

AN INVESTIGATION INTO WHETHER THE USE OF FUNDS BY
SECTION 21 SCHOOLS IMPROVES THE QUALITY OF TEACHING
AND LEARNING IN MTHATHA DISTRICT OF EDUCATION IN THE
EASTERN CAPE PROVINCE

by

YOLISA MTENGWANE

A mini-dissertation submitted in partial fulfillment of the requirements for
the degree of

MASTERS OF EDUCATION
(In Educational Management)

at

WALTER SISULU UNIVERSITY

Supervisor: Dr. N. N. Mabovula

August 2011

DECLARATION

I, YOLISA MTENGWANE, of the FACULTY OF EDUCATION, WALTER SISULU UNIVERSITY, MTHATHA, solemnly declare that this dissertation, submitted by myself, is my own original work and a result of my own efforts and study.

This dissertation is in no way a consequence of the efforts of someone else. It is a result of my own efforts. I undertook it with the professional guidance of my supervisor whose name and signature appear below. This work is authentic and has not previously been submitted for any degree or examination to any university or institution.

CANDIDATE'S NAME	SIGNATURE	DATE
Y. MTENGWANE

SUPERVISOR'S NAME	SIGNATURE	DATE
DR N.N. MABOVULA

DEDICATION

This piece of work is dedicated to:

- My late grandfather Jackson and his wife, Emily, whose passion for education, vision and foresight created a solid foundation for us. May the academic excellence they lived for be transferred from generation to generation.
- My late mother, Philda Nozithembiso, who sacrificed so much for me to be the person that I am. May her soul rest in peace.
- My children, in appreciation of their commitment to education. May this output be their source of inspiration. May they also understand that hard work, dedication, sacrifice and time management are not only key to but also crucial for success.

ACKNOWLEDGEMENTS

I owe my success to so many people who, in their various ways, have supported me by giving me advice and guidance, and encouraged me towards the completion of this dissertation.

First and foremost, my humble gratitude goes to my supervisor, Dr N.N. Mabovula. I envy her level of commitment to her work. I am grateful for her wise and professional support, her patience, mentorship and guidance. Without her, I could never have produced this work within this period of time. It was not easy but she offered me sufficient encouragement that I make it a point to I finish what I started. Thank you so much Doc.

Most importantly, I am so grateful to WSU for financing my studies thus making it possible for me to finish up my studies.

I wish to extend a special word of thanks to the six schools in which this investigation was undertaken. Your contribution could not be underestimated. Your co-operation and attitude has humbled me.

My Research Methodology lecturer, Dr. Molepo, had to run an extra mile, plan ahead just to ensure that I am well equipped, so that I could sail through my research. I have never seen such high levels of dedication and commitment. He works relentlessly and tirelessly around the clock to make sure that his students are highly competent. Thank you so much Doc.

My heartfelt gratitude goes to my children, Zizo, Siziphiwe, and Akiwe who so ungrudgingly accepted my absence and somehow managed without me. I am also appreciative of the support of my family members especially my sisters, my aunts and their children. They have always been there for me during the times in which I needed them the most.

Additional thanks are extended to my group mates, Bongji, Lyod, Zuki, Zandi, Thenjie, who successfully influenced me to be persistent when I wanted to give up. I cannot forget my colleagues Malindi, and Mat who have been so tolerant and supportive of me.

My special and sincere gratitude goes to Pumzile. Thank you for being so selfless and understanding, Mancu. Lastly, I am so grateful to the ALMIGHTY, whose unending grace has carried me this far.

ABSTRACT

This study investigated whether the funding of section 21 schools improves the quality of teaching and learning in six schools in the Mthatha Education District, in the Eastern Cape Province of South Africa. Despite the large funds that are pumped into schools by the Department of Education, the schools appear to be under resourced, underdeveloped and therefore underperforming. The researcher used the theories of school improvement to ground this study and to investigate whether the schools improve or not, and are offered support where necessary, as they are continuously being funded by the Department of Education.

The study had these objectives: To investigate how the funds are spent by Section 21 schools in the Mthatha district of Education: to assess whether the SGB manages the spending of funds and whether there is any collaboration between the Principal and the SGB in financial issues and: to evaluate whether Procurement procedures are followed when purchasing. Systematic random sampling, amongst 6 schools, has been conducted. A questionnaire was administered to the school Principals, 2 Finance committee members, 1 Educator and 1 learner and SGB chairpersons from each of the 6 schools. Thus, both qualitative and quantitative methods of inquiry were used in this study. 3 Junior Secondary and 3 Senior Secondary schools were considered in the sample.

The findings that emerged were a lack of capacity, on the part of SGBs to monitor recurrent allocations as stipulated in the South African Schools Act (No 84 of 1996). Another factor that emerged was that schools still need training and workshops on procurement procedures. Also evident was that there appeared to be little evidence of collaboration between principals and SGBs, especially in financial matters. Finally, recommendations and suggestions were made that schools need to be provided with a series of workshops on procurement procedures and policies. SGBs were to be capacitated so that they could be on board on financial management. The principals were to be encouraged to cooperate and be transparent on financial matters especially since, as stipulated in SASA, as an official of the Department of Education, the principal has a responsibility to advise the governing body when they issue instructions or act in a manner that contravenes departmental instructions or policy

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT	iv
TABLE OF CONTENTS.....	v
CHAPTER 1	1
ORIENTATION AND BACKGROUND	1
BACKGROUND OF THE STUDY	1
1.2 STATEMENT OF THE PROBLEM	6
1.3. Research question	7
1.3.1 Sub questions.....	7
1.4. Research goals	7
1.5. Theoretical Framework: School Improvement.....	8
1.6. Research Methodology.....	9
1.6.1 Evaluation research design	9
1.6.2 Quantitative inquiry	9
1.7. Data analysis.....	11
1.8 The Research Parameters, Population and Sample.....	11
1.10 Reliability and Validity	12
1.11 Significance of the study	12
1.12 Limitations and Delimitations of the study	13
1.13 Ethical Considerations	13
1.13.1 Identifying yourself as a researcher	13
1.13.2. Identifying the purpose of the research and what is expected of those taking part.....	14
1.13.3 STORING AND ANALYSING PERSONAL RESEARCH DATA	14

1.13.4 Confidentiality and Anonymity.....	14
1.13.5 Security and Publication	15
1.13.6 Summary publicity	15
1.13.7 The rights of interviewees to review the transcript of their interview	15
1.13.8 Permission.....	15
1.13.9 Gender, racial and social class issues	16
1.14 DEFINITION OF CONCEPTS.....	16
1.15. SUMMARY.....	18
1.16 Outline.....	19
Chapter 1	19
Chapter 2	19
Chapter 3	19
Chapter 4	19
Chapter 5	19
CHAPTER 2	20
THEORETICAL FRAMEWORK AND LITERATURE REVIEW	20
2.1 BACKGROUND AND STUDY	20
2.2. SECTION A - THEORETICAL FRAMEWORK	20
2.2.1. School Improvement theories	20
2.2. 2 THE CENTRALIZATION-DECENTRALIZATION PARADOX.....	22
2.2.3 THE PATHOLOGY OF TOP DOWN CHANGE.....	23
2.2.4 WHY THE SCHOOL IMPROVEMENT THEORY?.....	23
2.2.5 FUNDING AND SCHOOL IMPROVEMENT.....	24
2.3 SCHOOL GOVERNING BODIES AS FINANCIAL MANAGERS	25
2.4 PHASES IN SCHOOL FINANCIAL MANAGEMENT	26
2.4.1THE BUDGETING PHASE	26
2.4.2 ORGANIZING PHASE.....	29
2.4.3 THE CONTROL PHASE.....	29

2.5 SUMMARY OF THE THEORETICAL FRAMEWORK.....	30
2.6 SECTION B – LITERATURE REVIEW.....	30
2.6.1 THE OBJECTIVES OF SCHOOL BASED MANAGEMENT.....	31
2.6.2 THE ROLE OF THE SCHOOL PRINCIPAL	36
2.6.3 RESPONSIBILITY OF SCHOOL GOVERNING BODIES FOR MANAGING	37
2.6.4 UTILISATION OF ALLOCATION AS PER THE RESOURCE TARGETING TABLE (RTT).....	41
2.6.5 CHARACTERISTICS OF QUALITY TEACHING AND LEARNING.....	42
2.6.6 EDUCATION AND FUNDING BEFORE 1994	43
2.7 INTERNATIONAL PERSPECTIVE ON FUNDING AND SCHOOL IMPROVEMENT	45
2.8 SUMMARY.....	46
CHAPTER 3.....	48
RESEARCH METHODOLOGY AND PROCEDURES	48
3.1 INTRODUCTION	48
3.2 THE RESEARCH DESIGN	48
3.2.1 EVALUATION RESEARCH DESIGN	49
3.2.2 RESEARCH STRATEGY: SURVEY	50
3.2.3 Strengths and weaknesses of survey research.....	51
3.3 SAMPLING TECHNIQUES.....	52
3.4 QUANTITATIVE INQUIRY.....	52
3.5 DATA COLLECTION PROCEDURES	53
3.5.1 Questionnaire.....	53
3.5.2 ADVANTAGES AND DISADVANTAGES OF USING A QUESTIONNAIRE	54
DISADVANTAGES	54
3.6 THE POPULATION OF THE STUDY	55
3.7 HOW THE DATA WAS ANALYSED	56
3.8 AUTHENTICITY OF THE DATA.....	57
3.8.1 SIGNIFICANCE	57
3.8.2 GENERALIZABILITY	57

3.8.3 RELIABILITY	57
3.8.3.1 Test-Retest.....	58
3.8.3.2 Parallel Forms.....	58
3.8.3.3 Internal Consistency.....	58
3.8.3.4 Kuder Richardson Method of Reliability.....	58
3.8.4 VALIDITY	59
3.9 SUMMARY.....	59
CHAPTER 4.....	60
DATA ANALYSIS AND PRESENTATION OF FINDINGS.....	60
4.1 INTRODUCTION	60
4.2 THE SCHOOLS.....	60
4.3. PRESENTATION OF THE FINDINGS	61
SECTION 4 A: BIOGRAPHICAL INFORMATION	61
6. SUMMARY OF THE BIOGRAPHICAL DATA	68
SECTION 4 B FUNDING	69
SUMMARY OF FINDINGS ON FUNDING.....	77
SECTION 4 C BUDGETING	77
SUMMARY ON BUDGETING.....	87
SECTION 4D PROCUREMENT	87
6. SUMMARY OF FINDINGS ON PROCUREMENT	94
SECTION 4 E TEACHING.....	95
7.SUMMARY OF FINDINGS ON TEACHING	104
SECTION 4 F LEARNING	104
7. SUMMARY OF THE FINDINGS ON LEARNING	115
SECTION 4 G. GOVERNANCE	115
11. SUMMARY OF FINDINGS ON GOVERNANCE	127
CHAPTER 5.....	128
5.1. INTRODUCTION.....	128

5.2. MAIN FINDINGS	128
5.3.DISCUSSION OF THE MAIN FINDINGS.....	129
5.3.1 LACK OF CAPACITY BY THE SGB TO MONITOR ALLOCATIONS	129
5 .3.2 SCHOOLS NEED WORKSHOPS ON PROCUREMENT PROCEDURES	131
5.3.3 PURCHASING OF LTSM SHOULD BE TOP PRIORITY IN SCHOOLS.....	131
5.3.4 LACK OF COLLABORATION BETWEEN THE PRINCIPAL AND THE SGB.....	132
5.3.4 EARLY DEPOSITION OF ALLOCATIONS NECESSARY	134
5.3.5 Recommendations	135
5.3.6 CONCLUSION	135
REFERENCES	137
APPENDICES.....	142

List of Tables

Table 1: Resource Targeting Table Based On Communities Of Schools And Poverty Of Communities	39
Table 2 Shows The Allocation Of Funds Per Quintiles.....	40
Table 3 Showing Quintile 1 Schools With A Pass Rate Of 10% Or Less.....	41
Table 4 Showing Learners Who Wrote, Passed Or Failed In Mthatha District	42
Table 5 Per Capita Expenditure On Education	44
Table 6: Showing Different Categories Of Public Schools In Mthatha District	56

CHAPTER 1

ORIENTATION AND BACKGROUND

BACKGROUND OF THE STUDY

The South African Schools Act (SASA) (Act no 84 of 1996) came into effect on 1 January 1997. The principal objective of this Act is to “provide for a uniform system for the organization, governance and funding of public schools.” SASA imposes a responsibility on all public school governing bodies to do their utmost to improve the quality of education in their schools by raising additional resources to supplement those which the state provides from public funds. All parents particularly those who are less impoverished or who have good incomes are thereby encouraged to increase their own direct financial and other contributions to the quality of their children’s education in public schools.

