b>Row %</b>	4%	70%	26%	1%	<b>100%</b>

Table 5.5 above indicates that a great majority of UCT respondents' home language is English. It is noted that language self-declaration is often problematic, as more often the most spoken language rather than parental language is reflected. This aspect could be clarified if the study is replicated.



**Figure 5.4: Home language distribution amongst CPUT, SU and UWC respondents**

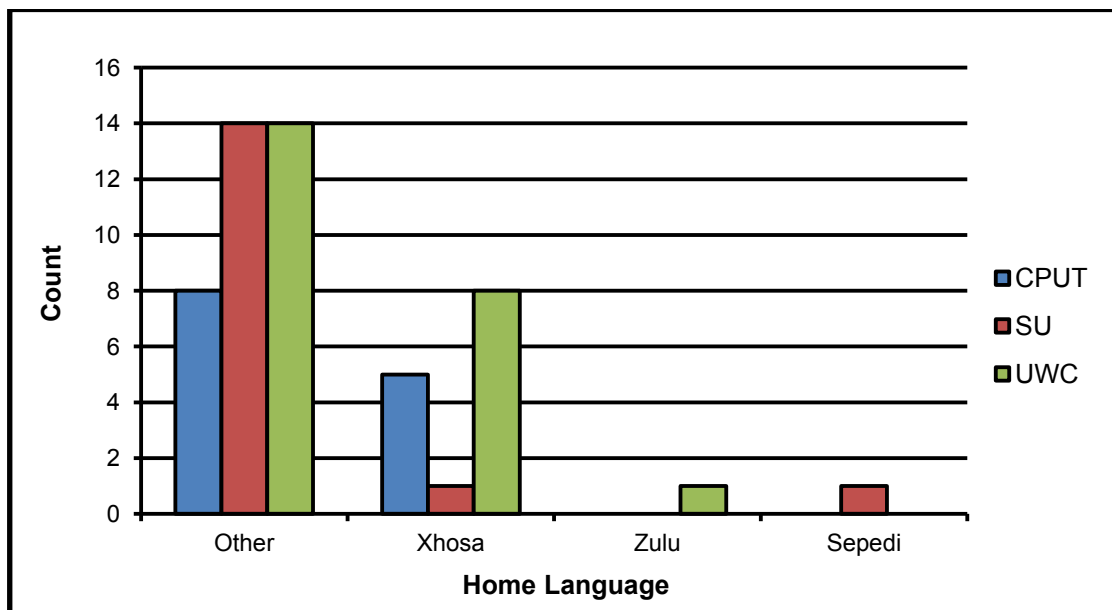
Figure 5.4 above reveals an interesting but anticipated variation of home language amongst CPUT, UWC and SU respondents. The frequency rate was 51 (100%). English as home language was reflected as follows: CPUT and UWC 7, and SU 5; other languages were: CPUT 3; UWC 9; and SU 2. Afrikaans was reflected as: CPUT 3: UWC, 6 and SU 9. The language spread varies from UCT, and even though the frequency rates for CPUT, UWC and SU are significantly lower, these trends provide an interesting glimpse into the language diversity across the institutions.

**Table 5.6: Other home languages amongst UCT respondents**

Other home languages amongst UCT respondents	
Other Language	Total
isiXhosa	12
isiZulu	9
German	4
Setswana	4
Sepedi	3
Sotho	3
Sesotho	2
TshiVenda	2
Chichewa	1
Chinese	1
Mandarin Chinese	1
Mauritian Creole	1
SiSwati	1
Tsonga	1
Tswana	1
Xitsonga	1
Not disclosed	4
<b>Grand Total</b>	<b>51</b>

Table 5.6 above reveals that isiXhosa and isiZulu are the most common languages amongst non-English speakers, given a frequency rate of 51.

The figure below (Figure 5.5) shows the other languages amongst CPUT, SU and UWC respondents



**Figure 5.5: Other languages amongst CPUT, SU and UWC respondents**

Figure 5.5 above shows the trend for CPUT, UWC and SU, based on a frequency of 52, is as follows: CPUT, out of 13 responses, 8 and 5 were for other languages and for isiXhosa respectively; UWC, out of 23 responses, 14, 8 and 1 were for other languages, isiXhosa and isiZulu respectively; and for SU, out of 16 responses 14, 1 and 1 were for other languages, Sepedi and isiXhosa respectively. Whilst the frequency rate was low, it can be deduced that there is a diversity of languages spoken by students at each of the four institutions. Figure 5.5 below provides a visual indication of the other languages spoken by students at CPUT, UWC and SU.

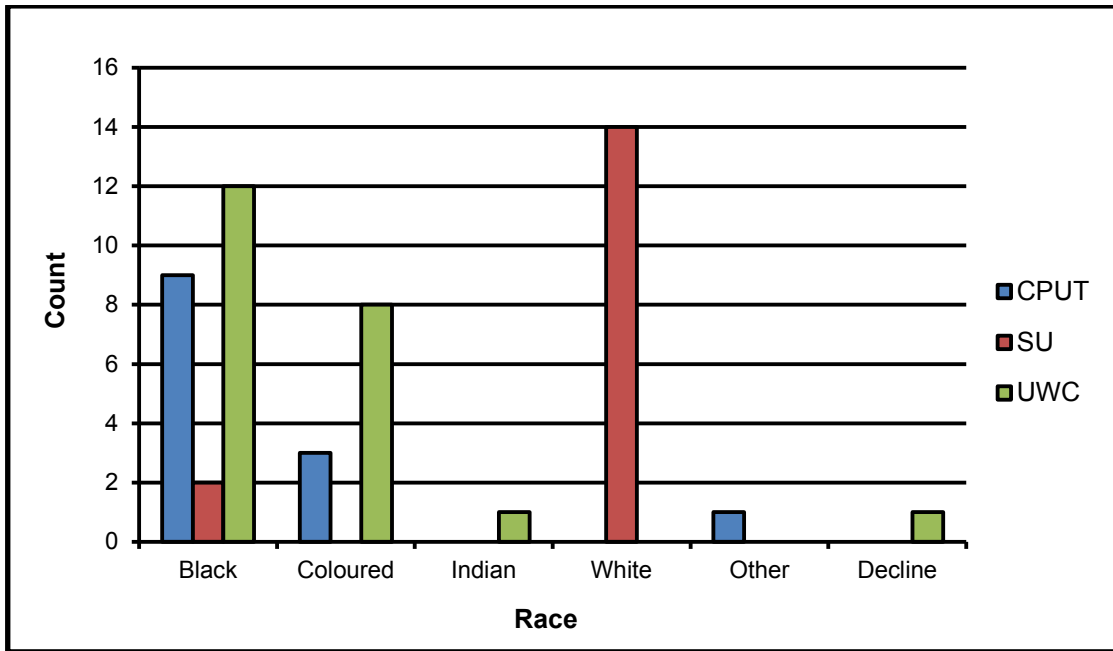
- **Race**

The race profile of student leaders is intended to determine the extent to which student leaders in student governance positions reflect diversity by race. This factor is significant in considering the shift to a more representative student leadership body given the historical race-based divide in higher education institutions, as referred to in chapters 1 and 2.

**Table 5.7: Race profile of UCT respondents**

Race profile of UCT respondents							
	Black	Coloured	Indian	White	Other	Not disclosed	Total
<b>No.</b>	66	14	15	80	6	19	<b>200</b>
<b>Row %</b>	33%	7%	8%	40%	3%	10%	<b>100%</b>

Table 5.7 above provides a profile of UCT respondents, using race as a denominator. The largest proportion of respondents were White and Black (40% and 33% respectively), and given the large proportion of White and Black students, there may be some bias in favour of White and Black students due to the significance of their population size. The 9.1% of students who elected to be classified as Other, or declined to reflect this, may have distorted the picture further. This data is of significance in the South African context given national and institutional policies on improving access to higher education, funding and student accommodation for black students.



**Figure 5.6: Race profiles of CPUT, SU and UWC respondents**

Figure 5.6 above provides a visual representation of the race profile of respondents from the three universities. When compared to the data for UCT, it can be deduced that UCT and SU have a large proportion of mostly White students, or a large percentage of students may be White of the 51 respondents from the 3 universities. The percentage distributions were as follows: CPUT, Black 9 (39.1%), Coloured 3 (27.3%) and 1 (100%) Other; UWC, Black 12 (52.2%); Coloured 8 (72.7%), and Indian 1 (100%); and SU Black 2 (8.7%), and White 14 (100%). From this information it can be deduced that SU may have mostly White students and that both CPUT and UWC may have mostly Black students.



- **Nationality**

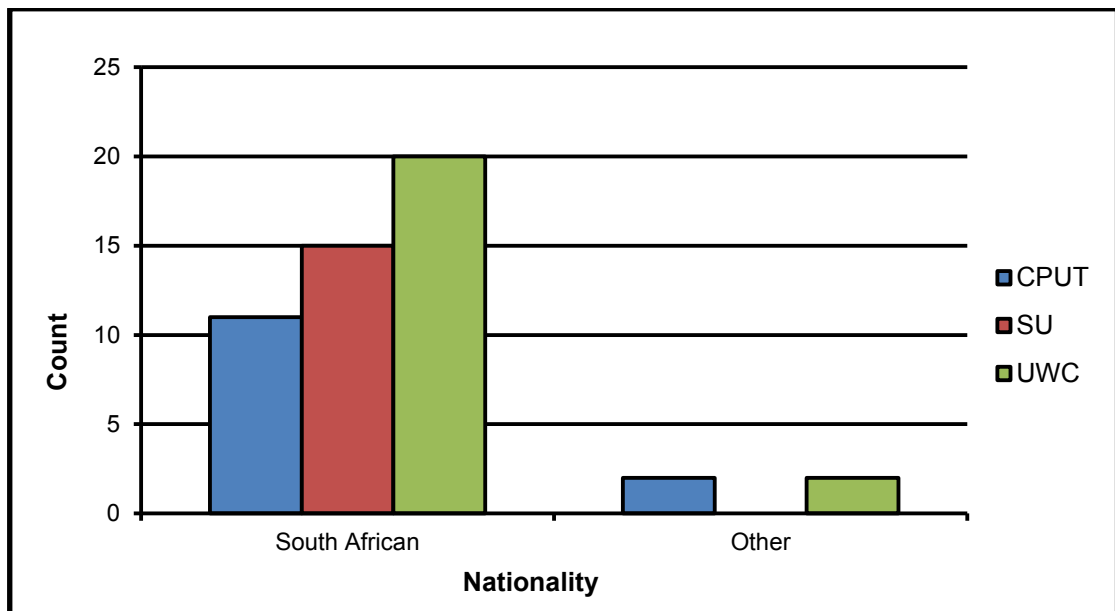
The distribution of student leaders by nationality is provided as follows:

**Table 5.8: Nationality profile of UCT respondents**

Nationality profile of UCT respondents				
	South African	Other	Not disclosed	Total
<b>No.</b>	164	33	3	200
<b>Row %</b>	82%	17%	2%	100%

Table 5.8 above reflects the great majority of UCT respondents as being South African students, with a significant proportion, i.e. 17%, of other nationals. This infers that a diversity of students by nationality at UCT.

Figure 5.7 below shows that the frequency rate for CPUT, UWC and SU respondents was 50 (100%). The data revealed a similar trend to UCT, with mostly South African nationals' at all three universities, i.e. 11, 20 and 15 respondents, respectively, for CPUT, UWC and SU. CPUT and UWC had 2 students each of other nationality.



**Figure 5.7: Nationality profiles of CPUT, SU and UWC respondents**

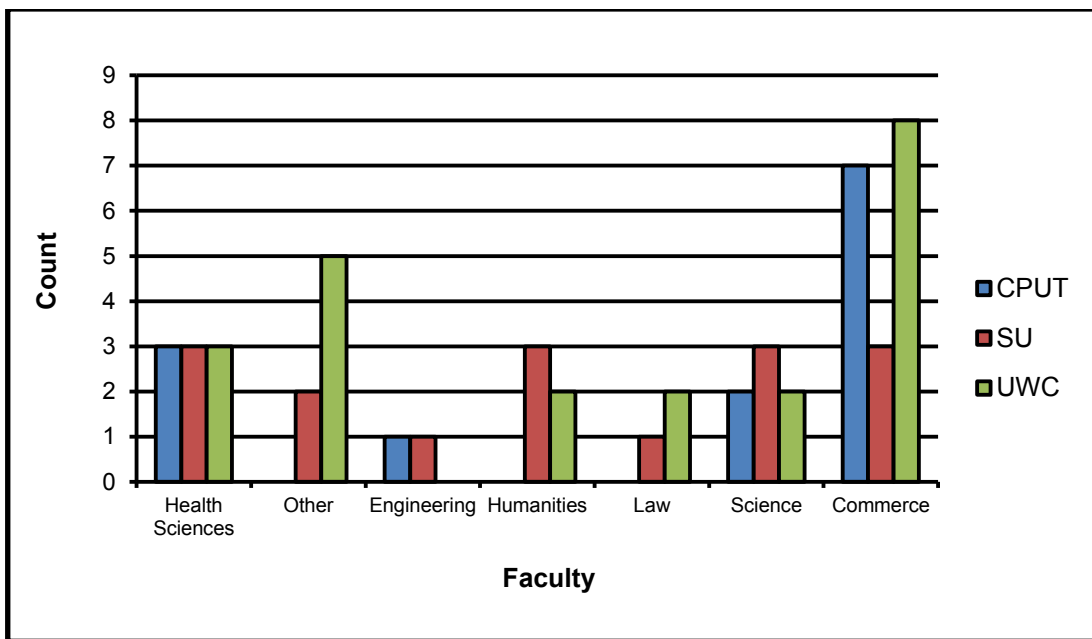
- **Faculty**

The diversity of respondents by faculty is provided below for the four institutions.

**Table 5.9: Faculty of registration amongst UCT respondents**

Faculty of registration amongst UCT respondents		
Faculty	Number	% of Respondents
Commerce	34	17%
Engineering	37	19%
Health Sciences	32	16%
Humanities	52	26%
Law	6	3%
Science	39	20%
<b>Grand Total</b>	<b>200</b>	<b>100%</b>

Table 5.9 above reflects a reasonable spread across all faculties at UCT, other than Law (which is the smallest faculty). Most respondents were from Humanities (26%), the largest faculty.



**Figure 5.8: Faculty of registration amongst CPUT, SU and UWC respondents**

Figure 5.8 above reflects the responses for CPUT, SU and UWC. For CPUT, most respondents were from Humanities (7), followed by Health Sciences (3), Science (2) and Engineering (1). For UWC, most respondents were from Commerce (8) followed

by Other (5) and Health Sciences (3), with Humanities, Law and Science the same (2 each). SU was fairly evenly distributed for Health Sciences, Humanities, Science and Commerce (3 each), followed by Other (2) and Engineering (1).

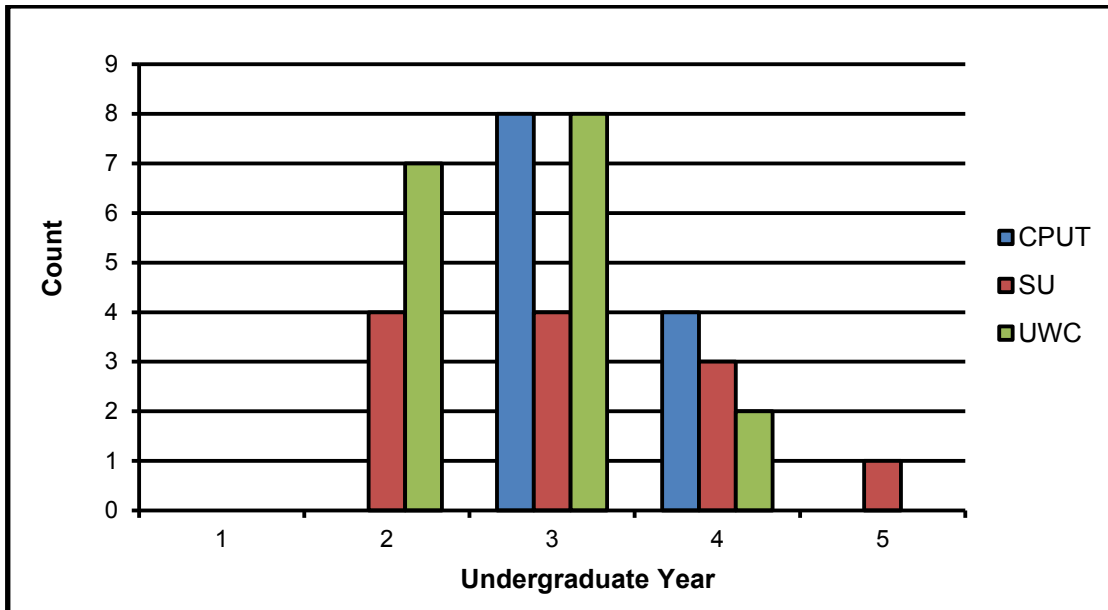
- **Year of Academic Study**

The year of study indicates the seniority level of the respondents in terms of academic study. The academic year of study indicates undergraduate and postgraduate study years. The undergraduate study years are considered as entry level for first-year students and senior undergraduate students for second or further years of study. The postgraduate study years include students studying towards Honours, Master's or doctoral degree. The information provides a picture of the respondents' study level so as to identify trends in years of study in relation to student governance positions.

**Table 5.10: Career or year of study amongst UCT respondents**

<b>Career/Year of study amongst UCT respondents</b>		
<b>Career/Year of Study</b>	<b>Number</b>	<b>% of Respondents</b>
<b>UG First Year</b>	37	19
<b>UG Second Year</b>	33	17
<b>UG Third Year</b>	22	11%
<b>UG Fourth Year</b>	20	10%
<b>UG Fifth Year</b>	6	3
<b>Honours</b>	25	13
<b>Masters</b>	29	15
<b>PhD</b>	25	13
<b>Not Disclosed</b>	3	2
<b>Grand Total</b>	200	100

Table 5.10 above reflects that the majority of undergraduates (59%) were predominantly first-year and second-year students (19% and 10%, respectively). Similar proportions of students in postgraduate careers (13% each for Honours and doctoral and 15% Master's). The postgraduate students constituted a substantial number of postgraduates amongst the respondents who are or were involved in student governance structures at UCT.



**Figure 5.9: Career or year of study amongst CPUT, SU and UWC respondents**

Figure 5.9 above indicates that CPUT, UWC and SU respondents were mostly senior students in the third year of academic study, followed by the second year of study for undergraduate studies. An interesting variance was that none of the respondents at CPUT, UWC and SU were first-year students, whereas in the case of UCT, most respondents were first-year students. The count for postgraduate student respondents was as follows: UWC 7 (6 Honours and 1 Master’s) and SU 5 (2 Master’s and 3 Honours). The interesting trend is that postgraduate students are actively engaged in student governance structures.

### **5.6.2 Student Governance Perspectives**

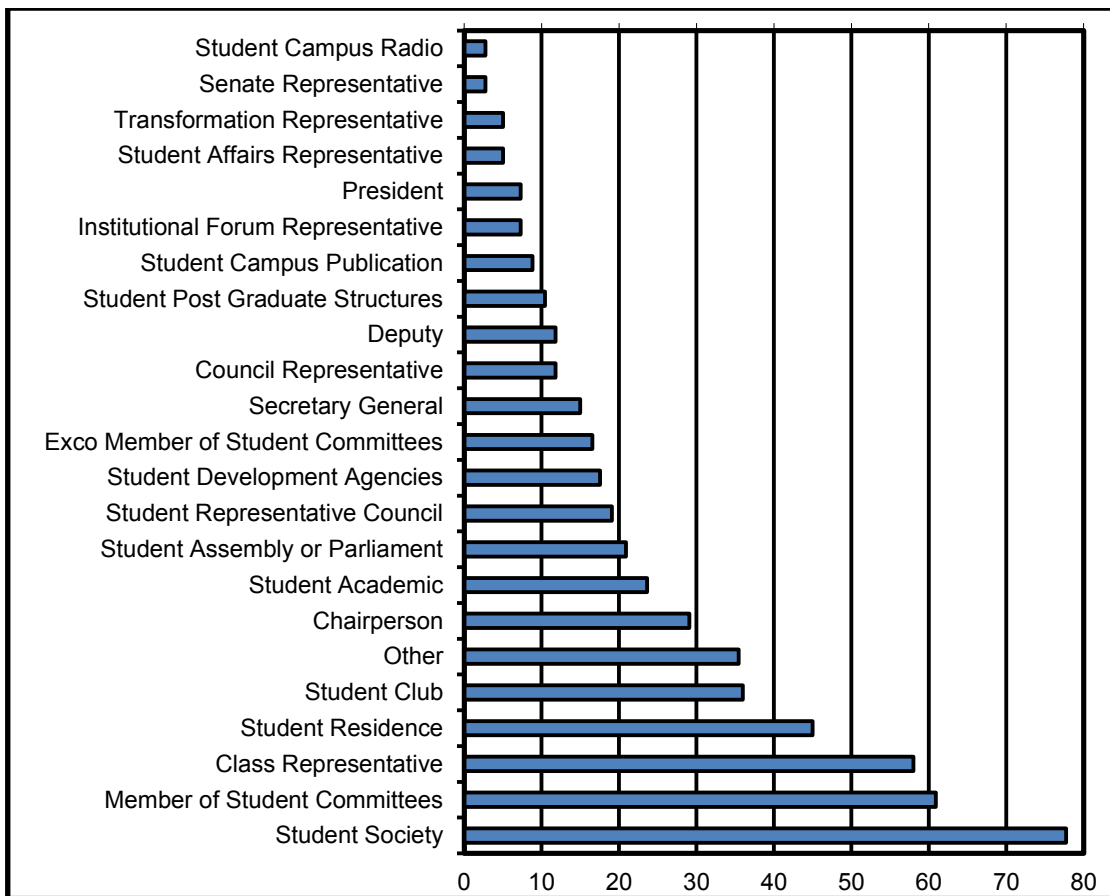
The perspectives of student leaders in student governance positions at the four institutions in the Western Cape are presented in this section. As indicated earlier, the data for UCT respondents is separated out from the other 3 institutions due to the considerably lower response rate from CPUT, UWC and SU. However, even though the data from CPUT, UWC and SU is deemed to be statistically insufficient to draw quantitative comparisons with the data from the UCT respondents, it is ethically appropriate from a research ethics perspective to present the data objectively and to comment on qualitative trends, patterns and themes that may emerge, with the knowledge that inferences are limited and that generalisations to the population of student leaders in governance positions at CPUT, UWC and SU cannot be made.

Brynard and Hanekom (1997:85) assert that a complete revelation of the research findings should be presented in a research report.

In providing a complete revelation of the findings of this research study, the data is provided for UCT separately, and for CPUT, UWC and SU collectively, but with distinct responses from each institution's respondents to ensure that the findings are fully represented for each of the four public higher education institutions in the Western Cape. In providing the data in this manner, the limitations of the response rates for CPUT, UWC and SU can inform further research by replicating this study specifically to each institution with the intention of gaining insight into student governance.

- **Student Governance Positions**

A profile of the student governance positions held by the respondents is provided in Figure 5.10 and Figure 5.11, respectively.



**Figure 5. 10: Student governance positions held by UCT respondents**

Figure 5.10 reflects that UCT respondents could select more than one position, as it is not uncommon for student leaders to be involved in more than one student governance position for the same period. The data reveals that respondents were spread across the whole range of options in the questionnaire. Most commonly, student leaders were from student societies (78), student committees (61), student residence structures (45) and student clubs (36). 58 had been class representatives. The spread of data ensures that responses covered student leadership experience over a wide range of student governance structures. In giving attention to the grouping of the student leadership arrangements, there are four key sub-categories of student leaders i.e. Student Representative Council (SRC), Student Assembly, Student Residences and Student Sports Codes, Development Agencies and Societies. These four sub-groups of student leaders as sampling sub-categories are referred to in Chapter 4 of this study.

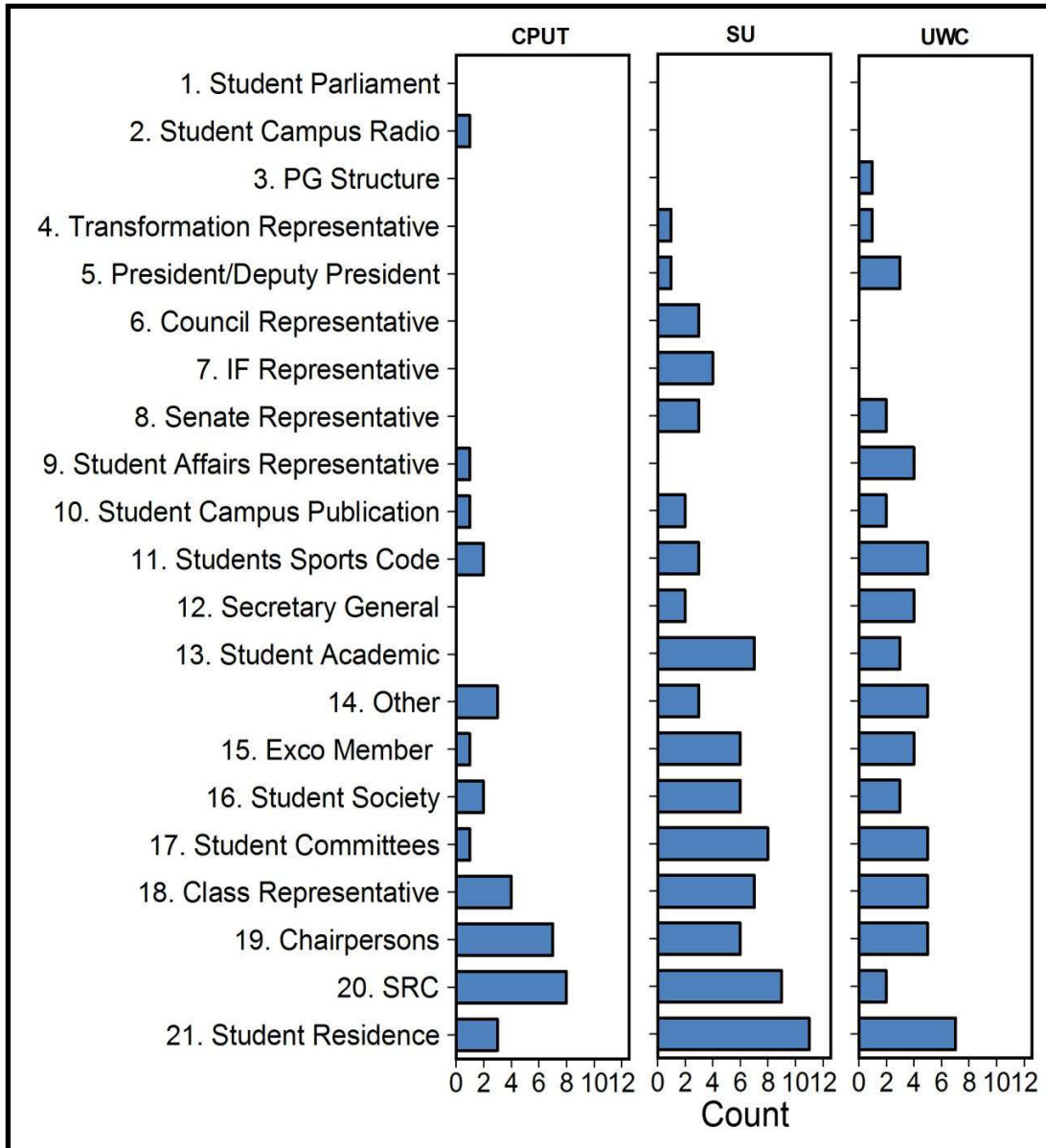
The Student Representative Council (SRC) is the oversight student governance body that is responsible for representing the student interests through the SRC and its student governance sub-structures.

The Student Assembly goes by the names of Student Parliament and Student General Council at some institutions, and its main role is to hold the SRC accountable to its brief of representing the students' best interest, as well as deliberating about institutional policies and issues to enable the SRC to carry forward mandated views of the student body that are informed through deliberative processes in the Student Assembly and any other student forum convened for this purpose.

Student development agencies include student structures such as RAG, student campus media, student campus radio and outreach structures. Student sports codes include the range of student sports clubs. Similarly, student societies includes the range of student societies e.g. cultural, issues-based, debating, dance, faith-based, and political, to name a few.

Student residence includes a central student residence structure as well as residence-based student residence committees.

All the respondents are elected student leaders to various governance positions and who serve on the student governance structures as student leaders.



**Figure 5.11: Student Governance Positions held by CPUT, SU and UWC respondents**

Figure 5.11 above reflects that most of the respondents from CPUT, SU and UWC were from the SRC, with no respondents from the Student General Council, which is equivalent to UCT’s Student Assembly. In inquiry during the focus group discussion with CPUT and SU, and in discussion with the institutional staff members, it was noted that CPUT, UWC and SU were in the process of strengthening their Student General Councils through constitutional review and support.

- **Student governance support**

The data presented in this section explores how student leaders in student governance positions experience support from staff and from other student leaders. The data focuses on who they access for support, how often, the extent to which resources are provided to them and their perceptions of further or unmet needs if they are to function effectively as student leaders in governance positions.

- **Support measures**

A range of support measures used by, or provided to, student leaders in student governance positions were explored. In this regard attention is given to the general and specific environment of the Public Management Model of Schwella *et al* (1996:7) and the 5-C Critical Protocol Model of Brynard (cited in Cloete & and Wissink, 2000:176 - 187).

In understanding how student governance works at the four public higher education institutions in the Western Cape, this study has theoretically applied Schwella and Brynard's models, by way of conceptualisation, contextualisation and operationalisation in application. In so doing, the general environment and the specific environment referred to by Schwella has been applied to the institutional governance environment and the student governance environment as the general and specific environments, respectively. Intersecting with this theoretical approach, Brynard's 5 critical variables model has been similarly applied to the institutional and student governance environment in considering the content, context, commitment, capacity and client (or stakeholders) and relations aspects (Schwella *et al* 1996:6-7; and Brynard in Cloete & Wissink 2000: 176-187).



- **From whom and how often is support accessed**

Figure 5.12 below reflects that 47% of UCT respondents reported that they sought support from SRC members “seldom” or “never”; 38% of respondents “seldom” or “never” sought support from student support staff. Conversely, 36% of respondents accessed help from friends “all of the time” or “most of the time”, whilst 50% reported being able to solve their own problems “all of the time” or “most of the time”.

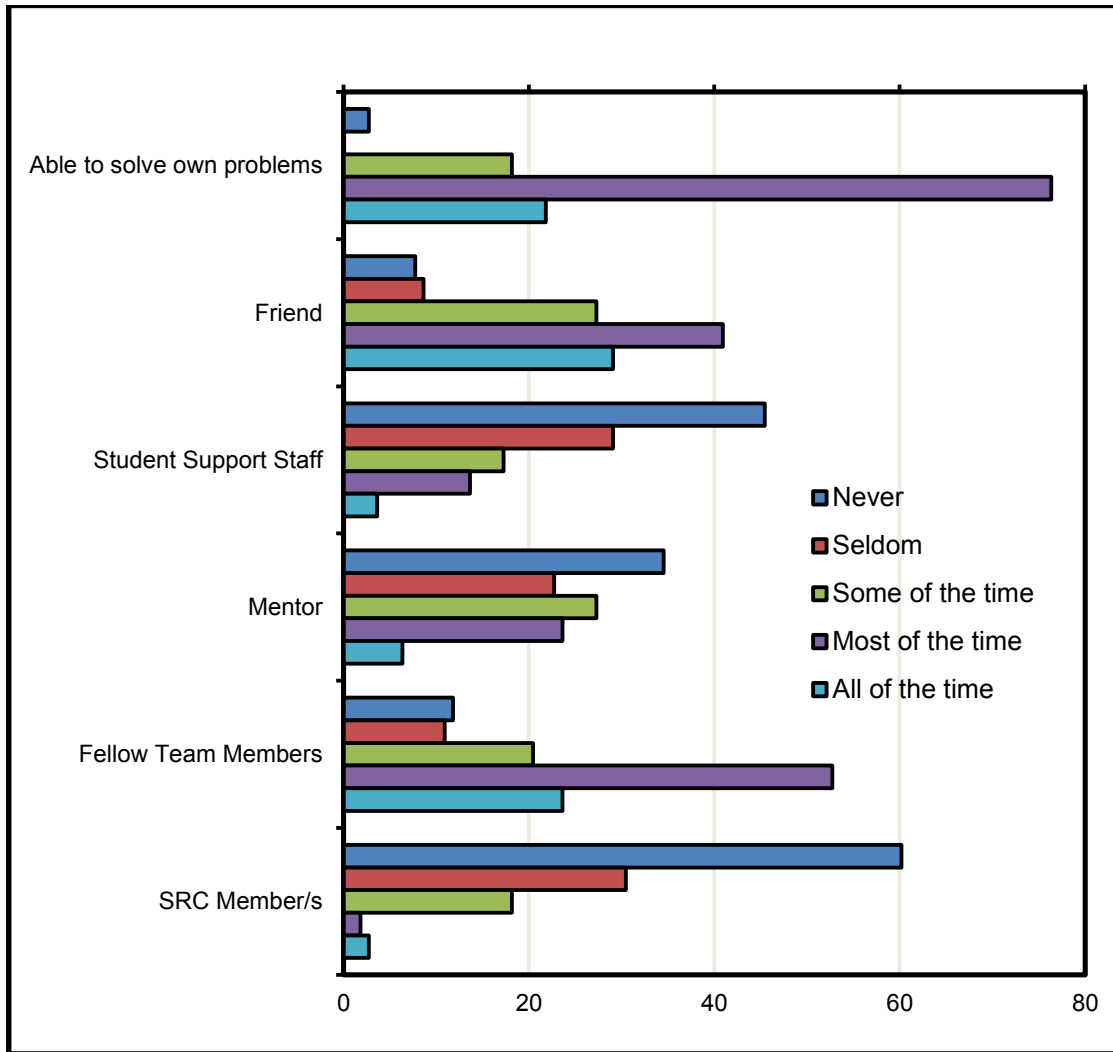


Figure 5.12: From whom and how often do UCT respondents access support from

• **How often is support is accessed**

Figure 5.13 below reflects that respondents from CPUT, UWC and SU preferred to solve their own problems. Other trends reflected some similarities and differences. Respondents from CPUT stated their preferred options as: student constituency, solve own problems, access fellow team members “most of the time” and SRC, mentors, friends and student affairs staff “always”. UWC’s respondents sought access to fellow team members, student constituency, solve own problems “most of the time” and student affairs staff “all of the time”. The trend for SU respondents was to: solve own problems, access student affairs staff, and friends “most of the time”, with fellow team members and student constituency “all of the time”. An interesting variance between UCT (Figure 5.10) and CPUT, UWC and SU (Figure 5.11) is that the UCT respondents “seldom” or “never” access support from the student affairs staff and the SRC. This may not necessarily be a negative result, given the high preference for reliance on self, fellow team members and friends.