The act imposes other important responsibilities on the state with respect to the funding of public schools. The basic principles of state funding of public schools are derived from the constitutional guarantee of equality and the recognition of the right to redress. The act provides that: “The state must fund public schools from public revenue on equitable basis in order to ensure the proper exercise of the rights of learners to education and the redress of the past inequalities in education provision” (South African Schools Act Section 34). Effecting redress and equity in school funding, with a view to progressively improving the quality of school education, within the framework of the greater efficiency in organizing and providing education services are matters of urgent priority for the Ministry of education (SASA 1996 Section 39).

The Preamble to the South African Schools Act, 1996, (Section 39) states that” This country requires a new national system for schools which will redress past injustices in educational provisions, provide an education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our peoples’ talents and capabilities. “The achievement of these objectives, in a systematic manner, requires a new system of budgeting and spending for schools. An important assumption underlying

these national norms and provincial levels of government will be that of honouring state duty, in terms of the constitution and the SASA to progressively provide resources to safeguard the right to education of all South Africans (SASA,1996 Section 44). The educational needs are always greater than the budgetary provisions for education. To affect redress and improve equity, therefore, public spending on schools must be specifically targeted to the needs of the poorest. This will apply both to the GET and the FET (SASA Act no 84 1996.)

SASA (1996 Section 45) imposes a responsibility on all public school governing bodies to do their utmost to improve the quality of education in their schools by raising additional resources to supplement those which the state provides from public funds. All parents, particularly those who are less financially disadvantaged or who have a good income, are thereby encouraged to increase their own direct financial and other contributions to the quality of their children's education in public schools. Ironically, given the emphasis on redress and equity, the funding provisions of the act appear to have worked, thus far, to the advantage of public schools patronized by middle class and wealthy parents (SASA Act no 84, 1996).

The Mthatha education district is located in the KSD area, under the O. R. Tambo District Municipality. It has 343 schools of which 182 are Junior Secondary schools and 45 are Senior Secondary Schools. Most schools are situated in the rural areas and, by virtue of their location, are historically disadvantaged and under resourced. This study focused on the funding of public schools by the Department of Education and questions whether this funding improves the quality of teaching and learning. Many schools in poor rural and urban working class communities still suffer from the legacy of large classes, deplorable physical conditions and the absence of learning resources, despite a major national school building programme and many other projects which are funded directly from the provincial budget.

Yet the educators and learners in poor schools are expected to achieve the same levels of learning as their compatriots. Such contradictions within the same public school system reflect past discriminatory investments in schooling, and vast current disparities in the personal income of parents. Previous education policies favoured wealthy white communities with high quality facilities, equipment and resources. Vigorous fundraising by parent bodies, including commercial sponsorship and fee income, have enabled many such schools to add to their facilities, equipment and learning resources, thus expanding their range of cultural and sporting activities .(SASA Act no 84 of 1996).

Since 1995, when such schools have been required to downsize their staff complement, many have been able to recruit additional staff on governing body contracts which are, paid from the school fund. Poor people, on the other hand, especially in the former homeland areas, have contributed a disproportionate share of their incomes over many decades to the building, upkeep and improvement of schools, through school funds and other contributions, including physical labour (SASA, Act no 84 1996). These inequalities are further addressed by establishing a sharply progressive state funding policy for ordinary public schools. This policy favours poor communities. All public school governing bodies are therefore obliged, by the Act, to support their schools financially as best as they can.

The Act provides that a governing body must: "take all reasonable measures within its means to supplement the resources provided by the state in order to improve the quality of education provided by the school to all learners of the school" (Section 36). Furthermore, the Education Laws Amendment Act (No 24 of 2005) made an amendment to section 35 of the South African Schools Act of 1996, in that a provision is made for some schools serving the poorest communities in the country to be declared "No Fee Schools" as from 2006. The declaration of 'No Fee Schools' is an integral part of the government's strategy to alleviate the effects of poverty and redress the imbalances of the past.

In addition, this strategy aims to ensure that all learners in the country exercise their right to basic education as determined by the constitution of the Republic of South Africa in Act

no 108 of 1996. In terms of the South African Schools Act of 1996, as amended, schools are expected to keep detailed accounts of what of they spend their money on, and must account to school communities and the Eastern Cape Department of Education on an annual basis. The Amended Norms and Standards policy makes it clear that the long term aim is for all schools to eventually attain section 21 status. The Norms and Standard policy allows for provinces to use different solutions to resource transfer procedures to non-Section 21 schools.

The Norms and Standards for funding (2004,p .6) states that various solutions should be considered. These include the possibility of joint control of school accounts, or special district-level accounts. Whichever method is used, the aim should be to develop the capacity of schools to decide on their own resource mix. The province is responsible for ensuring that expenditure of the school allocation follows the budget and is spent within the financial year, since the provincial treasury does not allow the rollover of funds from one year to the next.

However, the Norms and Standards also state that the Province must explore ways in which schools can plan to purchase items that require saving from one year to the next. The state allocates a certain amount of funding to each public school. This funding is intended to cover key inputs other than personnel and capital costs. Some examples of these inputs are textbooks, stationery, cleaning materials and electricity costs. The state must ensure that the school allocation is sufficient in covering the needs of the poor children and their rights to a good education (Amended Norms and Standard for Funding, 2004).

The amended Norms and Standards for funding (2004, p.7) gives examples of what schools could spend their state allocation on. Because the needs of the schools vary, this is not prescriptive; however, the allocation is intended to cover non-personnel recurrent items and small capital items, as well as repairs and maintenance. It is primarily or intended for the promotion of quality education in public schools. Each provincial Education Department is required to produce a resource targeting list of all the schools in its province, based on poverty criteria. The department must rank all schools from the

poorest to the least poor. This is done so that the poorest schools are targeted in order that they get the most resources. Each school is assigned a poverty score based on the relative poverty of the community around the school. The variables that are taken into account are the following:

- Household or individual income of the community in the schools catchment area
- Dependency ratio (the proportion of income earners to people who are dependent) or unemployment rates.
- Level of education of the community.

The Amended Norms and Standards for funding (2004, p.8) states that in the Eastern Cape poverty distribution table, comparing the distribution defined by the amended Norms and Standards with the distribution defined by the 1998 legislation, many more schools have been allocated the poorest quintiles, and fewer to the least poor quintiles. These poverty distribution tables will be reviewed annually. In the Eastern Cape, for example, Quintile 1 must cover the poorest 34.8% learners, whereas in the Western Cape, Quintile 1 covers 6.5% of the poorest learners. The government funding is assumed to be enough to cover the cost for each learner, and that all the learners in the first three quintiles could potentially be exempted from paying school fees.

In Quintile 4, for example, if school fees can cover 33% of the learners' needs then 67% of learners could potentially be exempted from paying fees. Furthermore, in Quintile 5, if school fees are charged, 22% of the learners could be exempted from paying these fees. However, there may not be enough money in the provincial budget to reach the target. In this case, the Amended Norms and Standards (2004,P10) for funding state that:

- National and Provincial government must devise a plan for attaining the targets in the earliest possible year
- Quintiles 1 and 2 will be prioritized for funding.

The Amended Norms and Standards for funding (2004, p.10) state that reporting is to be done at school, as well as on the provincial and National levels. Schools will report how

the spending of the allocation supports the school development plan, quality education and learner achievement. The Department of Education must report on the determination of the school allocation every year, as well as its recommendations for further enhancement of school effectiveness and learner performance. The district office is an important role player. It is responsible for exercising administrative control so as to ensure that the school allocations are spent by the school they are intended for, and must be spent for the purpose for which they are allocated. There are special reporting requirements for Section 21 schools. These schools must show that they have spent their allocation according to the Norms and Standards for funding and the SASA policy. The province (via the District) is responsible for monitoring the expenditure (Norms and Standards for Funding 2004).

1.2 STATEMENT OF THE PROBLEM

About 90% of schools in the Mthatha District have become section 21 schools. Section 21 of the SASA (Act no 84 1996) states that the Head of the Education Department may allocate other functions to the Governing body. This means that they are in a better position to handle their finances independently in order to improve the quality of teaching and learning in their schools. This study investigated whether the funds are used to improve the quality of education. However, in some schooling communities, the Principal, School Governing Body (SGB) and School Management Team (SMT) lack financial management skills and thus cannot manage financial resources effectively so as to improve the quality of teaching and learning in their schools.

My observation, as an officer in the Department of Education in the Mthatha District is that most section 21 schools have huge electricity bills that they cannot pay, and consequently suffer electricity and water cuts. In addition, they have textbook and furniture shortages, and are teaching without chalk and dusters. Moreover, they are unable to fix broken windows and doors despite acquiring section 21 status which stipulates that they are responsible for their own financial budgets. Schools on the section 21 list receive a lump sum, per learner transfer for the payments for which they have responsibility. Such transfers are smaller for more financially stable schools than for poor

schools. The purpose of this study, therefore, is to investigate the use of funds by public schools and explore whether the funds are used to improve the quality of teaching and learning. The researcher wanted to establish why schools are still under resourced, although they are getting large sums of money, and what is actually done with the allocation these schools receive. This research problem led to the ensuing research question.

1.3. Research question

This study sought to answer the following question:

- Do section 21 schools use the funds allocated to them efficiently to improve the quality of teaching and learning?

1.3.1 Sub questions

The following sub questions also seek to address the main research question:

- Do SGBs in section 21 schools manage financial resources such that it bears on school improvement?
- What are the spending patterns of section 21 schools?

1.4. Research goals

The primary goal of this study is to establish and validate whether the schools use Public funds to improve the quality of teaching and learning through a scientific investigation. The researcher also investigated the spending patterns of schools. The researcher`s greatest concern is that even though the department is depositing large sums of monies into school accounts, most schools still appear to be under resourced, under developed and thus underperform. Instead, money is spent lavishly on unnecessary and un-educational tours and matches in extremely faraway places. It is also my observation that SGBs, which are supposed to be responsible for the funds, are sometimes uninformed about procedures and policies and are, in most cases, sidelined. As they are made signatories, they would just sign without questioning as they have a sense of trust in the Principal.

In the final analysis, this study made suggestions and proposed some recommendations regarding possible ways and means by which schools can use the funds allocated to them efficiently in order to improve the quality of teaching and learning.

1.5. Theoretical Framework: School Improvement

School improvement is one of the major issues facing schools today – a situation that has been brought about by government pressure and an awareness that schools have to demonstrate that they are effective learning organisations. Yet, for schools to function more effectively, management competencies must evolve at the same time as staff development and training (Horne and Brown, 2004, p.231). School improvement is a slow process because it is about maturation. Hargreaves, as cited in Mcbeath and Mortimore (2001,p.17), uses the horticultural metaphor of sowing, germination, thinning, shaping and pruning, showing and exchanging to describe the process of improvement. He argues that the most subtle aspect of progress is grafting, the process by which an organism allows an external source to take root and flourish and forever change its organic nature. Where there was clear evidence of growth it was in the schools where good ideas were able to take root and flourish.

Hargreaves and Hopkins (1991,p.117), on the other hand, argue that school improvement is about developing strategies for educational change that strengthen the school's organisation as well as implementing curriculum reforms. This obviously implies a very different way of thinking about change than the top down approach so popular with policy makers. When the school is regarded as the centre of change, the strategies for change need to take this new perspective into account (Hargreaves and Hopkins, 1991, p.120). They argue that school improvement studies tend to be more action oriented rather than effective research. School improvement embodies the long term goals of moving towards the vision of a problem solving or thinking school.