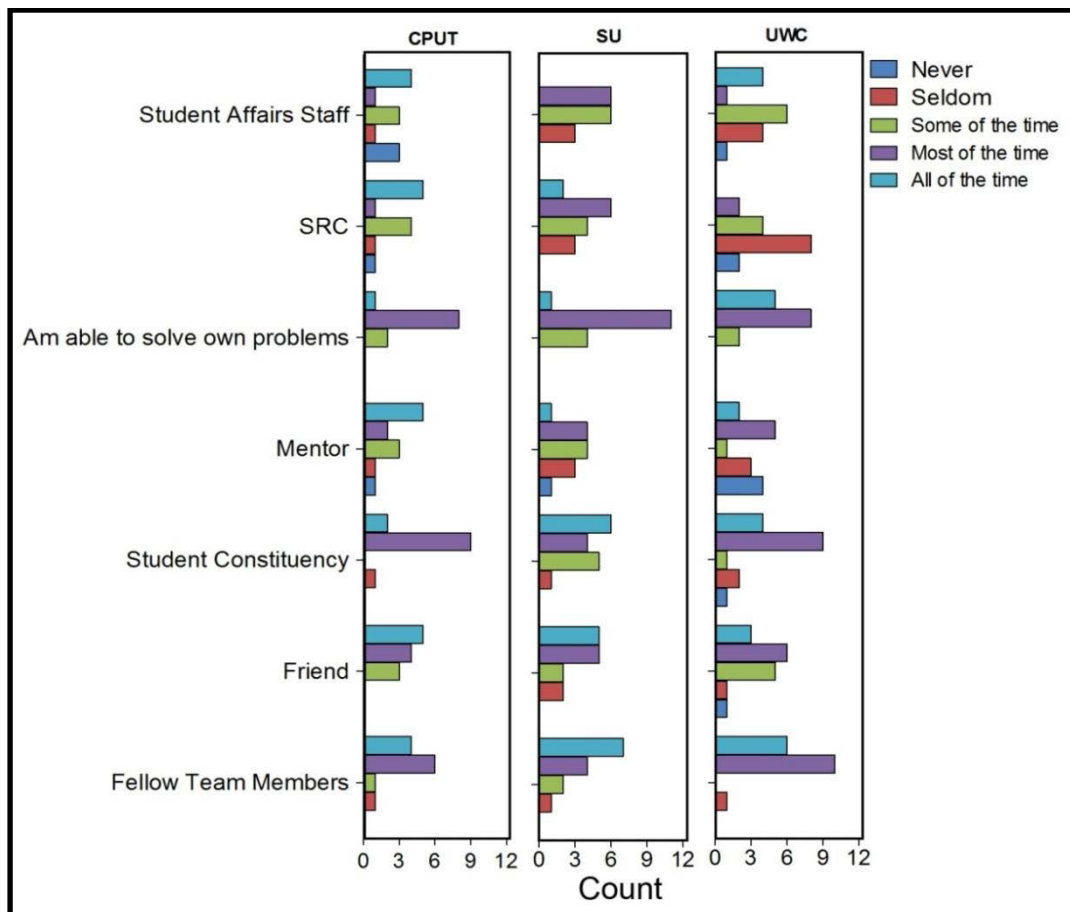


Figure 5.13: From whom and how often do CPUT, SU and UWC respondent’s access support from

• **Type of support measures provided**

Table 5.11 below reflects the higher number of non-respondents. Most respondents from UCT showed that they “agree” or are “neutral”: 49,5% in terms of funding, 44% in terms of student affairs staff support, 44% in terms of training, 40,5% in terms of orientation/induction, 38% in terms of computers and connectivity, 37,5% in respect of office space, 36% in terms of resource directory. Response means tended towards 3 (neutral/undecided) in respect of all support measures. The lowest response mean was for computers and connectivity, due to 12, 5% of respondents strongly agreeing that this had been provided. Office space and resource directory appear to be problem areas, with 18% and 15, 5% respectively selecting either “disagree” or “strongly disagree” in respect of these resources.

**Table 5.11: Support measures provided to student leaders, by UCT respondents**

	Strongly agree	Agree	Neutral / undecided	Disagree	Strongly disagree	No response	Total	Response mean
Funding	14	41	38	19	13	75	200	2.808
	7.0%	20.5%	19.0%	9.5%	6.5%	37.5%	100.0%	
Support from student affairs staff	12	45	43	13	9	78	200	2.689
	6.0%	22.5%	21.5%	6.5%	4.5%	39.0%	100.0%	
Orientation & induction	14	49	32	14	13	78	200	2.697
	7.0%	24.5%	16.0%	7.0%	6.5%	39.0%	100.0%	
Training	11	45	43	12	13	76	200	2.766
	5.5%	22.5%	21.5%	6.0%	6.5%	38.0%	100%	
Office space	9	40	35	16	20	80	200	2.983
	4.5%	20.0%	17.5%	8.0%	10.0%	40.0%	100.0%	
Computers & connectivity	25	50	26	11	11	77	200	2.455
	12.5%	25.0%	13.0%	5.5%	5.5%	38.5%	100.0%	
Resource directory - who to access for assistance	18	35	37	17	14	79	200	2.785
	9.0%	17.5%	18.5%	8.5%	7.0%	39.5%	100.0%	

Figure 5.14 below shows that UCT respondents responded as mostly neutral in respect of all mentioned university officials. The highest frequency of positive responses (“always” or “mostly” supportive to students) was for the VC (23%), then the ED of Student Affairs (22%), then DVC (21,5%), and was lowest in respect of the Director/manager of student governance (17%). The large number of non-respondents may be due to a lack of interest, or that engagement occurs with smaller groups of student leaders that occupy student leadership executive positions on the student governance structures. Another reason for the low level of response for the Director/manager of student governance may be attributed to the limited reach of this job, which is focused more on students in the SRC in the main, with dedicated support and relations with this group of student leaders and a few others.

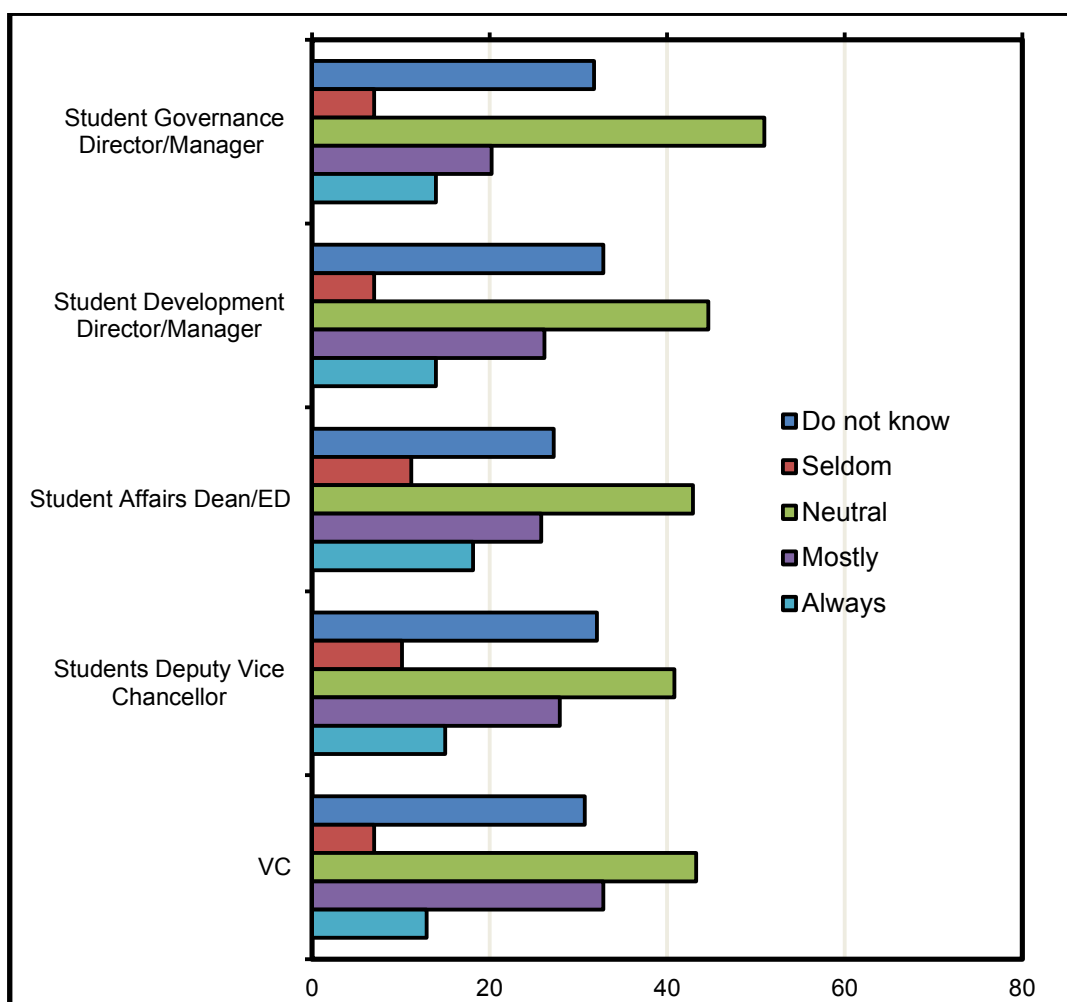


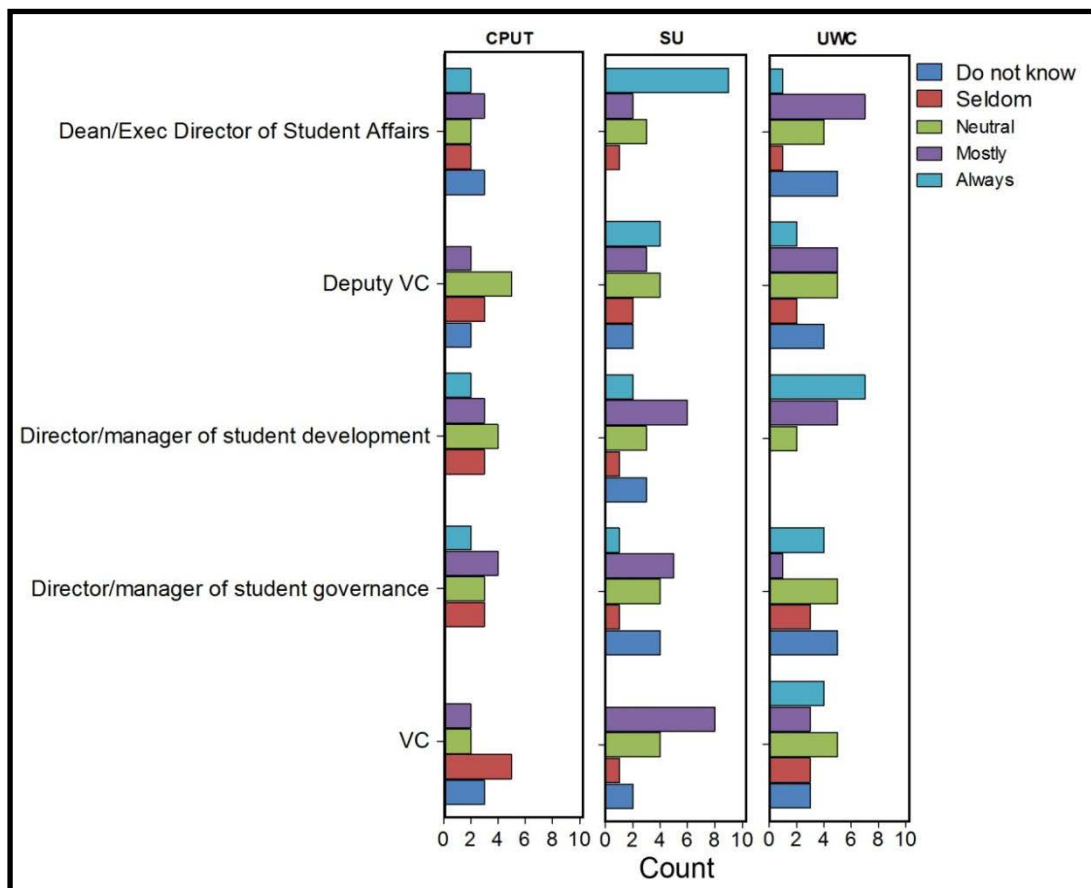
Figure 5.14: Officials perceived as supportive to students, by UCT respondents

Figure 5.15 below shows interesting trends for each institution of university officials in terms of being supportive to students.

Respondents at SU show the Dean of Student Affairs as “always’ supportive to students, followed by the VC, then the Director or manager of student development as “mostly” supportive.

Respondents at UWC show the Director of Student Development, then the VC as “always” supportive, and the Dean of Student Affairs as “mostly” supportive.

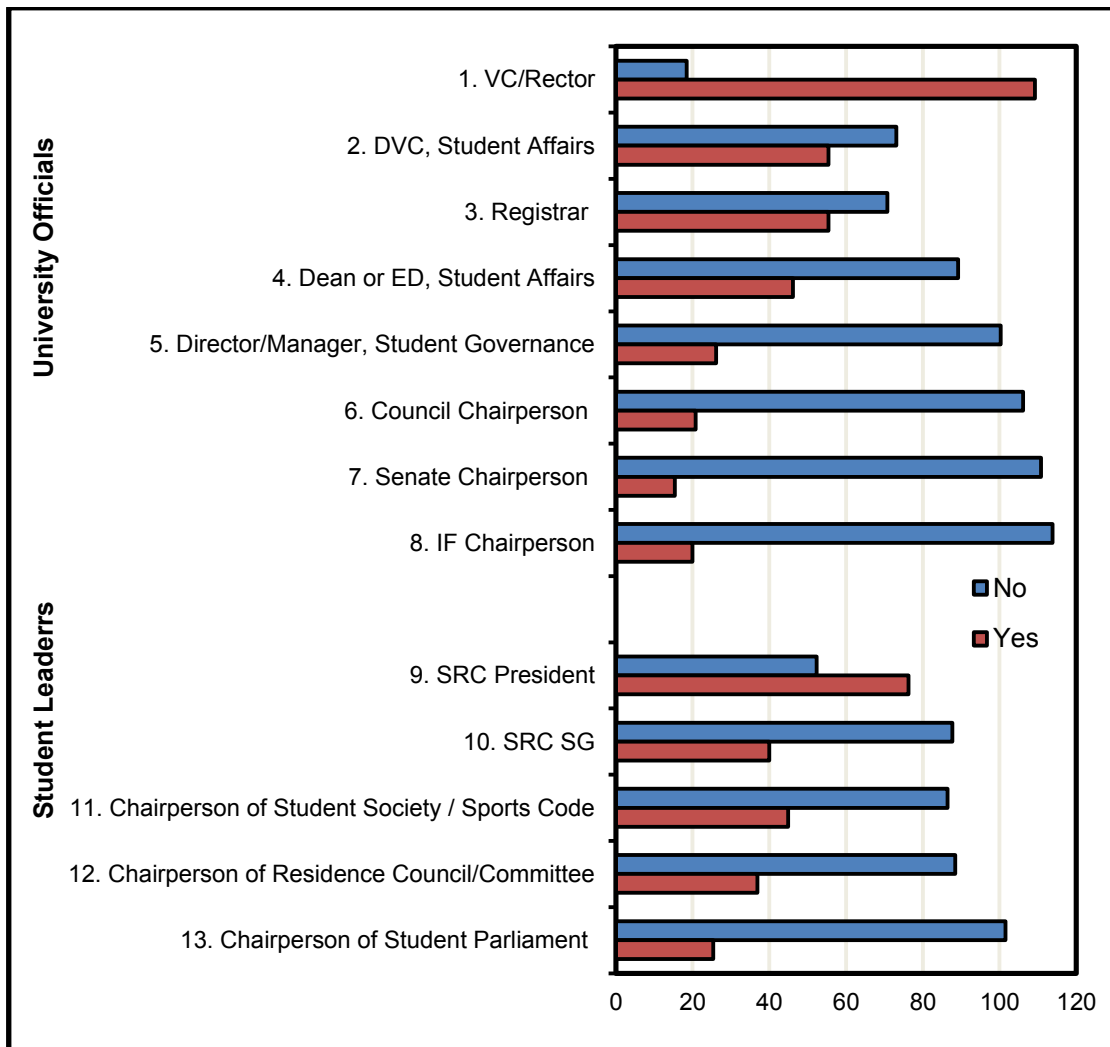
At CPUT, the respondents show the Director/manager of student governance, followed by the Dean of student affairs, then the Director/manager of student development as “mostly” supportive; however due to the considerably low frequency level, further testing will need to be done to obtain a statistically significant result.



**Figure 5.15: Officials perceived as supportive to students, by CPUT, SU and UWC respondents**

- **Support by university officials**

The support provided by university officials is an indicator of the relations that student leaders in student governance positions may have with university officials, such as their accessibility, popularity, affability, power and authority, as well as their personal agency and sense of resourcefulness. On the other hand, it is accepted that executives may engage in public relations, marketing and branding themselves, as well as the reality that the higher-up executives enjoy a greater visibility to student leaders whereas those working closest to students may only be visible to a limited number of student leaders given the reality of the work portfolios being organically arranged across work areas. Figure 5.14 and Figure 5.15 showed the responses of both sets of data.



**Figure 5.16: Names of governance officials known by UCT respondents**

Figure 5.16 above shows that amongst UCT officials, more than half of the respondents (110) knew the VC's name. Slightly more than a quarter (56 in each case) knew the names of the DVC for students and the Registrar. Slightly less than a quarter (47) knew the name of the Executive Director of Student Affairs and 10% or less knew the names of the Chair of Council, Senate and the IF Chairs were relatively unknown.

Amongst student leaders, 77 (38,5%) knew the name of the SRC President. Roughly half this number (40, or 20%) knew the name of the SRC Secretary General. Similar proportions (19% in each case) knew the name of a sports club or society chairperson or a student residence chairperson. Amongst student leaders, only 26 (13% of the respondents) knew the name of the chair of the Student Assembly. In response to a question regarding the respondents' opinions of the most recent SRC elections at UCT, 44% thought that these were free and 33,5% felt that they were fair. Small numbers of the respondents, 13 and 25, respectively, were undecided in respect of free and fair elections.

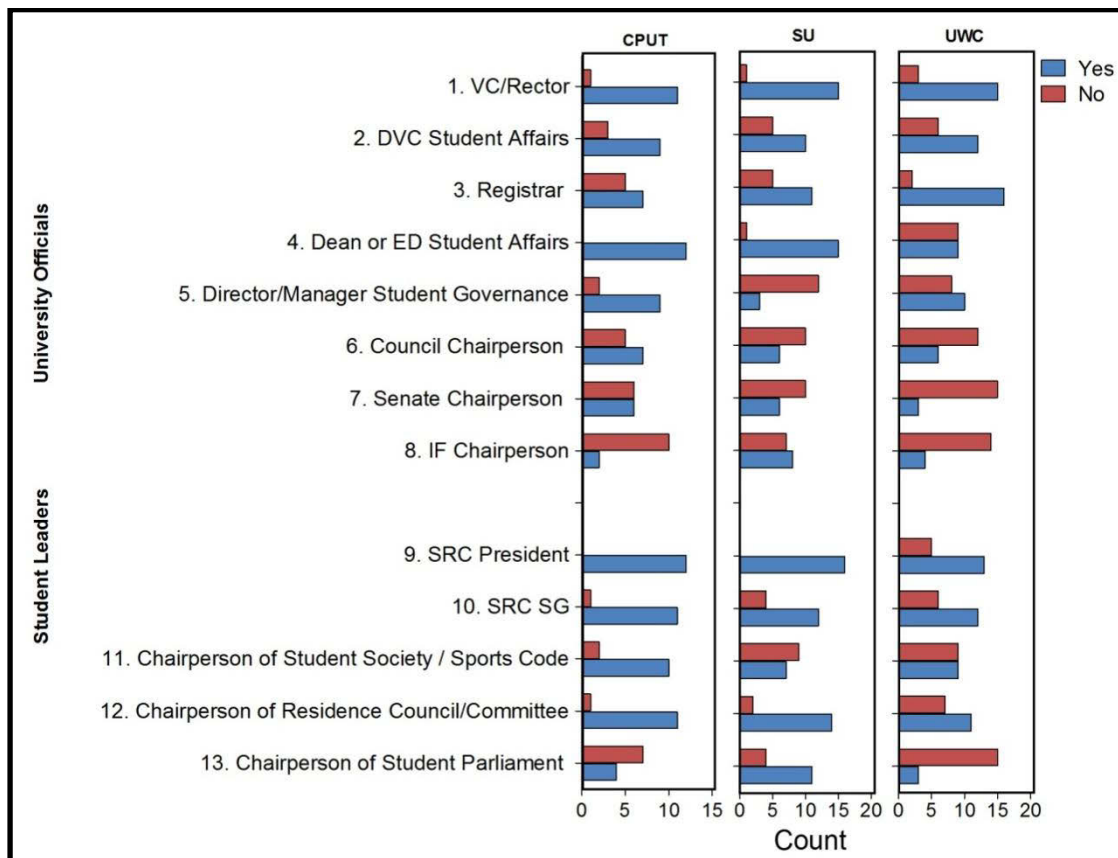


Figure 5.17: Names of governance officials known by CPUT, SU and UWC respondents

Figure 5.17 above shows similar trends for all three institutions. Respondents indicate that they know the names of the university officials such as the VC, the DVC, Registrar, Dean/ED of Student Affairs; for student leadership governance positions from the student governance structures, the respondents of the three institutions know the names of the SRC President, the SRC Secretary General and the Residence Chairperson, and to a lesser extent the Sports Chairperson. The name of the Student Assembly Chairperson is less well known by UWC and CPUT respondents, and the reason for this may be the ambiguity of the title, as both institutions refer to the person as the Chairperson of the General Students' Council.

- **Perceptions about co-operative governance**

The responses shown in Table 5.12 below are as detailed. There is broad agreement that co-operative governance means students must be consulted: 41% either strongly agreed or agreed with this. The response mean is <2 ("agree" level).



**Table 5.12: Perceptions about co-governance by UCT respondents**

	Strongly agree	Agree	Neutral / undecided	Disagree	Strongly disagree	No response	Total	Response mean
Good governance means taking decisions in line with policies	17	44	18	20	2	99	200	2.465
	8.5%	22%	9%	10.0%	1.0%	49.5%	100.0%	
Bad governance is not accepting accountability	22	27	37	13	1	100	200	2.440
	11.0%	13.5%	18.5%	6.5%	0.5%	50.0%	100.0%	
Some of my team members are corrupt	2	17	39	30	10	102	200	3.296
	1.0%	8.5%	19.5%	15.0%	5.0%	51.0%	100.0%	
Senior managers are corrupt	2	5	45	34	12	102	200	3.500
	1.0%	2.5%	22.5%	17.0%	6.0%	51.0%	100.0%	
Co-operative governance means students and managers take decisions	19	57	16	4		10.4	200	2.052
	9.5%	28.5%	8.0%	2.0%		52.0%	100.0%	
Co-operative governance means students must be consulted	39	43	14	2		102	200	1.786
	19.5%	21.5%	7.0%	1.0%		51.0%	100.0%	
We have a co-operative governance charter at my institution	7	16	65	9	1	102	200	2.806
	3.5%	8.0%	32.5%	4.5%	0.5%	51.0%	100.0%	
We have a document setting out a code for good conduct	6	28	55	6	2	103	200	2.691
	3.0%	14.0%	27.5%	3.0%	1.0%	51.5%	100.0%	
SRC elections must exclude those participating for a political party	18	17	25	26%	15	99	200	3.030
	9.0%	8.5%	12.5%	13.0%	7.5%	49.5%	100.0%	

Similarly, there was broad agreement that co-operative governance requires students and management to take decisions: 28% either strongly agreed or agreed with this. The response mean is 2.052 (close to “agree” level).

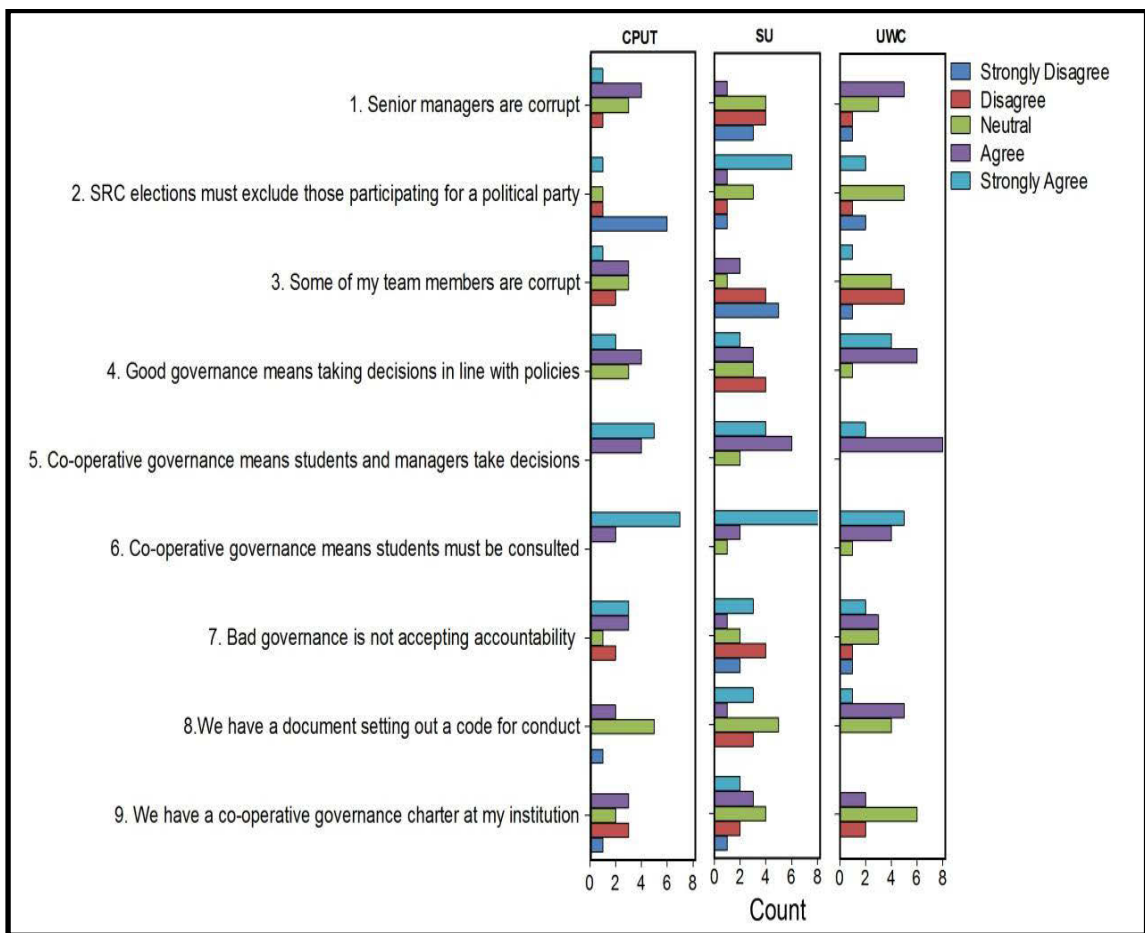
A somewhat lower proportion either strongly agreed or agreed that good governance is about taking decisions in keeping with rules (30, 5%). Just less than a quarter (24, 5%) were in agreement that bad governance “is not accepting responsibility” and a substantial proportion (18, 5%) were neutral/undecided in this regard.

A substantial proportion of respondents were neutral/undecided about the existence of co-operative governance charter (32.5%) as well as a written document (27.5%). The response mean in both cases tended towards 3 (“neutral/undecided”).

A small proportion of respondents felt that some of their governance team were corrupt (9, 5% either strongly agreed or agreed with the statement); however, 19, 5% were undecided and only 20% either disagreed or strongly disagreed with the statement. Response mean was 3.256 (between undecided and disagree).

At least 20, 5% of the respondents disagreed with the position that SRC candidates should not be allowed to participate under a party political banner. A slightly smaller proportion (17, 5%) agreed with this statement – the response mean of 3.03 is located very close to numerical “undecided/neutral” position.

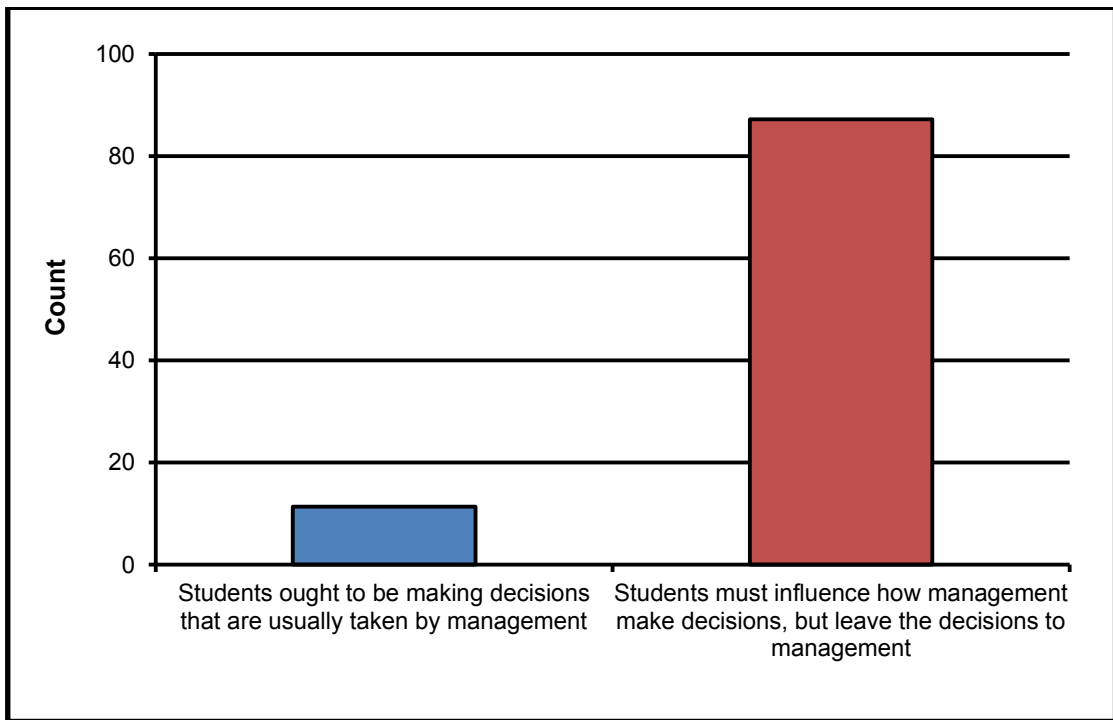
Figure 5.18 below shows that respondents from CPUT, UWC and SU “strongly agree” and “agree” that co-operative governance means that students must be consulted, that students and management must take decisions, and that good governance is about taking decisions in keeping with the rules. SU respondents “strongly agree” that SRC elections must exclude candidates that run under a party political banner, with a letter trend from UWC also holding this view.



**Figure 5.18: Perceptions about co-operative governance, by CPUT, SU and UWC respondents**

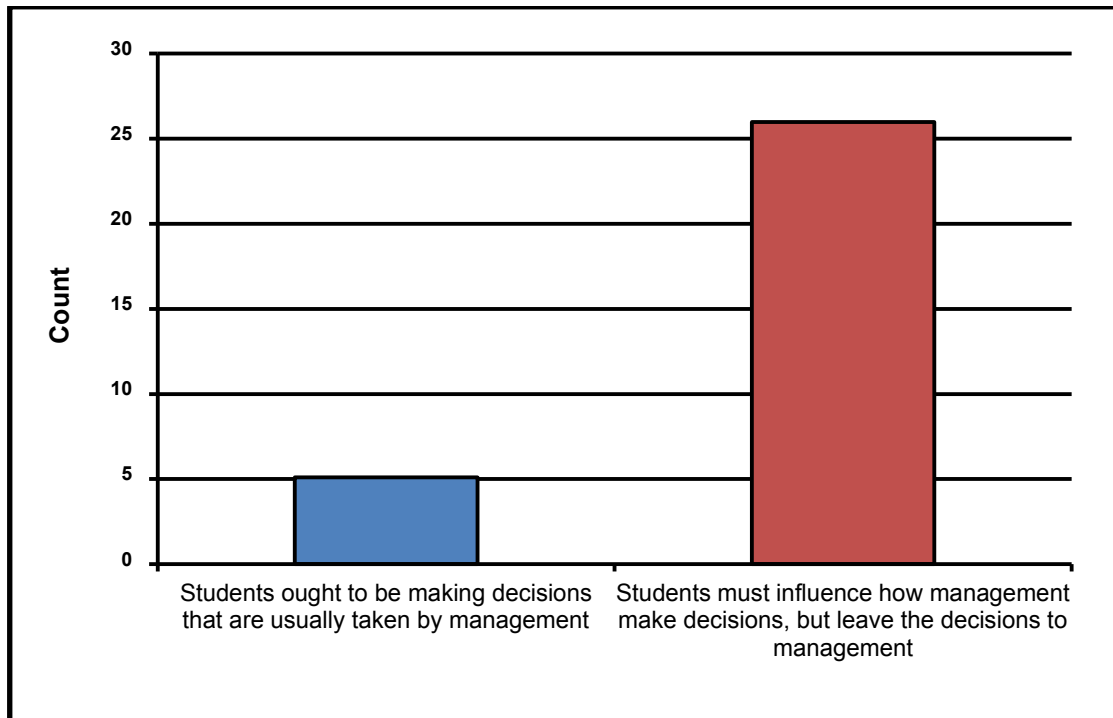
- **Meaning of co-operative governance**

Figure 5.19 below reveals that although just over half of the UCT respondents did not answer this question, the great majority of those who did (87 respondents) supported the position that students should influence how management make decisions, but leave the decisions to management.



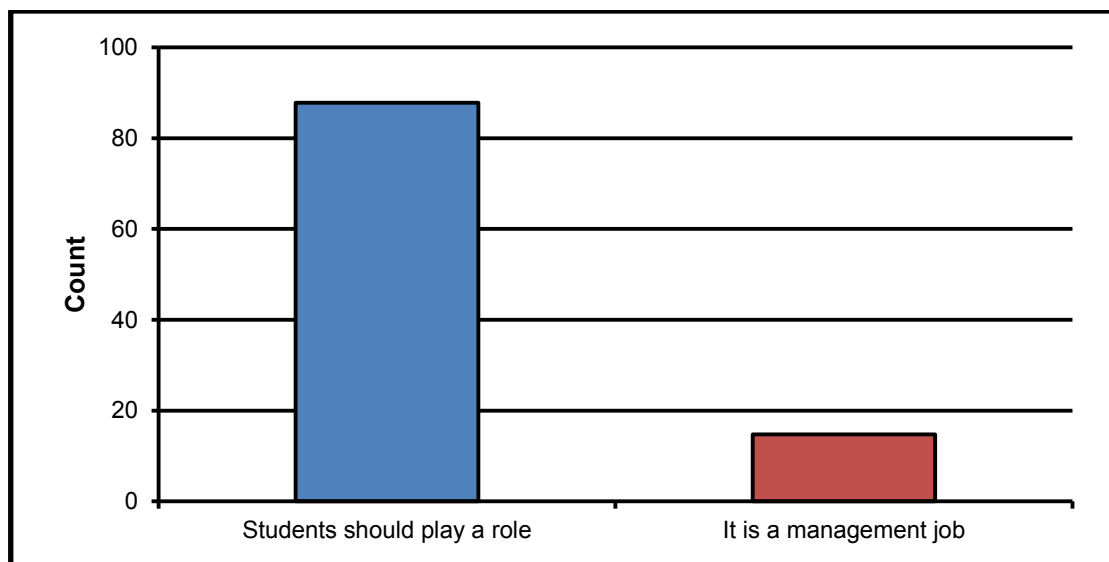
**Figure 5. 19: Meaning of co-operative governance to UCT respondents**

Figure 5.20 interestingly shows a similar trend for students from CPUT, UWC and SU. Most respondents agreed that students should influence how management takes decisions but leave the decisions up to management. Of concern, was that student representivity on the institutional governance structures was inadequately represented in terms of the number of students who felt outnumbered, but more importantly, limited in their ability to make insightful contributions.



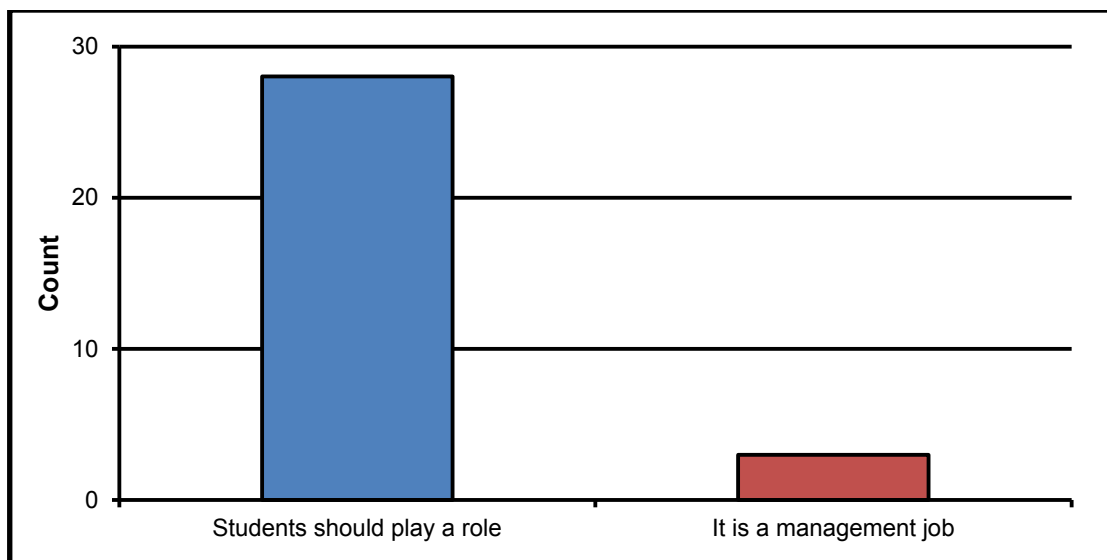
**Figure 5.20: Meaning of co-operative governance to CPUT, SU and UWC respondents**

Figure 5.21 below reveals that slightly less than half of the UCT respondents did not answer this question. However the overwhelming majority of those who did answer (88 respondents) were of the opinion that students should play a role in co-governing the university rather than leaving this to management.



**Figure 5.21: Students role in co-governing the university, by UCT respondents**

Figure 5.22 from CPUT, UWC and SU respondents, shows that students should play a role in co-governing the university, but leave the decisions to management. This is a similar trend when compared to UCT (Figure 5.21 above refers).



**Figure 5.22: Students role in co-governing the university, by CPUT, SU and UWC respondents**

- **Perceptions on governance in higher education institutions**

In this statement section, the questionnaire included statements, using a Likert Scale, which requested respondents to select one response option per statement. The key features of this section were to assess student attitudes based on governance in general, institutional governance and student governance.

As before, the data from the UCT respondents is addressed separately and the data of the respondents from CPUT, UWC and SU shows similarities and differences regarding opinions on student governance, and the trend for each institution is also provided in a further graph.

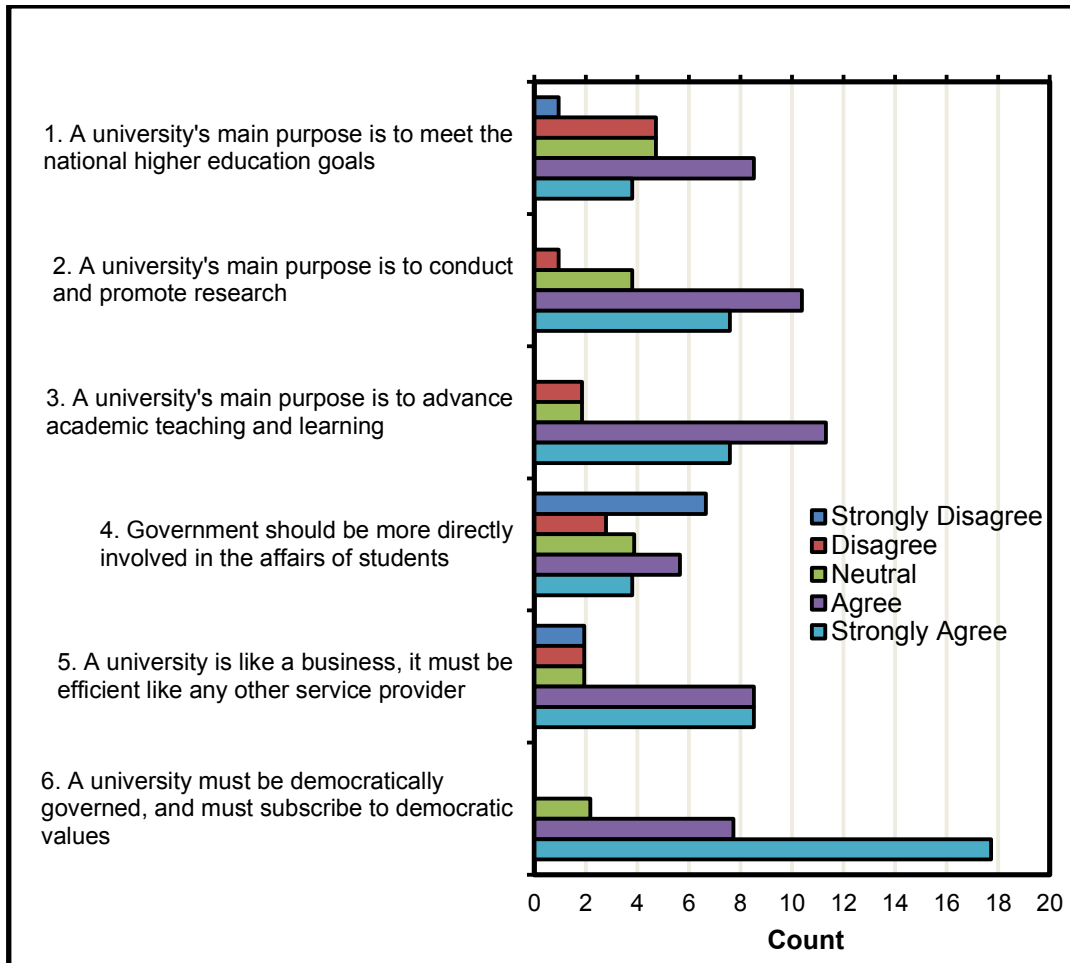
**Table 5.13: Perceptions about governance in HEI, by UCT respondents**

	Strongly agree	Agree	Neutral / undecided	Disagree	Strongly disagree	No response	Total	Response mean
A university must be democratically governed and must subscribe to democratic values	35	34	12	5		114	200	1.849
	17.5%	17.0%	6.0%	2.5%		57.0%	100.0%	
A university's main purpose is to meet the national higher education goals	9	32	22	20	4	113	200	2.747
	4.5%	16.0%	11.0%	10.0%	2.0%	56.5%	100.0%	
A university's main purpose is to advance academic teaching and learning	22	49	9	5		115	200	1.965
	11.0%	24.5%	4.5%	2.5%		57.5%	100.0%	
A university's main purpose is to conduct and promote research	20	45	17	3		115	200	2.035
	10.0%	22.5%	8.5%	1.5%		57.5%	100.0%	
A university is like a business, it must be efficient like any other service provider	20	24	19	14	6	117	200	2.542
	10.0%	12.0%	9.5%	7.0%	3.0%	58.5%	100.0%	
Government should be more directly in the affairs of students at university	4	11	18	22	24	121	200	3.646
	2.0%	5.5%	9.0%	11.0%	12.0%	60.5%	100.0%	



Table 5.13 above shows that:

- Respondents are in broad agreement with statements 1 (mean = 1.849), 8 (1.965) and 9 (mean 2.035). Response profiles are very similar for statements 8 and 9, which are in fact conflicting positions.
- There is less support for the notion of running the university on business principles: 22% agreed or disagreed, with response mean 2.542 (approximating neutral/undecided).
- Just over one fifth (20.5%) are in support of statement 7 (main purpose is to meet national higher education goals), although 11% are neutral/undecided. Response mean of 2.747 is close to 'neutral' on the semantic differential variable scale.
- About 23% disagreed or strongly disagreed that governance should be more directly involved in student affairs at the university (response mean 3.646, approximating "disagree").



**Figure 5.23: Perceptions about governance in HEI by CPUT, SU and UWC respondents**

Figure 5.23 above shows that the respondents from CPUT, SU and UWC:

- “Strongly agree” that a university has a community and a citizenship that live and work in it, and, like other communities, it must be democratically governed.
- “Strongly agree” and “mostly agree” that the university’s main purpose is to advance teaching and learning and to conduct and promote research.
- “Strongly agree” and “mostly agree” that a university is like a business, which must be run efficiently, generate a profit, and dismiss non-performers, and that students as clients must get the best value for money with complaints attended to like any other service provider.

- The most varied range of response related to the statements that government should be more directly involved in the affairs of students, as well as to the statement that the university's main purpose is to meet national higher education goals.

- Student perceptions about institutional governance

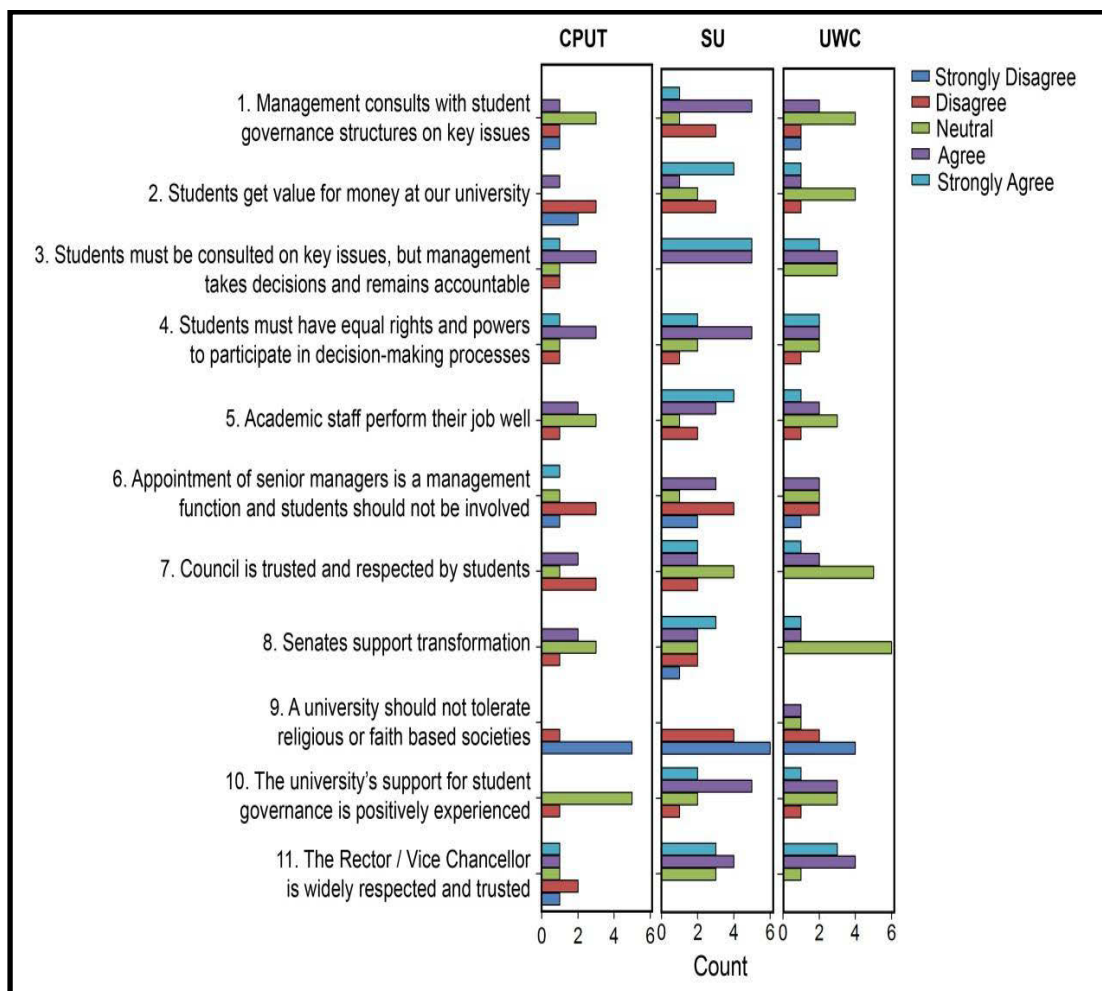
**Table 5.14: Perceptions about institutional governance, by UCT respondents**

	Strongly agree	Agree	Neutral / undecided	Disagree	Strongly disagree	No response	Total	Response mean
The university's support for student governance is positively experienced	7	42	29	8		114	200	2.442
	3.5%	21.0%	14.5%	4.0%		57.0%	100.0%	
Management consults on key issues with student governance structures	3	29	36	16	1	115	200	2.800
	1.5%	14.5%	18.0%	8.0%	0.5%	57.5%	100.0%	
A university should not tolerate religious or faith-based student societies	3	4	3	27	49	114	200	4.337
	1.5%	2.0%	1.5%	13.5%	24.5%	57.0%	100.0%	
Students must be consulted on key issues but management takes decisions and remains accountable	28	47	5	3		117	200	1.795
	14.0%	23.5%	2.5%	1.5%		58.5%	100.0%	
Students must have equal rights and powers to participate in decision-making processes	9	41	17	12	3	118	200	2.500
	4.5%	20.5%	8.5%	6.0%	1.5%	59.0%	100.0%	
Senate supports transformation	5	30	40	6	2	117	200	2.639
	2.5%	15.0%	20.0%	3.0%	1.0%	58.5%	100.0%	
Council is trusted and respected by students	3	18	45	11	6	117	200	2.988
	1.5%	9.0%	22.5%	5.5%	3.0%	58.5%	100.0%	
The Rector/Vice Chancellor is widely respected and trusted	11	43	26	1	2	117	200	2.277
	5.5%	21.5%	13.0%	0.5%	1.0%	58.5%	100.0%	
Academic staff perform their job well	18	52	8	2	1	119	200	1.963
	9.0%	26.0%	4.0%	1.0%	0.5%	59.5%	100.0%	
Students get value for money at our university	16	37	24	4		119	200	2.198
	8.0%	18.5%	12.0%	2.0%		59.5%	100.0%	
Appointment of senior managers should not involve students	4	19	32	18	7	120	200	3.063
	2.0%	9.5%	16.0%	9.0%	3.5%	60.0%	100.0%	

Table 5.14 shows the following:

- There is broad support for statement 11 (mean = 1.795), i.e., students must be consulted with respect to decision-making, but management ultimately to be held accountable.
- About 26, 5% of the respondents agreed that students get value for money at UCT. A slightly smaller proportion (25%) either strongly agreed or agreed that academic staff at UCT perform their jobs well. Both response means (2.198 and 1.963, respectively) close to 2 = “agree” on five point scale.
- About 27% of the respondents in broad agreement that the VC at UCT is widely respected and trusted (response mean 2.277).
- At least 24,5% of respondents agreed or strongly agreed that support for student governance is positively experienced at UCT, but a substantial proportion (14,5%) were neutral/undecided. Response mean (2.442) is closer to “agree” than “neutral”, however.
- Response mean for statement 14 dealing with equal rights and powers for students in decision-making was 2.5, midway between 2 = “agree” and 3 = “neutral/undecided”. Interestingly, only 16% of the respondents were in agreement that management at UCT consults with student governance structures on key issues, and the response mean for this statement (2.8) was close to the neutral position on the scale.
- The largest group of respondents (20% of the group) were neutral/undecided in relation to the statement regarding Senate’s support of transformation at UCT. The response mean (2.639) tends towards “neutral/undecided” on the five-point scale.
- Similarly, the largest group amongst the respondents (22, 5%) were undecided/neutral in relation to issue of students trusting and respecting UCT’s Council. The response mean of 2.988 is just short of the neutral position on the Likert scale.

- Only 11, 5% of the respondents agreed that students should not be involved in senior management appointments. 12, 5% of the respondents disagreed with the statement, but the largest proportion (16%) was undecided.
- About 38% of the respondents disagreed with the position that religious or faith-based societies should not be tolerated on campus. The response mean of 4.337 is the highest for this section, close to the “disagree” position (4) on the five-point scale.



**Figure 5.24: Perceptions about institutional governance, by CPUT, SU and UWC respondents**

Figure 5.24 above shows that CPUT, SU and UWC respondents show that they “strongly disagree” with the statement: the university should not tolerate religious or faith-based organisations in the university; were neutral (CPUT and UWC) that Senate supports transformation and contributed to policies in this regard. This set of

statements reflects an interesting set of “disagree” and “neutral” responses to the institutional governance experience and points to further probing in further research. They also “strongly agree”, “mostly agree” or were neutral that the University Vice Chancellor or Rector is widely respected, that students must be consulted by management on key issues; however, management must take decisions and be held accountable.

- **Student Perceptions about Governance and Student Governance**

**Table 5.15: Perceptions about student governance at UCT, by UCT respondents**

	Strongly agree	Agree	Neutral / undecided	Disagree	Strongly disagree	No response	Total	Response mean
Student governance structures make a difference to the lives of students	28	42	20	7	2	101	200	2.121
	14.0%	21.0%	10.0%	3.5%	1.0%	50.5%	100.0%	
Student governance structures are a waste of time and effort	3	7	19	41	29	101	200	3.869
	1.5%	3.5%	9.5%	20.5%	14.5%	50.5%	100.0%	
Student governance exposes student leaders to new experiences and skills	34	49	13	1	2	101	200	1.869
	17.0%	24.5%	6.5%	0.5%	1.0%	50.5%	100.0%	
The SRC has a clear sense of purpose through the issues it addresses	4	28	44	14	8	102	200	2.939
	2.0%	14.0%	22.0%	7.0%	4.0%	51.0%	100.0%	
This university has a clear sense of purpose through its vision, mission, values and strategic goals	19	53	21	4	1	102	200	2.133
	9.5%	26.5%	10.5%	2.0%	0.5%	51.0%	100.0%	
The university management takes the views and contributions of the SRC seriously	4	36	46	9	4	101	200	2.727
	2.0%	18.0%	23.0%	4.5%	2.0%	50.5%	100.0%	
As a student leader I feel listened to by university management	2	22	52	14	5	105	200	2.979
	1.0%	11%	26.0%	7.0%	2.5%	52.5%	100.0%	
As a student leader my contributions are taken seriously	2	22	55	12	4	105	200	2.937
	1.0%	11.0%	27.5%	6.0%	2.0%	52.5%	100.0%	
The SRC represents the students' interests	6	42	32	12	6	102	200	2.694
	3.0%	21.0%	16.0%	6.0%	3.0%	51.0%	100.0%	
The student governance structure is able to achieve change to meet student needs	6	39	43	10	1	101	200	2.606
	3.0%	19.5%	21.5%	5.0%	0.5%	50.5%	100.0%	

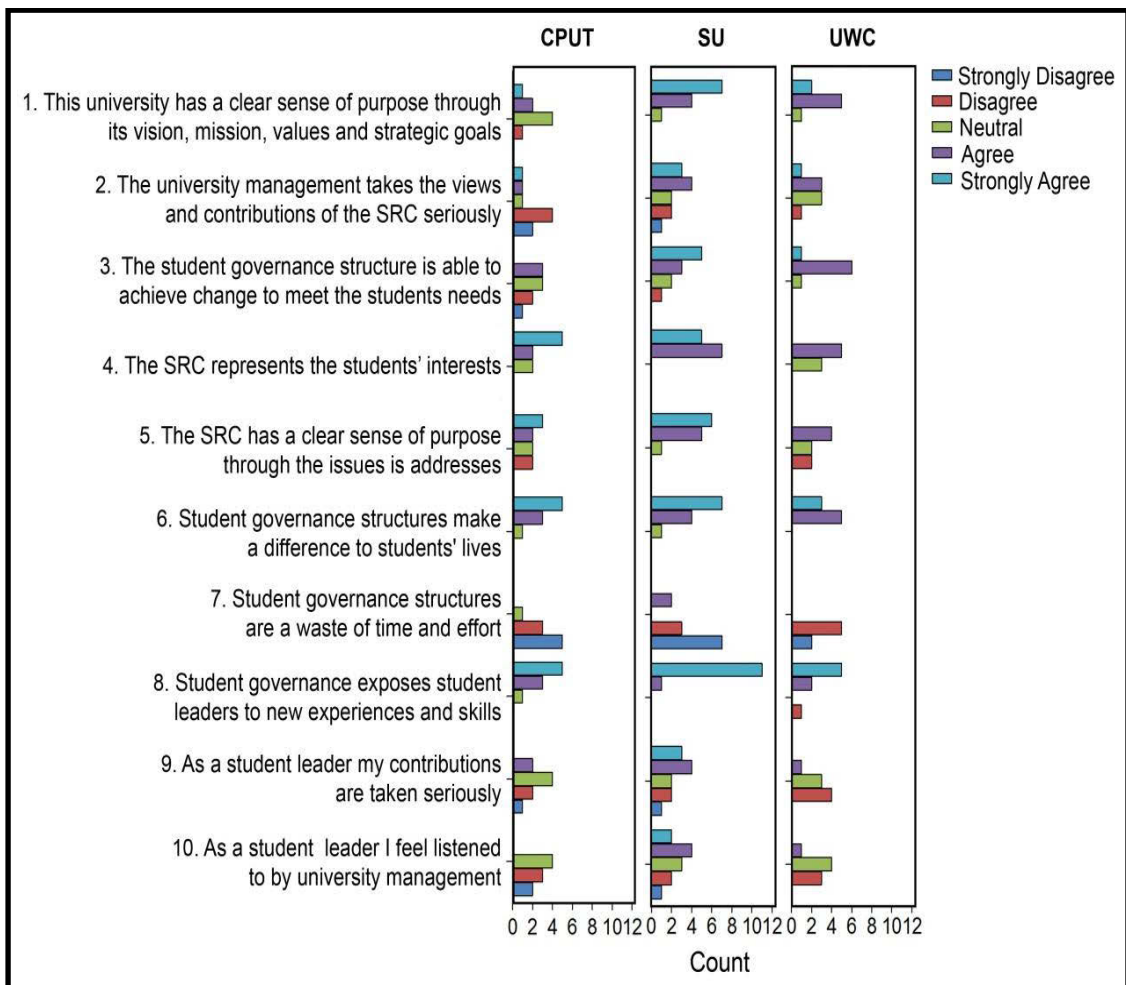
Table 5.15 above reveals that:

- The non-response rate for each item was just below 50%, which may be due to such matters not being given careful thought previously.
- About 41.5% of respondents are in agreement that student governance structures expose student leaders to new experiences and skills. 17% strongly agreed. Response mean is 1.869 (approximating 2 – “agree”).
- At least 36% selected either “strongly agree” or “agree” in relation to the statement that the university has a clear sense of purpose through its vision etc. Response mean of 2.133 is just above 2 = “agree” on the Likert scale.
- About 35% agreed that student governance makes a difference to the lives of students (response mean is 2.121, or just above 2 = “agree” position on the Likert scale). 14% “strongly agreed”.
- A somewhat smaller proportion (22.5%) agreed that student governance structures are able to achieve change in meeting the needs of students, but 21.5% were undecided in this regard. The response mean (2.606) was located between “agree” and “neutral/undecided” on the 5-point Likert scale
- While 24% of the respondents agreed that the SRC represents the students’ interests, 16% were undecided.
- A substantial proportion of the respondents (23%) were undecided in relation to the statement that the university takes the views and contributions of the SRC seriously. There is a response mean of 2.727, which is close to 3 = “undecided”.
- About 16% of the respondents were in agreement that the UCT SRC has a clear sense of purpose, but a substantial proportion (22%) were neutral/undecided on this issue.
- Only 12% of the respondents in each case agreed that they felt listened to seriously by university management, or that their contributions as student



leaders were taken seriously. Most of the respondents to both of these statements selected the neutral/undecided option, and the response means were slightly short of 3 (the “neutral” position on the 5-point scale)

- 35% of the respondents either disagreed or strongly disagreed with the statement that student governance structures are a waste of time and effort. The response mean of 3.869 approximated 4 = “disagree” on the 5-point scale.



**Figure 5.25: Perceptions about student governance by CPUT, SU and UWC respondents**

Figure 5.25 above shows the CPUT, SU and UWC responses to student governance. The trends for each institution are as follows: CPUT respondents strongly disagree that the university management takes the views and contributions of the SRC seriously. On other indices, CPUT respondents strongly agree that the SRC represents student interests, student governance structures expose students to new experiences and

skills, student governance structures make a difference to the lives of students, and to a lesser extent, that the SRC has a clear purpose in the issues it addresses. UWC respondents agreed with CPUT respondents on these indices as either “strongly agree” or “mostly agree”. In addition, UWC respondents “mostly agree” that UWC has a clear sense of purpose as an institution in terms of its vision, mission, values and strategic goals. They also “mostly agree” that the SRC of the relevant university has a strong sense of purpose in the issues it addresses and that it is able to achieve change through addressing such issues. SU respondents “strongly agree” that student governance structures provide new experiences and skills, that the university has a clear sense of purpose through its vision, mission, values and goals, that the student structures contribute to change by the issues they address, and in changing the lives of students through their contributions. The SU respondents also “strongly agree” that the SRC has a clear sense of purpose in the issues it addresses and in representing student issues. All three groups of respondents “strongly disagree” or “disagree” that student governance structures are a waste of time.

**Table 5.16: Perceptions about student governance by UCT respondents**

	Strongly agree	Agree	Neutral / undecided	Disagree	Strongly disagree	No response	Total	Response mean
Students get sufficient information from management to participate in student fee discussions	2	15	36	27	6	114	200	3.233
	1.0%	7.5%	18.0%	13.5%	3.0%	57.0%	100.0%	
Students do not have the competence to make decisions for the university	3	10	24	31	18	114	200	3.593
	1.5%	5.0%	12.0%	15.5%	9.0%	57.0%	100.0%	
Student governance is more about personal development than decision-making on institutional issues	4	22	25	28	7	114	200	3.140
	2.0%	11.0%	12.5%	14.0%	3.5%	57.0%	100.0%	
Students should play a key role in the appointment of the Vice Chancellor	10	21	32	17	3	117	200	2.783
	5.0%	10.5%	16.0%	8.5%	1.5%	58.5%	100.0%	
Student governance is a vital part of student rights	22	43	11	5		119	200	1.988
	11.0%	21.5%	5.5%	2.5%		59.5%	100.0%	
Student governance structures allow an interface with management on key issues	13	23	26	12	6	120	200	2.688
	6.5%	11.5%	13.0%	6.0%	3.0%	60.0%	100.0%	
Student governance is irrelevant as students can rally and contribute to change without being in student governance structures		12	17	38	12	121	200	3.633
		6.0%	8.5%	19.0%	6.0%	60.5%	100.0%	
I feel close to the SRC	4	10	19	31	19	117	200	3.614
	2.0%	5.0%	9.5%	15.5%	9.5%	58.5%	100.0%	
I feel close to the Student Parliament	5	8	15	35	20	117	200	3.687
	2.5%	4.0%	7.5%	17.5%	10.0%	58.5%	100.0%	
Students do have a strong voice in this institution	3	30	32	14	4	117	200	2.831
	1.5%	15.0%	16.0%	7.0%	2.0%	58.5%	100.0%	
Student Parliament provides oversight over the SRC	1	10	53	15	4	117	200	3.133
	0.5%	5.0%	26.5%	7.5%	2.0%	58.5%	100.0%	
Student governance offers me an opportunity to aspire to my political ambitions	6	30	33	7	6	118	200	2.720
	3.0%	15.0%	16.5%	3.5%	3.0%	59.0%	100.0%	
Student governance enables me to develop skills for my life in the world	16	47	15	3	1	118	200	2.098
	8.0%	23.5%	7.5%	1.5%	0.5%	59.0%	100.0%	

	Strongly agree	Agree	Neutral / undecided	Disagree	Strongly disagree	No response	Total	Response mean
Student governance offers me an opportunity to serve others	21	45	13	2	1	118	200	1.988
	10.5%	22.5%	6.5%	1.0%	0.5%	59.0%	100.0%	
Student governance offers me an opportunity to aspire to my leadership ambitions	18	44	15	4	1	118	200	2.098
	9.0%	22.0%	7.5%	2.0%	0.5%	59.0%	100.0%	
Student leaders should show more respect for university authority	7	19	46	9	1	118	200	2.732
	3.5%	9.5%	23.0%	4.5%	0.5%	59.0%	100.0%	
Student leaders have a critical role in promoting the public good for vulnerable students	29	44	8		1	118	200	1.780
	14.5%	22.0%	4.0%		0.5%	59.0%	100.0%	
SRC elections are a waste of time , we should seek an alternative student governance mode	4	8	21	25	24	118	200	3.695
	2.0%	4.0%	10.5%	12.5%	12.0%	59.0%	100.0%	

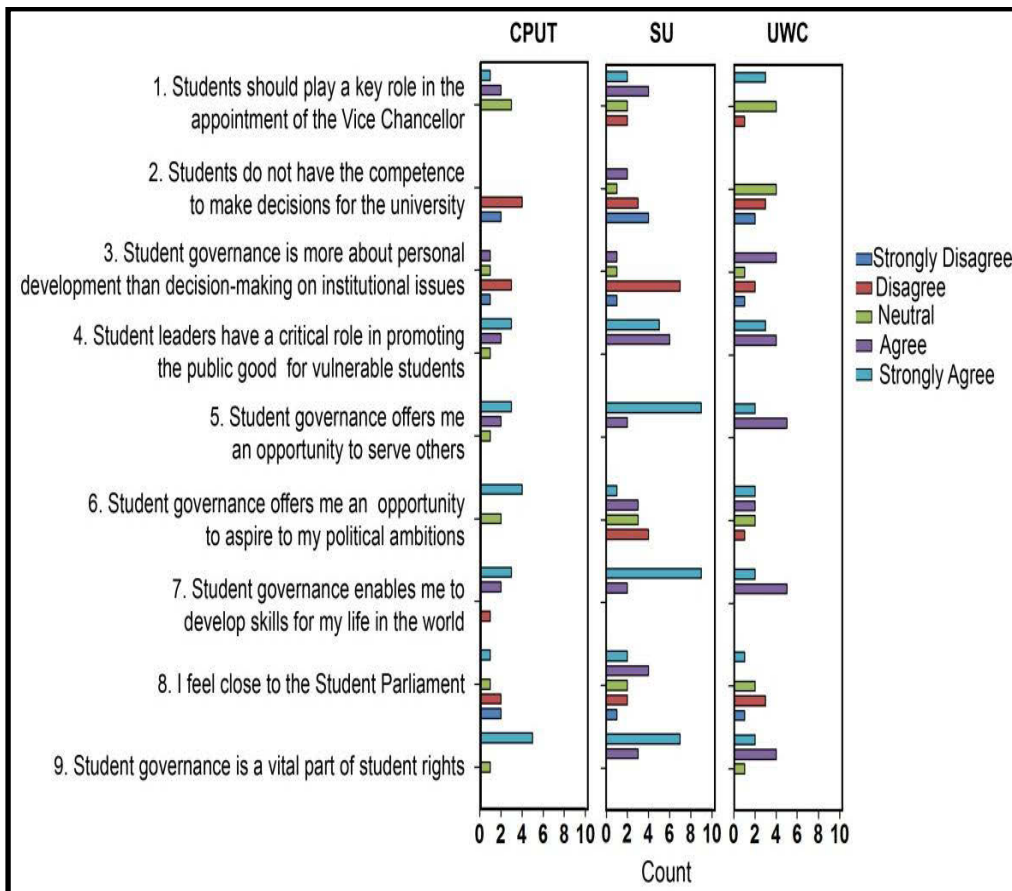
Table 5.16 above shows that:

- At least 36, 5% of the respondents agreed that student leaders have a critical role to play in critiquing university policies and practices (response mean 1.78). 32, 5% were in agreement with the statement that student governance is vital for student rights – only 2, 5% disagreed with this statement. The response mean is close to 2 (agree) on 5-point scale.
- There was broad agreement on relation to statements 42, 43, and 44, dealing with opportunities arising for involvement in student governance. Response means are all close to 2 (“agree” on the semantic differential variable scale). However, the largest proportion of the respondents was neutral/undecided in relation to the statement that student governance offers an opportunity to develop personal ambitions in politics (16, 5%).
- The largest proportion (23%) was neutral/undecided in relation to the position that student leaders should show more respect for university authority. The response mean of 2.73 tended towards neutral/undecided (3 on the scale).

- Similarly, the largest proportion (16%) was neutral/undecided in relation to the statement that students have a strong voice at UCT. The response mean of 2.83 approximates 3 = “neutral/undecided” on the 5-point scale.
- Also tending towards the neutral/undecided area were responses to the statement that students should play a major role in the appointment of the Vice Chancellor (response mean 2.783) and that student governance structures facilitate engagement with management structures about key issues (response mean 2.688).
- About 26, 5% were neutral/undecided in relation to the statement that the student assembly keeps the SRC in check (response mean 3.133).
- Although the largest proportion of the respondents (14%) disagreed with the notion that student governance is more about creating a space for personal development than for participation in decision-making, the response mean for this question (3.14) was in the neutral/undecided area of the five point scale.
- At least 18% of the respondents were neutral/undecided in relation to the issue of students getting sufficient information from management to be able to participate in fee-setting discussions. However, 13, 5% disagreed with the statement. The response mean of 3.233 is thus close to “neutral/undecided”.
- The largest proportion of the respondents (15, 5%) disagreed with the statement that students lacked the competence to make decisions concerning the university. The mean response to this statement (3.593) was tending towards 4 = “disagree” on the 5-point scale.
- About 25% of the respondents either disagreed or strongly disagreed that student governance is irrelevant (and that change can be effected without being in student governance structures). The response mean (3.633) tends towards 4 = “disagree” on the 5-point scale.
- About 27,5% of the respondents either disagreed or strongly disagreed with the statement that they felt close to the student assembly (response mean 3.687,

tending towards “disagree”). Similarly, only 7% agreed with the statement that they felt close to the SRC; 25% of the respondents disagreed with this statement (response mean 3.614).

- However the largest proportion of the respondents 24, 5% disagreed with the notion that SRC elections are a waste of time and that alternative ways of student representation should be adopted. The response mean of 3.695 is the highest in this set.



**Figure 5.26: Perceptions about student governance by CPUT, SU and UWC respondents**

Figure 5.26 above shows “strongly agree” that student governance develops skills for the world and that student governance is a vital part of student rights. The respondents “disagree” or “strongly disagree” that student representation in governance is more about personal development than it is about decision-making on institutional policies. The respondents also indicated power relations dynamics at time between the SRC and the Residence Committee and the SRC and the General Council of Students.