After considering many theories, the researcher decided to ground this study in school improvement theory namely, the Centralisation–Decentralisation paradox and the

pathology of top-down change. The centralisation-decentralisation paradox becomes more relevant to the study because it talks directly to what happens in the funding of schools where there is contradictory pressure for increasing government control over policy and decentralisation that is responsible for resource management at a local level, on the other hand. According to Hopkins and Ainscow (1994,p.17), this tension makes it very difficult for schools and local authorities to implement innovations that make a real difference to the quality of schooling and pupil achievement.

1.6. Research Methodology

1.6.1 Evaluation research design

This study employed the evaluation research design. Evaluation research is appropriate whenever some social intervention occurs or is planned. A social intervention is an action taken within a social context for the purpose of producing some intended results. Evaluation research, therefore, is the process of determining whether a social intervention has produced the intended results (Babbie 2001, p.333). According to Babbie (2001, p.332), evaluation research is probably as old as social research itself. In recent years, however, the field of evaluation research has become an increasingly popular and active research speciality. Babbie (2001) argues that the growth of evaluation research points to a more general trend in the social sciences; that of an increasing desire to make a difference in the world. The researcher decided to use this design because of the nature of the topic. The topic investigated whether funding of public schools improves the quality of teaching and learning. In other words, funding is evaluated against the improvement of the quality of teaching and learning.

1.6.2 Quantitative inquiry

The study used the quantitative research method. The Principal, educators, finance committee and learners of the selected schools completed a questionnaire. The data was then analysed using the SPSS. According to Henning (2004), the distinction between the

qualitative paradigm and the quantitative paradigm lies in this quest for understanding and for in-depth inquiry. Qualitative studies usually aim for depth rather than the quantity of understanding. In a quantitative study, the focus is on the control of all the components in the actions and representations of the participants whilst in a qualitative study the variables are not controlled because it is exactly this freedom and natural development of action and representation that the researcher wishes to capture. The qualitative research process is one of discovery, whilst the quantitative research process tends to emphasise the pursuit of proof (Mwanje 2001, p.17).

According to Babbie and Mouton (2001, p.646), these three features are characteristic of the quantitative paradigm:

- An emphasis on the quantification of constructs. The quantitative researcher believes that the best or only way of measuring the properties of phenomena is through quantitative measurement that is, assigning numbers to the perceived qualities of things.
- The emphasis placed on variables in describing and analyzing human behaviour. In some circles this has become known as the variable analysis.
- The central role afforded to control for sources of error in the research process. The nature of the control is either through experimental control or through statistical control in multivariate analysis.

According to Charles & Mettler (2002), as cited in Maree (2007, p.255), in quantitative research an investigator relies on numerical data to test the relationship between variables. The quantitative researcher tests the theories about reality, looks for causes and effects, and uses quantitative measures to gather data to test the hypothesis or questions.

1.7. Data analysis

To prepare the data for analysis the researcher assigned a numeric value to each response category and variable. The data was then entered into a computer program for further analysis. The data analysis in this study consists of describing trends, comparing groups and relating variables, and is conducted at two levels:

- Descriptive statistics - these indicate general tendencies in the data.
- Inferential statistics - these analyse the data from the sample to draw conclusions about the unknown population.

The research interpreted the results in light of initial predictions and prior research on the related topic. The research report reflected a standardised, fixed structure and excludes personal reactions to the study results (Maree 2007, p.256).

1.8 The Research Parameters, Population and Sample

The study was undertaken in one of the twenty three education districts in the Eastern Cape Province of the Republic of South Africa: in the Mthatha Education District. A number of sections in the district itself, namely: Human Resource Administration (HRA), Institutional Development Support and Governance (IDS&G) and the Educational Management Information System (EMIS) all agreed and confirmed that the Mthatha Education District has 343 schools operating in the district. The 343 schools acted as the population for this study.

Ideally, the entire population would provide more weight to the findings investigated but researchers are often unable to study the entire population and thus settle for a sample. For the purpose of this study, the researcher was not in a position to study the entire population of Mthatha Schools and hence had to settle for a sample. A sample is a subset or portion of the total population; hence it resembles the characteristics of the entire population. There is a general agreement, according to the available literature, that two types of sampling techniques, namely probability and non probability sampling, exist. With probability sampling, researchers agree that generalisation is possible. For this particular study, the researcher decided to use stratified random sampling.

1.10 Reliability and Validity

The reliability of a measurement instrument is a key factor in research. Reliability refers to the consistency of the measure. This refers to the extent to which a given instrument or procedure yields the same observation for all research subjects who possess the same amount of a given attribute (Imenda and Muyangwa 2000,p. 140). Before embarking on the actual study, the researcher administered the questionnaire, in a pilot survey, to test its reliability. The responses were checked as to whether they are still the same in order to test the reliability of the instrument.

After analyzing data from the pilot testing, some questions were changed and refined to eliminate weaknesses. According to Imenda and Muyangwa (2000), one way to ascertain reliability is to make repeated measurements. A research procedure which relies on one measurement of a given trait of interest cannot be said to be reliable. A number of ways exist for determining the reliabilities of tests and other measurement instruments, yielding certain types of reliability co-efficient. The four ways to ascertain instrument reliability are further elaborated in Chapter 3.

The validity of the instrument refers to the extent to which a particular instrument measures what it is supposed to measure. Instrument validity seeks to ascertain the extent to which a given instrument addresses the idea, trait or construct the researcher wishes to measure (Imenda & Muyangwa, 2000,p. 143). In this study, the validity of the questionnaire was checked by the supervisor before it was used for data collection.

1.11 Significance of the study

It is hoped that scientifically validated information on the subject might be useful to educational administrators and the schools themselves. The study also wanted to assist the Department of Education to devise means to ensure that money is spent accordingly. It might also inform policy planners on which measures could be taken to tighten the loopholes. The final upshot of the study comes in the form of the contribution which it could make to the improvement of the quality of teaching and learning in schools, by guiding them in using the funds allocated to them efficiently.

1.12 Limitations and Delimitations of the study

Any study is bound to have limitations. Limitations consist of identifiable and non identifiable factors that can affect the study negatively. The study did not cover all the schools in the district of Mthatha. Only 6 out of 343 schools were sampled for the study, which is a very small percentage of the population target. Time was also a limitation, however, the researcher agreed to work extra ordinarily to make sure that time did not pose a significant problem to the research. The researcher also anticipated that the respondents might show some negative attitudes and hence ensured that all the respondents understood the purpose of the study and eventually give their necessary support to the study. Most importantly, within the limited scope of the critical study, it was not possible to include all the experiences met in the field of operation.

1.13 Ethical Considerations

According to Cohen et al (2007,p.71), all investigators, from undergraduates pursuing a course based research project to professional researchers striving at the frontiers of knowledge, must take cognisance of the ethical codes and regulations governing their practice.” No researcher is expected to undermine these ethical considerations as the undermining could lead to legal and financial penalties and liabilities for both individuals as well as the organisation.

1.13.1 Identifying yourself as a researcher

According to Gillham (2005), identifying yourself as a researcher or as someone, like a teacher in a school, who is carrying out research is an ethical issue. Doing so is bound to change people’s perceptions of you to a certain extent. It may make them more cautious but it could also make them more helpful. In any case, there is some effect but for reasons of honesty one has to accept this as an unavoidable consequence. Not to identify yourself in the research role, when acting as a normal member of the group, is to engage in covert research. Ethically, the safest stance is that of being overt about one’s role and purposes as a researcher. Your identification should include the name, address and other contact details of the institution you are working from and your role there

1.13.2. Identifying the purpose of the research and what is expected of those taking part

Gillham (2005, p. 12) believes that people need to know what they are letting themselves in for. Ethics, apart from this, can become a practical problem if they find they cannot accept the researcher's demands or feel uncomfortable about them. This is the issue of informed consent. Any difficulties here can be avoided through the provision of a simple research information sheet and a signed consent form. According to Henning (2005, p.73), consent information means that the respondents must be fully informed about the research which they are to take part in. Babbie (2001, p. 470), in apparent agreement with the above, believes that research respondents have the right to know all the information about the study and to agree or disagree to take part in the activity.

Fox and Bayat (2007,p. 148) agree with both arguments and further contest that informed consent means that prospective research participants must be fully informed of the procedures and risks involved in the research and they must give their consent to participate. The researcher informed the respondents about the purpose of the study and asked them to sign a prepared consent form, attached as APPENDIX C. By so doing, they were encouraged to participate in the study. All participants were informed that should they wish to withdraw their participation they will be free to do so at any time.

1.13.3 STORING AND ANALYSING PERSONAL RESEARCH DATA

Gillham (2005, p.13) states "[a] collar of agreeing to take part in research is that people are giving you personal information". For legal as well as ethical reasons they need to agree and understand how this information is stored and used." According to Gillham (2005), the key points are as follows:

1.13.4 Confidentiality and Anonymity

The researcher made it clear that there are restrictions on who has access to this information and for what purposes. The respondents were told, clearly, that their identity will be concealed. They were assured of the confidentiality that their names and those of their schools were not be revealed at any stage. Their responses were to be kept

confidential by eliminating features that may lead to the direct identification of the research site and the respondents (Gillham, 2005, p.13).

1.13.5 Security and Publication

Paper information is kept in a locked filing cabinet, and computer information access will be controlled by a secure password. It was specified to participants that the thesis or dissertation will be available in the University library once the degree has been conferred upon the researcher.

1.13.6 Summary publicity

According to Gillham (2005), research sometimes gets media attention and, often enough, it is distorted, sometimes flagrantly. This was avoided by sending the participants a balanced, brief and comprehensible account of the study's findings

1.13.7 The rights of interviewees to review the transcript of their interview

Gillham (2005) believes that interviews are a form of record keeping and it may be that an interviewee is left with a feeling that they have been unfair, or inaccurate or indiscreet. At a more basic level they might simply like to be reminded of what they said. At the consent stage they asked if they would like to check a copy of the interview transcript. Usually interviewees do not take up the offer but it is a matter of courtesy that they are given the chance. In some interviews, this review stage may be a form of confirmation, for the interviewer, that the interviewee acknowledges ownership of what is written down. In this study, the interviewees were made aware of this privilege.

1.13.8 Permission

Permission was sought firstly from the Department of Education and thereafter the researcher asked for permission from the six schools in which she wished to conduct this study. The permission letters are attached to the end of this study as APPENDIX A, and the responses as APPENDIX B. The research findings were made available to the Mthatha Education District as well as the Provincial Education Department.

1.13.9 Gender, racial and social class issues

Gillham (2005, p.14) states "one dimension of ethical standards is that of sensitivity to differences between the interviewer and the interviewee". The researcher avoided sensitive questions which could lead to the psychological or mental harm of the respondents. Questions like income or sexual orientation were not asked as they are seen to be intrusive or offensive.

1.14 DEFINITION OF CONCEPTS

South African Schools Act:

South African Schools Act 84 of 1996. This act applies to school education in the Republic of S.A, enacted so as to provide for a uniform system for the organisation, governance and funding of schools and to amend and repeal certain laws relating to schools. This became necessary after the achievement of democracy in South Africa in 1994. The country required a new national system, for schools, which would redress past inequalities in educational provision.

Norms and standards for Funding:

The Norms and Standards for funding is the policy document that deals with the financing of schools. The policy came into effect in 1999. The Amended Norms and Standards sets out national norms and minimum standards for school funding in terms of the South African Schools Act (1996). The Amended policy, like the Norms and Standards policy deals with: how the state must fund public schools, the rules of exempting parents who cannot pay school fees and the state subsidies to independent schools.

SCHOOL GOVERNING BODY:

A constitutional school governance structure, constituted according to South African Schools Act 84 of 1996.

SCHOOL MANAGEMENT TEAM

A group of professionals in a school consisting of the Principal, Deputy Principal and Heads of Departments who provide the strategic direction of leadership, planning, organising, guidance, support and control in a school.