## Student attitudes about student governance

**Table 5.17: Student attitudes to student governance and politics, by UCT respondents**

	Strongly agree	Agree	Neutral / undecided	Disagree	Strongly disagree	No response	Total respondents	Response mean
Students must respect the authority of the university	21	47	13	2		117	200	1.952
	10.5%	23.5%	6.5%	1.0%		58.5%	100.0%	
Student newspapers should name and shame corrupt students	23	36	20	3	1	117	200	2.072
	11.5%	18.0%	10.0%	1.5%	0.5%	58.5%	100.0%	
Students should spend more time on their studies and less time in university meetings	4	16	38	23	2	117	200	3.036
	2.0%	8.0%	19.0%	11.5%	1.0%	58.5%	100.0%	
Student campus radio addresses vital student issues		7	55	12	6	120	200	3.213
		3.5%	27.5%	6.0%	3.0%	60.0%	100.0%	
Student campus newspaper portal of information is valued by the students	4	25	31	14	6	120	200	2.913
	2.0%	12.5%	15.5%	7.0%	3.0%	60.0%	100.0%	
I keep up to date with politics via the media	18	21	24	12	6	119	200	2.593
	9.0%	10.5%	12.0%	6.0%	3.0%	59.5%	100.0%	
I am not interested in the politics of the day	3	12	14	27	25	119	200	3.728
	1.5%	6.0%	7.0%	13.5%	12.5%	59.5%	100.0%	
I am close to a political organisation	5	9	13	31	25	117	200	3.747
	2.5%	4.5%	6.5%	15.5%	12.5%	58.5%	100.0%	
I am interested in public affairs	22	32	12	14	3	117	200	2.325
	11.0%	16.0%	6.0%	7.0%	1.5%	58.5%	100.0%	
I keep up to date on public affairs via online news	15	24	14	17	13	117	200	2.867
	7.5%	12.0%	7.0%	8.5%	6.5%	58.5%	100.0%	
I regularly update my personal social blogs	26	28	15	8	5	118	200	2.244
	13.0%	14.0%	7.5%	4.0%	2.5%	59.0%	100.0%	

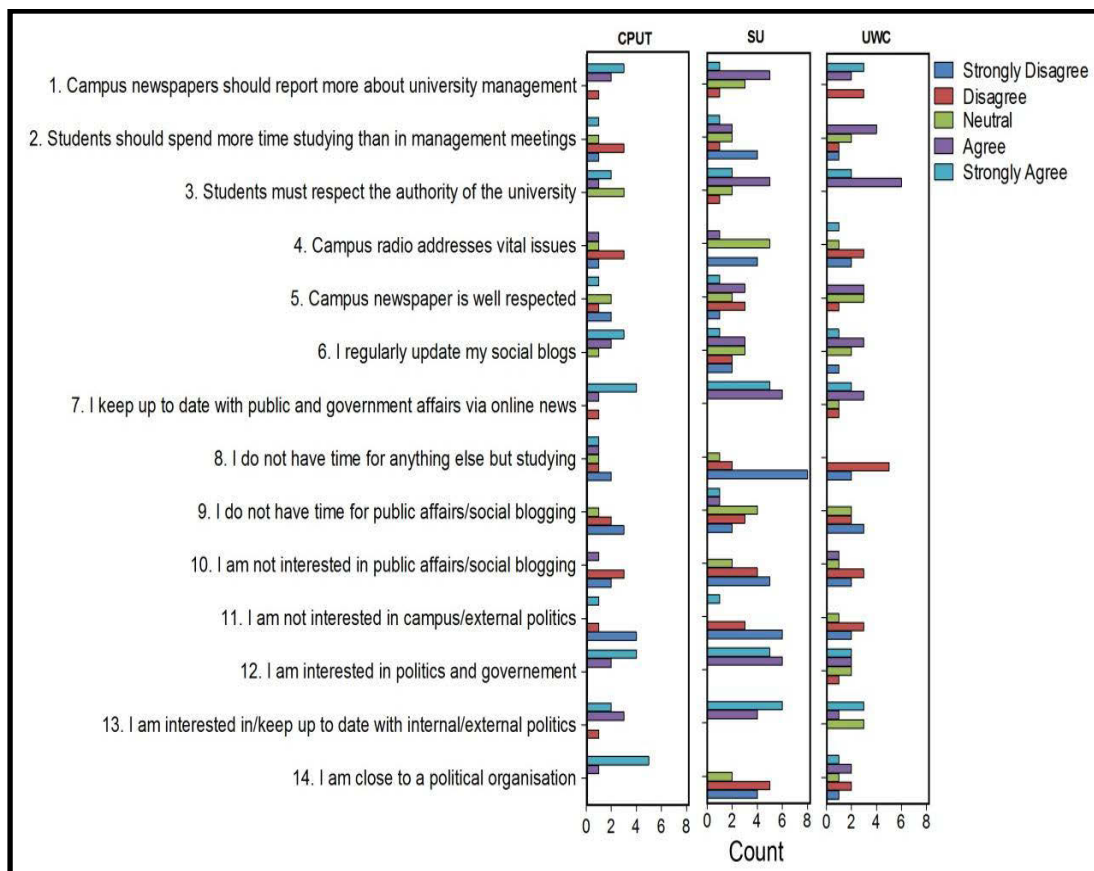
	Strongly agree	Agree	Neutral / undecided	Disagree	Strongly disagree	No response	Total respondents	Response mean
I do not have time for social blogging	3	10	22	34	13	118	200	3.537
	1.5%	5.0%	11.0%	17.0%	6.5	59.0%	100.0%	
I am not interested in public affairs	2	5	23	32	20	118	200	3.768
	1.0%	2.5%	11.5%	16.0%	10.0%	59.0%	100.0%	
I do not have time for anything else on campus but my studies	3	8	9	42	21	117	200	3.843
	1.5%	4.0%	4.5%	21.0%	10.5%	58.5%	100.0%	

Table 5.17 above reveals that:

- There is broad agreement that students must respect the authority of the university: 34% agreed, response mean 1.952 (close to 2 = “agree”).
- There is also agreement that campus student newspapers should report more about how UCT is managed, naming and shaming corrupt individuals (29,5% agreement with the statement, response mean 2.072).
- At least 26% of the respondents agreed that they were interested in public affairs (response mean 2.325). 26% of the respondents disagreed with the converse statement, i.e., “I am not interested in campus matters or external politics of the day. The response mean (3.728) approximated 4 = “disagree” on the 5- point scale.
- At least 17% of the respondents agreed that they regularly update their personal social blogs (response mean = 2.244). 23, 5% disagreed with the converse statement (I do not have time for social blogging or public affairs issues); the response mean of 3.537 tends towards 4 = “disagree”.
- At least 19% of the respondents agreed that they kept up to date with internal and external politics via the media; a slightly smaller proportion (17.5%) agreed that they kept up to date via online news. The response means in respect of these two statements (2.593 and 2.867, respectively) tended towards the “neutral/undecided” position on the five-point scale.
- The largest proportion of the respondents (27, 5%) was “neutral/undecided” in relation to the statement that campus radio addresses vital student issues.



- At least 28% of the respondents disagreed with the statement that they were close to a political organisation (response mean of 3.747, tending towards 4 = “disagree”).
- The highest mean for this set (3.843) was in response to the statement “I do not have time for anything else” etc.). Only 5, 5% percent agreed with this statement.

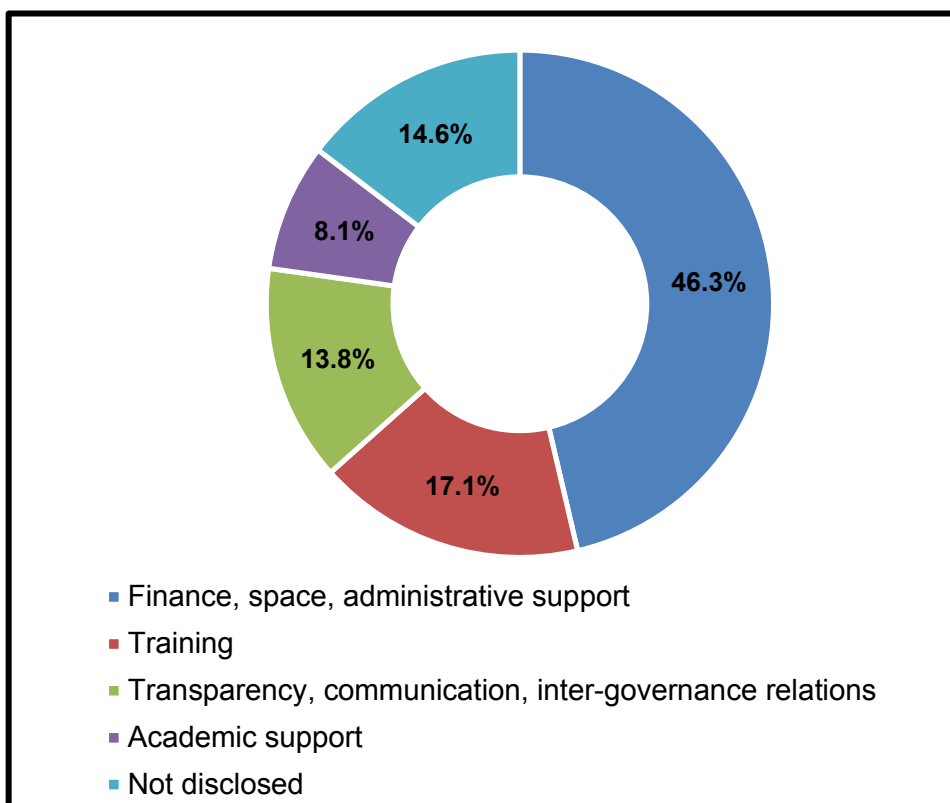


**Figure 5.27: Student attitudes to student governance by CPUT, SU and UWC respondents**

Figure 5.27 above shows that the respondents from CPUT, SU and UWC felt similarly about the statements:

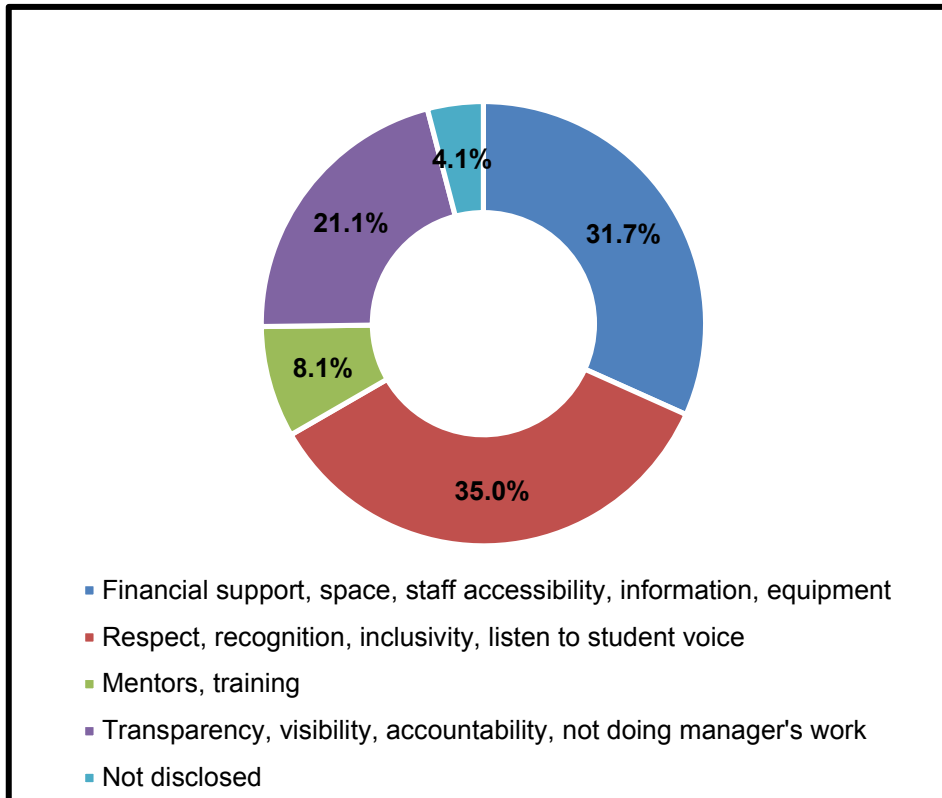
- “Neutral” about not having time for anything else but studying (SU, CPUT), and “strongly disagree” (UWC).

- “Strongly agree” on being close to a political organisation (CPUT), and “strongly agree” or “mostly agree” on being interested in politics and government (SU and CPUT).
- “Strongly disagree” or “disagree” that students should spend more time on studying and less time in management meetings (CPUT and SU), and “mostly agree” (UWC).
- “Mostly agree” that students must respect the authority of the university (SU and UWC), and “neutral” or “disagree” (CPUT).
- “Agree” and “mostly agree” in keeping up to date on public and government affairs (CPUT, SU and UWC).



**Figure 5. 28: Resources needed by student leaders in student governance?**

Figure 5.28 below reflects that of 123 respondents (100%), a need for improved budget allocation, student space, and administrative support was identified as the priority by (46.3%). Other responses included request for stronger training support (17.1%), improved communication and greater transparency (13.8%), not disclosed (14.6%) and academic support (8.1%). There was a call for the training provision to be provided independently to avoid partisan training that was viewed as being managerial and limited to functional skills and procedures with no emphasis on the political and civic educational competencies and practices needed for effective student governance. This aspect was amplified in the focus group discussions. A detailed analysis indicated that respondents want an improved resourcing allocation and disbursement approach so that efficacy and efficiency are advanced. There was a call to review the allocation advantage given to the SRC and the Residence Committees who benefit from a budget allocation, office space, equipment, administrative support, including ready access to support staff. Respondents also wanted the SRC to give a more transparent account of its budget allocation rationale and decisions, and to provide better accountability.



**Figure 5.29: Management support**

Figure 5.29 Of 123 respondents (100%), the key areas of support identified was for management to respect the student leaders, listen to their them, and take their contributions seriously and to give the students recognition through student records citation of their contributions (35.0%). Other responses included a request for better resource support for budget, space, equipment and information (31.7%), transparency, visibility, accountability and not taking on the work of management (21.1%), provision of mentors and training support (8.1%) and not disclosed (4.1%). .

The lack of adequate and responsive administrative and related support systems came under criticism, with respondents being of the view that management did not adequately realise that too much student leadership time is spent on for example, searching for information and scrounging around for basic resources. Student time as a scarce resource was illuminated and is in keeping with the ‘Student Involvement Theory’ (Astin 1984 cited in 1999:518-529). Interestingly, there was an appeal for a fresh approach to resourcing and supporting the student governance structure so that

not only the SRC and the Student Residence Committees have easy resource access. The examples below amplify what student leaders want from management.

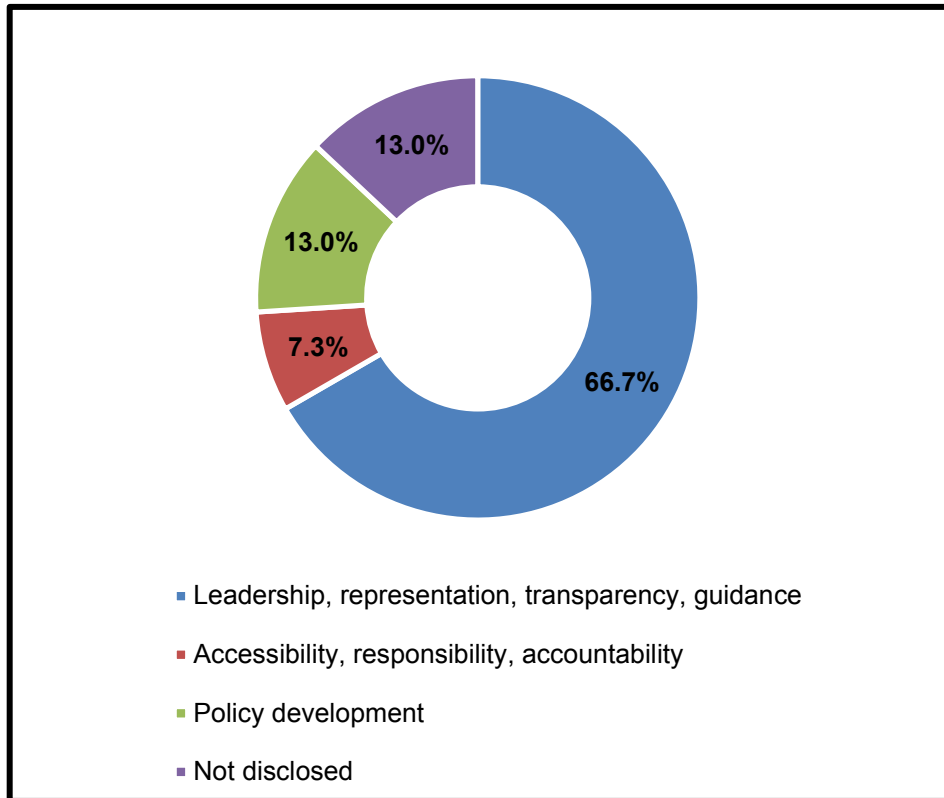
Student leaders want management to “take students’ opinions seriously and to do something about the problems they [management] are complaining about and we are trying to solve.... Work with us.” Management need to “try to understand student issues, walk in our shoes”. Management need to “hear our voices” and also to “give feedback, positive and negative, as well as constructive criticism, so that you know whether you are doing the right thing or not.” Management need to show “commitment to always engaging with student leaders as equals; and ensuring that the space for autonomy in student governance is always preserved.” In addition, understanding that “student leadership is a full time job and is actually giving credit (not talking about remuneration) to students. The university carries on about student leadership being important but does nothing to reward or recognise student leaders.” Student leaders need to be given “the space for self-determination and to provide an inter-institutional and continental dialogue.”

*“Student leaders must be provided with coaches that would assist them to deal with being both a student leader and student because at times we struggle to be both at the same time. The challenges confronted by our institution and our students are still deeply influenced by our socio-economic circumstances...we are and remain the ‘University of the Working Class’ (UWC)!” Student Leader, UWC.*

*“Transparency and interaction with what’s going on...we need to know what decisions are being made and how they affect us.” Student Leader, SU.*

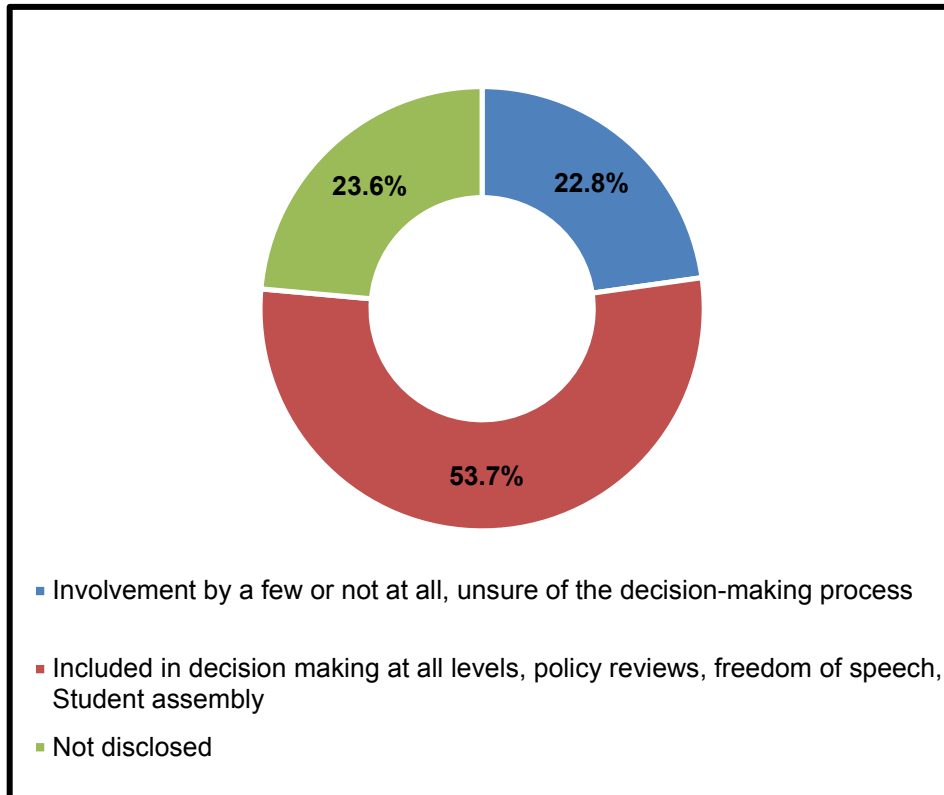
*“We need management to fulfill students’ grievances which are presented to them by student leaders in the transformation of our situation for quality education” and “The management must understand the needs of the students as they were also students before, when we are striking, it is not that we want to be difficult, but sometimes decisions taken are not good.” Student Leaders, CPUT*

*“Understanding and consideration of the student perspective. We don’t want management to act as politicians and CEO’s, rather act as parents who are responsible for the well-being of their children, while not compromising the values and principles of the home. I want to be able to say I don’t like this food, and be heard by a humanistic ear, and not a profit driven mentality. We cannot over-emphasise the value of academic support, especially at an intense institution like UCT.” Student Leader, UCT.*



**Figure 5.30: What does governance mean to you?**

Figure 5.30 reflects that of 123 respondents (100%), there was a high indication that students had a common understanding of student governance, with key areas of understanding cited as leadership, representation, transparency and guidance (66.7%). Other responses included accessibility, accountability and responsibility (7.3%), policy development (13%), and not disclosed (13%). The results suggests that the link between student governance, good governance, democratic values and practices do not appear to be visible enough and may be a significant indication for this aspect to be a foundational element of a good training and development programme for the student leaders.

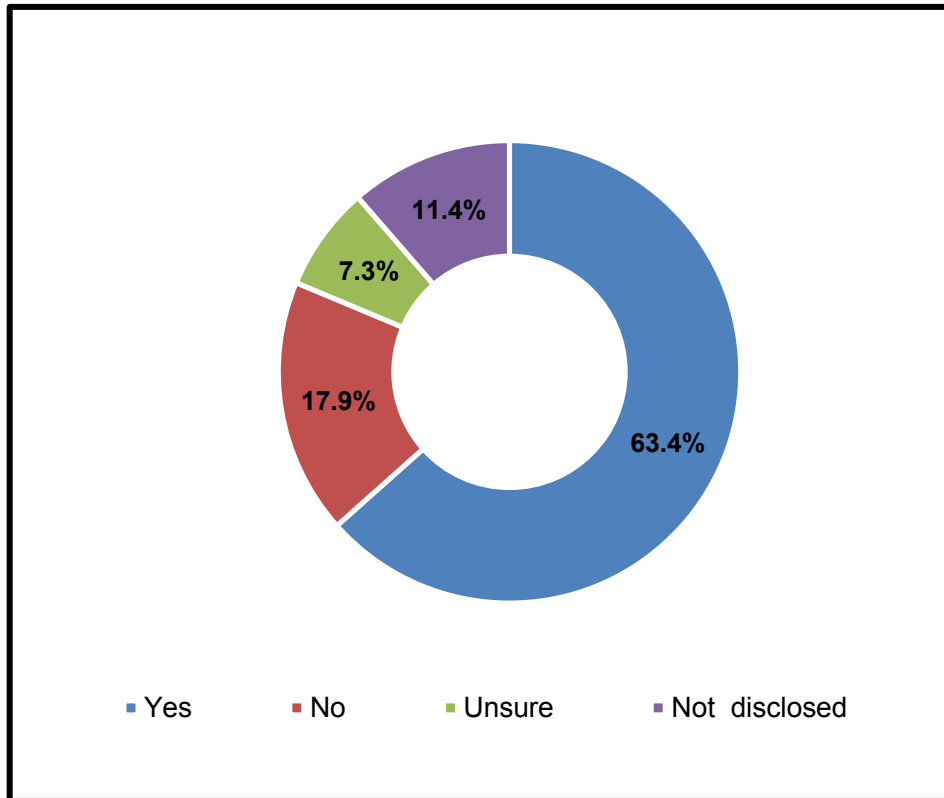


**Figure 5.31: Students are involved in decision-making**

Figure 31 shows that of 123 respondents (100%) most respondents (53.7%) felt positive about being included in decision-making at all levels, including within the student governance structure. Other responses were not disclosed (23.6%) and involvement by a few student leaders (23.8%). The following statements amplify the responses.

*“SRC is the main decision-maker. A group of less than 20 students in a university of thousands. They do take surveys to find out about needs though.”*

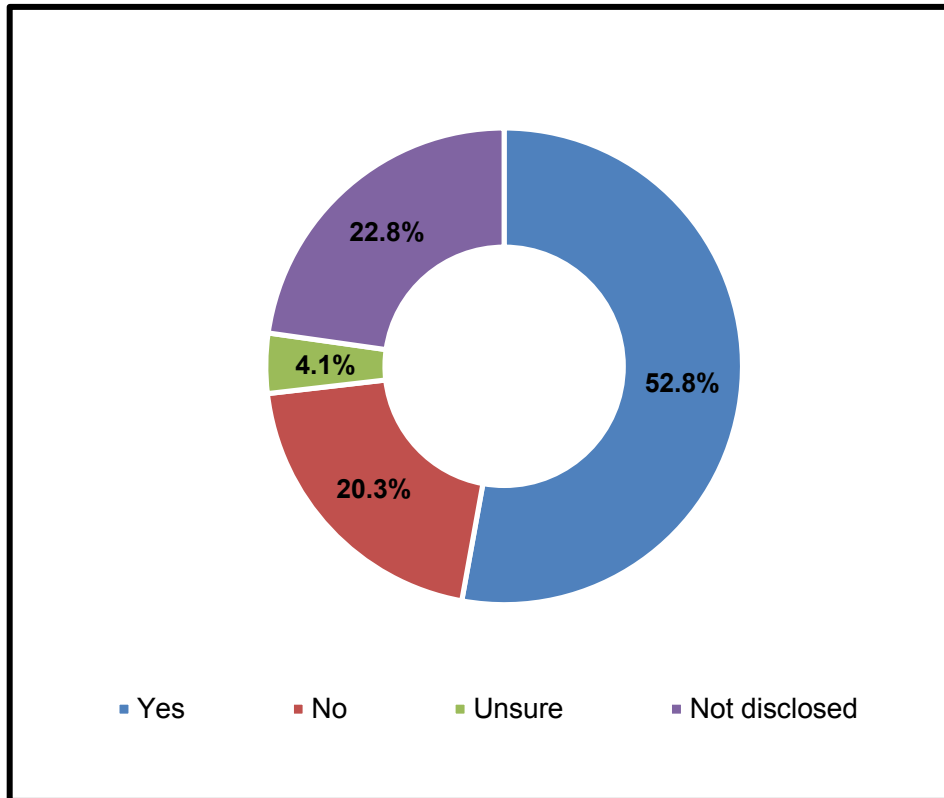
*“There are a small number of students participating in student governance at the University of Cape Town. The only people who are active are the people affected by the decisions made by university. UCT has a large number of students who are from wealthy backgrounds. These students don’t participate and basically don’t care about a fee increase, for example, this year [2011] approximately 7000 students voted for the SRC out of approximately 23 000 students.”*



**Figure 5.32: Inclusion in discussions and decision-making processes as part of co-operative governance**

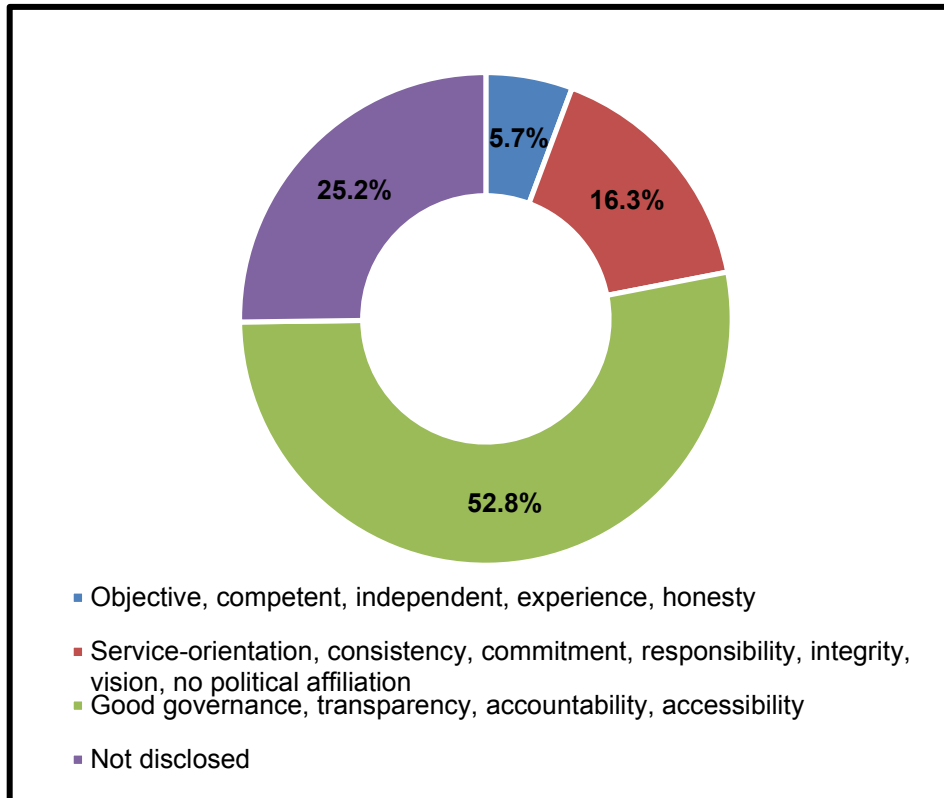
Figure 5.32 shows that of 123 respondents (100%), most (63.4%) felt that student leaders were included in co-operative governance decision-making processes through student participation and involvement. This result may point to several possibilities, such as a functional student governance framework, a culture of participation and inclusivity, and an active cadre of student leaders that interface with the broader institutional governance framework.





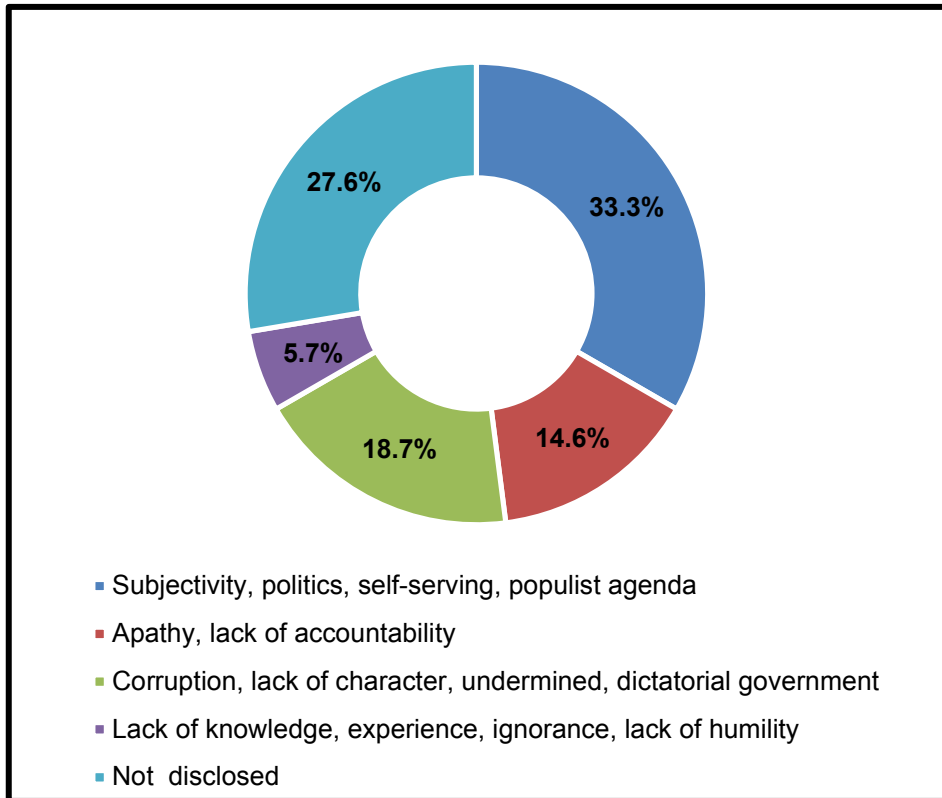
**Figure 5.33: Bigger role in university management**

Of 123 respondents (100%), just over half (52.8%) of the respondents were of the view that students should play a bigger role in university management. However, the detail of what such a role would entail requires further study. Other responses included no involvement (20.3%) and unsure (22.8%). Given the dominant view of the respondents, that students should be involved in university management, will need to be further studied to define what was meant and understood as student governance and the factors that stand in the way of student governance.



**Figure 5.34: What characterises good student governance?**

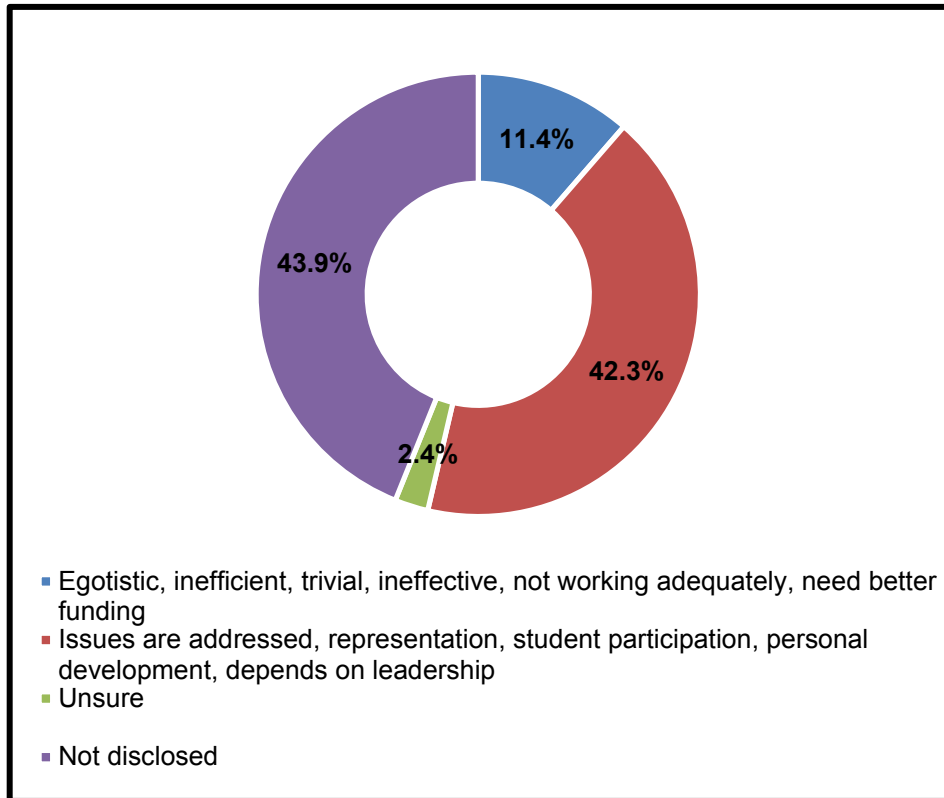
Figure 5.34 indicates that of 123 respondents, (100%), just over half (52.8%) of the respondents agreed that good governance is about being service-oriented, consistency and responsibility, whilst a further (16.3%) of respondents considered good governance to be about transparency, accountability and accessibility. Other responses included objectivity, honesty, independence, and competent experienced (5.2%). Good governance has applicability to student governance in relation to the approach, principles and practice of student governance for example in the allocation, utilisation and accountability of resources, decision-making practices, and in the formulation of objectives that are consulted and informed.