QUINTILE:

Ranking Schools according to needs and poverty levels of the Community. Each school is assigned a poverty score based on the relative poverty of the community around the school. This assessment is based on national data, usually the national Census, conducted every five years by Statistics S.A.

Mthatha Education District:

One of the twenty three Education Districts in the Eastern Cape Province. It is home to one of the country's historic higher learning institutions: Walter Sisulu University.

SECTION 21:

Section 21 functions are only allocated by the Head of Department (HOD) if the school has the proven capacity. Section 21 schools exercise financial and decision-making authority. They receive lump sums per learner transfer, in accordance with the Resource Targeting Table.

SECTION 20:

A section 20 school is a school in which the SGB has not been granted section 21 powers. The school procures goods according to existing departmental arrangements because the money is not deposited into the school account.

NO FEE:

No fee schools are schools where learners are not charged fees. Instead, government funding covers the cost for each learner. All learners in the first 3 quintiles are exempted from paying fees.

ALLOCATION:

The state allocates a certain amount of funding to each public school. It is intended to cover key inputs other than personnel and capital costs. Some examples are textbooks, stationery, cleaning materials and electricity costs. It is the amount of money the school receives from government worked out on the basis of how many learners the school has and how poor the school community around the school is.

1.15. SUMMARY.

This chapter gives an overview and a plan of how the researcher conducted the research. It became evident that it is the responsibility of the state to fund schools from public revenue on an equitable basis, in order to ensure the proper exercise of the rights of learners to education and the redress of past inequalities in education provision. The researcher therefore wanted to ascertain whether this funding of public schools, by public funds, improves the quality of teaching and learning as stipulated in the South African Schools Act. This is further emphasised in the Norms and Standards for funding which makes it clear that the allocation is primarily and inclusively intended for the promotion of quality education in public schools.

1.16 Outline

Chapter 1

Chapter 1 presents the background against which the study is based and explains what led to the research, whilst highlighting the steps to be taken when conducting research. It is an orientation chapter in which the introduction and background are discussed in detail, where the problem statement has been spelt out. The chapter also outlines the aims and objectives of the research, the methodology to be taken as well as the limitations of the study. A clarification of the main concepts is also provided in this chapter.

Chapter 2

Chapter 2 provides a literature review and outlines the theoretical framework of the study, discussed in detail. The study is grounded in the school improvement theory and the decentralisation-centralisation paradox is discussed in detail in this chapter, in addition to the pathology of top-down change.

Chapter 3

This chapter details the Research Methodology and procedures. Fieldwork took place after approval from the Supervisor. Data was collected in the form of questionnaires.

Chapter 4

This chapter presents, interprets, and analyses the data collected. It also encompasses the testing of the hypothesis and gaining of answers related thereto, whilst finally discussing the results.

Chapter 5

This chapter is a summary of the study and presents the findings of the research. It is in this chapter that recommendations are made.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 BACKGROUND AND STUDY

This chapter is made up of two sections: section A covers the theoretical framework of the study and section B covers the literature review related to the study. To give the reader greater clarity and direction, it is necessary to ground the study in a particular theoretical framework. Among the many theoretical frameworks, this study is grounded in School Improvement Theory.

The literature review, on the other hand, gives an account of what has already been written on the topic and how the researcher intends to address the gaps in the existing knowledge. This chapter gives a detailed account of the past education system in relation to funding and whether there was any improvement in the quality of teaching and learning. This was compared to the present democratic era in which attempts were made to redress past imbalances. An in-depth presentation of both sections was undertaken below:

2.2. SECTION A - THEORETICAL FRAMEWORK

2.2.1. School Improvement theories

Hopkins & Ainscow (1994, p.3) regard school improvement as a distinct approach to educational change that enhances student outcomes and strengthens the schools' capacity for managing change. In this sense, school improvement is about raising student achievement through focusing on the teaching–learning process and the conditions which support it. They argue that improvement is about strategies for improving the schools' capacity for providing quality education in times of change. Davies (2000,p.38) distinguishes between two different approaches to school improvement; the approaches rest on sets of very different assumptions. He argues that schools have the capacity to improve themselves, if the conditions are right.

According to Davies (2000, p. 45), a major responsibility of those outside school is to help provide these conditions for the inside. When the need and purpose is there, when the conditions are right, both adults and students learn and each energises and contributes to the learning of the other. Davies believes that what needs to be improved in schools is their culture, the quality of interpersonal relationships, and the nature and quality of learning experiences. School improvement, therefore, is an effort to determine and provide, from without and within, conditions under which the adults and youngsters who inhabit schools will promote and sustain learning among themselves.

Hopkins & Ainscow (1994,p.68) define school improvement as a systematic sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively. According to him school improvement, as an approach to educational change, rests on a number of assumptions; namely; the school as the centre of change, a systematic approach to change, accomplishing educational goals more effectively, a multi level perspective, integrative implementation strategies and the drive towards institutionalization.

Oakes (1989), cited in Riley and Nutall (1994, p 83), also define school improvement as the extent to which schools provide opportunities for pupils to learn within various domains of knowledge and skills, the institutional strategies the school exerts in order to motivate and sustain its pupils and the circumstances that can empower teachers and others as they attempt to implement educational programmes.

The provincial Department of Education (2006,p1), on the other hand, states that "School improvement is about growth and development and, like a seed, requires nurturing and time, as well as commitment, planning and diverse inputs to ensure its success."

2.2. 2 THE CENTRALIZATION-DECENTRALIZATION PARADOX

Hopkins and Ainscow (1994, p.15) believe that there has been a tremendous increase in the amount of change or improvement expected of schools. This increase in expectations has been accompanied by fundamental changes in the way schools are managed and governed. In most Western Countries there appears to be contradictory pressure for centralisation in that there is increasing government control over policy and direction, on the one hand, and decentralisation that is more responsibility for implementation, resource management and evaluation at the local level on the other. According to Hopkins and Ainscow (1994, p.15) this tension between centralisation and decentralisation makes it very difficult for schools and local authorities to successfully implement innovations that make a real difference to the quality of schooling and pupil achievement. The key challenge is to find a balance between the centrally determined policy initiatives and quality control, and the encouragement of locally developed school improvement efforts.

Hopkins and Ainscow (1994,p. 22) argue that the decentralisation of decision making, as part of school improvement, establishes new roles and responsibilities for senior education officials at the centre and for school leaders, teachers and parents at the school level. Furthermore, it is argued that shifting responsibility to the school level raises the possibility that some functions, formerly carried at the centre, will not be effectively performed. Central authorities need to ensure, through guidance and support for pre-service, in-service and community based programmes, that those assuming new roles have developed the capacity to meet their new responsibilities. Most importantly, Hopkins and Ainscow (1994, p. 15) believe that management of change, whether at the centre or at the school level, requires a strategy which considers change as a dynamic and evolutionary process.

2.2.3 THE PATHOLOGY OF TOP DOWN CHANGE

Hopkins and Ainscow (1994, p.30) believe that centrally imposed or top-down change implicitly assumes that implementation is an event rather than a process. The nature, amount, and pace of change at the local level is a product of local factors that are largely beyond the control of higher level policy makers. According to McLaughlin (1990, p.12), as cited in Hopkins and Ainscow (1994), policy cannot mandate what matters, implementation dominates outcomes, and local variability is the rule whilst uniformity is the exception. Hopkins and Ainscow (1994, p.18) state that the relationship between macro level policies and micro-level behaviour is paramount. Hopkins and Ainscow (1994,p.18) state "It is the implementation, rather than the decision to adopt a new policy, that determines student achievement. The central irony of many superficially attractive reforms is that they have no hope of enhancing the outcomes of students."

2.2.4 WHY THE SCHOOL IMPROVEMENT THEORY?

The pressure on schools to develop and improve has never been greater. There is an interest and fascination with the way other national systems of education are organised and operate. Demographic change, economic transformation, technological innovation and the explosion of knowledge have created a source of ideas within which schooling and education should be based. In South Africa, the important shifts in political and ideological structures over the last decades have contributed to the complex interplay of ideas. There needs to be a great deal of improvement as post apartheid education struggles to emerge from its oppressive past. Supporting teachers in their search for good practises is the core of improving school management, and teaching and learning (Provincial Department of Education, 2006, p. 1).

As the researcher is involved with schools, her study is driven by a need to look for approaches that can assist schools in managing their finances so as to improve the quality of their teaching and learning. Hopkins and Ainscow (1994, p.96) state that "School improvement strategies can lead to cultural change in schools through modifications to

their internal conditions. It is the cultural change that supports the teaching and learning process which leads to enhanced outcomes for students.” School improvement is the process through which schools adapt external changes to an internal purpose. When successful, this leads to enhanced outcomes for teachers and students, and ultimately affects the culture of the school, as well as its internal organizational structures (Hopkins and Ainscow, 1994, p.197).

2.2.5 FUNDING AND SCHOOL IMPROVEMENT

In examining, and learning from, the practises of schools, the researcher’s concern is to assist in improving the existing practise of resource management. Hywel and Martin (1996, p. 8) argue that resources alone are no guarantee of the quality of teaching and learning or of the nature and standard of long term outcomes. They believe that much depends upon the commitment of pupils and educators as well as the support of parents and the community at large, and upon how schools use and manage the resources that are under their control. According to Hywel and Martin (1996,p.15), decentralised management crucially located within a strategic national framework is central to achieving the great themes of contemporary reforms; namely, Financial delegation, formula funding, changes in admission arrangements, staffing delegation, performance indicators and choice of governance.

Financial Delegation is a change in management processes intended to make more efficient use of resources. It means, for example, that within their financially limited budgets, schools decide on their numbers and type of staff and how to spend the money on their premises (Thomas and Martin 1996, p.15). The other component of decentralisation is formula funding, as introduced in April 1990. Hywel and Martin (1996,p.21) believe that formula funding has transformed the practise of funding from one characterised by a lack of information on the level of funding individual schools to a system where the rules of funding are transparent with the funding of individual schools opened to public scrutiny.

This formula is also a pupil driven system of funding schools in which a minimum of eighty per cent of the money allocated must be tied to a pupil so that the schools have clear incentives to attract and retain pupils. It gives the exercise of parental choice a financial impact because, effectively, the money follows the pupils. The provision of quality education, according to the Ministry of Basic Education, is a public responsibility to be largely funded by the state at an affordable and sustainable level. This implies that certain education costs are to be borne by parents and learners (National Department of Education, 2000,p.18). The private funding of education which consists, primarily, of mandatory school fees has allowed schools or groups of schools to set fees according to the wishes of the parents. This has led to public schools serving largely poor communities who are unable to raise much money and are thus left with poorer facilities (Davidoff & Lazarus 1997, pp.43-44).

2.3 SCHOOL GOVERNING BODIES AS FINANCIAL MANAGERS

Creese & Early (1999, p.164) define financial management as the performance of management actions connected to the finance of schools with the aim of achieving effective education. The most important aspect of managing finances is to be clear about who is responsible for what because the overlapping of responsibilities needs to be minimised to avoid areas of conflict. The responsibilities of financial control entrusted to the SGB are probably their most important responsibilities, in particular, the preparation and approval of the annual budget.

Section 37 of the South African Schools Act (Act No 84 of 1996) prescribes the following mandatory financial functions:

- Establish a school fund
- Keep financial Records
- Draw up annual financial statements and
- Supplement state resource

The Governing Body stands in a position of trust towards the school and fulfils the role of a public entity . SASA has entrusted tasks that relate to the management of school property and finance to the SGB. Section 30 of the South African Schools Act (Act No 84 of 1996) provides that SGB may establish sub-committees such as finance committees which reports to them. The finance committee is established strictly to handle school finances on a day to day basis.

All public school governing bodies are obliged by the South African Schools Act to support their schools financially as best they can. The Act provides that a governing body must “take all reasonable measures within its means to supplement the resources provided by the state in order to improve the quality of education provided by the school to all learners at the school” (SASA 1996, section 36).