**Figure 5.35: What characterises bad student governance?**

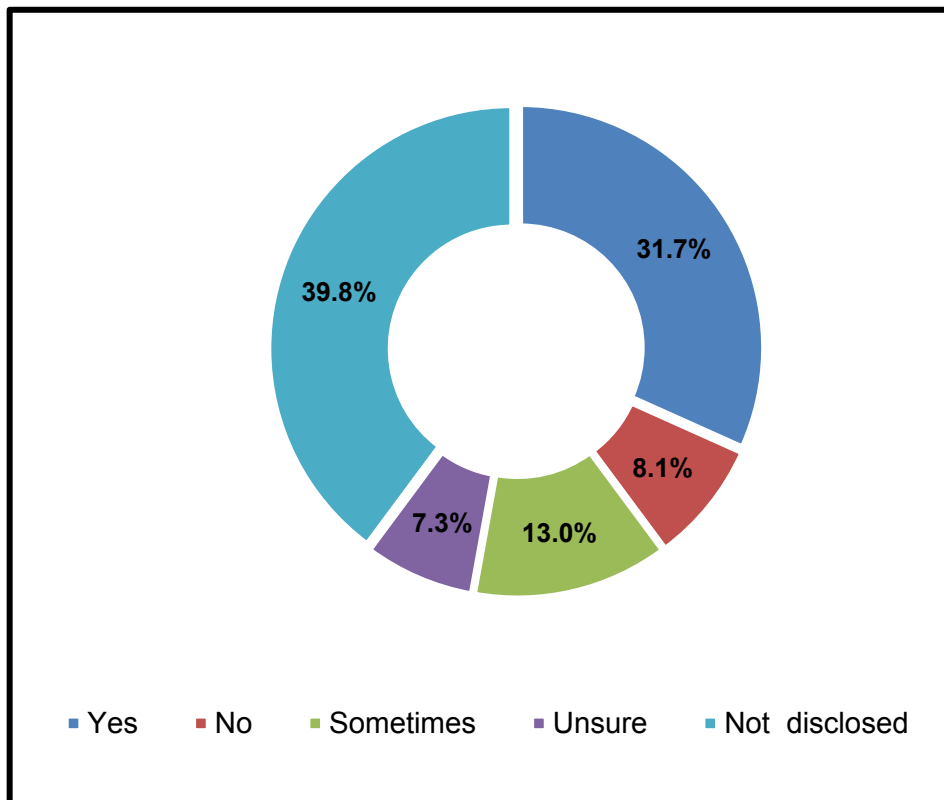
Figure 5.35 indicates that respondents have a clear sense of what constitutes bad governance. Of 123 respondents (100%), most of the respondents believed bad student governance could be ascribed to populist politics and subjectivity (33.3%), which appears to be perceived as cause and effect. Other responses related to a lack of accountability (14.6%), corruption and dictatorial student government (18.7%).

The perception that just below 20% of student governance leaders subscribe to a dictatorial student government style is cause for concern and it suggests that training and development interventions be used to embed a foundation of democratic values and principles as illustrated in the Promotion of Administrative Justice Act (Act 2, of 3 February 2000). The results highlight the relevance that good governance has for student governance given the insights of the respondents.



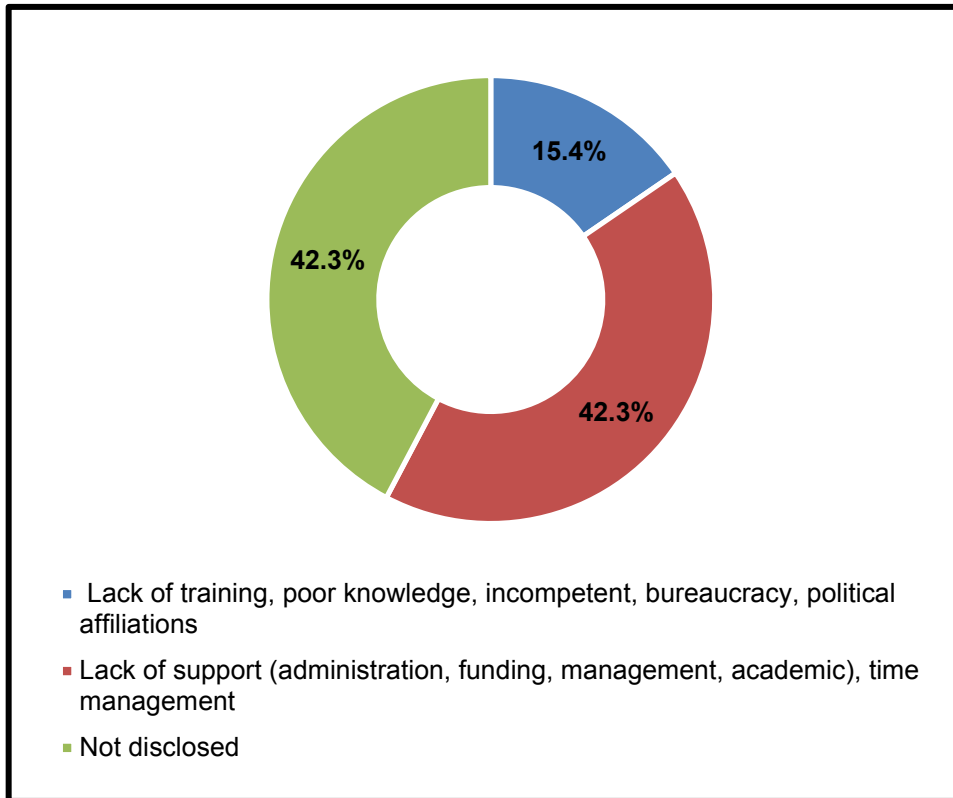
**Figure 5.36: Views on student governance**

In Figure 5.36, of 123 respondents (100%), over 42.3% respondents expressed positive views about student governance as a representative body that serves the student interest, whilst 43.9% of respondents did not comment and a smaller group (11.4%) indicated a negative perspective of student governance as being occupied by egotistic leaders, and a system that is not effective. Other responses included some uncertainty (2.4%). The high rate for not disclosed is of concern and requires further probing so that better insight can assist in providing appropriate and relevant support to the student leaders.



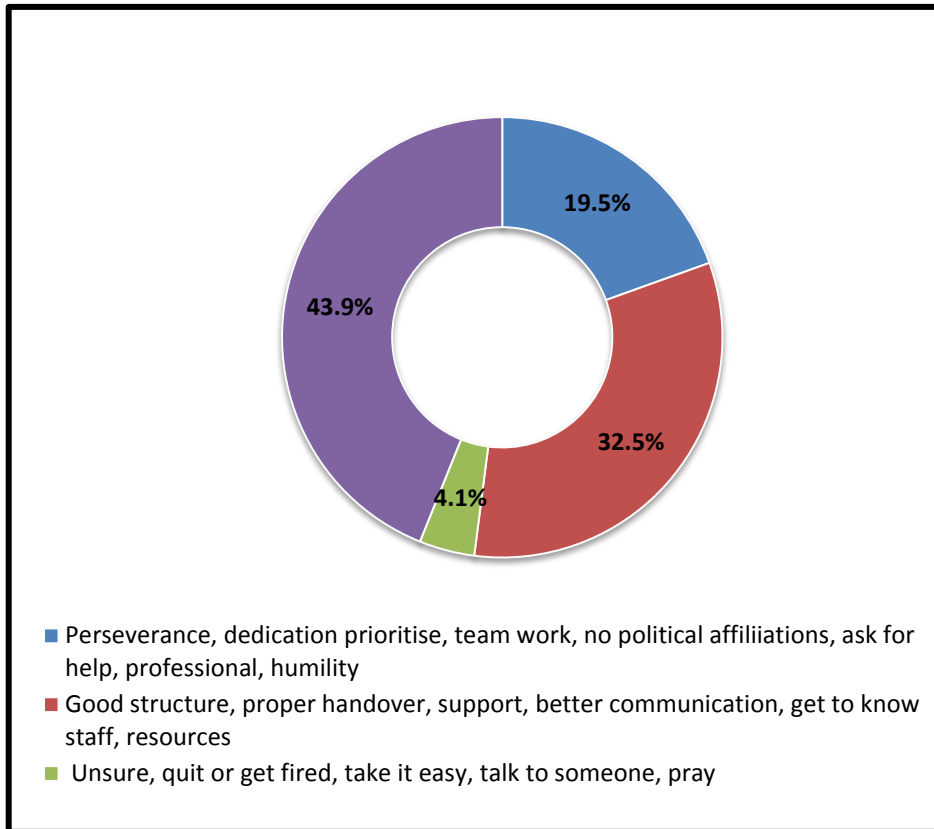
**Figure 5.37: Does the university leadership listen to the voice of student leaders?**

There were 123 respondents (100%), and the responses were yes (31.7%), no (8.1%), sometimes (13%), unsure (7.3%), and not disclosed (39.8%). The low response rate is cause for concern as only one third of student leaders responded in the affirmative. This question points to the health status of the student-management relations and there are several factors that may give rise to such a result, for example issues could relate to perceptions of mistrust and ambiguity about the question and points to a need for further investigation.



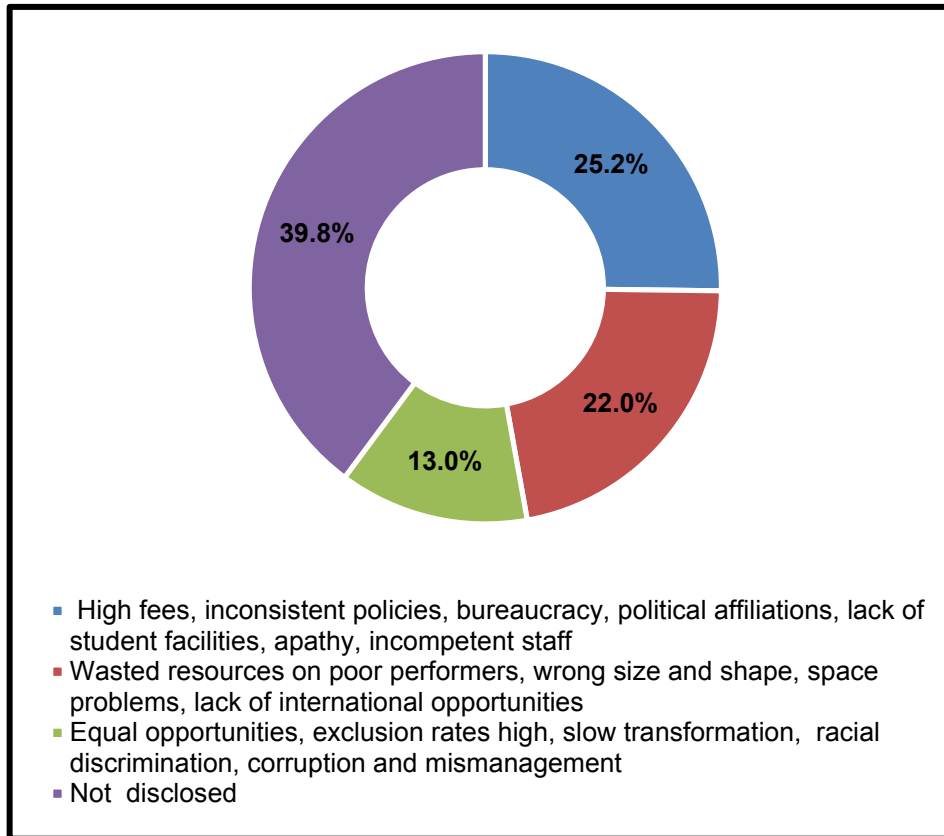
**Figure 5.38: Challenges experienced by student leaders in student governance**

There were 123 respondents (100%), and the key challenges were lack of training, incompetence, bureaucracy, time management, political affiliations, continuity and pro-activity (15.4%). Other responses were time constraints, lack of support (whether administrative, management, funding, or academic), apathy, accountability and transparency (42.3%), and not disclosed (42.3%). The key challenges were identified as factors imposed onto the student governance structures by the institution. This points to the need to revisit how student leaders are supported, how their needs are identified and to what extent the training, support and development strategies of the institution are geared to strengthen and promote effective student governance.



**Figure 5.39: Suggestions to overcome difficulties in student structures**

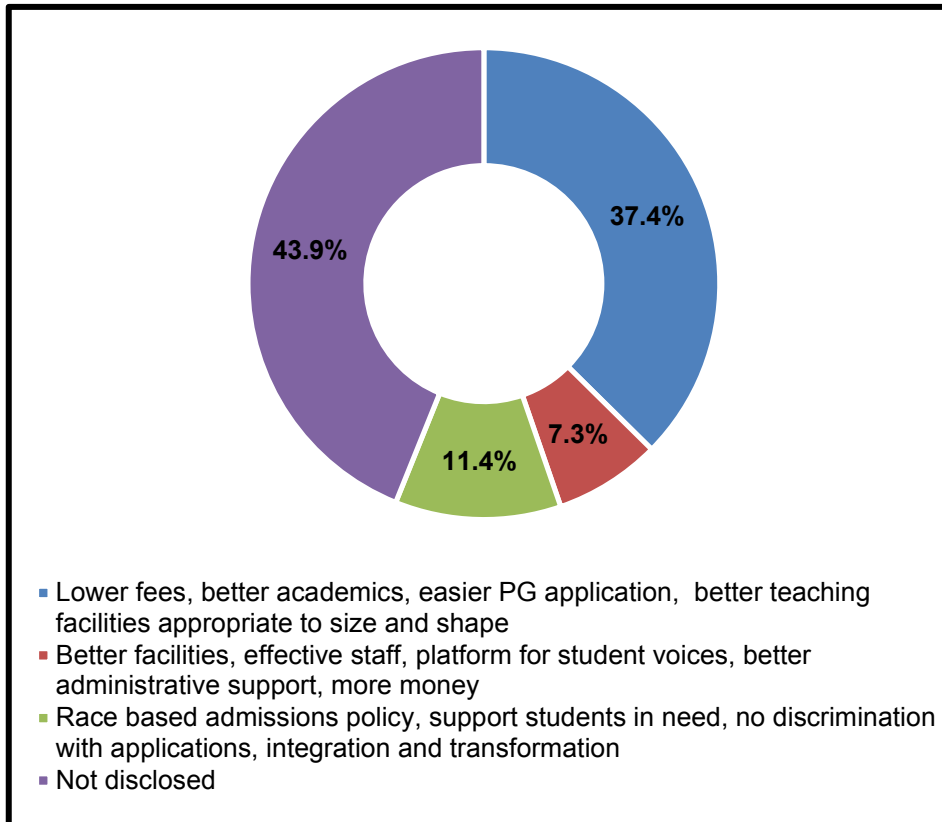
There were 123 respondents (100%), and the key areas identified for student leaders in governance structures to overcome difficulties were independence, being dedicated to serving as student leader, perseverance, experience, being organised, professional, proactive, humility, ability to prioritise, encourage participation, be a reliable team member, being a role model, showing appreciation, having no political affiliation, having no political bias, having courage and asking for assistance (19.5%). Other responses were active management, good structure, proper handover, support, communication, knowing staff and additional resources (32.5%) and unsure, quit or get fired, take it easy, talk to someone and pray (4.1%), and not disclosed (43.9%).



**Figure 5.40: What do you like least about your university?**

There were 123 respondents (100%), and the key areas were high fees, inconsistency of policies, bureaucracy, political affiliations, lack of student facilities, student apathy (25.2%), resources wasted on the poor performing student, insufficient teaching, size and shape wrong, not enough classroom space, residences, parking, computers, ineffective staff with bad administration, little or no curriculum assistance, and a lack of international opportunities (22%). Other responses were equal opportunity, support for previously disadvantaged students, exclusion rate, slow transformation, staff and student racial breakdown, corruption and mismanagement, racial discrimination, no transformation (13%), and not disclosed (39.8%).





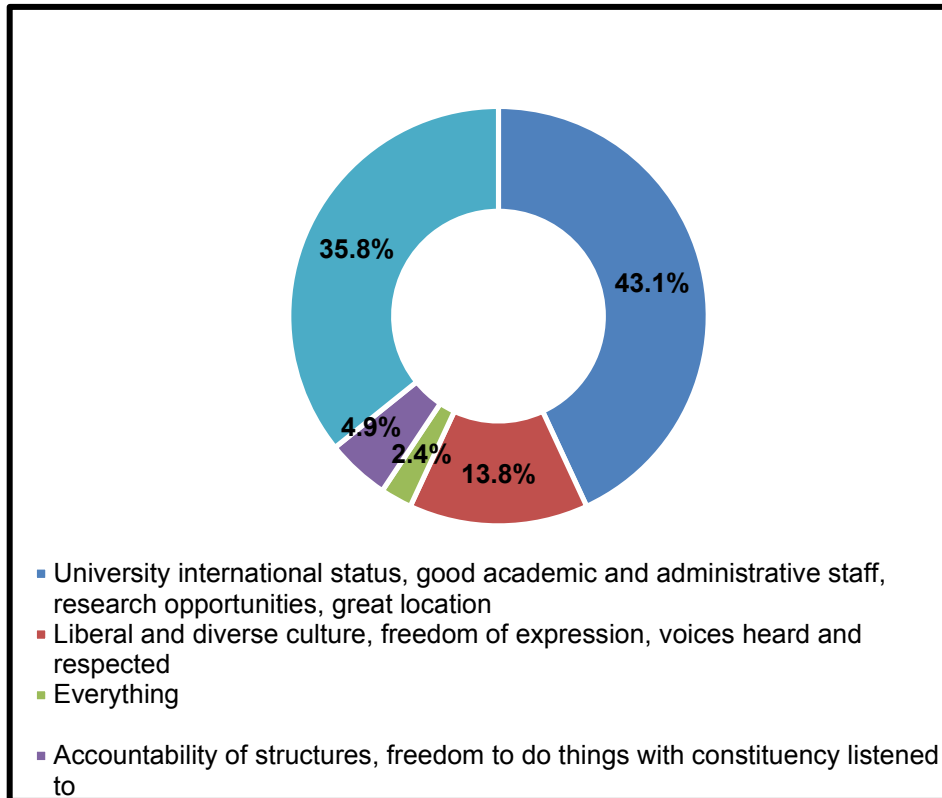
**Figure 5.41: What would you like to see changed at your university?**

There were 123 respondents (100%), and the key areas were lower fees, admissions and rewards based on merit, teaching facilities appropriate to size and shape, better academics, accessibility and improvement of facilities, academic support (37.4%). Other responses were more money and administrative support, accountability and transparency, effective staffing, platform for student voices (7.3%), as well as race-based admissions policy, exclusivity of financial aid for disadvantaged students, no race discrimination with applications, integration and transformation, support for marginalised and disadvantaged students (11.4%), and not disclosed (43.9%). A few contrasting views are shared below.

*“UWC, SU and UCT student leaders do not know how lucky they are, they can be involved in politics and policies and they are listened to, so they do not have a need to strike and when they do it is about fees or bigger issues affecting the country like crime, the environment and free speech. At our university, we protest to make our voices heard and if we are still not heard, we resort to stronger action... we would like not to protest, but if we need to, we will, because our fight is about bread and butter issues... and we feel stripped of our dignity, the hurt is deep.”*  
Student Leader, CPUT.

*“The reason why the student body seems so calm and co-operative here [at UCT], is that as students in governance positions, we are too divided in our values to pull off a massive protest action to support vulnerable students, what’s worse is that management know this.” Student Leader, UCT*

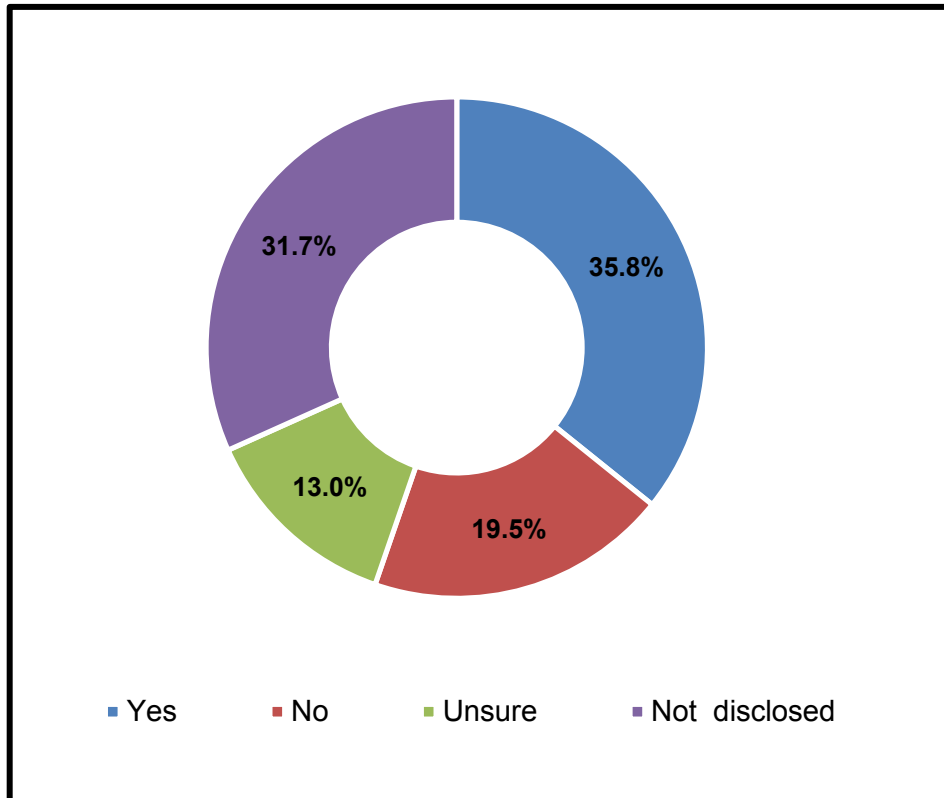
The comments warrant further probing and study beyond this research, in seeking to improve relations between management and students, and in clarifying the values that students and the student leadership structures ascribe to, as a way of determining how the two perspectives can be coalesced to serve the student interest.



**Figure 5.42: What do you like most about your university?**

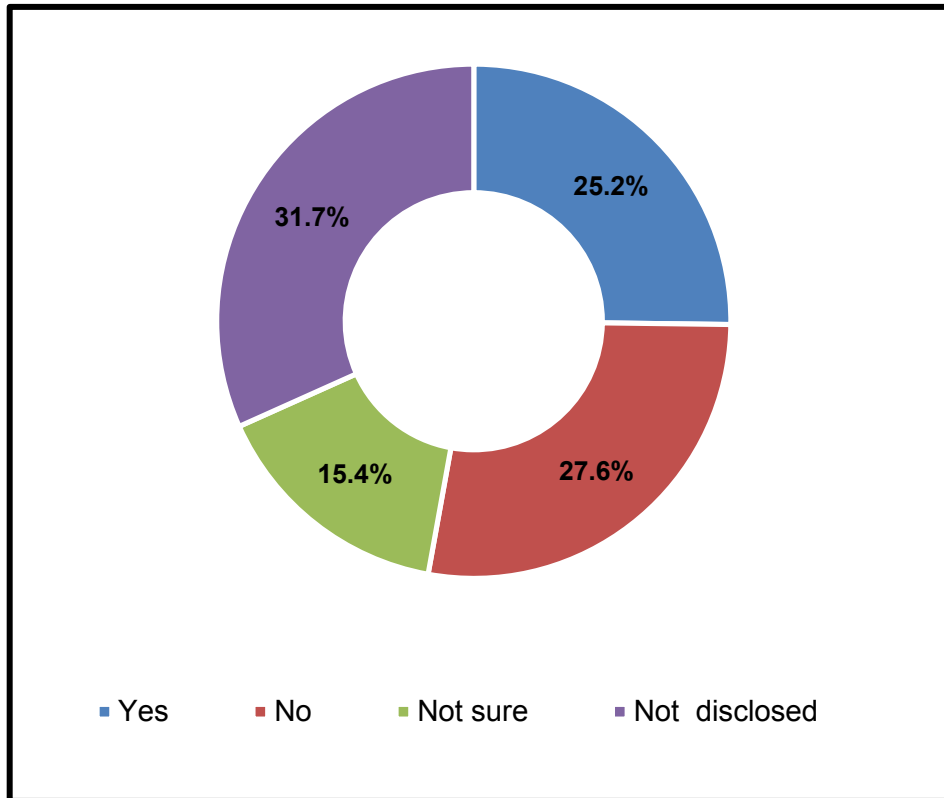
There were 123 respondents (100%), and the key areas were the university’s international status, good academic and administrative staff, good research opportunities, great location, good resources (43.1), liberal and diverse culture, and freedom of speech (13.8%). Other responses were freedom to do things with the constituency, willingness to listen, accountability of structures, student voices listened to, freedom of speech (4.9%), everything (2.4%), and not disclosed (35.8%). The data suggests that students find Cape Town an attractive city, and the location of all four universities is experienced as a draw card when compared to inland universities.

Contrasting views that emerged from the group discussion was that staff supporting the student leaders tended to lean towards being reactive, overly procedural in approach as opposed to being more developmental and needed to be more interventionist in steering student leadership without taking over the rights and decision-making powers of the student leaders and the student body.



**Figure 5.43: Do you intend to study further at this university?**

There were 123 respondents (100%), and the responses were yes (35.8%), no (19.5%), unsure (13%), and not disclosed (31.7%). The data suggests that one third of the respondents sought to continue their studies at the same university and this is a positive indication for growing a post graduate cohort at each university. Other responses require further study so as to separate out respondents who have other life plans, and those who wish to return but are unable to because of more challenging exclusionary issues such as high cost of fees, and limited access based on upwardly changing grade points.



**Figure 5.44: Do you aspire to work at this university?**

There were 123 respondents (100%), and the responses were yes (25.2%), no (27.6%), not sure (15.4%), and not disclosed (31.7%). This information shows interesting trends that only a quarter of all respondents were interested to work at their university one day. In terms of long-term human resource planning for the universities' succession plans, there appears to be a threat to growing reasonable numbers of academic and support staff and this suggests that graduate placements and career guidance may need to be more aggressively addressed. However, at a more critical level, the data suggests that universities are seen as places for the rites of educational passage rather than fertile ground for graduate employment.

## **5.7 SUMMARY**

This chapter focused on the presentation and the analysis of results. The summary of the findings were focused on the key objectives and research questions of the study.

The objectives of this study included amongst others, understanding the contemporary approaches to student governance at the four higher education institutions in the

Western Cape; identifying the environmental influences on student governance; and gaining an insight into student leaders' perceptions of governance and student governance.

Through the findings, the empirical study revealed that in terms of the first objective, the student governance models at the four institutions were established in accordance with the Higher Education Act, Act 101 of 1997. It was revealed that the student governance models are based on a representative electoral system and student leaders are elected to serve as part of the student governance body, which represents the student population through the student governance structures, processes and a programme of action.

With regard to the second objective, the study focused on the relationship between the student governance or internal environment, and the institutional or external governance environment, and how this relationship influences the role and efficacy of student leaders in student governance. The student governance model provides a vehicle for the student voice to be heard and to be connected with the decision-makers.

The third objective relates to the perceptions about student governance and institutional governance. The empirical survey revealed key obstacles cited as a need for resources, administrative support, training and mentoring and an advocacy support service for students, as a means of promoting good governance.

Finally, the empirical study sought to strengthen the relationship between student leaders and to suggest effective implementation interventions after analysis of the variables.

The next chapter will explain the conclusions reached in relation to the research questions and the recommendations and further research are suggested for this study field.

## **CHAPTER 6**

### **RECOMMENDATIONS AND CONCLUSION**

#### **6.1 INTRODUCTION**

This study sought to develop an enabling conceptual framework to guide effective student governance in higher education, within a democratic and transformatory environment. The framework enfolds the internal and external environment within which student leaders operate in implementing their student governance roles.

Student participation and involvement is a critical factor of university life for students if the university as an institution, is to be successful at being a good citizen that flourishes as an institution of public good.

In constructing a case for student governance through this descriptive-empirical research, the preceding chapters drew extensively from the literature in identifying the key concepts, theories and applications. The research framework was arranged according to several Meta-themes, which set out the focal points of the research and which provided the conceptual approach, which culminated in this empirical study.

The salient themes for student governance were objectively explained, by drawing on the public administration literature, management theories and student development and participation theories. The theoretical intersections between governance, co-operative governance, democracy and deliberative democracy theories were explored and the relationship between public administration and student governance was critically reviewed in its entirety, in considering their influences.

#### **6.2 SUMMARY OF CHAPTERS**

A literature review was undertaken to meet the objectives and key research questions of the study on student governance at the four higher education institutions in the Western Cape. Themes that related to student governance, good governance and institutional democratisation were explored by studying public administration and public management literature. The study sought to build on a conceptual framework of student governance that takes account of its role and effect within the institution, with strong influences from public administration and the principles of good governance.

The objective of this study was to determine the extent to which student leaders in elected student governance positions in higher education institutions contribute to good governance and the democratisation of universities, through their roles and contributions.

The following explanation illuminates the focus of the preceding chapters of this research study, and provides an outline of the salient features of each chapter and provides a brief synopsis of the discussion for each chapter.

Chapter 1 commenced by obtaining the information related to the objectives. An overview of the study was provided, including the research aim, purpose, objectives and key research questions with an elaboration of each. Key definitions and concepts were identified and applied to give meaning to the study. In so doing, effect was given to the context for discussion on student governance that evolved. The background of student governance was explored and the context for the existence of the student governance was provided as part of the transformatory landscape for higher education and institutional governance.

Chapter 2 provided insight into the conceptual and contextual framework of public administration and how this relates to student governance in higher education. The relationship between public administration and higher education was analysed. The role of student governance in contributing to the democratisation of higher education institutions was evaluated in the context of legislation, the University Statute, and how this translates to practice within the four higher education institutions. The relationship between public administration and public management theories were analysed in terms of relevance for student governance. Similarities and contrasts of the Public Management Model of Schwella *et al* (1991:6-7) and the 5-C Protocol Model of Brynard (2004:178-146) were assessed for articulation with higher education generally and more specifically for articulation with student governance. This chapter also showed how student governance is located within the institutional governance arrangements of higher education.

Chapter 3 provided a contextual understanding of student governance. Through this chapter, the role of student leaders in student governance positions and their influence on institutional governance was explored. This chapter provided an in-depth discussion



on governance and student governance theoretical conceptions. The articulation between good governance and contemporary student governance models was analysed and it was shown that connections between the conceptions do exist and frames the relationship. The genesis for contemporary student governance was discussed and shown how student activism and student movements coalesced to student governance. The foundational principles of good governance and the 'Student Orientation and Values-Driven' model of Altbach (1968) were analysed and the principles for effective student governance using a theoretical context were suggested. An in-depth discussion on public administration and the New Public Management approach was undertaken and how this resonates with student governance was explored.

Chapter 4 focused on the empirical descriptive study and the value of this approach for this study. A critical review was undertaken to evaluate the role and contributions of student leaders in student governance positions. The research design, approach and the data collection methods were discussed in detail. The research was guided by the research objectives and the key research questions posed in Chapter 1 of this study. The data collection and presentation methodology was discussed, and the researcher made use of frequency tables for the demographic data and visual graphs and pie charts for the other data categories. The research study was extensive; it included four higher education institutions, and required careful and critical thought and preparation. This chapter describes the sample population and how this was drawn from the four institutions, the data collection, and the statistical analysis methodology was discussed.

Chapter 5 focused on the data presentation, analysis and the interpretation of the results gained from the questionnaires and the interviews. The data was measured using statistical tools and subsequently analysed with the assistance of a registered statistician. The analysed data was assembled with graphs, tables and diagrams; the data was supported by concise summaries of the empirical study. Triangulation of the results was gained through application of statistical tests. The statistical values of the data were calculated, including the data that was tested for reliability and significance, all of which are presented in this chapter.

Chapter 6 draws conclusions from the themes that emerged from the literature study as well the key findings of the study. Appropriate and relevant recommendations are

provided. The statistical results that were presented in the preceding chapter was interpreted and presented as recommendations to alleviate the research problem as presented in chapter 1 of this study. The focal point of this chapter is to draw conclusions that are justified by this study. The findings of this study raise new questions and problems for future research on student governance in higher education, given the national and international challenges. The results of the research show that there is general support for the continued existence and role of student governance in higher education.

However, there is a need to further explore how effective the student governance role is in representing the student interest and how the role of student leaders is impacted on by the relationship between the student governance leaders and institutional governance leaders, and the investment made for effective governance to take root and to flourish.

### **6.3 KEY FINDINGS**

This section highlights some of the key findings of the study.

- **Diversity by year of study:** The majority of respondents were more senior students at undergraduate study level, and there is an increasing slow, but steady trend of postgraduate students being involved in student governance (Table 5.3, Figure 5.3, Table 5.9 and Figure 5.9).
- **Diversity by faculty;** Student leaders from all faculties are interested in student governance as reflected by the responses by faculty distribution (Table 5.8 and Figure 5.8).
- **Diversity by the student demographic profile:** The student profile of student leaders in student governance reflects a diversity of students by university (Table 1.1 and Figure 5.1), by gender (Table 5.2 and Figure 5.2), by age (Table 5.3 and Figure 5.3), by language (Table 5.4, Figure 5.4, Table 5.5 and Figure 5.5), by race (Figure 5.6 and Figure 5.6), by nationality (Table 6.7 and Figure 5.7), by faculty (table 5.8 and Figure 5.8), by year of study (Table 5.9 and Figure 5.9), and by student governance positions (Figure 5.10 and Figure 5.11).

- Student leaders participate across the governance spectrum by participating in all the governance structures of the student governance framework of each university (Figure 5.10 and Figure 5.11).
- **Student leaders contribute to institutional democracy:** Respondents agreed that student leaders in student governance positions contribute to the democratisation of the institution by representing student interests and by participation in decision-making processes on policies and matters that impact on student governance (Table 5.12, Figure 5.18, Figure 5.19, Figure 5.20, Figure 5.21, Figure 5.22, Table 5.13, Figure 5.23, Figure 5.13, Figure 5.24, Table 5.15, Figure 5.25, Table 5.16, Figure 5.26, Table 6.16, Table 5.28, Figure 5.29, Figure 5.30, Figure 5.31, Figure 5.32 and Figure 5.33).
- **Communication:** There is a need for university management to communicate more often, and to be more transparent, on issues that affect students (Table 5.12, Figure 5.23, Figure 5.28, Table 5.14 and Figure 5.25).
- **Student involvement:** The majority of respondents felt very strongly about a need to be consulted more and to be involved in deliberative processes (Table 5.14 and Figure 5.25).
- **Decision-taking:** The majority of respondents were of the view that the university management must take decisions (Figure 5.19, 5.20, 5.21 and 5.22).
- **Co-operative governance:** Respondents consider a need for student leaders to be allowed to play a greater role in co-operative governance within the institution through involvement in matters such as student fees, student support and student exclusions (Figure 5.21 and 5.22).
- **Resources:** Most respondents indicated a need for being better supported with resources such as budget, space and with administrative support by staff (Figure 5.27 and 5.28).

- **Valuing student governance:** The value of the student governance structures and their role in addressing student issues were strongly supported by most respondents (Table 5.15 and Figure 5.26).
- **Student governance approaches:** The key features of the existing approaches to student governance are similar at all four institutions, with the SRC and its substructures being the legitimate body of student leaders that serve the interests of the student body (Chapter 3, [3.16.1]).
- **Student Assembly:** The Student Assembly structures at all four institutions vary in title. The role of the Student Assembly is to act as the oversight body for the SRC. This particular body is identified by different institutions as either the Student Parliament, Student Assembly or the General Council of Students (Chapter 3, [3.16.1]).
- **Student governance structure:** The student governance structure was supported as being in need of regular constitutional review by institutions. The call for review focused on inter-governance relations within the SRC, and between the student governance structures and the universities. Tensions between the SRC and Student Assembly, the SRC and RAG, and the SRC and the Residence Committee structures needed to be supported and strengthened (Table 5.26).
- **Political education:** The need for political education was identified by student leaders from the three focus group discussions. There was concern that the subtleties and tactical aspects of inter-governance and intra-governance relationships, conflicts, tensions and direction were not sufficiently addressed within the training and development programmes currently provided. There was strong support for the 'managerially toned' training provided which related to rules and procedures instead of being more attuned to the tensions within the student governance structure, and between the student governance structure and the institution. It was felt that training needed to be independently provided to rule out partisan and managerial influences (Figure 5.26 and 5.28).

- **Training & development:** A common trend is the escalation of training and support at the start of the period when the student leaders take up their positions and was seen as a shortfall of not having a year long training and development programme and through which support provided by mentors and staff advisors are sought (Figure 5.28).
- **Student representation:** A key consent for respondents from all four institutions relates to student representation, with a call for more inclusive approaches needed. It was felt that the institutional governance structures could be more flexible in widening representation by student leaders to the formal committee systems (Figure 5.2).
- **Call for better accountability:** Respondents from all four institutions were strongest on the need for higher levels of accountability by student leaders in governance positions, and most particularly by the SRC. Whilst reports and feedback were provided, the respondents' felt that rationales for decisions taken were not formally shared with the student body.
- **Student Governance structural tensions:** There appear to be tensions between the SRC and the Residence Committee structures and between the SRC and RAG in terms of power relations (Figure 5.26, 5.27 and 5.28).
- **Management Information system - register of elected student leaders:** There is a lack of a consolidated and comprehensive information system on students in student governance positions in the current period and for past years, which calls for a professionalised management information system as experienced by the researcher in requesting access to student leaders for the purpose of this study (Chapter 5, [5.8.1]).
- **SRC Constitution - can it suffice as a theoretical conception of student governance?** - The four higher education institutions in the Western Cape draw heavily on the SRC Constitution as the framework that informs and guides the regulatory approach to student governance. However, whilst there is evidence of many programmes for student development and support available at each institution, there appears to be little evidence that advances a conception of a

framed student governance theoretical model beyond the regulatory approach. It is argued that an integrated student governance model ought to coalesce constitutional considerations with considerations for student leadership, development, citizenship, and academic success. Based on the insights gained from the research, the key features of student governance is assembled within a theoretical framework, underpinned by public administration theories of good governance, a deliberative democracy discourse, and a developmental approach to student governance.

#### **6.4 KEY LESSONS**

Some of the key lessons that became known during the course of this study are highlighted:

- The high variances in the response rate between UCT and that of CPUT, SU and UWC needs further study in order to to get a more detailed analysis of the strengths and gaps for each student governance structure, particularly if research in student governance and student affairs is to be encouraged.
- Resource limitations and resourcing inequities amongst student structures were cited as reasons for challenges to effective student governance. The time spent on fund-raising initiatives needs to be considered in the context of 'student time as resource'. Astin (1984, cited in Astin, 1999:522), asserts that the greatest scarce resource is student time, yet very little attention is given to improve support to student leaders so that their time can be optimally and effectively used on priorities that will enhance their academic and learning experiences. This is an area that requires discussion.
- Communication about developments in the institution in general, and more specifically within the student governance structure needs to be communicated more regularly and more consistently through the student governance leaders to the student governance leadership and to the student constituency. .
- The tensions related to the power dynamics between the residence committees and the SRC need a space for discussion. The two groups were also seen as

having an unfair advantage to resources, whilst student organisations and other structures were faced with challenges on this front. This aspect requires review.

- Student leadership orientation and strategic guidance is concentrated and often limited to the first quarter of the academic year. Such support needs to be provided more sustainably.
- There is a need for theoretical frameworks that have relevance to the institutional vision, to be identified to focus and guide the trajectory for student governance, student leadership, and student development and student citizenship.
- A baseline is needed for students to self-evaluate and peer-evaluate their efficacy and efficiency within the student governance framework, as a development-orientated approach for feedback and growth.
- There was a high level of interest, on the part of student leaders and staff interviewed, for the levels of accountability by student leaders in governance positions to be improved and rendered more widely transparent to the student body, over and above the reports given to the student council committees, and the reports given to the Student Assembly/Parliament/General Council.

This study presents a basis for future research opportunities on student governance in higher education. Further research can explore how good student governance can be cultivated in universities, if universities are to become models of vibrant deliberative spaces within which students can develop and flourish.

## **6.5 RECOMMENDATIONS**

The recommendations from this study emanated from the literature study and the empirical study. The recommendations derived from the research findings are presented as possible solutions. An integrated student governance model is proposed, to facilitate meaningful application of the results and the recommendations. The following recommendations are outlined:

- **Implementation of the student governance framework**

Based on responses to a number of questions that probed the appropriateness of the student governance models at each institution, each institution's student governance approach was informed by the SRC Constitution and was largely uncontested. Continued implementation of the student governance approach at each institution is supported, given the clarity provided regarding structure, function and relationships.

- **Provision of resources to support student leaders in student governance**

The key factors that impact on student governance relate mostly to the specific environment of the student leaders. Most students cited a lack of resources in the form of budget, lack of physical space, lack of sustainable training and development support, as well as inadequate administrative support from staff. For student governance to function effectively when they come into office, there is a need to ensure that baseline support is provided to assist them to progress with their governance role and delegations. If students do not have the space to meet, this may compromise principles and practices that support co-operative governance and deliberative democracy practices given the absence of reasonable physical spaces for student leaders to conduct their affairs such as meeting and engaging with the student body. Such spaces are essential for deliberative practices to take effect through student engagement on matters such as policies.

- **Increased consultation with student leaders as strategic alliances**

In testing the perceptions of student leaders about the extent to which they are included in decision-making processes, there was a concerted call for more open and more regular communication with the student leaders, on matters that affect students. The perceptions were amplified in Chapter 5 of this study. There was a sense that the consultation between the SRC and management was not sufficient. What is needed is a strategy to strengthen the existing communication arrangements with the SRC, by arranging for mass meetings where students and management provide communication updates to students.

- **Inculcate a culture of good student governance**

The student leaders emphasised the need for greater accountability to be shown by student leaders. Additional reporting platforms were called for, over and above reports given by student governance structures at the Student Parliament or AGM meetings.



Having a progressive student governance framework in place, with a good governance charter and appropriate mechanism in place will assist to strengthen the student governance arrangements. Clear rules of engagement and terms of reference need to be provided to student leader's enablers rather than as gate-keeping mechanisms.

- **Increased administrative support for student leaders**

Improving the existing levels of resource allocation to student leaders to include baseline support, i.e. physical office space, computers, connectivity, web access to the student constituency, regular scheduled meetings per semester and term between the administrators and student leaders;

Inclusion in major policies that affect and impact students, i.e. admissions policy, residence access, tuition and residence fees, academic and financial exclusion criteria, student equity and enrolment targets, building of new infrastructure such as academic and student-related facilities (for example, residences, library facilities, computer laboratories and student wellness services); and

Inclusion of student leaders in policies related to student tribunal procedures and discipline

- **Implement inter-institutional collaboration**

The student governance structures of the four universities must forge partnerships to work collaboratively in bringing about regional strengths to student governance in the Western Cape. Through such a process, shared experiences can lead to growth and development of the student leaders through exchange and partnership. In addition, peer support will provide an opportunity for the student leaders to benchmark themselves with each other. Through such collaboration, the student can form an alliance of Western Cape student leaders. Where existing forums exist, this must be better resourced and supported.

- **Introduce excellence and innovation awards based on service to students**

Institutions can work with their student leaders to develop service excellence awards and innovation awards, with clear criteria that are based on serving the student body. Creativity and innovation should be identified and rewarded and case studies can be shared with other student leaders to motivate them and to encourage them to

participate in the awards. Service-leadership can be perpetuated through the reward and recognition of leadership excellence.

- **Provision of student leadership training and development**

There are many student leadership and development programmes offered at each institution, however these are all in-house and developed and designed primarily by staff. An innovative regional collaboration for a generic and elective student leadership development training programme that is provided to elected student leaders from all four institutions can break down the institutional barriers and forge greater camaraderie amongst student leaders.

Student leaders and institutions should open up a discussion to consider the merits of such an approach for long term regional benefits to student's leaders and to the institutions. Resources for such a project can be shared and the staff used to teach on such programmes should be jointly decided with student leaders involved in such decisions. A key point of note is that student leaders should inform the training programme approach and the content of the training programme for student leadership development.

- **Provision of political education**

There was strong support for political education to be introduced for student leaders. Such a foundation module will require experts in the field to provide this education, which must enable student leaders to gain skill, knowledge and awareness in how to navigate their leadership roles in a democratic context and environment, and how they can foster a culture of deliberative democracy by involving the student body in policy and related matters that affect students. Such an educational module must also have a strong human rights grounding so that student leaders are well prepared and groomed with leadership skills beyond their period of office in student governance.

- **Improved communication strategy between student leaders and students**

Institute a communication strategy with minimum standards for communication between student leaders and their constituencies. To improve the service to students, the communication strategy should include a complaints system, regular electronic newsletters to the student body to ensure they are aware of what the student governance structures plan of action and objective are, so that accountability can be

more transparent and focused. The communication strategy must also include information on the hours of availability to the student body and contact details for assistance. In most instances the communication systems are in place, however, at issue is the extent to which such a strategy is sufficiently responsive.

- **Strengthen national links between the student leadership and Minister of Education and the DoHET**

The student leadership should continue to strengthen links between itself and the Minister of Education, the DoHET, SAUS and any other body that it considers appropriate to its focus. A robust platform for dialogue is needed where the higher education student leaders from each region for a national think-tank and critical mass to discuss issues of higher education, social justice issues and any other issue of national and international significance. Such a platform will enable the student leaders to have a sense of the complexities and challenges facing South African higher education and in this way, the student leaders can become part of the solution seeking team once they have a first hand grasp of the realities.

- **Normative framework for student governance and student development**

A normative framework for student governance and student development is proposed and it is suggested that this model be used in a manner that is best suited to each institution's need. Whilst the model draws on the foundations of five theoretical conceptions, the way in which the connections between the theories are presented makes the application of the model systematic, flexible, open-ended, and logical in its presentation, approach and application.

The theoretical conceptions were covered in the preceding chapters, however a brief summary is provided to give meaning to the flow and relationship of the different facets of the model. The model is described from the base and flows in an upward direction for the purpose of this explanation.

At the base of the model lie the foundational principles of the eight good governance principles (UNESCAP, 2000: Online). These principles can be used by the student leaders to guide their peer-review, of each other's performance, as well as to guide their self-assessment. The eight principles of good governance are accountable,

transparent, responsive, equitable and inclusive, effective and efficient, follows the rule of law, consensus-oriented and participatory.

The next feature of the model is the central sketch, which refers to an adaptation of Altbach's 'Student Orientation and Focus' Model. There are four panes all of which are on a continuum and can change direction based on the influences in each pane. The two upper panes relate to the normative and values-driven orientation, and the two lower panes relate to the issues that concern students, which may have an internal campus focus (e.g. high tuition fees) or an external focus (e.g. protecting free speech).

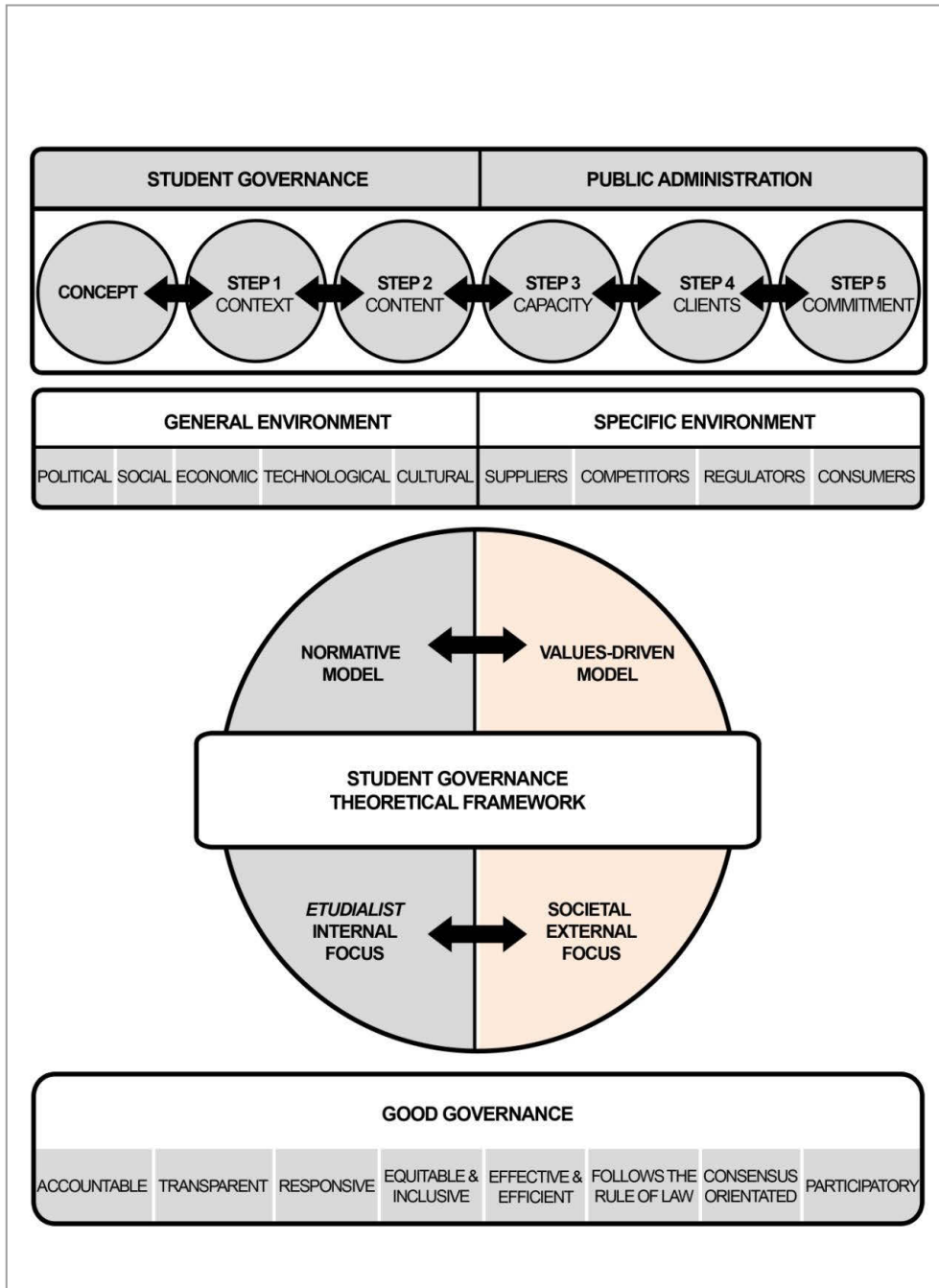
The SRC Constitution is central to the model and provides the context within which the normative model must function.

Schwella's Public Management Model can coherently articulate with Altbach's model in illustrating how the general and specific environment have application to student governance. In this regard, each environment has a set of constructs that informs the elements of consistency and objectivity for this model.

Schwella's model in relation to the general environment gives attention to the political, social, economic, technological and cultural contexts. The specific environment relates to the suppliers, competitors, regulators and consumers. This aspect of the model provides the student leaders in student governance with a set of parameters as a guideline when considering the general and specific environments.

Brynard's 5-C Protocol Model has application for policy development and may have wider use such as process development. The concepts of this model include variables such as context, content, capacity, clients and commitment. The researcher's adaption of this model included context as a further variable. Each of these variables provides an integrated orientation when considering strategic, technical and operational issues.

- Normative framework for a student governance model



**Figure 6. 1: Proposed Student Governance Model**

Source: Adapted from: UNESCAP (2000: Online); Altbach (1968, cited in Boggs, 20003:1-16); Schwella *et al* (1991:6-7) and Brynard (cited in Cloete & Wissink, 2004:176-187).

## **6.6 CONCLUSION**

This final chapter of the study provided a macro and micro perspective on student governance at the four higher education institutions in the Western Cape.

This study has confirmed that student governance is widely supported and welcomed by students as a representative body that acts in its interests. and which through its role contributes to the democratisation of their institutions in various ways.

The conclusion of the study reflects a student governance structure that is functional at the four institutions, and that student leaders are democratically elected into office.

Twelve recommendations were provided to further strengthen the role and contributions of student leaders, as well suggestions for staff that support student leaders, to consider ways in which democratic student governance practices can be embedded in higher education.

This research has attempted to understand the theoretical and empirical features of student governance in higher education institutions and how students contribute in their role as student leaders. The conclusions drawn and the recommendations proposed are based on the literature search as well as on the results of the empirical survey conducted amongst the student leaders from CPUT, SU, UCT and UWC.

## BIBLIOGRAPHY

### Books

Aaker, D.A., Kumar, V. & Day, G.S. 2001. Marketing research. New York: John Wiley & Sons.

Adamolekun, L. 1999. Public Administration in Africa: Main issues and selected country studies (ed). Colorado: Westview Press.

Babbie, E. & Mouton, J. 2001. The practice of social research. Cape Town: Oxford University Press.

Babbie, E. 2005. The basics of social research. 3rd ed. Belmont, CA: Thomson Wadsworth.

Babbie, E. 2008. Introduction to social research. 5th ed. Cincinnati, Ohio: Wadsworth CENGAGE Learning.

Bailey, K.D. 1987. Methods of Social Research. 3rd ed. New York: The Free Press, Macmillan Inc.

Bayat, M.S. & Meyer, I.H. 1994. Public Administration. Concepts, theory and practice. Pretoria: Southern Book Publishers.

Benhabib, S. 1996. Toward a deliberative model of democratic legitimacy, in Democracy and Difference: contesting the boundaries of the political. Princeton, New Jersey: University Press.

Biko, S. 1978. I write what I like. London: Bowerdean Press

Bless, C. & Higson-Smith, C. 2000. Fundamentals of social research. An African perspective. 3rd ed. Cape Town: Juta and Co.

Borg, W. R., & Gall, M. D. 1989. *Educational research: an introduction*. 5th ed. New York: Longman.

Bovaird, T. & Löffler, E. 2003. Evaluating the quality of public governance : indicators, models and methodologies. *International review of administrative sciences*. 69(3):313-328.

Bozeman, B. & Bretschneider. S. 1986. Public management information systems theory and prescription. *Public administration review*. 46:475-487.

Brynard, P. & Hanekom, S.X. 1997. *Introduction to research in management-related fields*. 2<sup>nd</sup> ed. Pretoria: Van Schaik.

Brynard, P. 2000. Policy implementation. In *Improving public policy*. Cloete, F. & Wissink, H., Eds. Pretoria: Van Schaik. 176-187.

Chandler, J.A. 2000. *Comparative public administration*. London: Routledge.

Cloete, F. & Wissink, H. Eds. 2000. *Improving public policy*. Pretoria: Van Schaik.

Cloete, J.J.N. 1995. *Public administration glossary*. Pretoria: van Schaik.

Cloete, J.J.N. 1996. *Accountable government and administration for the Republic of South Africa*. Pretoria: J L van Schaik.

Cloete, J.J.N. 1998. *South African public administration and management*. Pretoria: J L van Schaik.

Cloete, N., Fehnel, R., Maassen, P., Moja, T., Perold, H. & Gibbon, T. 2002. *Transformation in higher education: global pressures and local realities in South Africa*. Lansdowne, Cape Town: Juta and Co.

Coetzee, W.A J. 1988. *Public Administration: a South African introductory perspective*. Pretoria: Van Schaik.



Cohen, S., Underwood, L.G., and Gottlieb, B.H. 2000. *Social support measurement and intervention: A guide for health and social scientists*. New York: Oxford University Press.

Commission on Global Governance. 1995. *Our global neighborhood: the report of the Commission on Global Governance*. Oxford: Oxford University Press.

Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom. 1974. *Student participation in university government*. 2<sup>nd</sup> ed. London: The Committee.

Coughlan, F., Divala, J., Enslin, P., Kissack, M. & Mathebula, T. 2007. Systemic governance, public accountability and institutional autonomy. In *Review of higher education in South Africa: selected themes*. Pretoria: Council on Higher Education.

Council on Higher Education. 2002. *Promoting good governance in South African higher education*. Pretoria: Council on Higher Education.

Council on Higher Education. 2004. *South African higher education in the first decade of democracy*. Pretoria: Council on Higher Education.

De Boer, H. & Stensaker, B. 2007. An internal representative system: the democratic vision. P. Maasen & J.P. Olsen, Eds. *University dynamics and European integration*. Doordrecht: Springer.

Denzin, N.K. & Lincoln, Y.S. Eds. 2000. *Handbook of qualitative research*. 2<sup>nd</sup> ed. London: Sage Publications.

De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.I. 2002. *Research at grass roots: For the social services and human service professions*. 3<sup>rd</sup> ed. Pretoria: Van Schaik Publishers.

Dimock, M.E., Dimock, G.O. & Koenig, L.W. 1961. *Public administration*. Rev.ed. New York: Holt Rinehart & Winston.

Dryzek, J.S. 2000. *Deliberative democracy and beyond: liberals, critics, contestations*. Oxford: Oxford University Press.

Evans, N.J.D.S. & Guido-DiBrito, F. 1998. *Student development in college: theory, research and practice*. San Francisco: Jossey-Bass Publishers.

Fishkin, J.S. 1991. *Democracy and deliberation: new directions for democratic reform*. New Haven, Connecticut: Yale University Press.

Fitzgerald, P. McLennan, A. & Munslow, B. 1997. *Managing sustainable development in South Africa*. 2<sup>nd</sup> ed. New York: Oxford University Press.

Fletcher, A. 2005. *Meaningful student involvement: guide to students as partners in school change*. SoundOut.org and Human Links Foundation.

Fouche, C. 1998. *Data collection methods*. Pretoria: Van Schaik.

Fox, W. & Bayat, M.S. 2007. *A guide to managing research*. Cape Town: Juta & Co. Ltd.

Fox, W., Schwella, E. & Wissink, H. 1991. *Public management*. Kenwyn: Juta & Co.

Frederickson, G.H. 1971. *The spirit of Public Administration*. Jossey-Bass Publishers: San Francisco.

Freidson, E. 1955. *Student government, student leaders, and the American College*. Philadelphia: United States National Student Association.

Freire, P. 1998. *Pedagogy of freedom: ethics, democracy and civic courage*. Lanham, Maryland: Rowan and Littlefield.

Fukuyama, F. 2004. *State-Building, Governance and World Order in the 21<sup>st</sup> Century*. New York: Cornell University Press.

Gildenhuys, J.S.H. and Knipe, A. 2000. The organisation of government: an introduction. Pretoria: Van Schaik.

Goodin, R. 2003. Reflective democracy. Oxford: Oxford University Press.

Grinnell, R. M., & Williams, M. 1990. Research in social work: a primer. Itasca, Illinois: F.E. Peacock Publishers.

Gulick, L. & Urwick, L., eds. 1937. Papers on the science of administration. New York: Institute of Public Administration.

Gutmann, A. & Thompson, D. 2003. Deliberative democracy: beyond process. In *Debating deliberative democracy*. J. Fishkin & P. Laslett, Eds. Oxford: Blackwell.

Gutmann, A. & Thompson, D. 2004. *Why deliberative democracy?* Princeton, New Jersey: Princeton University Press.

Habermas, J. 1971. The university in a democracy: democratization of the university. In *Toward a rational society: student protest, science, and politics*. J.J. Shapiro, Trans. London: Heinemann.

Hall, M., Symes, A. & Luescher, T.M. 2002. *Governance in South African higher education: research report*. Pretoria: Council on Higher Education.

Hall, M., Symes, A. & Luescher, T.M. 2004b. *The governance of mergers in South African higher education: research report*. Pretoria: Council on Higher Education.

Hanekom, S.X. & Thornhill, C. 1983. *Public administration in contemporary society: a South African perspective*. Johannesburg: Macmillan South Africa.

Haynes, P. 2003. *Managing complexity in the public services*. London: Bell & Bain.

Held, D. 1993. *Prospects for democracy: North, South, East, West*. London: Polity Press.

- Henry, N. 1975. *Public administration and public affairs*. New Jersey: Prentice Hall, Inc.
- Heywood, A. 2000. *Key concepts in politics*. London: Macmillan Press.
- Heywood, A. 2002. *Politics*. 2<sup>nd</sup> ed. New York: Palgrave.
- Hill, M. 1997. *The Policy Process. A reader*. New York: Prentice Hall Inc.
- Hyden, G. 1992. Governance and the study of politics in *Governance and politics in Africa*. G. Hyden & M. Bratton Eds. Lynne Rienner Publishers Inc.:Colorado.
- Kaplan, A. 1964. *The conduct of inquiry: methodology for behavioral science*. San Francisco: Chandler Publishing Company.
- Kjær, A.M. 2004. *Governance: key concepts in the Social Sciences*. Cambridge: Polity Press.
- Kooiman, J. 1993. *Modern governance: new government - society interactions*. Ed. London: Sage Publications.
- Lane, J. 2000. *New public management*. London: Routledge.
- Lawson, K. 1989. *The human polity*. Boston, Massachusetts: Houghton Mifflin.
- Lind, D.A., Marchal, W.G. & Mason, R.D. 2001. *Statistical techniques in business economics*. 11<sup>th</sup> ed. New York: McGraw Hill Publishers.
- Metcalfe, L. & Richards, S. 1990. *Improving public management*. 2<sup>nd</sup> Edition. Sage: London.
- Moodie, G.C. & Eustace, R. 1974. *Power and authority in British universities*. London: George Allen & Unwin Ltd.

Mouton, J. 1999. On the nature of social science. In *Reflective public administration: views from the South*. J.S. Wessels & J.C. Pauw, Eds. Cape Town: Oxford University Press.

Mouton, J. & Marais, H.C. 1990. *Basic concepts in the methodology of the social sciences* (Revised ed.). Pretoria: South Africa, Human Sciences Research Council.

Nardi, P.M. 2003. *Doing survey research*. Boston: Pearson Education.

Neuman, W.L. 2000. *Social research methods*. 4<sup>th</sup> Edition. Boston: Allyn & Bacon.

Pascarella, E.T. & Terrenzini, P.T. 2005. *How college affects students: a third decade of research*. San Francisco: Jossey-Bass Publishers.

Patton, M.Q. 1990. *Qualitative evaluation and research methods*. Newbury Park, California: Sage Publishing.

Popper, K.R. 1963. *The open society and its enemies*. Princeton, New Jersey: Princeton University Press.

Pressman, J. & Bardach, H. 1997. *The implementation policies*. Cambridge, Massachusetts: MIT Press.

Rhodes, R.A.W. 2000. Governance and Public Administration. In Pierre, J. (ed). 2000. *Debating governance: authority, democracy and steering*. Oxford: Oxford University Press.

Rosenbloom, D.H. & Kravchuk, R.S. 2005. *Public Administration: understanding management, politics and law in the public sector*. 6<sup>th</sup> Edition. McGraw-Hill: Boston.

Salkind, N.J. 2009. *Exploring research*. 7<sup>th</sup> ed. Englewood Cliffs, New Jersey: Pearson Prentice Hall.

Saunders, M., Lewis, P. & Thornhill, A. 2000. *Research methods for business students*. London: Pearson Education Ltd.

Schwella, E., Burger, J., Fox, W. & Muller, J.J. 1996. *Public resource management*. Kenwyn: Juta

Sen, A. 1999. *Development as freedom*. Oxford University Press:United Kingdom.

Struwig, F.W. & Stead, G.B. 2001. *Planning, designing and reporting research*. Cape Town: Pearson Education South Africa.

Tabane, O.J.J. Ed. 2003. *Student representative councils: a guide to developing a constitution*. Rondebosch, Cape Town: Centre for Higher Education Transformation. University of Cape Town. 2011. *General rules and policies*. Cape Town: University of Cape Town.

Tosi, H.L. Rizzo, J.R. & Carroll, S.J. 1994. *Managing organisational behaviour*. Cambridge, Massachusetts: Blackwell Publishers Inc.

Van der Molen, K. Van Rooyen, A. & van Wyk, B. 2001. *Outcomes-based governance: assessing the results*. Cape Town: Heinemann Publishers, RSA.

Van der Waldt, G. & Du Toit, D.F.P. 1997. *Managing for excellence in the public sector*. Kenwyn: Juta & Co.

Van der Waldt, G. Du Toit, D.F.P. & Stroh, E.C. 1999. *Public administration and management: the grassroots*, Cape Town: Juta & Co.

Van Niekerk, G. 2001. The plurality of legal domains in South Africa: the states historical legislative intrusion into the field of urban popular justice and customary law. In *The other law: non-stat ordering in South Africa*. W. Schärf & D. Nina. Eds. Cape town: Juta & Co. (14) 36.

Vithal, R. & Jansen, J. 1997. *Steps in writing a research proposal*. Kenwyn: Juta and Co.

Vital, R. & Jansen. J. 1997. *Designing your first research proposal: a manual for researchers in Education and the Social Sciences*. Cape Town: Juta and Co.

Waldo, D. 1948. *The administrative state: a study of political theory of American public administration*. New York: The Ronald Press Company.

Warwick, D.P. 1982. *Bitter pills: population policies and their implementation in eight developing countries*. New York: Cambridge University Press.

Weinberg, A. 2006. Public work at Colgate: an interview. In *Higher education exchange*. New York: Kettering Foundation.

Welman, J.C. & Kruger, S.J. 1999. *Research methodology for the business and administrative sciences*. Johannesburg: International Thompson.

Welman, J.C. & Kruger, S.J. 2001. *Research methodology*. 2nd ed. Johannesburg: Oxford University Press.

Welman, J.C. Kruger, S.J. & Mitchel, B.C. 2005. *Research methodology*. Cape Town: Oxford University Press.

Welman, J.C. Kruger, S.J. & Mitchel, B.C. 2007. *Research methodology*. Cape Town: Oxford University Press.

Wessels, J.S. & Pauw, J.C. 1999. *Reflective public administration: views from the south*. Cape Town: Oxford University Press.

### **Journals and Periodicals**

Astin, A.W. 1999. *Student Involvement: A developmental theory for higher education*. *Journal of College Student Development*. September/October 1999. 40(5):518-529.

Brooks, J.G. 2007. "Celebrating the other": power and resistance as prelude to Behabib's deliberative democracy. *Philosophical studies in education*. 38:71-82.

Boggs, A. 2006. A matrix for the comparative study of student movements: twentieth century Latin America, U.S. and Indian state movements. *Higher education perspectives*. 2(2).

- Bohman, J. 1998. The coming of age of deliberative democracy. *The journal of political philosophy*. 6(4):400-425.
- Bovaird, T. & Löffler, E. 2003. Evaluating the quality of public governance: indicators, models and methodologies. *International review of administrative sciences*. 69(3):313–28.
- Bozeman, B. & Bretschneider, S. 1986. Public management information systems theory and prescription. *Public administration review*. 46:475-487
- Carson, L. & Lewinski, R. 2008. Fostering citizen participation top-down. *International journal of public participation*. 2(1):72-83.
- Cloete, F. 1999a. Conceptualising capacity for sustainable governance. *Africanus*. 29(2):1999.
- Cloete, F. 1999b. Achieving the capacity for sustainable governance. *Africanus* 29(2) 1999.
- Fox, W. 2006. Theoretical debate on public administration. Illusion, delusion or illumination. *Proceedings of 10<sup>th</sup> International Winelands Conference: Public Management and Development*. University of Stellenbosch: South Africa,
- Kymlicka, W. & Norman, W. 1994. Return of the citizen: a survey of recent work on citizenship theory. *Ethics*. 104(2):352-381.
- Nossal, K.M. 1999. International sanctions as instruments of global governance. *Journal of Interdisciplinary Relations*. 13(2) 1999.
- Sing, D. 1999. A governance perspective of Public Administration. *Administratio publica*. 9(2).
- Sherry, L. 1996. Issues in distance learning. *International Journal of Educational Telecommunications*. 1(4):337-365



Streeten, P. 1999. Components of a future development strategy. The importance of human development. *Issues for the new millennium*. (32). 1999.

Swilling, M. 1999. Changing conceptions of governance. *Africanus*. 29(2) 1999.

Thompson, D.G. 1972. Democracy and the governing of the university. *Annals of the American Academy of Political and Social Sciences*. 404:157-169.

### **Electronic Journals and Reports**

Cape Higher Education Consortium. 2009. *Four universities. Unlimited possibilities*. [Online]. Available: <http://www.chec.ac.za/reports.html> [2011, January 9].

Cape Peninsula University of Technology. 2010. *Cape Peninsula University of Technology*. [Online]. Available: <http://www.cput.ac.za/> [2011, October 27].

Carson, L. 2001. *Student involvement in academic forum*. [Online]. Available: [http://www.activedemocracy.net/articles/06\\_student.pdf](http://www.activedemocracy.net/articles/06_student.pdf) [2011, October 20].

Carson, L. 2007. Sydney. *Democracy forum*. 29 June. [Online]. Available: <http://www.activedemocracy.net/links.htm> [2010, February 6].

Center for Higher Education Transformation. 2010. *Towards the establishment of a higher education research and advocacy network in Africa*. [Online]. Available: [http://chet.org.za/webfm\\_send/596](http://chet.org.za/webfm_send/596) [2011, October 27].

Council on Higher Education. 2000. *Towards a new higher education landscape: meeting the equity, quality and social development imperatives of South Africa in the 21<sup>st</sup> Century*. [Online]. Available: [http://www.che.ac.za/documents/d000009/New\\_HE\\_Landscape.pdf](http://www.che.ac.za/documents/d000009/New_HE_Landscape.pdf) [2011, October 27].

Deliberative Democracy Consortium. 2011. *The next form of democracy*. [Online]. Available: <http://www.deliberative-democracy.net/> [2011, October 27].

Democracy Building. 2004. *Definition of democracy*. [Online]. Available: <http://www.democracy-building.info/definition-democracy.html> [2012, January 05].

Department of Higher Education and Training. 2010. *Higher education and training*. [Online]. Available: <http://www.dhet.gov.za/> [2011, October 27].

Kartasasmita, G.G. 2008. Public Administration as a developing discipline. [Online] Available: <http://www.slideshare.net/Ginandjar/definitions-and-concepts> [25 August 2011].

South African History Online. n.d. *Former ANC President, Oliver 'OR' Tambo, is born*. [Online]. Available: <http://www.sahistory.org.za/dated-event/former-anc-president-oliver-%E2%80%98tambo-born> [2011, October 27].

UNESCAP. 2002. *Partnership in the pipeline*. [Online]. Available: [www.unescap.org/ttdw/ppp/files/partnershipsinthepipeline.pdf](http://www.unescap.org/ttdw/ppp/files/partnershipsinthepipeline.pdf) [2011, October 27].

United Nations Economic and Social Commission for Asia and the Pacific. 2002. *What is good governance?* [Online]. Available: <http://www.unescap.org/pdd/prs/ProjectActivities/Ongoing/gg/governance.htm> [2011, August 25]

University of Cape Town. 2011a. *About UCT*. [Online]. Available: <http://www.uct.ac.za/print/news/media/aboutuct/> [2011, October 27].

University of Stellenbosch. 2011. *Stellenbosch University: mission*. [Online]. Available: <http://www.sun.ac.za/university/mission/mission.html> [2011, October 27].