2.4 PHASES IN SCHOOL FINANCIAL MANAGEMENT

An outline of these required financial principles, in the process of school financial management is provided under each of the following phases:

- Budgeting/Planning Phase
- Organisation Phase
- Control of finances

2.4.1 THE BUDGETING PHASE

According to Leithwood & Aitken (1995, p.4), a budget is a quantitative expression of a plan of action and an aid to its co-ordination and implementation. For a school the annual budget provides a plan which brings together the school’s objectives, levels of achievement and resources. In essence, budgets represent the financial expression of the school’s formal plans (Mclaughlin 1991, p.49) provide the following definition: “A budget is

telling your money where to go, instead of worrying where it went.” A budget is a planning instrument and a statement of the school’s priorities, co-ordinating activities and communicating plans within the school (Bisschoff, 1997, pp.66-67). Budgets and operating plans should contain proposals with estimated costs for curriculum and extracurricular development, administration and systems, staff development, training, and maintenance (Sayed 2002, p. 25).

The education department is required to assist SGBs by providing, on an annual basis, sufficient information such as the available funds for public schools to enable them to prepare their budgets for the next year, in accordance with the South African Schools Act. Section 39 of the Act requires that the SGB convene a general meeting of parents to consider and approve, by means of a vote, a budget which has been prepared in accordance with Section 38 of the Act. RSA, (1996,p 18)states that “A governing body of a public school must prepare a budget each year, according to prescriptions determined by the Member of the Executive Council in a Provincial Gazette, which shows the estimated income and expenditure of the school for the following financial year.”

The budgetary process, therefore, begins with decision making and stating the expected outcomes. The following steps are very important during the school’s budgeting process:

- Identify the school’s priorities and long term development needs, and develop a funding model for these if the costs are to be spread over a number of years
- Review the school’s current budget and projected income and expenditure for the current year
- Invite staff with budget responsibilities to submit budgets for the following year.
- The information to staff should include a copy of the current year’s budget and an up to date income and expenditure for the current year.
- Estimated the acceptable fee increase range (not applicable for “no fee” schools)

- Estimated income. This will depend on a quintile ranking and the 'per learner' allocations from the education department. This information is important to "no fee" schools because of the abolition of mandatory fees as a source of income.
- Estimated operational costs. It is ideal to start with the major costs identified during the review of the current budget.
- Estimated minimum reserve funds needed. Schools are not permitted to borrow money or make use of an overdraft facility. Therefore, schools need reserve funds.
- Estimate major priority capital development costs. This refers to long term budgeting. If the school plans to set aside money for future development needs, the estimated expenditure needs to be included in this section of the budget.

In fulfilling their obligation to raise supplementary resources, SGBs are not required to levy mandatory fees. The decision whether or not to levy school fees is a matter for the parents of the school, where schools have not been declared as "no fee" institutions (SASA, Act no84 of 1996). In the case of 'no fee' schools, where parents could make voluntary contributions, SGBs will certainly require sufficient information on their estimated income considering the fact that mandatory fees are no longer part of their income and that their allocated income is allocated strictly in accordance with the number of learners at the school.

The important factors in the size of the school budget are, therefore; the learner numbers and the level of state funding. It is through learner numbers that state funding is made available. Current and forecast learner numbers are central to the development of the school plan and the setting of objectives. For this reason, SGBs and Principals should be aware of the historical trends in learner numbers and the reasons associated with these trends (Potgieter, 1997, p. 24).

2.4.2 ORGANIZING PHASE

The organisation of finances entails activities such as the establishment of organisational structures which handle various financial management tasks, whether in the field of administration or accounting (Bisschoff, 1997, p.92) Other aspects entailed in the organisation of school finances include the drawing up of a school finance policy, the formula, the coordination of activities, and delegating certain functions to clerical staff, class teachers, the treasurer or even to the Principal. The school financial policy is, in essence, a control procedure (Davidoff & Lazarus, 1997,p281) which establishes how financial transactions are processed, which internal checks need to be in place, matters of delegation and responsibility as well as the system of authorisation to be used.

2.4.3 THE CONTROL PHASE

The control process involves three sequential stages: the recording of actual performance, the comparison of actual performance with expected performance and the provision of regular feedback to allow the continuous monitoring of events (Helen, 1992). There should be control procedures in place to ensure that the school is progressing towards its objectives, and that the allocated resources are used efficiently. Financial control is enhanced through the auditing of the school's financial records and statements by an appointed person who is registered as an accountant and auditor in terms of the Auditing Profession Act (Act no 26 of 2005), or a person approved by the Member of the Executive Council (MEC). SASA (Act No 84 of 1996) prescribes that all school monies and all assets acquired by the school are the property of the school and may be used only for the purposes of the school. (Bisschoff, 1997, p. 140).

In terms of the SASA (Act no 84 of 1996), the principal is accountable to the SGB because he does not play an executive role in relation to school property and finances. In order to compile and submit a proper final report to the SGB for approval, the principal will have to ensure that monthly and quarterly statements are correct, kept safely and made available for examination by stakeholders when necessary. The SGB accounts to the parents,

teachers, learners, community and the Department of Education, with regard to the school's funds. It is therefore important to invite parents to comment on and acknowledge the final annual report before it is submitted to the Head of the Department (Eliason, 1996, p. 243).

2.5 SUMMARY OF THE THEORETICAL FRAMEWORK

The need for schools to improve the quality of teaching and learning in the Eastern Cape cannot be overemphasised. For schools to perform better they should be well equipped to utilise the funds allocated to them more efficiently. Sound financial management in schools can make a significant difference by maximising the effects of education. There is a need, however, to attend to the managerial capacity of the SGB as its members are key to the effective utilisation of the school's budget.

SGB members and principals are required to ensure that financial resources support the educational programmes. In essence, the process of financial delegation to schools should take into account the importance of equipping members of the school community with the requisite skills to analyse budgets and financial statements properly, so as to ensure that school allocations are effectively managed. It is therefore imperative that all members of the management structures acquire the necessary financial skills so as to improve the quality of teaching and learning through the effective utilisation of resources. This is exactly what is highlighted in the decentralisation-centralisation paradox where central authorities need to ensure, through guidance and support for pre-service, in-service and community based programmes, that those assuming new roles have developed the capacity to meet their new responsibilities.

2.6 SECTION B – LITERATURE REVIEW

The nature of the topic under study has a limited body of available literature, however, the extensive legislative framework produced before and after 1994 in South Africa closed the gap that seemed to be a challenge. Government gazettes, white papers, and media

information were used by the researcher as part of the literature related to the study. Furthermore, two international countries will be studied to provide an international perspective on whether the funding of public schools improves the quality of teaching and learning. In addition, international benchmarks for quality teaching and learning will be looked at so as to compare the position of our schools.

2.6.1 THE OBJECTIVES OF SCHOOL BASED MANAGEMENT

School based management (SBM), or the self-management of schools, is an approach through which management structures at school level are granted decision-making authority on functions and responsibilities, through a process of decentralisation. According to Mestry (2004, p. 37), it is adopted mainly to improve learner achievement. This approach is based on the belief that schools will operate more like businesses. SBM involves decisions about resources such as the required number and kinds of personnel, the amount of equipment and supplies purchased and, sometimes, the maintenance and utility of services (Sayed 2000, p. 41).

The SBM approach was initially adopted as a means of political reform that shifted the balance of power from the central office to the school community, but later SBM efforts increasingly became focused on improving learner achievement through the following endeavours: changes in school culture and practice, the use of decision-making authority to effect meaningful changes in teaching and learning, the creative division of power among individuals through the establishment of networks amongst administrators and teachers, principals adopting the role of a manager and facilitator of change, whilst teacher leaders take on responsibilities around issues of teaching and learning, focusing resources on particular innovations or initiatives rather than using resources to pull the school in multiple and competing directions (Horne and Brown, 2004, p. 55).

School development and improvement are largely determined through successful translations of money inputs into school resources and, subsequently, the translation of school resources into learner achievement (National Department of Education, 2003, p 103-104). In the context of the South African education system, the decentralisation strategy is largely applied to section 21. These schools have been granted financial

responsibilities and decision-making authority which is in line with the international approach to School Based Management (SBM).

The policy framework on education, which also encompasses the South African Schools Act (Act No 84 of 1996) and the School Funding Norms, encourages all parents, teachers, learners and communities to play an active role in ensuring that the state's resources granted to schools are translated into quality teaching and learning. In accordance with the decentralisation policies, all public schools, even those in poor communities, are expected to eventually play a role in managing resources effectively, through the SBM structures (National Department of Education, 2003, p 36).

The decision to grant public schools the functions of Section 21 entities has huge financial management implications for these schools. The SGBs of Section 21 schools face increased accountability for their utilisation of funds. In addition, SGBs and principals are to allocate finances in a manner that responds promptly to the needs of the school in order to increase effectiveness, efficiency and the quality of the educational programme which the school offers its learners (Gorton, 1991, p12). Furthermore, he notes that although education is often considered to be the solution to development, and appears to be the solution to the dilemma of poor communities, the problem is that:

Even those who are to manage education in developing countries are not fully competent to do so. Resources are used inefficiently and the benefits are thus reduced to a trickle, keeping the learner poor in skills, making it almost impossible for him to escape poverty.

The efficient and effective deployment of financial resources could be ensured through adherence to the required school financial management principles. In order to ensure that school funds are managed in a manner that supports the educational programme, it is essential for the SGB members and principals of Section 21 schools to acquire the necessary knowledge and skills as regards the required school financial management plan (SASA Act No 84 of 1996). Government's view is that effective schemes of local financial management will improve the quality of teaching and learning in schools because they

will enable school governors and principals "To plan their use of resources to maximum effect in accordance with their own needs and priorities." Hargreaves (1991, p65) describes the purpose of decentralised management in the following manner:

Decentralised resource management does not mean simply allocating budgets to cost centre managers to do what they wish with the resources, budgets and finance are a means of achieving management purposes. The management purposes are achieving the policy objective of the authority. Decentralised school funds, therefore, are intended to finance the curriculum and instructional programme, classroom management, school organisation, school staffing and resourcing. Schools have to consider how their decision-making processes need to be adapted in view of the opportunities presented by the delegation of financial responsibilities. In the case of the South African Education system, all funding and governance issues for public schools are regulated and managed in accordance with the South African Schools Act (Act No 84 of 1996). Section 21 of the Act provides for the decentralisation of financial responsibilities to school based structures (that is, SGBs). This provision implies that lump sums are allocated to Section 21 schools.

According to the South African Schools Act (Act No 84 of 1996), the following implications are derived from the decentralisation of financial responsibilities and decision-making powers to schools:

- Delegation adds considerably to the administrative workload at the school level. This necessitates a redesigning of schools to accommodate delegated functions.
- Decision making will cover all aspects of school activities, starting with the setting of goals, and proceeding to the preparation of detailed budgets and operating plans, the monitoring of progress and achievement, as well as agreement about changes to an annual review.
- The role of governors in school management will now become more meaningful as they will have real resources to control.

- In terms of planning and budgeting, each school will be faced with the task of planning its operations to achieve its educational objectives within the constraints of cash limits as well as overall policies and guidelines.
- Schools will need to respond quickly to changes in their resources which are the result of changes in learner numbers.
- The execution of schools' operating plans and budgets will need to be controlled. Schools will need to monitor activities and achievements in parallel with the budget.

In the South African context, school based management is founded on the tenets of participatory democracy, namely, direct or indirect participation by the educational stakeholders (teachers, parents, learners and the community at large) who are given the opportunity and power to improve and develop their schools (Silver, 1994,p 67). This approach was introduced to the South African public education system through the provisions of the SASA (Act No 84 of 1996). Section 21 of the Act provides for the establishment of self managing schools) by permitting schools to apply for functions that were originally carried out by the central offices of education departments. The decentralisation of these functions includes state-allocated budgets and financial management responsibilities.

The school allocation is the amount that the state allocates to schools, through provincial education departments, in order to finance key inputs other than personnel and buildings in the education process. Examples of the key inputs necessary for teachers and other school personnel to properly perform their functions are: textbooks, stationery, and items such as cleaning materials and electricity. Public funding is allocated in accordance with Section 34 (1) of the South African Schools Act (Act no 84 of 1996). The Act requires the state to fund public schools from public revenue, on an equitable basis, in order to ensure the proper exercise of the rights of learners to education and to redress past inequalities in education provision.

Provincial governments and legislatures have a constitutional responsibility to allocate appropriations to their education departments from the total revenue resources available to their provinces. Each province determines its own level of spending on education. Although the Ministry of Basic Education does not decide on the amounts allocated annually for Provincial Education Departments, the Ministry of Basic Education is responsible for determining national policy on and norms for the provision of educator and non-educator personnel, including administrative and support personnel, at the school level (SASA, Act no 84 of 1996)

Presently, the Ministry of Basic Education has determined that personnel and non-personnel spending in public schools should be in the 80:20 ratios (i.e. 80 % on personnel and 20% on non-personnel expenditure). The new expenditure ratio on personnel and non-personnel is intended to increase the budget for pedagogically critical items such as the construction of new schools, supply of learning and teaching support materials (LTSM) and professional teacher development programmes (SASA Act no 84 of 1996).

According to the School Funding Norms provincial education departments, in their overall budget for education and for schools, must budget for capital cost allocations and school allocations. The capital cost allocations consist of allocations for new classrooms and construction. This includes the provision of water, electricity, sewage and on-site telephone services.

The school allocation strictly covers non-personnel recurrent items and small capital items required by the school as well as the normal repairs to and maintenance of the physical infrastructure of the school. According to the Norms and Standards for funding, the following are examples of aspects that the school allocation may cover: learning and teaching support materials (LTSM) which include textbooks and education equipment, non-LTSM equipment such as photocopier machines, telephone sets, hardware tools, furniture other than learners' desks and chairs, consumable items of an educational nature such as stationery for learners, consumable items of a non-educational nature such as cleaning materials, fuel ,food and lubricants, services relating to repairs and

maintenance, other services including workshop fees, television set licences, postage, rental of equipment, audit fees and legal services.

In essence, the school allocation is primarily and exclusively intended for the promotion of efficient and quality education in public schools (SASA Act no 84 of 1996). Section 21 schools are given the authority to deal directly with suppliers and contractors for the relevant budgeted items . The primary implication of this financial management autonomy for Section 21 schools is that SGBs and school management teams (SMT) will enjoy increased managerial autonomy (De Grauwe 2005). Members of the SGB and the SMT are therefore required to exercise considerable control and management.

2.6.2 THE ROLE OF THE SCHOOL PRINCIPAL

A principal is the single greatest influence on the life of the school. It is impossible to visualise a school trying to operate without the full involvement and support of the Principal. In fact, a deficiency in the principal's involvement and a lack of fulfilling leadership and support roles are negative school practises that contribute to a negative school climate. The South African Schools Act (Act No 84 of 1996) describes the Principal's role simply as providing assistance to the SGB on school property. The principal also provides Financial Assistance to the SGB which includes the monitoring of the school's financial position, particularly to cash flow (Clarke 1996,p. 288). The principal also has a responsibility to ensure that the SGB manages the school's finances in terms of the provision of the South African Schools Act (Act No 84 of 1996) and in the best interests of the school.

A school principal is important in the creation of a positive organisational culture within the school in order to motivate teachers and learners to achieve their educational outcomes. A positive organisational culture is defined as the manner in which all tasks in the school are embarked upon and executed (Davindoff & Lazarus, 1999, p.125). The organisational structure of the school and the principal's influence on this relate directly to the effectiveness of teaching and learning. The principal's personal convictions about the nature and purpose of education come to the fore in the educational programme of the school.

The principal is required to articulate the school's mission in order to contribute to the establishment of positive and sound cooperation in the school (Blase & Blase 1999).

Principals who manage within the context of the regulations of the SASA are under the authority of the Head of Department and must undertake the professional management of public schools. The principal serves as a representative of the Head of Department in the SGB when acting in an official capacity. The implication is that the principal is accorded delegate powers to organise and control the teaching, learning and associated activities at the school effectively (Mestry, 2004, p.127). According to the above mentioned facts, it is apparent that the main responsibility of the principal and the SMT is to organise teaching and learning activities. This is executed through devising operational plans which encompass the objectives of the educational programme. SGBs are responsible for the financial plan by means of which financial resources are allocated to support the objectives of the educational programme.

2.6.3 RESPONSIBILITY OF SCHOOL GOVERNING BODIES FOR MANAGING

RECURRENT ALLOCATIONS

The SASA (1996 B-52) makes provisions for public school governing bodies to become progressively more responsible for managing aspects of their recurrent expenditure. Section 21 provides that, subject to the Act, a school governing body may apply in writing to the Head of Department to be allocated any of the following functions:

- Maintain and improve the schools property, buildings, grounds and hostel
- Determine the extra-curriculum and the choice of the subject options in terms of the provincial curriculum policy
- Purchase textbooks, educational materials or equipment for the school
- Pay for services to the school
- Other functions consistent with the act or applicable provincial legislation

The apartheid regime favoured such communities with high quality facilities, equipment and resources. According to Govender et al (2003,p.105) the state was spending approximately 15 times more on White than on Black pupils (Refer to Table 5:52). Vigorous fund raising by parent bodies, including commercial sponsorship and fee income, have enabled many such schools to add to their facilities, equipment and learning resources, whilst expanding their range of cultural and sporting activities.

Since 1995, when such schools have been required to down-size their staff establishment, many have been able to recruit additional staff on governing body contracts, paid from the school fund. Poor people, on the other hand, especially in former homeland areas, have contributed a disproportionate share of their incomes over many decades to the building, upkeep and improvement of schools. This was done with the aid of school funds and other contributions, including physical labour. All too many schools in poor, rural and urban working class communities still suffer the legacy of large classes, deplorable physical conditions and absence of learning resources, despite a major RDP National school building programme, and many other projects paid directly from the provincial budgets. Yet, educators and learners in poor schools are expected to achieve the same levels of learning as their compatriots who are better off (SASA, 1996: B45).

Such contradictions within the same public school system reflect the past's discriminatory investment in schooling, and vast current disparities in the personal income of parents. The present document addresses these inequalities by establishing a sharply progressive state funding policy, for ordinary public schools, which favours poor communities (SASA, 1996: B45). All public school governing bodies are therefore obliged by the Act to support their schools financially, as best as they can. The Act provides that a governing body must "take all reasonable measures within its means to supplement the resources provided by the state in order to improve the quality of education provided by the school to all learners of the school" (section 36).

The Education Laws Amendment Act 24 of 2005 made amendments to section 35 of the South African Schools Act of 1996. Provision was made for some schools serving the poorest communities in the country to be declared "No Fee Schools" from 2006 onwards.

The declaration of 'No Fee Schools' is an integral part of the government strategy to alleviate the effects of poverty and redress the imbalances of the past. In addition, this strategy aims to ensure that all constitution of learners in the country exercise their right to basic education as determined by the constitution of Republic of South Africa in Act no 108 of 1996.

To ensure that all learners, even the poorest of the poor, have access to education, the Provincial Education Department (PEDs) divides the list into 5 quintiles, from the poorest to least poor. The distribution by quintile determines the per learner allocation in terms of the resource Targeting Table below. Thus allocation is made on a variable per learner basis that favours the poorer segments of the population. The neediest and largest schools are prioritised in terms of funding (SASA 1996 B-52). See table 1 below:

TABLE 1: RESOURCE TARGETING TABLE BASED ON COMMUNITIES OF SCHOOLS AND POVERTY OF COMMUNITIES (SOURCE: SASA 1996 B-52)

School quintiles from poorest to least poor	Expenditure allocation	Cumulative percentage of schools	Cumulative % of non personnel and non capital recurrent expenditure	Per learner expenditure indexed to average of 100
Poorest 20%	35% of the resources	20%	35%	175
Next 20 %	25% of the resources	40%	60%	125
Next 20 %	20% of the resources	60%	80%	100
Next 20 %	15% of the resources	80%	95%	75
Least poor 20%	5% of the resources	100%	100%	25%

According to SASA (1996) the resource allocation to schools is based on the learner data contained in the 10th School day Snap Survey of the previous year. The Resource Targeting list comprises all the public schools in the province sorted by "need" or Poverty. Two equally weighted factors are used to rank the schools:

- (a) The physical condition, facilities and crowding of the school: Using the School Register of Needs data, provincial education departments may create indices based on the range of physical facilities at the school, learner: classroom ratio, the overall condition and need for repairs, availability of basic services. This factor is weighted 50%.
- (b) The relative poverty of the community around the school: Using census, household survey or other data, provincial education departments may create indices based on, for example, the proportion of households with electricity and piped water in the community served by the school, and other similar criteria. This factor is weighted 50% (SASA 1996 B-51).

TABLE 2 SHOWS THE ALLOCATION OF FUNDS PER QUINTILES (Source):

Department of Education (2008), Amended National Norms and Standards for School Funding.

	2007	2008	2009	% Possible fee exemption
Quintile 1	R738	R775	R807	100%
Quintile 2	R677	R711	R740	100%
Quintile 3	R554	R581	R605	100%
Quintile 4	R369	R388	R404	67%
Quintile 5	R123	R129	R134	22%

2.6.4 UTILISATION OF ALLOCATION AS PER THE RESOURCE TARGETING TABLE (RTT)

The Amended National Norms and Standards for School Funding Gazette no 31496 (2008) stipulate that 45% of the school allocation is ring fenced for LTSM and may be used for the purchasing of textbooks. This is done to ensure progressive movement to a ratio of one textbook per learner, per learning area. 12% of the allocation is for stationery required for the different learning areas, 10% and 5% for education consumables and Non Education Consumables, respectively, in support of the curriculum, whilst 8% of the school allocation is ring fenced for maintenance and must be used for minor repairs e.g. the replacement of broken windows and minor plumbing repairs. All these efforts are an attempt to improve the quality of teaching and learning in all schools.

TABLE 3 SHOWING QUINTILE 1 SCHOOLS WITH A PASS RATE OF 10% OR LESS

Source: Department of Basic Education (2009) National Senior Certificate Report

Province	Region	District	School	Wrote	Passed	% Pass
Eastern Cape	North East	Mt Fletcher	Bethania .S.S.S	77	1	1.3
	North East	Mt Fletcher	Edward Zibi S.S.S	77	8	10.4
	Eastern	Mthatha	Menziwa S.S.S	122	11	9.0
	North Eastern	Lusikisiki	Mfazwe Comp High	64	5	7.8
	North Eastern	Maluti	Mnukwa S.S.S	86	9	10.5
	Eastern	Mthatha	Seaview S.S.S	65	6	9.2
	Eastern	Qumbu	Welsh S.S.S	52	5	9.6

TABLE 4 SHOWING LEARNERS WHO WROTE, PASSED OR FAILED IN MTHATHA DISTRICT (SOURCE: EXAMS SECTION, MTHATHA 2011)

YEAR	2008	%	2009	%	2010	%
ENTERED	5087	100%	5807	100%	5788	100%
WROTE	4909	96%	5578	96%	5531	95.5
PASSED	2537	51,7	2762	49.5	3469	62,7
FAILED	2372	48,3	2816	50.5	2062	37.3

2.6.5 CHARACTERISTICS OF QUALITY TEACHING AND LEARNING

The following is a list of quality criteria as put forward by Preddy (1992):

- **The provision of resources for teaching:** The teacher has access to teaching resources which support his scheme of work. In addition, the teacher produces some resources of his own use and stores them in his or her teaching base. The teacher relies upon plentiful and accessible departmental resources which have been acquired and developed to complement schemes of work.

Both learners and educators use library or school resource centre which provides additional material through a knowledgeable librarian.

- **Resources and the classroom environment:** The class is tidy and well organized, some resources are available and limited commercial display is apparent. Resources are well stored in a tidy and attractive learning environment. Good use is made of display material which includes some student work. Flexible furnishings have been suitably arranged to allow a variety of approaches to teaching and learning.