University of the Western Cape. 2009. Orientation: welcome to UWC. [Online]. Available: [http://www.uwc.ac.za/index.php?module=cms&action=showfulltext&id=gen11Srv7Nme54\\_3883\\_1229586406&parent=gen11Srv7Nme54\\_4067\\_1229585742](http://www.uwc.ac.za/index.php?module=cms&action=showfulltext&id=gen11Srv7Nme54_3883_1229586406&parent=gen11Srv7Nme54_4067_1229585742) [2011, October 27].

## **Documents, Papers, Publications and Reports**

African Association for Public Administration and Management (AAPAM). 2000. *Good Governance in Africa*. Report of the 22<sup>nd</sup> Annual Roundtable Conference of AAPAM, Mahe, Seychelles, 20-24 November 2000.

Centre for Higher Education Transformation. 2009. *Profile of Public Higher Education Institutions in South Africa*.

Department of Education. 2008. *Strategic Plan 2008-2012, and operational plans 2008-2012*. P: 9-10; 21-22; 42-43.

Gaventa, J. 2003. Towards participatory governance: assessing the transformative possibilities [Conference Paper]. Manchester Institute of Development Studies. February 27-28.

Larbi, G.A. 1999. The new public management approach and crisis states [Discussion Paper]. UNRISD. September.

Keeling, R. 2004. *Learning Reconsidered: a campus-wide focus on the student experience*. The National Association of Student Personnel Administrators & The American College Personnel Association. January.

Thomas, N.L. & Leighninger, M. 2010. No better time: a 2010 report on opportunities and challenges for deliberative democracy [Report]. Deliberative Democracy Consortium.

## **Legislation and Government Reports**

Constitution of the Republic of South Africa, Act 108 of 1996. Pretoria: Government Printer.

Republic of South Africa. 1996. National Education Policy Act, No. 27 of 1996. *Government gazette*. 697. 24 April. Pretoria: Government Printer.

Republic of South Africa. 1997. Higher Education Act, No. 101 of 1997. *Government gazette*. 31651. 19 December. Pretoria: Government Printer.

Republic of South Africa. 2006. National Credit Act, No. 34 of 2005. *Government gazette*. 30713. 15 March. Pretoria: Government Printer.

Republic of South Africa. 1999. National Student Financial Aid Scheme Act, No. 56 of 1999. *Government Gazette*. 20652. 19 November. Pretoria: Government Printer.

Republic of South Africa. 1997. *Education white paper 3: a programme for the transformation of higher education*. Pretoria: Government Printer.

Republic of South Africa. 2001. *National plan for higher education*. Pretoria: Government Printer.

Republic of South Africa. 2009. *SA yearbook 2009/10: government system*. Pretoria: Government Printer.

Republic of South Africa. 1998. Skills Development Act, No. 97 of 1998. *Government gazette*. 19420. 2 November. Pretoria: Government Printer.

Republic of South Africa. South African Qualifications Authority Act, No. 58 of 1995. *Government gazette*. 1521. 4 October. Pretoria: Government Printer.

Republic of South Africa. 1995. South African Qualifications Framework Act, No. 58 of 1995. Pretoria: Government Printer.

Republic of South Africa. 1996. South African Schools Act, No. 84 of 1996. *Government gazette*. 1867. 15 November. Pretoria: Government Printer.

Republic of South Africa. 2011. Statistics South Africa. 2011. *Statistics South Africa: Annual report 2010/2011*. Pretoria: Statistics South Africa.

Republic of South Africa. 2010. Statute of the Cape Peninsula University of Technology. *Government gazette*. 33202. 17 May. Pretoria: Government Printer.

Republic of South Africa. 2004. Statute of the University of Cape Town. *Government gazette*. 26094. 26 February. Pretoria: Government Printer.

Republic of South Africa. 1992. Statute of the University of Stellenbosch. *Government gazette*. 14407. 20 November. Pretoria: Government Printer.

Republic of South Africa. 2005. Statute of the University of the Western Cape. *Government gazette*. 27556. 4 May. Pretoria: Government Printer.

Republic of South Africa. 1955. Universities Act, No. 61 of 1955. *Government gazette*. 16283. 3 March. Pretoria: Government Printer.

Republic of South Africa. University of Cape Town (Private) Act, No. 8 of 1999. 1999. *Government gazette*. 19959. 21 April. Pretoria: Government Printer.

#### **Related Research - Doctoral Thesis**

Eagle, K.S. 2005. *New public management In Charlotte, North Carolina: a case study of managed competition*. Doctoral Thesis. Virginia Polytechnic Institute and State University.

Luescher, T.M. 2008. *Student governance in transition: university democratisation and managerialism. A governance approach to the study of student politics and the case of the University of Cape Town*. Doctoral Thesis. University of Cape Town.

May, W.P. 2009. *Student Governance: A Qualitative Study of Leadership in a Student Government Association*. Doctoral Dissertation. Education Policy Studies Dissertations: Georgia State University.

Nzimakwe, T.I. 2005. *An analysis of the theory and practice of governance in the KwaZulu-Natal Provincial Authority*.

Pillay, P. 2000. *Impact of Urbanization on Municipal Services Delivery with particular emphasis on the provision of water in the Durban Metropolitan Area*. Doctoral Thesis. University of Durban-Westville.

## Dictionaries

Fox, W. & Meyer, I.H. 1995. *Public administration dictionary*. Kenwyn: Juta & Co.

Fox, W. & Meyer, I.H. 1996. *Public administration dictionary*. Kenwyn: Juta & Co.

## Newspaper Articles

Barbeau, N. 2011. *Students' 100m court order*. [Online]. Available: <http://www.iol.co.za/news/south-africa/kwazulu-natal/students-100m-court-order-1.1149468> [2011, December 05].

Mail & Guardian. 2009. *Students threaten to make UNISA ungovernable*. [Online]. Available: <http://mg.co.za/article/2009-05-18-students-threaten-to-make-unisa-ungovernable> [2011, October 27].

Mail & Guardian. 2011. *Bawa's baptism of fire*. [Online]. Available: <http://mg.co.za/article/2011-08-04-bawas-baptism-of-fire> [2011, October 27].

Mail & Guardian. 2011a. *Students protest Jansen's crackdown on UFS politics*. [Online]. Available: <http://mg.co.za/article/2011-08-17-students-protest-jansens-crackdown-on-ufs-politics> [2011, October 27].

Mail & Guardian. 2011b. *Matric pass welcomed and questioned*. [Online]. Available: <http://mg.co.za/article/2011-01-07-matric-pass-welcomedand-questioned> [2011, January 7].

Mail & Guardian. 2011c. *Reitz four sentences reduced on appeal*. [Online]. Available: <http://mg.co.za/article/2011-06-24-reitz-four-sentences-reduced-on-appeal> [2011, August 5].

News24. 2011. *Pretoria student protest*. [Online]. Available: <http://www.news24.com/Multimedia/MyNews24/Pretoria-student-protest-20110916> [2011, October 05].

## **Computer Software**

SPSS. 1999. *Statistical package for social sciences (SPSS)* [Computer software]. Chicago: SPSS Inc.

StatPac. 2011. *StatPac for Windows* [Computer software]. Version 12.0. Minneapolis: StatPac Inc.

## **APPENDICES**



**APPENDIX A: ETHICS APPROVAL LETTERS - UKZN, CPUT, SU, UCT,  
UWC**



Research Office, Govan Mbeki Centre  
Westville Campus  
Private Bag x54001  
DURBAN, 4000  
Tel No: +27 31 260 3587  
Fax No: +27 31 260 4609  
[ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za)

1 June 2011

Ms. MBM Khan (200200144)  
School of Public Administration and Development

Dear Ms. Khan

**PROTOCOL REFERENCE NUMBER: HSS/0166/011D**  
**PROJECT TITLE: Student Governance in Higher Education Institutions in the Western Cape, South Africa:  
A Case Study**

In response to your application dated 13 April 2011, I wish to inform you that the Humanities & Social Sciences Ethics Committee considered the abovementioned application and the protocol was given **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....  
**Professor Steven Collings (Chair)**  
**HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE**

cc. Supervisor – Dr. Pragala Pillay  
cc. Mrs. C Haddon



Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville



19 May 2011  
CPUT/IERB 2011/H02

---

P.O. Box 1906 • Bellville 7535 South Africa • Tel: +27 21 442 6162 • Fax +27 21 447 2963  
Symphony Road Bellville 7535

**OFFICE OF THE CHAIRPERSON:  
HEALTH AND WELLNESS SCIENCES RESEARCH ETHICS COMMITTEE**  
Registration Number NHREC: REC- 230408-014

Ethics clearance is granted to the Principal Investigator, Ms MBM Khan (Student Number: 200200144), a doctoral student at the University of Kwazulu-Natal.

**TITLE:**  
Student Governance in Higher Education Institutions in the Western Cape, South Africa:  
A Case Study.

**Comment:**  
This research project has the support of the Executive Management of CPUT.

Research activities are restricted to those detailed in the proposal and application submitted.

This institutional approval does not preclude the need for consent of individual participants.

The ethical standard of confidentiality of participants and institutions must be upheld.

CPUT, as a participating institution, expects to receive a report on this study.

Approval will not extend beyond 20 May 2012. An extension must be applied for should data collection for this study continue beyond this date.

A handwritten signature in black ink, appearing to read "Penelope Engel-Hills".

**Prof PENELOPE ENGEL-HILLS  
CHAIR: HEALTH AND WELLNESS SCIENCES RESEARCH ETHICS  
COMMITTEE**

e-mail: engelhillsp@cput.ac.za



Stellenbosch University  
Stellenbosch

26 May 2011

Ms M Khan  
Executive Director: Student Affairs  
University of Cape Town  
Rondebosch  
Cape Town

Dear Ms Khan

**INSTITUTIONAL PERMISSION TO CONDUCT A RESEARCH PROJECT AT SU**  
*("Student Governance in Higher Education Institutions in the Western Cape: A case study")*

Institutional permission to conduct the above-mentioned research project at the Stellenbosch University in accordance with your letters to Dr Llewellyn Mac Master, Dean of Students at SU, on 17 November 2010 and to Dr Therina Theron, Senior Director: Research at SU, on 22 November 2010, is hereby given.

Please note that you must conduct your research at SU under the supervision of Dr MacMaster.

Kind regards

  
PROF JAN BOTHA  
SENIOR DIRECTOR:  
INSTITUTIONAL RESEARCH AND PLANNING



Copy: Mr Sidney Engelbrecht, Division for Research Development

Permission 507(2011) SA Kage.docx

UNIVERSITY OF CAPE TOWN



**Department of Sociology**

University of Cape Town • Private Bag X3 • Rondebosch • 7701 • South Africa  
Telephone +27 (0)21 650-3501 • Facsimile +27 (0)21 689-7576 Owen.Crankshaw@uct.ac.za

15 December 2010

Moonira Khan  
School of Public Administration and Development Management  
University of KwaZulu Natal

Dear Ms Khan,

Ethical Clearance:

'Student Governance in Higher Education Institutions in the Western Cape:  
A Case Study'

This is a letter to certify that the above research proposal has been granted ethical clearance by the Humanities Faculty Research Ethics Committee.

To improve your proposal, the Committee suggests that you include some details concerning precisely how you will ensure that information about respondents remains anonymous. In other words, we recommend that you include some details on the procedures that you will follow to ensure that respondents' names cannot be linked to their personal information.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Owen Crankshaw'.

Professor Owen Crankshaw:  
Chairperson, Humanities Research Ethics Committee



# RESEARCH ACCESS TO STUDENTS

DSA 100

### NOTES

1. This form must be completed by applicants that want to access students for the purpose of research. Attach your research proposal.
2. Return Completed application forms to: Moonira.Khan@uct.ac.za; or deliver to: Attention: Executive Director, Department of Student Affairs, North Lane, Steve Biko Students' Union, Room 7.22, Upper Campus, UCT.
3. The turnaround time for a reply is approximately 10 working days.
4. NB: It the responsibility of the researcher/s to apply for ethical clearance to the relevant (a) Faculty's 'Research in Ethics Committee' (RIEC), and (b) to the Executive Director, HR to access staff for research purposes.
5. For noting, a requirement of UCT is that items (1) and (4) apply even if prior clearance has been obtained by the researcher/s from any other institution.

### SECTION A: PERSONAL DETAILS

Position	Staff / Student Reference No	Title and Name	Contact Details
Student Number	UKZN : 200200144	Ms Moonira Khan	Moonira.Khan@uct.ac.za
Academic / PASS Staff No.	UCT: 01406196		
Visiting Researcher – ID No.			
Contact details of faculty officer for inquiries	UKZN	Ms Maureen Lawrence	(031) 260 7951
University / Institution at which employed / or a registered student	UKZN	Address if not UCT: School of Public Administration and Management Studies	
Faculty and Department	Faculty of Management Studies		
Division / School / Unit	School of Public Administration and Development Management		
APPLICANTS DETAILS	Title and Name	Tel.	Email
	Ms Moonira Khan	(021) 6503535	Moonira.Khan@uct.ac.za

### SECTION B: SUPERVISOR DETAILS

Position	Title and Name	Tel.	Email
Supervisor	Dr Pregel Pillay	(031) 2607951/7059	Pillaype@ukzn.ac.za
Co-Supervisor			
Co-Supervisor			

### SECTION C: APPLICANTS STUDY FIELD AND TITLE OF RESEARCH PROJECT / STUDY

Degree	Doctor of Administration
Research Project / Title	Student Governance in Higher Education Institutions, in the Western Cape, South Africa: A Case Study
Research Proposal attached	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Target population	Student leaders in governance structures at the 4 HEIs, in the Western Cape, i.e. UCT, CPUT, UWC, and US.
Lead Researcher details	Moonira Khan - Moonira.Khan@uct.ac.za
Research Methodology and Informed consent:	Case Study, using questionnaires and an interview survey for data collection. Sample size will be 30% of the target population. Informed consent will be obtained prior to voluntary participation.
Ethical clearance status	Applied for, awaiting reply. Refer to pages 9 to 15 of the attached doctoral research proposal for information and details regarding this application.

### SECTION D: APPROVAL STATUS - FOR ACCESS TO STUDENTS FOR RESEARCH PURPOSE (To be completed by the ED, DSA or Nominee)

APPROVAL GRANTED	Ref. No.: UKZN 200200144 Doctoral Study.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Comments: Approved.
APPROVED BY	Title and Name	Designation	Signature
	Ms Sindi Ntshongwana	Director, SF&A. Acting Executive Director, Department of Student Affairs	 29 October 2010

**OFFICE OF THE DEAN  
DEPARTMENT OF RESEARCH  
DEVELOPMENT**

Private Bag X17, Bellville 7535  
South Africa  
Telegraph: UNIBELL  
Telephone: +27 21 959-2948/2949  
Fax: +27 21 959-3170  
Website: www.uwc.ac.za

24 November 2010

**To Whom It May Concern**

I hereby certify that the Senate Research Committee of the University of the Western Cape has approved the methodology and the ethics of the following research project by:  
Ms M Khan (School of Public Administration and Development Management (UKZN))

Research Project: Student Governance in Higher Education  
Institutions in the Western Cape: A Case Study

Registration no: 11/1/3

  
*Peter Bytler*  
Manager: Research Development Office  
University of the Western Cape



**UNIVERSITY of the  
WESTERN CAPE**

A place of quality, a place to grow, from hope to action through knowledge

## **APPENDIX B: LANGUAGE PRACTITIONER LETTER**

---

**January 2012**

**TO WHOM IT MAY CONCERN**

**RE: Doctoral Thesis - Moonira Khan**

This letter serves to confirm that I have read the final version of the thesis titled: Student Governance in Higher Education Institutions in the Western Cape, South Africa: A Case Study, by Moonira Khan, Student Number 200 200144.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors.

I am of the view that the standard of the language meets the stringent requirements for senior degrees.

Sincerely

**ALFRED LEMAITRE**

## APPENDIX C: PERMISSION LETTERS TO CPUT, SU, UCT, UWC



University of KwaZulu-Natal  
School of Public Administration and Development Management

Researcher: Moonira Khan  
[Moonira.Khan@uct.ac.za](mailto:Moonira.Khan@uct.ac.za)  
Tel (021) 6503535

Supervisor: Dr Pregala Pillay  
[pillaype@ukzn.ac.za](mailto:pillaype@ukzn.ac.za)  
Tel (031) 2607951

---

Date: 17 November 2010

Ms Cora Motale  
Dean: Student Affairs  
Cape Peninsula University of Technology  
Email: [motalec@cput.ac.za](mailto:motalec@cput.ac.za)  
Tel (021) 460 3241 / Fax (021) 460 3695

Dear Ms Motale

### PERMISSION TO CONDUCT RESEARCH TOWARDS A DOCTORAL DEGREE

My name is Moonira Khan; I am a doctoral student at the School of Public Administration and Development Management, UKZN, and my study is in the discipline of Public Administration.

I am employed at the University of Cape Town as the executive director of Student Affairs.

Through this letter, I respectfully request permission to conduct my doctoral research study at the Cape Peninsula University of Technology. My research study is towards the D.Admin degree and the study is entitled '*Student Governance in Higher Education Institutions in the Western Cape: A Case Study*'.

The study will focus on the role, contributions and impact of student governance in higher education institutions and the research is to be conducted at CPUT; UCT; US and UWC.

Whilst this study is located in the Western Cape region, it is hoped that the findings of this study will also benefit, through application, other national and international institutions of higher learning. In addition, it is also envisaged for this study to benefit policy-makers and practitioners in making judgments that may bring about improvements for student leaders in governance positions, and for good governance.

This study requires the voluntary participation of the Dean of Student Affairs, and, student leaders in governance positions. Participation in this study is voluntary and participants may withdraw their participation in the study at any time without consequence. All participants will be required to complete an 'informed consent form' prior to participating in the research. In addition, all participants will be provided with a 'participants rights form' to ensure that the participants are well briefed about the research and their rights to privacy, confidentiality and anonymity, full disclosure about the research details, and their right not to be harmed in any manner. There are no costs to the participants and there is no monetary payment for participation.

For the purpose of this study, reference to 'student leaders in governance positions' includes all of the following student governance constituencies (with the appreciation that the nomenclature may vary between institutions): (i) SRC; (ii) Student Assembly/Parliament; (iii) Student Residence/House Committees; and (iv) Student Societies, Sports Codes and Development Agencies.

The data collection methods for this study will include:



- A questionnaire survey to be completed by student leaders in governance positions. The questionnaire should take approximately 30 minutes to complete. It is envisaged that the questionnaire will be sent to the student governance leaders in governance positions.
- A focus group interview will be conducted with student leaders in governance positions. The interview should take approximately 60 minutes to conclude.
- An interview with the Dean of Student Affairs. This interview should take approximately 60 minutes to conclude.
- A study of any relevant documentation/ information that the Dean of Student Affairs and/or the student leaders may wish to provide to the researcher for consideration with the aim of contextualizing student governance at your institution, for example: the SRC Constitution, Student Assembly/Parliament Constitution; student governance framework etc.

It is envisaged that the questionnaire will be distributed to and collected from the participants/student leaders in governance positions at set distribution points and times (to be agreed with you or your nominee) at your university, unless an electronic distribution system exists.

It is envisaged that the focus group interviews will be conducted in a quiet setting (e.g. classroom, or meeting room to be advised in consultation with you or your nominee) at a venue at the university and at a convenient date and time suited to the student leadership in governance positions. A small group of student leaders will be invited to this interview.

The interview with the Dean of Student Affairs is envisaged to be conducted at the Dean's office or other suitable venue at a date and time to your convenience. Any documents provided to the researcher will inform a document survey to expand the researcher's understanding and knowledge.

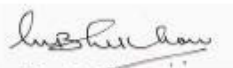
Individual and group responses received from all participants will remain strictly confidential and at no time will the identities of the participants be revealed. No costs will be incurred by the respondents and no monetary contributions will be made to respondents. All data will be stored in line with the ethical protocols of UKZN.

The results of the questionnaire and the focus group discussion will be pooled to inform the analysis of this study. Should this study or any part thereof be published, only pooled results will be documented and no personal individually identifiable information will be published. The anonymity and confidentiality of participants is assured as this research does not seek to establish findings that allude to individuals and is instead focused on general themes, patterns and trends of information of a group.

Your approval to conduct this study will be greatly appreciated and should you have any questions or concerns I will be pleased to have an opportunity to attend to this. My contact email address is [Moonira.Khan@uct.ac.za](mailto:Moonira.Khan@uct.ac.za).

Thank you for your time and attention and I look forward to your reply.

Kind regards



Moonira Khan  
Researcher  
Doctoral Student - UKZN



University of KwaZulu-Natal  
School of Public Administration and Development Management

Researcher: Moonira Khan  
[Moonira.Khan@uct.ac.za](mailto:Moonira.Khan@uct.ac.za)  
Tel (021) 6503535

Supervisor: Dr Pregala Pillay  
[pillaype@ukzn.ac.za](mailto:pillaype@ukzn.ac.za)  
Tel (031) 2607951

---

Date: 17 November 2010

Dr Llewellyn MacMaster  
Dean of Student Affairs  
University of Stellenbosch  
Private Bag X1  
Matieland 7602

Dear Dr MacMaster

PERMISSION TO CONDUCT RESEARCH TOWARDS A DOCTORAL DEGREE

My name is Moonira Khan; I am a doctoral student at the School of Public Administration and Development Management, UKZN, and my study is in the discipline of Public Administration.

I am employed at the University of Cape Town as the executive director of Student Affairs.

Through this letter, I respectfully request permission to conduct my doctoral research study at the University of Stellenbosch. My research study is towards the D.Admin degree and the study is entitled '*Student Governance in Higher Education Institutions in the Western Cape: A Case Study*'.

The study will focus on the role, contributions and impact of student governance in higher education institutions and the research is to be conducted at CPUT; UCT; US and UWC.

Whilst this study is located in the Western Cape region, it is hoped that the findings of this study will also benefit, through application, other national and international institutions of higher learning. In addition, it is also envisaged for this study to benefit policy-makers and practitioners in making judgments that may bring about improvements for student leaders in governance positions, and for good governance.

This study requires the voluntary participation of the Dean of Student Affairs, and, student leaders in governance positions. Participation in this study is voluntary and participants may withdraw their participation in the study at any time without consequence. All participants will be required to complete an 'informed consent form' prior to participating in the research. In addition, all participants will be provided with a 'participants rights form' to ensure that the participants are well briefed about the research and their rights to privacy, confidentiality and anonymity, full disclosure about the research details, and their right not to be harmed in any manner. There are no costs to the participants and there is no monetary payment for participation.

For the purpose of this study, reference to 'student leaders in governance positions' includes all of the following student governance constituencies (with the appreciation that the nomenclature may vary between institutions): (i) SRC; (ii) Student Assembly/Parliament; (iii) Student Residence/House Committees; and (iv) Student Societies, Sports Codes and Development Agencies.

The data collection methods for this study will include:

- A questionnaire survey to be completed by student leaders in governance positions. The questionnaire should take approximately 30 minutes to complete. It is envisaged that the questionnaire will be sent to the student governance leaders in governance positions.
- A focus group interview will be conducted with student leaders in governance positions. The interview should take approximately 60 minutes to conclude.
- An interview with the Dean of Student Affairs. This interview should take approximately 60 minutes to conclude.
- A study of any relevant documentation/ information that the Dean of Student Affairs and/or the student leaders may wish to provide to the researcher for consideration with the aim of contextualizing student governance at your institution, for example: the SRC Constitution, Student Assembly/Parliament Constitution; student governance framework etc.

It is envisaged that the questionnaire will be distributed to and collected from the participants/student leaders in governance positions at set distribution points and times (to be agreed with you or your nominee) at your university, unless an electronic distribution system exists.

It is envisaged that the focus group interviews will be conducted in a quiet setting (e.g. classroom, or meeting room to be advised in consultation with you or your nominee) at a venue at the university and at a convenient date and time suited to the student leadership in governance positions. A small group of student leaders will be invited to this interview.

The interview with the Dean of Student Affairs is envisaged to be conducted at the Dean's office or other suitable venue at a date and time to your convenience. Any documents provided to the researcher will inform a document survey to expand the researcher's understanding and knowledge.

Individual and group responses received from all participants will remain strictly confidential and at no time will the identities of the participants be revealed. No costs will be incurred by the respondents and no monetary contributions will be made to respondents. All data will be stored in line with the ethical protocols of UKZN.

The results of the questionnaire and the focus group discussion will be pooled to inform the analysis of this study. Should this study or any part thereof be published, only pooled results will be documented and no personal individually identifiable information will be published. The anonymity and confidentiality of participants is assured as this research does not seek to establish findings that allude to individuals and is instead focused on general themes, patterns and trends of information of a group.

Your approval to conduct this study will be greatly appreciated and should you have any questions or concerns I will be pleased to have an opportunity to attend to this. My contact email address is [Moonira.Khan@uct.ac.za](mailto:Moonira.Khan@uct.ac.za).

Thank you for your time and attention and I look forward to your reply.

Kind regards



Researcher  
Doctoral Student - UKZN



University of KwaZulu-Natal  
School of Public Administration and Development Management

Researcher: Moonira Khan  
[Moonira.Khan@uct.ac.za](mailto:Moonira.Khan@uct.ac.za)  
Tel (021) 6503535

Supervisor: Dr Pregala Pillay  
[pillaype@ukzn.ac.za](mailto:pillaype@ukzn.ac.za)  
Tel (031) 2607951

Date: 25 October 2010

Ms Sindi Ntshongwana  
Acting Executive Director, Student Affairs  
Director: Student Funding & Administration  
Department of Student Affairs  
University of Cape Town  
Email: [Sindi.Ntshongwana@uct.ac.za](mailto:Sindi.Ntshongwana@uct.ac.za)

Dear Ms Ntshongwana

PERMISSION TO CONDUCT RESEARCH TOWARDS A DOCTORAL DEGREE

My name is Moonira Khan; I am a doctoral student at the School of Public Administration and Development Management, UKZN, and my study is in the discipline of Public Administration.

I am employed at the University of Cape Town as the executive director of Student Affairs.

Through this letter, I respectfully request permission to access student leaders in student governance structures to conduct my doctoral research study at the University of Cape Town. My research study is towards the D.Admin degree and the study is entitled '*Student Governance in Higher Education Institutions in the Western Cape: A Case Study*'.

The study will focus on the role, contributions and impact of student governance in higher education institutions and the research is to be conducted at CPUT; UCT; US and UWC.

Whilst this study is located in the Western Cape region, it is hoped that the findings of this study will also benefit, through application, other national and international institutions of higher learning. In addition, it is also envisaged for this study to benefit policy-makers and practitioners in making judgments that may bring about improvements for student leaders in governance positions, and for good governance.

This study requires the voluntary participation of the Dean of Student Affairs, and, student leaders in governance positions. Participation in this study is voluntary and participants may withdraw their participation in the study at any time without consequence. All participants will be required to complete an 'informed consent form' prior to participating in the research. In addition, all participants will be provided with a 'participants rights form' to ensure that the participants are well briefed about the research and their rights to privacy, confidentiality and anonymity, full disclosure about the research details, and their right not to be harmed in any manner. There are no costs to the participants and there is no monetary payment for participation.

For the purpose of this study, reference to 'student leaders in governance positions' includes all of the following student governance constituencies (with the appreciation that the nomenclature may vary between institutions): (i) SRC; (ii) Student Assembly/Parliament; (iii) Student Residence/House Committees; and (iv) Student Societies, Sports Codes and Development Agencies.

The data collection methods for this study will include:

- A questionnaire survey to be completed by student leaders in governance positions. The questionnaire should take approximately 30 minutes to complete. It is envisaged that the questionnaire will be sent to the student governance leaders in governance positions.
- A focus group interview will be conducted with student leaders in governance positions. The interview should take approximately 60 minutes to conclude.
- An interview with the Dean of Student Affairs. This interview should take approximately 60 minutes to conclude.
- A study of any relevant documentation/ information that the Dean of Student Affairs and/or the student leaders may wish to provide to the researcher for consideration with the aim of contextualizing student governance at your institution, for example: the SRC Constitution, Student Assembly/Parliament Constitution; student governance framework etc.

It is envisaged that the questionnaire will be distributed to and collected from the participants/student leaders in governance positions at set distribution points and times (to be agreed with you or your nominee) at your university, unless an electronic distribution system exists.

It is envisaged that the focus group interviews will be conducted in a quiet setting (e.g. classroom, or meeting room to be advised in consultation with you or your nominee) at a venue at the university and at a convenient date and time suited to the student leadership in governance positions. A small group of student leaders will be invited to this interview.

The interview with the Dean of Student Affairs is envisaged to be conducted at the Dean's office or other suitable venue at a date and time to your convenience. Any documents provided to the researcher will inform a document survey to expand the researcher's understanding and knowledge.

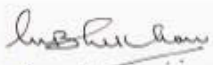
Individual and group responses received from all participants will remain strictly confidential and at no time will the identities of the participants be revealed. No costs will be incurred by the respondents and no monetary contributions will be made to respondents. All data will be stored in line with the ethical protocols of UKZN.

The results of the questionnaire and the focus group discussion will be pooled to inform the analysis of this study. Should this study or any part thereof be published, only pooled results will be documented and no personal individually identifiable information will be published. The anonymity and confidentiality of participants is assured as this research does not seek to establish findings that allude to individuals and is instead focused on general themes, patterns and trends of information of a group.

Your approval to conduct this study will be greatly appreciated and should you have any questions or concerns I will be pleased to have an opportunity to attend to this. My contact email address is [Moonira.Khan@uct.ac.za](mailto:Moonira.Khan@uct.ac.za).

Thank you for your time and attention and I look forward to your reply.

Kind regards



Researcher  
Doctoral Student - UKZN



University of KwaZulu-Natal  
School of Public Administration and Development Management

Researcher: Moonira Khan  
[Moonira.Khan@uct.ac.za](mailto:Moonira.Khan@uct.ac.za)  
Tel (021) 6503535

Supervisor: Dr Pregala Pillay  
[pillaype@ukzn.ac.za](mailto:pillaype@ukzn.ac.za)  
Tel (031) 2607951

Date: 22 November 2010

Professor Renfrew Christie  
Dean of Research  
University of the Western Cape  
Email: [rchristie@uwc.ac.za](mailto:rchristie@uwc.ac.za) / Tel (021) 9592949 / Fax (021) 959 3170

Secretary: Ms Heather Williams  
Email: [hwilliams@uwc.ac.za](mailto:hwilliams@uwc.ac.za) / Tel: (021) 959 2948

Dear Professor Christie

PERMISSION TO CONDUCT RESEARCH TOWARDS A DOCTORAL DEGREE

My name is Moonira Khan; I am a doctoral student at the School of Public Administration and Development Management, UKZN, and my study is in the discipline of Public Administration.

I am employed at the University of Cape Town as the executive director of Student Affairs.

Through this letter, I respectfully request permission to conduct my doctoral research study at the University of the Western Cape. Hence I hereby apply for registration of my research project and for ethical clearance. My study is towards the Doctor of Administration (D.Admin) degree and the study is entitled '*Student Governance in Higher Education Institutions in the Western Cape: A Case Study*'.

The study will focus on the role, contributions and impact of student governance in higher education institutions and the research is to be conducted at UWC, US, UCT and CPUT.

Whilst this study is located in the Western Cape region, it is hoped that the findings of this study will benefit, through application, other national and international institutions of higher learning. In addition, it is also envisaged for this study to benefit policy-makers and practitioners in making judgments that may bring about improvements for student leaders in governance positions, and for good governance.

For the purpose of this study, reference to 'student leaders in governance positions' includes all of the following student governance constituencies (with the appreciation that the nomenclature may vary between institutions): (i) SRC; (ii) Student Assembly/Parliament; (iii) Student Residence/House Committees; and (iv) Student Societies, Sports Codes and Development Agencies.

The data collection methods for this study will include four methods:

- A questionnaire survey to be completed by student leaders in governance positions. It take approx. 30 minutes to complete.
- A focus group interview will be conducted with student leaders in governance positions. The interview should take approx. 60 minutes to conclude.
- An interview with the DVC of Student Affairs which should take approx. 60 minutes to conclude.

- A document study of any relevant documentation provided by the DVC of Student Affairs and/or the student leaders for the researcher to consider with the aim of contextualizing student governance this institution. The documents may include for example: SRC Constitution, Student Assembly/Parliament Constitution; student governance framework, etc.

Regarding practical logistical arrangements for the research this will be done in consultation with the DVC regarding the distribution and collection of the questionnaire at set distribution points and times unless an electronic distribution option exists.

For the focus group interview, this will be conducted by prior arrangement and consultation, at a quiet setting (e.g. classroom, or meeting room to be advised in consultation with you or your nominee) at a venue at the university, at a convenient date and time suited to the student leaders. A small group of student leaders will be invited to this interview.

The interview with the DVC of Student Affairs is envisaged to be conducted at the DVC's office or other suitable venue at a date and time to the convenience of the DVC. Any documents provided to the researcher will inform a document survey to expand the researcher's understanding and knowledge.

The researcher is committed to conducting this research in accordance with strict ethical protocols and guidelines of internationally acceptable standards. An ethics statement is attached indicating the researchers accountability and commitment to this end. Participation in this study is voluntary and participants may withdraw their participation in the study at any time without consequence. All participants will be required to complete an 'informed consent form' prior to participating in the research. In addition, all participants will be provided with a 'participants rights form' to ensure that the participants are well briefed about the research and their rights to privacy, confidentiality, anonymity and their right to be protected from harm. There are no costs to the participants and there is no monetary payment for participation.

The results of the questionnaire, focus group discussion and interview will be pooled to inform the analysis of this study, in addition to information gleaned from the document study. Should this study or any part thereof be published as the thesis or as articles for peer review, only pooled results will be documented and no personal individually identifiable information will be published. The privacy, anonymity and confidentiality of participants is assured as this research does not seek to establish findings that allude to individuals and is instead focused on general themes, patterns and trends of information of a group.

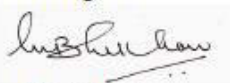
The document compact for this application includes: (a) (this) Letter of introduction and application (b) Completed UWC SR1 Form (c) Research Proposal (d) Ethics Statement (e) Questionnaire survey for students (f) Group Interview Schedule for student leaders and, (g) Individual Interview Schedule for staff.

I shall appreciate your consideration and your approval to conduct this study will be greatly appreciated. My contact email is : [Moonira.Khan@uct.ac.za](mailto:Moonira.Khan@uct.ac.za).

Thank you for your consideration.

I look forward to your reply.

Kind regards



Moonira Khan  
Researcher  
Doctoral Student - UKZN

## APPENDIX D: LETTER OF INFORMED CONSENT FOR INTERVIEWS



UNIVERSITY OF KWA-ZULU NATAL  
SCHOOL OF PUBLIC ADMINISTRATION & DEVELOPMENT MANAGEMENT  
FACULTY OF LAW AND MANAGEMENT STUDIES

**Researcher: Moonira Khan**  
[Moonira.Khan@uct.ac.za](mailto:Moonira.Khan@uct.ac.za)  
Tel: (021) 6503535

**Research Office: Ms P Ximba**  
Tel: (031) 2603687

**Supervisor: Dr Pregala Pillay**  
[pillaype@ukzn.ac.za](mailto:pillaype@ukzn.ac.za)  
Tel: (031) 260 7951

---

**Dear Participant**

### RESEARCH INFORMATION, RESEARCH PARTICIPANT'S RIGHTS AND INFORMED CONSENT

My name is Moonira Khan; I am a Doctoral student at the School of Public Administration and Development Management at the University of KwaZulu-Natal and am studying towards a doctoral degree. I will appreciate your participation in this study, by completing the research questionnaire attached. Your responses and information are viewed as strictly confidential and will be protected as such. The study is entitled '***Student Governance in Higher Education Institutions in the Western Cape: A Case Study.***' The study will be conducted at four sites i.e. CPUT, SU, UCT and UWC.