- **The provision of resources for student use:** Students have been taught to make autonomous and responsible use of resources which are readily available to them. The students can be relied upon to manage their own learning, at times. In addition, they have a access to resources within and beyond the classroom.
- **The use of information technology:** Computers are available in the classroom and are network linked to the school's information technology centre. The teacher frequently uses computers to develop skills and abilities. The teacher uses computers regularly and confidently as part of the teaching of all students. Consequently, students are sure of an experience across the curriculum which guarantees competence in word processing, databases, spreadsheets and desktop publishing. Opportunities are found for the use of satellite communication, teletext and other technological information sources.

Use of homework and Resources: The teacher uses homework to reinforce and extend the work of the individual student. Tasks and resources are often used to cater for individual needs. Tasks are often set for homework which involve students taking an investigative approach to their studies. Relevance to national curriculum statement: The subject is taught appropriately with specific regard for the national curriculum statement's targets. The teacher works from a well-developed departmental scheme of work, which is in accord with the national curriculum statement. Cross-curricular themes and dimensions are understood by teachers and students in respect of the whole curriculum which does not seek to compartmentalize knowledge, skills and concepts .

2.6.6 EDUCATION AND FUNDING BEFORE 1994

Education policies were part of the foundation of the discriminatory nature of South African society. Education policies helped to maintain the structure of racial domination which was rooted in the ideology of White supremacy and racial segregation. With the implementation of the policy of apartheid, it was expected that separate education would be a fundamental pillar of apartheid.

The 1953 act aimed to provide Africans with a minimum of educational skills to enable them at best to engage in semi- skilled labour and to train small African elite to ensure that Blacks would be able to administer their reserves and homelands (Govender et al 2003, p.96).

The Act made provision for the following: Bantu education was to be controlled by the central government whilst the Minister of Native Affairs would ensure financing and control of the system (Govender, et al 2003,pp.81-82) When one examined the education policies of the National Party, it became clear that the policies furthered the aims of the Apartheid state, as education was separate and unequal. The per capita expenditure for each of the race groups clearly indicated the discriminatory nature of education. This was clearly reflected in the following table:

Table 5 : PER CAPITA EXPENDITURE ON EDUCATION: (Source Govender: 2003)

YEAR	AFRICANS	COLOUREDS	INDIAN	WHITE
1953/4	R17	R40	R40	R128
1969/70	R17	R73	R81	R282
1975/76	R42	R140	R190	R591
1980/81	R139	R185	R276	R657
1980/81	R139	R253	R513	R913
1982/83	R146	R498	R711	R1211

According to Govender et al (2003,p.105), the state was spending approximately 15 times more on White than on Black pupils. As a result there was a severe shortage of classrooms and teachers, resulting in overcrowding and a high pupil teacher ratio. Poorly

qualified teachers influenced the standard of education which, in turn, resulted in a high failure rate.

2.7 INTERNATIONAL PERSPECTIVE ON FUNDING AND SCHOOL IMPROVEMENT

The change or improvement goes by different names in different countries, i.e. local management of schools in United Kingdom, Self managing schools in Australia, Site based Management or Restructuring in USA, Local management of the schools in Wales (Hopkins and Ainscow, 1999,p.16). The phrase "self managing school" emerged in Tasmania, Victoria and Australia in the Mid 1980s. The policies for the local management of schools were designed to increase the autonomy of schools in terms of their financial arrangements and governance.

A general response to the dilemma of decentralisation has been to give more responsibility to the schools for their own management. Many of these policies seem to be either politically or ideologically inspired. The approach was initially developed as a response to the devolution of financial resources to the school level which, on its own, is no guarantee of school improvement. The aspirations of this approach can only be achieved if financial planning reflects educational plans and if resources are allocated to support the priorities that the school has set itself. This approach is described by its originators, Cadwell and Spinks (1988), as collaborative school management which aspires to integrate goal setting, policy making, budgeting, implementation and evaluation with context of decision making that involves the school staff, student community and the governing body.

According to Hopkins and Ainscow (1996, p.16), financial delegation, the increased role of governance in the running of schools and their benefits in the medium to long term are still to be demonstrated. The restructuring movement in the U.S.A. provides the best and most researched example of the potentialities and pitfalls of this approach to educational reform. The studies conducted on restructuring and improvement; thus far, suggest that simply devolving budgets or broadening the governance of schools is no guarantee of school improvement. Like many other initiatives, restructuring and improvement policy

appear superficially attractive and will remain so until its deep structure is implemented (Hopkins and Ainscow 1994, p.18).

In a similar way, the current approaches to restructuring in the USA attempt a more fundamental approach to educational reform by transforming the organisation of the school in the quest for enhanced student achievement. The restructuring phenomenon is seen as the implementation of school effectiveness. In conclusion, Hopkins and Ainscow (1994, p. 231) argue that the seeming contradiction between increased government control over policy, on the one hand, and greater local management and accountability, on the other, is creates near impossible tensions for schools and local authorities. Improving the quality of schooling in this situation is a major challenge.

In the USA and Britain the Benchmarks for achievement, according to Silver (1994, pp. 112-113), are strong and effective administration and instructional leadership that creates consensus on instructional goals and an organisational capacity for instructional problem solving. Emphasis is also placed on the acquisition of basic and high order skills by learners, in addition to ensuring that there is a safe and orderly environment that allows teachers and pupils to focus their energies on academic achievement. Effective schools get that by partly making it clear that pupil acquisition of basic skills take precedence over all other school activities and, when necessary, school energy and resources can be diverted from other businesses in furtherance of the fundamental objectives. The school's atmosphere is orderly without being rigid, quiet without being oppressive, and generally conducive in the instructional business at hand.

2.8 SUMMARY

The decentralisation of financial responsibilities and decision making authority to school based management structures is an international trend which began during the early 1980s and 1990s. Its philosophy is based on the principles of good management and its general purpose is to empower school based management structures in order to develop and improve the performance of schools. Decentralisation to schools creates many financial implications for school governing structures.

Some of the implications are an increase in the administrative workload, the need to control the execution of operating plans and budgets, and the need to monitor activities and achievements in parallel with the budget.

In the South African education setting, the South African Schools Act (Act No 84 of 1996) provides for the decentralisation of financial responsibilities to schools. The Act draws a distinction between Section 20 and Section 21 schools. Schools with Section 21 functions are self managing as a result of the greater autonomy granted to them. The SGBs were essentially established to handle issues of school governance, in particular on finance and property. SGBs are, therefore, required to manage finances and property within the requirements of school financial management principles.

CHAPTER 3

RESEARCH METHODOLOGY AND PROCEDURES

3.1 INTRODUCTION

This research methodology chapter provides details regarding the manner in which researcher proposed to conduct the study. In this respect, the research methodology chapter forms a blue print of the study which could be given to someone else for that person to proceed with the investigation (Imenda and Muyangwa: 112). This chapter, therefore, gives details related to the following aspects: the research design that was followed, the population of the study, sampling procedures, a description of the research sample, and the data analysis methods followed.

3.2 THE RESEARCH DESIGN

This refers to ones overall research approach and justification of the use of such an approach, with regard to the problem under investigation. A research design is the basic plan of a study (Imenda and Muyangwa 2000, p. 31). Because the researcher wanted to establish whether funding of Section 21 schools improves the quality of teaching and learning, an evaluation research design was used. Evaluation research is appropriate whenever some social intervention occurs or is planned. A social intervention is an action taken within the social context for the purpose of producing some intended results. In its simplest sense, evaluation research is the process of determining whether a social intervention has produced the intended results (Babbie 2001, p.333). The chapter established whether the funding of section 21 schools improves the quality of teaching and learning.

3.2.1 EVALUATION RESEARCH DESIGN

Evaluation is an essential part of every research project. Researchers in the sciences have become increasingly aware of the need for better evaluation data to further the decision-making process. Furthermore, the Research and Development process has emphasised the need for better evaluation. In response to this new emphasis on evaluation, a new discipline called evaluation research has emerged as a discipline of research in its own right (Imenda and Muyangwa 2000, p.40).

According to Imenda and Muyangwa (2000, p.40) evaluation research involves the systematic collection of information on the worth of programmes, products, and/or techniques. This information is then used to make value judgements concerning the worth of these programmes, products and techniques. There are several types of evaluation research. These include: needs assessment, evaluation of new programmes during the development process and evaluation of completed products and/or techniques (a process of measurement and a process of evaluation).

Hence, evaluation research could be used to investigate instructional methods and curriculum materials as well as major instructional programmes. The main purpose of evaluation research is, therefore, to help researchers and practitioners make well-based decisions. Imenda and Muyangwa argue that the evaluation which is carried out while the product is still being developed is called formative evaluation. Ordinarily, the formative evaluation is designed to collect information which could be used to modify the product and make it more effective. On the other hand, summative evaluation is carried out on finished products and is designed to determine the effectiveness of the product.

This study used summative evaluation because, in summative evaluation studies, products, courses or programmes are set against their original objectives in order to measure their effectiveness, appropriateness and/or relevance in meeting such objectives. Remler and Van Ryzin (2011, p.6) argue that many program evaluations aim to answer the question: Did the program or intervention have an impact or did it improve or change things? Other program evaluations seek to describe the process of implementing the

program. According to Remler and Van Ryzin (2011, p.7), evaluation research is now a standard requirement of most government or foundation grants and contracts. They argue that most new policy or management initiatives demand some form of evaluation as well. So, evaluation research too has become a pillar of contemporary public policy and the management of public and non profit sectors (Rossi, Lipsey, and Freeman as cited in Remler and Van Ryzin (2011)).

According to Remler and Van Ryzin (2011, p.6), government and foundations increasingly favour evidence based policies and programs; strategies that have proven their effectiveness with research. It is not enough anymore to have a few heart warming testimonials or a plan that just looks good on paper. The trends towards evidence-based policy and practise now permeate many fields Davies, Nutley, Smith (2000) as cited in Remler and Van Ryzin (2011). According to the writers mentioned above, policy makers and practitioners often choose between effective programs. Therefore, comparing the effectiveness of different programs is as crucial as comparing cost effectiveness; that is, the outcome obtained relative to the cost of the program. Such comparisons require evidence about the magnitude of a program's effect and how large an influence a program has on the outcome.

3.2.2 RESEARCH STRATEGY: SURVEY

The general approach taken in an inquiry is referred to as a research strategy (Mwanje: 2001:106). Survey research is probably the best method available to the social researcher who is interested in collecting original data for describing a population too large to observe directly (Babbie, 2001, p.238). Careful probability sampling provides a group of respondents whose characteristics may be taken to reflect those of the large population, in addition to which a carefully constructed, standardised questionnaire provides data in the same form from all the respondents. The traditional strategies of social research are: Experimentation, Surveys and Case studies. According to Robson (1993,p. 45), as cited in Mwanje (2001,p.106), just as each research strategy can be used for any or all descriptive, exploratory or explanatory purposes, so any method or technique or

combination of methods can be used with any of the three traditional research strategies. For the purposes of this study a survey was used.

The Mthatha education district has 343 schools of different levels and it would have been impossible for the researcher to critically study and investigate whether the funding of section 21 schools improves the quality of teaching and learning in the whole district, hence the survey. Mammen and Molepo (2007, p.554), in agreement with Babbie and Mouton (2001), also confirm that the survey is an appropriate method of collecting original data for describing a population too large to observe directly.

A written survey questionnaire used variables and items expressed in language and graphics that have been predetermined, primarily by the researcher. The study therefore yielded data that fitted into the survey items. It had a strong positivistic tradition in thinking about the human condition.. Respondents were selected randomly from a specific population and completed the questionnaire which was then analysed statistically and discussed in statistical discourse (Henning 2004, pp. 34-35).

3.2.3 Strengths and weaknesses of survey research

Regardless of the specific methods used, surveys like other modes of observation in social research have, special strengths and weaknesses (Babbie 2001, p.268). Surveys make large samples feasible and, in one sense, surveys are flexible because many questions may be asked on a given topic, thus giving one considerable flexibility in analyses. Standardised questionnaires have an important strength with regard to measurement. Survey research also has several weaknesses. Standardised questionnaire items often represent the least common denominator in assessing people's attitudes, orientations, circumstances and experiences. In addition, survey research can seldom deal with the context of social life. The survey researcher rarely develops a feel for the total life situation in which respondents think and act (Babbie 2001, p.268).