You have been specifically identified as a key stakeholder group identified for this study. The study will explore the student leadership roles in student governance at the four universities in the Western Cape. The purpose of the study is to determine the role and contributions of student leaders to student governance and towards the democratisation of universities. .

The research methodology and data collection methods for this study include the use of a questionnaire survey for student leaders, a focus group interview with student leaders and, an individual interview with managers /key staff from student affairs, at the four universities.

### INFORMED CONSENT

The information provided to you in this letter is to provide you with information about this study, to seek your informed consent for your voluntarily participation in this study through your individual consent. The researcher assures your confidentiality, anonymity and privacy. The researcher assures you that the research findings will not be personally identifiable to you, and that information will be provided through the trends, themes and patterns. Hence, no personally identifiable individual information will be reported on and will not be traceable to you.



The time for each survey is estimated as advised:

- Questionnaire survey, for student leaders - 30 minutes.
- Focus group interview survey for student leaders - 60 to 90 minutes.
- Individual interviews with the Deans of Student Affairs - 60 to 90 minutes.

Your voluntary participation will be appreciated and will make a significant contribution to my study, which is anticipated to be of benefit to student governance practices, knowledge and insights within the higher education context. Thank you for your participation and contribution to the survey.

**I CONFIRM THAT:**

- I have been informed that my participation is voluntary, that I may withdraw from participation at any time without any compromise to me.
- I am aware of the contact details of the researcher and the research officer.
- I understand that in event a research assistant is used, the researcher will remain accountable for this research as the primary investigator.
- Any information from this research study that personally identifies me will not be disclosed.
- In event that audio tapes are used for data collection purpose for this research, I consent  do not consent  to being recorded.
- My responses that as captured in writing, via an online survey or via an audio recording will only be viewed by/listened to by the researcher, as well as the technical assistant for online responses.
- I understand that I will not receive payment for my participation.
- My signature means: I am given a copy of the 'Informed consent letter', that I agree to participate in this research study and that I accept the above terms.

**PARTICIPANTS RIGHTS AND CONSENT FORM**

I (Name and Surname) .....hereby confirm that I understand the contents of this document and the nature of the study. I consent to voluntarily participating in the research study by completing the research questionnaire. I accept that my identity and responses will not be personally identifiable and that my privacy, confidentiality and anonymity will be respected.

---

**Signature of Participant** **Date**

---

**Student No / Staff Designation** **Email / Mobile**

## APPENDIX E: LETTER OF INFORMED CONSENT – FOR ONLINE QUESTIONNAIRE



UNIVERSITY OF KWA-ZULU NATAL  
SCHOOL OF PUBLIC ADMINISTRATION & DEVELOPMENT MANAGEMENT  
FACULTY OF LAW AND MANAGEMENT STUDIES

**Researcher: Moonira Khan**

[Moonira.Khan@uct.ac.za](mailto:Moonira.Khan@uct.ac.za)

Tel: (021) 6503535

**Research Office: Ms P Ximba**

Tel: (031) 2603687

**Supervisor: Dr Pregala Pillay**

[pillaype@ukzn.ac.za](mailto:pillaype@ukzn.ac.za)

Tel: (031) 2607951

---

Dear Participant

My name is Moonira Khan; I am a doctoral student and am researching the role and contributions of student governance within higher education institutions. My research is titled '***Student Governance in Higher Education Institutions in the Western Cape, South Africa - A Case Study***'.

The research sites for this study will include students from Cape Peninsula University of Technology (CPUT), University of Cape Town (UCT), University of the Western Cape (UWC) and Stellenbosch University (UWC). I have obtained the necessary ethics clearance and approval to access students from each institution.

I shall greatly appreciate your assistance with this research by asking you to take the online survey questionnaire attached to the survey link provided below, and for which you need to be connected to the internet to take the survey.

By sharing your views through the survey, you will contribute to a much needed area of research in student governance and leadership in relation to the democratisation of higher education institutions and the quality of support for student leaders.

Your participation in this survey is voluntary and the researcher assures your confidentiality, privacy and anonymity. The information obtained by the survey responses will not be identifiable to you, as presentation of the information will be through the themes, trends and patterns.

By completing and submitting this survey, you are acknowledging that your participation in this survey has been of your own free will, and after you click on the survey link, an online consent form is included prior to you undertaking the survey. The survey is organised in four themes. Please read the instructions carefully.

Take the survey <http://take-survey.com/uctscs/RQ.htm>.

Thank you for your consideration.

Kind regards

Moonira Khan,

Doctoral Student,

School of Public Administration & Development Management

UKZN

## APPENDIX F: QUESTIONNAIRE

### QUESTIONNAIRE SURVEY FOR STUDENT LEADERS

Take the survey <http://take-survey.com/uctscs/RQ.htm>.

#### SECTION A - GENERAL INFORMATION

CODE	A.1 Gender	
A1-1	Male	<input type="checkbox"/>
A1-2	Female	<input type="checkbox"/>

A.2 Age range				
A2-1	A2-2	A2-3	A2-4	A2-5
<19 yrs or less <input type="checkbox"/>	20 - 21yrs <input type="checkbox"/>	22 - 23 yrs <input type="checkbox"/>	24 - 26 yrs <input type="checkbox"/>	> 26 years <input type="checkbox"/>

A.3 Race					
A3-1	A3-2	A3-3	A3-4	A3-5	A3-6
Black <input type="checkbox"/>	Coloured <input type="checkbox"/>	Indian <input type="checkbox"/>	White <input type="checkbox"/>	Other <input type="checkbox"/>	Decline <input type="checkbox"/>

A.4 Nationality	
A4-1	A4-2
South African <input type="checkbox"/>	Other, <input type="checkbox"/> please specify:

A.5 Home Language		
A5-1	A5-2	A5-3
English <input type="checkbox"/>	Afrikaans <input type="checkbox"/>	Other <input type="checkbox"/> please specify

A.6 University at which you are studying		
A6-1	University of Cape Town (UCT)	<input type="checkbox"/>
A6-2	Cape Peninsula University of Technology (CPUT)	<input type="checkbox"/>
A6-3	University of the Western Cape (UWC)	<input type="checkbox"/>
A6-4	University of Stellenbosch (US)	<input type="checkbox"/>

A.7 Faculty at which you are a student		
A7-1	Health Science	<input type="checkbox"/>
A7-2	Commerce	<input type="checkbox"/>
A7-3	Engineering	<input type="checkbox"/>

<b>A7-4</b>	Humanities							<input type="checkbox"/>
<b>A7-5</b>	Law							<input type="checkbox"/>
<b>A7-6</b>	Science							<input type="checkbox"/>
<b>A7-7</b>	Other							<input type="checkbox"/>
<b>A.8 Current level of study and year of study?</b>								
<b>Degree</b>		<b>Year of study at university</b>						
		<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup> plus</b>	
<b>A8-1</b>	Undergraduate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A8-2</b>	Honours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A8-3</b>	Masters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A8-4</b>	PhD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A8-5</b>	<i>Other. Please specify.</i>							
<b>A.9 Current and past student governance position/s held by you?</b>								
<b>A9-1</b>	Student Representative Council							<input type="checkbox"/>
<b>A9-2</b>	Student Assembly or Parliament							<input type="checkbox"/>
<b>A9-3</b>	Student residence							<input type="checkbox"/>
<b>A9-4</b>	Student society							<input type="checkbox"/>
<b>A9-5</b>	Student club							<input type="checkbox"/>
<b>A9-6</b>	Student academic							<input type="checkbox"/>
<b>A9-7</b>	Class representative							<input type="checkbox"/>
<b>A9-8</b>	Student development agencies							<input type="checkbox"/>
<b>A9-9</b>	Student post graduate structures							<input type="checkbox"/>
<b>A9-10</b>	Council representative							<input type="checkbox"/>
<b>A9-11</b>	Senate representative							<input type="checkbox"/>
<b>A9-12</b>	Institutional Forum representative							<input type="checkbox"/>
<b>A9-13</b>	Student Affairs representative							<input type="checkbox"/>
<b>A9-14</b>	Transformation representative							<input type="checkbox"/>
<b>A9-15</b>	Student campus radio							<input type="checkbox"/>
<b>A10-16</b>	Student campus publication							<input type="checkbox"/>
<b>A10-17</b>	President <input type="checkbox"/> Chairperson <input type="checkbox"/> Secretary-General <input type="checkbox"/> Deputy <input type="checkbox"/>							
<b>A10-18</b>	Exco member of student committees							<input type="checkbox"/>
<b>A10-19</b>	Member of student committees							<input type="checkbox"/>
<b>A10-20</b>	Other							<input type="checkbox"/>

**SECTION B - STUDENT GOVERNANCE SUPPORT**

<b>B.1 How often and from whom do you access support as a student leader?</b>						
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
		<b>All the time</b>	<b>Most of the time</b>	<b>Some of the time</b>	<b>Seldom</b>	<b>Never</b>
<b>B1-1</b>	SRC member/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1-2</b>	My fellow team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1-3</b>	Mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1-4</b>	Student Affairs staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1-5</b>	Friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1-6</b>	Able to solve own problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1-7</b>	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1-8</b>	How often do you meet with your student constituency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>B.2 Support measures provided to student leaders includes the following:</b>						
<b>Resources</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
		<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral or Undecided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>B2-1</b>	Funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B2-2</b>	Support from student affairs staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B2-3</b>	Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B2-4</b>	Orientation & Induction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B2-5</b>	.Office space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B2-6</b>	Computers and connectivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B2-7</b>	Resource directory - who student can access for assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B2-8</b>	Other:					

<b>B.2 Support measures provided to student leaders includes the following:</b>						
<b>Resources</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
		<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral or Undecided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>B2-9</b>	<i>In your view, in brief, what are the most basic and immediate resourcing improvements the institution needs to make to support student leaders in governance structures.</i>					

<b>B.3 In your view how would you rate the following university officials as being supportive to the students</b>						
<b>Supportive to students</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
		<b>Always</b>	<b>Mostly</b>	<b>Neutral</b>	<b>Seldom</b>	<b>Do not know</b>
<b>B3-1</b>	Council Chairperson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B3-2</b>	Vice Chancellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B3-3</b>	Deputy Vice Chancellor for Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B3-4</b>	Dean or Executive Director of Student Affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B3-5</b>	Director / Manager of Student Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B3-6</b>	Director / Manager of Student Governance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B3-7</b>	<i>Please complete the sentence. What we really want from management is ...</i>					

<b>B.4 Do you know the names of the following individuals at your institution?</b>			
		<b>1</b>	<b>2</b>
		<b>Know</b>	<b>Do Not Know</b>
<b>B4-1</b>	SRC President	<input type="checkbox"/>	<input type="checkbox"/>
<b>B4-2</b>	Student Assembly/ Parliament Chairperson	<input type="checkbox"/>	<input type="checkbox"/>
<b>B4-3</b>	SRC Secretary-General	<input type="checkbox"/>	<input type="checkbox"/>
<b>B4-4</b>	Student Residence Chairperson/ Head/Coordinator	<input type="checkbox"/>	<input type="checkbox"/>
<b>B4-5</b>	Student Society Chairperson/Head/Coordinator	<input type="checkbox"/>	<input type="checkbox"/>

<b>B4-6</b>	Chairperson of Council	<input type="checkbox"/>	<input type="checkbox"/>
<b>B4-7</b>	Chairperson of Senate	<input type="checkbox"/>	<input type="checkbox"/>
<b>B4-8</b>	Chairperson of the Institutional Forum	<input type="checkbox"/>	<input type="checkbox"/>
<b>B4-9</b>	Vice-Chancellor/ Rector	<input type="checkbox"/>	<input type="checkbox"/>
<b>B4-10</b>	Registrar of University	<input type="checkbox"/>	<input type="checkbox"/>
<b>B4-11</b>	Deputy Vice Chancellor for Students	<input type="checkbox"/>	<input type="checkbox"/>
<b>B4-12</b>	Dean or Executive Director for Student Affairs.	<input type="checkbox"/>	<input type="checkbox"/>
<b>B4-13</b>	Director / Manager of Student Governance	<input type="checkbox"/>	<input type="checkbox"/>
<b>B4-14</b>	Other:		

<b>SECTION C - GOVERNANCE AND DEMOCRACY</b>
---

<b>C.1 What is your opinion about the SRC elections at your institution?</b>			
		<b>1</b>	<b>2</b>
		<b>Agree</b>	<b>Undecided</b>
<b>C1-1</b>	Free	<input type="checkbox"/>	<input type="checkbox"/>
<b>C1-2</b>	Fair	<input type="checkbox"/>	<input type="checkbox"/>
<b>C1-3</b>	Don't know	<input type="checkbox"/>	
<b>C1-4</b>	Not interested	<input type="checkbox"/>	
<b>C1-5</b>	<p><i>Explain briefly what in your view does governance mean to you as a student leader?</i></p> <p><i>To me it means that...</i></p>		
<b>C1-6</b>	<p><i>In practical terms, which two to three measures are in place for students to co-govern?</i></p> <p><i>(For example - through committee involvement, serving on governance structures such as Council, Senate, and involvement in policy development or consultation?).</i></p>		

<b>C1-7</b>	<p><i>Deliberative democracy is sometimes described as having healthy democratic habits and practices. In your view, are students at your institution included in discussions and decisions about key policies and resource allocation.</i></p> <p><i>(For example: access, admissions, fees, residence accommodation, budget allocation, administrative support, office space, office supplies, classroom facilities, library facilities, support service hours, recruitment of executive managers, and the recruitment of deans of faculties).).</i></p> <p><i>Please comment.</i></p>
-------------	--

<b>C.2 What is your opinion on the following statements on institutional governance?</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
		<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral or Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>C2-1</b>	Good governance is about doing the right thing, by living within the university rules and the law, and being aware of what constitutes bad governance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C2-2</b>	The SRC is corrupt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C2-3</b>	Some of my governance team members are corrupt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C2-4</b>	University senior management are corrupt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C2-5</b>	Cooperative governance requires students and management to take institutional decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



C2-6	Cooperative governance means that we may give our opinions to inform or influence institutional decisions, by making sure our voices are heard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2-7	At my institution we have a co-operative governance charter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2-8	At my institution we have a written document that sets out the cooperative governance framework agreement between the SRC and the university management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2-9	The university should ban participation in the SRC elections if made under the banner of a political party.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2-10	<p><i>Explain what co-operative governance means to you as a student leader?</i></p> <p>C.2-11 - <i>Does it mean students ought to be taking decisions that are usually taken by management? <b>Yes / No</b></i></p> <p>C2-12 - <i>Does it mean that students must influence how management take decision, but leave the decisions to management? <b>Yes/No</b></i></p> <p>C2-13 - <i>Put simply, should students play a role in co-governing affairs of the university? <b>Yes/ No</b></i></p> <p><i>Please comment.</i></p>					

<b>C.3 What is your opinion on the following statements on student governance?</b>						
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
		<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral / Undecided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>C3-1</b>	Student governance structures make a difference to the lives of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C3-2</b>	Student governance structures are a waste of time and effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C3-3</b>	Our student governance structure exposes student leaders to new experiences and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C3-4</b>	The SRC at my institution has a clear sense of purpose, it addresses pertinent issues that affect students, and carries my support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C3-5</b>	This university has a clear sense of purpose through its vision, mission, values and strategic institutional objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C3-6</b>	The university management takes the views and contributions of its SRC seriously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C3-7</b>	As a student governance leader, I feel listened to and taken seriously by the university management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C3-8</b>	<i>Should student leaders play a bigger role in the management of the university? Please explain.</i>					
<b>C3-9</b>	<i>Good governance...</i>					
<b>C3-10</b>	<i>Bad governance...</i>					

## SECTION D – STATEMENTS

Please read each statement carefully and **select only one answer, as per the rating scale** by placing a tick ✓ or an **X** in the relevant box .

No	STATEMENTS	SCALE				
		1	2	3	4	5
		Strongly agree	Agree	Neutral or undecided	Disagree	Strongly disagree
<b>D1-1</b>	A university has a community and a 'citizenship' that live and work in it, like other communities, it must be democratically governed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-2</b>	The university's support for student governance is positively experienced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-3</b>	Students get sufficient information from management to participate in student fee related discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-4</b>	Management takes student governance structures seriously and consults on key issues with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-5</b>	Students do not have the competence to make decisions that concern the university and this should be left to the university management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-6</b>	Student representation in university governance structures is more about a space for personal leadership skills development, than for decision-making on institutional issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	STATEMENTS	SCALE				
		1	2	3	4	5
		Strongly agree	Agree	Neutral or undecided	Disagree	Strongly disagree
D1-7	The university's main purpose is to meet the national higher education goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-8	The university's main purpose is to advance academic teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-9	The university's main purpose is to conduct and promote research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-10	The university should not tolerate religious or faith based student societies on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-11	Students must be consulted by management on key issues, but management must take the decision and be held accountable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-12	Students need to show more respect for the university authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-13	The campus student newspapers should report more about how the university is managed and name and shame corrupt staff and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-14	Students must have equal rights and powers to participate in university decision-making processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	STATEMENTS	SCALE				
		1	2	3	4	5
		Strongly agree	Agree	Neutral or undecided	Disagree	Strongly disagree
<b>D1-15</b>	A university is like a business, it must be run efficiently, generate profit and dismiss non-performers so that students as clients get the best value for their money, and where complaints are attended to like any / other service provider.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-16</b>	The Senate supports transformation of the institution, through policy contributions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-17</b>	The Council as the highest decision-making body of the university is trusted and respected by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-18</b>	The Vice-Chancellor/ Principle / Rector of the university is widely respected and trusted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-19</b>	Students should spend more time on their studies and less time in university management meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-20</b>	Students should play a key role in the appointment of a Vice-Chancellor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-21</b>	The Academic staff in my experience performs their job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-22</b>	Students get value for money at our university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	STATEMENTS	SCALE				
		1	2	3	4	5
		Strongly agree	Agree	Neutral or undecided	Disagree	Strongly disagree
<b>D1-23</b>	The appointment of senior management i.e. Vice-Chancellor, Deputy-Vice Chancellors, Deans and Executive Directors is a management function and students should not get involved in this.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-24</b>	Student campus radio addresses vital student issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-25</b>	The student campus newspaper / portal of information is well respected by students for its content value.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-26</b>	For me, student governance is a vital part of student rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-27</b>	Student governance structures allow me to interface with management on key student issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-28</b>	Student governance is irrelevant, because students can rally and contribute to change without being in student governance structures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-29</b>	I am interested in, and keep up to date on the internal and external politics via the media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-30</b>	I am not interested in campus matters and external politics of the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-31</b>	I am close to a political organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-32</b>	I feel close to the SRC.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-33</b>	I feel close to the Student Assembly/Parliament.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	STATEMENTS	SCALE				
		1	2	3	4	5
		Strongly agree	Agree	Neutral or undecided	Disagree	Strongly disagree
D1-34	I am interested in public affairs (e.g. politics and government).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-35	I regularly update my personal social blogs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-36	I keep up to date on public affairs (politics and government), online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-37	I do not have time for public affairs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-38	I am not interested in social blogging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-39	Students do have a strong voice in this institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-40	I do not have time for anything else on campus; I came here to study, to get my qualification and to get out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-41	Student governance offers me an opportunity to develop my ambitions in politics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-42	Student governance offers me an opportunity to develop my skills for the world of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-43	Student governance offers me a platform for my personal values to be used in service to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-44	Student governance offers me an opportunity to aspire to my leadership ambitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-45	Students should show more respect for university authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1-46	Government should be more directly involved in the affairs of students at universities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	STATEMENTS	SCALE				
		1	2	3	4	5
		Strongly agree	Agree	Neutral or undecided	Disagree	Strongly disagree
<b>D1-47</b>	Students have a critical role to play to inform policies and practices to better support students at risk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-48</b>	SRC elections are a waste of time; we need to adopt an alternate approach to student representation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1-49</b>	<i>In summary, what are your views on student governance?</i>					
<b>D1-50</b>	<i>In your view, does the university leadership listen to the voices of student leaders?</i>					
<b>D1-51</b>	<i>Provide two suggestions to assist student leaders overcome difficulties in student structures?</i>					
<b>D1-52</b>	<i>What two issues pose difficulties to student leaders in student structures?</i>					
<b>D1-53</b>	<i>What two things do you like least about your university?</i>					
<b>D1-54</b>	<i>What two things do you like most about your university?</i>					
<b>D1-55</b>	<i>If you could change any two things at your university, what would this be?</i>					
<b>D1-56</b>	<i>Do you intend to undertake further study at this university?</i>					
<b>D1-57</b>	<i>Do you aspire to one day work at this university?</i>					
<b>D1-58</b>	<i>Any other comments?</i>					

***Thank you for your time, your participation and for your invaluable contribution.***



## APPENDIX G: STUDENT INTERVIEWS

### Questionnaire guideline for the focus group interview with student leaders

The purpose of this interview is to solicit information from key student leaders as role players regarding their experience of student governance at their institution. The information provided will assist in identifying and describing the current student governance culture. The interview schedule should take approximately 60 minutes to conclude. All information and disclosures are strictly confidential. Confidentiality, privacy and anonymity of participants are assured. Thank you for affording me the opportunity to interview you.

<b>A. GENERAL INFORMATION</b>	
A1. List positions held by you in student governance structures at your institution up to now	
A2. Race:	(a) Black <input type="checkbox"/> (b) Coloured <input type="checkbox"/> (c) Asian <input type="checkbox"/> (d) Indian <input type="checkbox"/> (e). White <input type="checkbox"/> (f) Decline to respond <input type="checkbox"/>
A 3. Gender:	(a) Female <input type="checkbox"/> (b) Male <input type="checkbox"/> (c) Decline to respond <input type="checkbox"/>
A 4. Home Language :	
A 5. Nationality:	
A 6. Age :	
A 7. Academic year of study:	(a) Undergraduate <input type="checkbox"/> a ) Postgraduate: (b.1) Honours <input type="checkbox"/> (b.2) Masters <input type="checkbox"/> (b.3) Doctorate <input type="checkbox"/>
A 8. Faculty at which you are registered for academic study	(a) Humanities <input type="checkbox"/> (b) Health Sciences <input type="checkbox"/> (c) Engineering <input type="checkbox"/> (d) Science <input type="checkbox"/> (e) Law <input type="checkbox"/> (f) Commerce <input type="checkbox"/>
A 9. Number of <u>years of experience</u> in student governance structures in HEI	(a) 0 - 12 months <input type="checkbox"/> (b) 13 - 24 months <input type="checkbox"/> (c)24 - 36 months <input type="checkbox"/> (d) 37 months or more <input type="checkbox"/>
A 10. Number of student governance <u>positions</u> held by you either in the same year or over more than one year?	(a) 1 <input type="checkbox"/> (b) 2 <input type="checkbox"/> (c) 3 <input type="checkbox"/> (d) 4 <input type="checkbox"/> (e) 5 or more positions <input type="checkbox"/>
A 11. Institution at which you are studying:	(a) UCT <input type="checkbox"/> (b) CPUT <input type="checkbox"/> (c) UWC <input type="checkbox"/> (d) US <input type="checkbox"/>
A 12. What was the key motivator for your involvement in student governance – select only one option.	(a) To improve my CV <input type="checkbox"/> (b) to learn <input type="checkbox"/> (c) political aspiration <input type="checkbox"/> (d) to serve others <input type="checkbox"/> (e) to develop leadership skills <input type="checkbox"/> (f) to make friends <input type="checkbox"/>
<b>B. EXPERIENCE GAINED IN STUDENT GOVERNANCE</b>	
B1. How has the student leadership experience influenced the student governance culture at your institution?	
B2. Describe some of the characteristics of the student governance leadership at your	

institution.
B3. What environmental factors have influenced your leadership style?
B4. What three insights do you consider you gained from this experience?
<b>C. STUDENT GOVERNANCE CULTURE</b>
C1. Describe the student governance culture at your institution.
C2. Does the student governance framework advance the student interest at your institution? Explain.
C3. What are the root causes of conflict at times in your team?
<b>D. STUDENT GOVERNANCE SUPPORT</b>
D1. In your opinion, what resources were provided by the institution to the student governance leaders or structures? Relate your own experience as student leader.
D2. In your view what are the influences that impact on effective student governance?
D3. What recommendations would you like to suggest to better support student governance leaders and structures?
<b>E. INSTITUTIONAL PRACTICE</b>
E1. How would you describe the current organizational culture i.e. attitudes, beliefs, values, customs and traditions of the institution?
E2. What approaches and/or practices of the student affairs team do you believe to be most helpful to you.
E3. What approaches or actions of staff impacted on your view regarding the most valued organizational practices?
E4. In your view, are institutional governance strategies and the student governance framework aligned to the institution's vision, mission and values? Explain.
<b>F. STUDENT PARTICIPATION AND INCLUSION</b>
F1. How successful have the student governance portfolio arrangements been to enable students to participate in issues of student interest e.g. SRC; Student Assembly/Parliament; Student residence structures; Student Societies, Sports Clubs and any other elected student governance structures.
F2. To what extent have the student governance structures been able to contribute to democratizing the institution through its own role and contributions? Explain.
F3. Describe and comment on the existing communication channels in place at your institution to engage with student governance.
F4. What is your opinion of the media coverage about student governance in the higher education institution and at your institution in particular?

<b>G. STUDENT POLITICS AND ELECTIONS</b>
<p>G1. How would you rate the election process for the SRC at your institution?</p> <p>(a) Excellent <input type="checkbox"/> (b) Very Good <input type="checkbox"/> (c) Satisfactory <input type="checkbox"/> (d) Poor <input type="checkbox"/> (e) Very Poor <input type="checkbox"/></p> <p>Reasons for your response?</p>
<p>G2. How would you rate the election process at which you were elected into office?</p> <p>(a) Excellent <input type="checkbox"/> (b) Very Good <input type="checkbox"/> (c) Satisfactory <input type="checkbox"/> (d) Poor <input type="checkbox"/> (e) Very Poor <input type="checkbox"/></p> <p>Reasons for your response?</p>
<p>G3. In your view should student governance structures be represented by</p> <p>(a) Independent nominations <input type="checkbox"/></p> <p>(b) Political organisations for e.g. ANCYL; DASO; SASCO; COPE; or any other. <input type="checkbox"/></p> <p>(c) Non-politically aligned public interest movements e.g. Social Justice, TAC: <input type="checkbox"/></p> <p>(d) Other? Please explain <input type="checkbox"/></p>
<b>H: ANY OTHER COMMENTS?</b>
<p>H1. Any other additional comments that you would like to make?</p>

***Thank you for your time, for your participation and for your invaluable contribution.***

## APPENDIX H: STAFF INTERVIEWS

### Questionnaire guideline for the semi-structured interview with senior staff from Student Affairs Departments

The purpose of this interview is to solicit information from the Deans (or equivalent) of the four higher education institutions in the Western Cape based on their experience of student governance at their institution. The information provided will assist in identifying and describing the current student governance culture. The interview should take approximately one hour to complete. All information and disclosures are strictly confidential. Thank you for affording me this interview.

<b>SECTION A: GENERAL INFORMATION</b>	
1.	What is your job title at this university?
2.	How long have you been in this position?
3.	How long have you been employed at this university?
4.	Who is accountable for student governance at your institution?
5.	What is the nomenclature of the 'student affairs' department that has a line management accountability and responsible for student governance?

<b>SECTION B: STUDENT PROFILE</b>	
1.	What is the size of the student population at this university?
2.	What is the size of the undergraduate student population?
3.	What is the size of the postgraduate student population?
4.	What number of students are South African students?
5.	What number of students are international students?
6.	What numbers of students are from the SADC region?

<b>SECTION C: STUDENT GOVERNANCE PROFILE</b>	
1.	Whilst there is only one SRC and one Student Assembly/Parliament, how many student societies and clubs exist at this institution?
2.	What is the tenure of office, commencement and completion dates for each of the following student governance structures?
	(a) SRC
	(b) Student Assembly/Parliament
	(c) Student Residence/House Committees
	(d) Student Organisations e.g. societies, clubs, sports codes, development agencies, etc.
	(e) Other student governance structures?
3.	How many student governance positions exist for the following student governance structures:
	(a) SRC
	(b) Student Assembly / Parliament
	(c) Student Residence / House Committees
	(d) Student Societies and Clubs
4.	What categories (using the correct nomenclature) of student governance structures exist at this university? For example: SRC; Residence /House Committees. Explain.
5.	If students are elected through an electoral process, describe how the electoral process briefly for the four governance structures i.e. SRC; Student Assembly/Parliament; Student Residence/House Committees; and Student Societies and Clubs.

<b>SECTION D: STUDENT GOVERNANCE MODEL / FRAMEWORK</b>	
1. Can you make a copy of the following documents based on the SRC; Student Assembly/Parliament; Residence / House Committee; Student Societies and Clubs available for the researcher's consideration?	
• Constitution	<input type="checkbox"/>
• Governance model or framework	<input type="checkbox"/>
• Organogram of the student governance structure	<input type="checkbox"/>
• Elections rules and protocols	<input type="checkbox"/>
• Accountability assessment / evaluation tools	<input type="checkbox"/>
• Other?	
2. What process is used at this institution for students to assume student governance positions? For example: elections, nominations, or appointments. Explain.	

<b>SECTION D (1) STUDENT REPRESENTATIVE COUNCIL (SRC)</b>	
1. With regard to the SRC:	
(a) How many SRC members are elected to office?	
(b) Does the SRC' term of office include students on 'special' leave to serve full time?	
(c) .What are the titles of the SRC members?	
(d) What portfolios are held by each SRC member?	
(e) In your view, what tensions if any, exist within the SRC regarding party-political alignments?	
2. Have you seen a shift in trend in the candidature of the SRC? Explain. For example: Gender, race, junior vs. more senior students, non-aligned independent candidates, alliances between campus political party members.	
3. In light of the above (19.6), how has this impacted on the culture and tone of student politics on campus?	
4. What are your perceptions of the role and function of the SRC and the other three student governance structures?	
5. In your view, how does the SRC contribute to good governance?	
6. What, in your view, are the greatest challenges for r the SRC?	
7. What are your perceptions about the student governance framework at this institution?	
8. How does the university management engage with the SRC and/or the broader student body on key strategic issues of high impact on the student community such as e.g. student fees, access and admissions policies, resource allocation to student governance structures, financial assistance, library operating hours, student residences etc.	
9. What resources are allocated to the SRC and more specifically, what is their budget <i>al</i> location for tenure in office?	
10. In your view how do the student affairs staff manage the tensions between their own personal political interests and views with those political interests and views of the SRC and other student governance structures? Explain.	

<b>SECTION D (2) STUDENT ASSEMBLY / STUDENT PARLIAMENT</b>
With regard to the Student Assembly / Parliament:
1. What is the role and relationship of the Student Assembly / Parliament and the SRC with each other?
2. What are some of the key strength of these relations?
3. What are some of the key tensions and challenges of this relationship?
4. What solutions, if any, would you propose to overcome the tensions and challenges of this relationship?
5. In your view, do the Student Assembly /Parliament hold the SRC to account? Explain.

<b>SECTION D (3) RESIDENCE / HOUSE COMMITTEES</b>
Regarding the Residence/House Committees:
1. How many Residence/House Committees exist at this university?
2. What is the key role of these structures?
3. Describe briefly the relationship of the Residence /House Committees with SRC.
4. Explain how the Residence/House Communities are structurally organized within the student governance framework.
5. In your view, is this student governance structure a reasonably powerfully lobby group on student issues in residences? Explain.
6. What are the significant contributions that these structures make to student life in the residences?
7. What support is given to these student governance structures by this institution's residence wardening/house or equivalent staff?
(a) What are some of the key tensions and challenges facing student leaders in these structures?
(b) What solutions would you propose to overcome the key tensions and/or challenges?
(c) How does the engagement process between the university and the student governance occur with regard to annual budget <i>al</i> location for the residence sector, and for the setting of student residence fees? Explain.
8. In your view, are the voices of the students in governance structures seriously listened to by the management?

<b>SECTION D (4) STUDENT SOCIETIES AND STUDENT CLUBS</b>
With regard to student societies and student clubs:
1. Why, and which are the most popular student societies and student clubs on campus?
2. How many registered student clubs and student societies exist on campus?
3. In your view, to what extent do the student societies and clubs reflect the full spectrum of a diverse student community?
4. What student leadership opportunities exist for students within these structures?
5. your view, to what extent do the student societies and student clubs engage or collaborate external to the university community?
6. What is your opinion of the relationship between the student societies and student clubs with the SRC and the Student Assembly/ Parliament?
7. Do you have a sense of the key profile or characteristics of the student leaders that are attracted to the student governance structures within the student clubs and societies?

8. What role do student societies and clubs play in advancing the institutions vision, mission and values?
9. What kind of contributions do student societies and clubs make towards deepening democracy on campus?

<b>SECTION E: INSTITUTIONAL CULTURE AND GOVERNANCE ENVIROMENT</b>
1. How would describe the nature of the relationship and quality of interaction between the student governance leaders the university community?
2. In your view, what is the governance environment at your institution?
3. Describe the student governance culture at your institution.
4. Give a recent example when negotiations and conflict resolution methods had to be deployed because of differing policy perspectives between the student leadership and the institutional leadership.
5. What do you believe to be the most significant transformation policy change at your institution that impacted positively on the student community? Explain.

<b>SECTION F: STUDENT SUPPORT</b>
1. Regarding the student affairs staff that support the SRC; Student Assembly/Parliament, Student Residence/House Committees, Societies, and Clubs, explain briefly, what student development support is provided to each student governance structure.
2. Are dedicated staff assigned to provide this support? Explain.
3. What generic support interventions are provided to each structure?
4. What specific support interventions are provided to each structure?
5. Describe briefly, the student development approach used to provide training and development to these student governance structures.
6. What kind of academic and social support services are in place to support student leaders?
7. In your view to what effect are the support services used by the student leaders?
8. In your view, how do students in student governance structures balance the competing demands of their academic studies, their student governance portfolios and their personal and family life?

<b>SECTION G: STUDENT ACCOUNTABILITY AND GOOD GOVERNANCE</b>
1. How is accountability and good governance assessed for students in governance structures? Explain.
2. What forms of accountability reports exist for the SRC to report on its achievements, challenges, and resource and budget reconciliations?
3. How is bad governance practices handled when this arises?
4. In accordance with the Higher Education legislation, what institutional committees exist where the issues of students at the institution can be addressed with the student governance leadership constituency?

<b>SECTION H: CHALLENGES AND SUGGESTIONS FOR GOOD STUDENT GOVERNANCE</b>
1. What do you think are the three key reasons that propel students to participate in student governance structures?
2. What are your own impressions of the challenges within student governance model at this institution?
3. In your view, how does the student governance model and experience at this institution compare with other institutions?
4. What do you believe to be the single most critical challenge facing student governance?
5. Do you consider the student governance model as it is applied at your institution to be effective? Explain.
6. If you had to recommend three changes to this model, what would they be?
7. What are the three most positive elements of the student governance experience at this university?
8. What are some of the initiatives in place that have positively impacted on student governance?
9. In your view does the SRC network collaborate with other student governance structures?
10. How effectively does the SRC engage with its student constituency?
11. What are the key lessons regarding your relationship with the SRC and the other student governance structures?
12. Is there any other information that you would like to share regarding student governance?

***Thank you for your time, for your participation and for your invaluable contribution.***

---