3.3 SAMPLING TECHNIQUES

There are two types of sampling techniques, namely, probability and non probability. With probability sampling researchers agree that generalisation is possible. The following examples of probability sampling have been identified: simple random, systematic, and stratified and cluster sampling. For this particular study, the researcher decided to use non proportional stratified random sampling in probability sampling so that each individual school has an equal probability of being selected and the sample can be generalised to the larger population. Stratified random sample involves a heterogeneous population divided into a number of naturally or non overlapping group's strata that are more or less homogeneous in nature. This technique was used by the researcher to divide the schools in Section 21 into Junior and Senior Secondary Schools. The researcher then selected 3 schools from the junior and 3 from the Senior Secondary schools. Thus equal allocation was used because the same number of elements was drawn from each stratum. For the purpose of this study, section 20 schools were not selected because they do not have the autonomy to use the funds as their monies remain with the department.

3.4 QUANTITATIVE INQUIRY

Quantitative methodology is based on positivist or neo positivist philosophy. The theoretical principles of quantitative research propose the following number of options: the fact that reality is objective, simple and positive, and consists of sense impressions; there is one reality and truth in nature, human beings are determined by their social world; and they are subject to fixed patterns that are empirically observable. The task of the sociologist, in this regard, is to discover the scientific laws which explain human behaviour (Poloma, 1974, p.141).

Mwanje (2001,p. 19) argues that quantitative approaches are inadequate on their own for collecting, analysing and explaining data, or they are inappropriate in a subject which deals with human behaviour. He believes that quantitative techniques add precision in measurements, facilitate economy of description, validation of statements, and accuracy

in prediction as well as objectivity in social research. Quantitative research relies on quantitative techniques (Mwanje 2001, p. 20). The quantitative study measures levels of occurrences, asks how many and how often, studies actions, provides proof, is definitive and measures levels of actions, and trends.

3.5 DATA COLLECTION PROCEDURES

3.5.1 Questionnaire

A questionnaire was distributed amongst the 36 respondents and was designed in such a way that each major section corresponded to one of the research questions, hypotheses and or objectives. Each section of the questionnaire had a corresponding section in the literature review chapter. The principal, the learner, the SGB and the educator of each of the 6 schools were given the questionnaire to respond to. According to Babbie (2001,p.240), in asking questions researchers have two options: they may ask open ended questions, in which case the respondent is asked to provide his or her own answer to the question, and closed ended questions, which require that the respondent select an answer from a list provided by the researcher. Closed ended questions are very popular in survey research because they provide a greater uniformity of responses and are more easily processed.

Babbie (2001, p. 240) argues that open ended responses must be coded before they can be processed for computer analysis. The coding process often requires that the researcher interpret the meaning of responses, open the possibility of misunderstanding and researcher bias. There is also a danger that some respondents will provide answers that are essentially irrelevant to the researcher's content. Close-ended responses, on the other hand, can often be transferred directly into the electronic format. The researcher must construct questions that are clear and unambiguous, whilst avoid double barrelled questions.

The respondents must be competent and willing to answer. The questions should be relevant and short and researcher must avoid negative and biased items and terms (Babbie 2001, pp. 240-244).

3.5.2 ADVANTAGES AND DISADVANTAGES OF USING A QUESTIONNAIRE

Respondents can give frank honest answers, especially if confidentiality and anonymity are guaranteed. Open questions can reveal the respondent's thoughts and complex questions can be answered in detail. Closed questions are quick and easy to answer and thus save time. They do not discriminate widely on the basis of how articulate the respondents are (Wilson and Mclean, 1994, p.21). The researcher can get information/data from a large sample for much cheaper. Lastly, in a questionnaire there are economies of scale in devising, coding and analyzing the data (Wilson, Maclean 1994, p.21).

DISADVANTAGES

There could be problems regarding effective communication, depending on the language used and the comprehension level of the respondents. The motivation level of the respondents could lead to low response rates. Open questions can lead to different amounts/meanings of details among respondents. The coding of answers and statistical analysis may be difficult in open questions. Questionnaires are difficult for illiterate people to answer. Closed questions are answered even if they are not understood, since no detail or opinion is required, this can result in misguided conclusions. The given responses, in closed questions, may suggest an answer the respondent would never have thought of, whilst the answer the respondent wants to give may not be among the list of responses (Maree, 2007, p.164). The data was collected using pilot tested, self developed instruments intended to yield highly reliable and valid scores. These instruments were structured and contained closed ended and open ended items or questions.

3.6 THE POPULATION OF THE STUDY

This study was conducted in one of the twenty three education districts in the Eastern Cape Province in the Republic of SA namely, the Mthatha Education district. The Mthatha Education District has 343 schools and, as such, it is a large geographical area that also covers the Mqanduli district.

It would take enormous financial and material resources, a large contingent of personnel and a generous allowance of time to be able to involve all the schools of the district. The researcher therefore used a way of studying the given population in a more manageable manner within the constraints of time, geography, numbers, and available resources. According to Imenda and Muyangwa (2002,p.117), one way of doing this is to identify a sub population of the target population which is near enough to the researcher, and which possesses the same major and critical characteristics of the target population. Such a sub population of the target population is referred to as an accessible population.

It is important to stress that the accessible population must be identical to the target population in all major respects pertaining to the study, in order to have the necessary population validity (Imenda and Muyangwa 2000, p.117). The 343 schools were therefore the target population and the 6 schools became the sample of the accessible population. A research sample is a small group of people taking part in a given study and about whom information is to be collected. Schools are categorised into four levels: the Junior Primary Schools, Primary schools, Junior Secondary schools and Senior Secondary schools. The schools are further divided into Section and Section 21 Status.

TABLE 6: SHOWING DIFFERENT CATEGORIES OF PUBLIC SCHOOLS IN MTHATHA DISTRICT

Category	No of schools	No in Section 20	No in Section 21
Junior Primary Schools	22		22
Primary Schools	102	1	101
Junior Secondary Schools	174	4	170
Senior Secondary Schools	45	2	43

SOURCE: Education Management Information System 2010

3.7 HOW THE DATA WAS ANALYSED

Once research was carried out, the next task for the researcher was to see whether or not the data she collected supported or answered the research questions being asked (Imenda and Muyangwa 2000,p.166). To conduct a quantitative analysis, researcher engaged in the coding process after the data was collected. This was done with the assistance of the statistician. This means that the researcher had to communicate the findings using explanatory notes tables and graphs. Therefore, quantitative paradigms were used.

The SPSS programme was used to analyse the data. SPSS, originally termed the Statistical Package for the Social Sciences, is a computer program used for statistical analysis. Because numbers, tables, charts and diagrams are not easy for some people to understand, the researcher used the qualitative paradigm which allows words and descriptions to clarify those sections of the reports that cannot be understood in numbers. The quantitative paradigm, on the other hand, adds precision in measurement and facilitates an economy of words, accuracy in prediction and objectivity in social research (Mwanje, 2001, p.20).

3.8 AUTHENTICITY OF THE DATA

3.8.1 SIGNIFICANCE

The concept of significance has both a specific statistical meaning and a more general common sense interpretation. In statistical meaning it refers to the likelihood that a result derived from the sample could have been found by chance. The more significant a result, the more likely it is that it represents something genuine. In more general terms, significance has to do with how important a particular finding is judged to be (Blaxter, Hughes and Tight 2003, p.221). For this research, the findings are very significant to the policy planners and administrators.

3.8.2 GENERALIZABILITY

The concept of generalizability or representativeness is particularly relevant to small scale research. It relates to whether ones findings are likely to have broader applicability, beyond the focus of the study. Thus, if a detailed study of a specific institution, groups or even individuals has been carried out one has to question whether the findings are of any relevance beyond that institution, group or individual. Do they represent anything about the behaviour or experiences of other institutions, groups or individuals and, if so, how do you know that this is the case? (Blaxter, Hughes, and Tight (2000,p.222). As regards this research one can say that the behaviour is similar to other institutions, so the results are generalisable.

3.8.3 RELIABILITY

The concept of reliability has to do with how well you have carried out your research project. Have you carried it out in such a way that if another researcher were to look into the same question in the same setting, they would come up with essentially the same results. If so then the work is judged reliable (Blaxter, Hughes, and Tight 2003, p.222). Regarding this research, the results were the same. Presented below is what Imenda & Muyangwa (2000, pp140 -142) view as forms of reliability.

3.8.3.1 Test-Retest

The test–retest procedure involves administering the same instrument e.g. test and questionnaire to the same group of respondents twice at different times. If the test yields identical results, in the sense that should those who scored high and those who scored low during the first administration do so again, the instrument is reliable. If everyone scores the same mark during both administration of the measurement instrument then there is maximum reliability. If no clear pattern emerges then one may get zero reliability (Imenda & Muyangwa, 2000,p. 140)

3.8.3.2 Parallel Forms

Parallel forms of a measurement instrument are two different but equivalent instruments which have been content. It is difficult in practice to verify that any two instruments are parallel. In this regard, any two instruments e.g. tests that have been constructed with a view to making them parallel e.g. by matching items, and have equal or very similar observed characteristics are normally spoken of as alternate forms (Imenda & Muyangwa, 2000,p. 141).

3.8.3.3 Internal Consistency

Internal consistency seeks to incorporate the two ideas outlined under the test-retest and alternate forms. Internal consistency reliability is estimated using only one administration of a given instrument. In this respect, the procedure avoids the problems associated with the repeated administration of a given instrument. The most common method used to calculate an internal consistency reliability coefficient is the split-half method where a given instrument, once administered, is divided into two halves which then function as two alternate forms of the instrument (Imenda & Muyangwa, 2000, p. 141).

3.8.3.4 Kuder Richardson Method of Reliability

This method of working out reliability is used with tests in which items are scored on a nominal or categorical scale. Specific examples include scoring a test on the basis of true

or false and right or wrong answers. One other condition is that the test is untimed and that it must not measure one characteristic or quality. The extent to which the test items are measuring the same thing can be determined by examining individual item scores, rather than part or total scores, and then applying the Kuder Richardson formula (Imenda & Muyangwa, 2000, p. 142).

3.8.4 VALIDITY

Validity has to do with whether the methods, techniques and approaches actually relate to or measure the issues one has been exploring. As far as this research is concerned, the techniques that were used measured what they were intended to measure. Therefore the results were regarded as valid.

3.9 SUMMARY

This chapter discussed, in detail, the methodologies that were applied in this study. What became evident was that whatever approach or methodology one chooses to use, it must be credible and trustworthy. As a researcher, one must be able to contextualise the findings of the study within the body of existing knowledge on the topic and be able to indicate how it corroborates what is already known and the new insights that it offers, which could enhance our understanding of the phenomena under question. To achieve this, data analysis should allow the reader to share in one understands of and conclusions about the emerging reality described in the study (Maree 2007, p.117).

CHAPTER 4

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1 INTRODUCTION

In this chapter the researcher presented, interpreted and analysed the data collected, in order to answer the research questions presented in previous chapters. The research was conducted in order to understand whether the funding of section 21 schools improves the quality of teaching and learning. Factors such as the availability of textbooks per learner, procurement procedures, budget allocations, and effective monitoring by the SGBs were considered.

A questionnaire was constructed with closed and open ended questions. Responses were based on the Likert scale of measurement. Questions were sent to different schools and distributed to the Finance committee members, the Principals, the SGB chairpersons and the Learner Representatives. The data was then captured using the SPSS statistical package. After capturing, the data was then analysed and thereafter the project report was written. All the items that were in the analysis are included in the report. Open ended questions were categorised into themes and were then quantified.

4.2 THE SCHOOLS

The research was carried out in the Mthatha Education district. 6 Schools were identified for the completion of the questionnaire. The schools were named as school A, school B, school C, school D, school E, and school F for the purpose of maintaining their anonymity. A statistical analysis was performed which comprised of frequencies, percentages, cumulative percentages and charts.

4.3. PRESENTATION OF THE FINDINGS

The researcher acknowledges and appreciates the co-operation and positive attitudes shown by the principals, SMTs and SGBs during the research process.

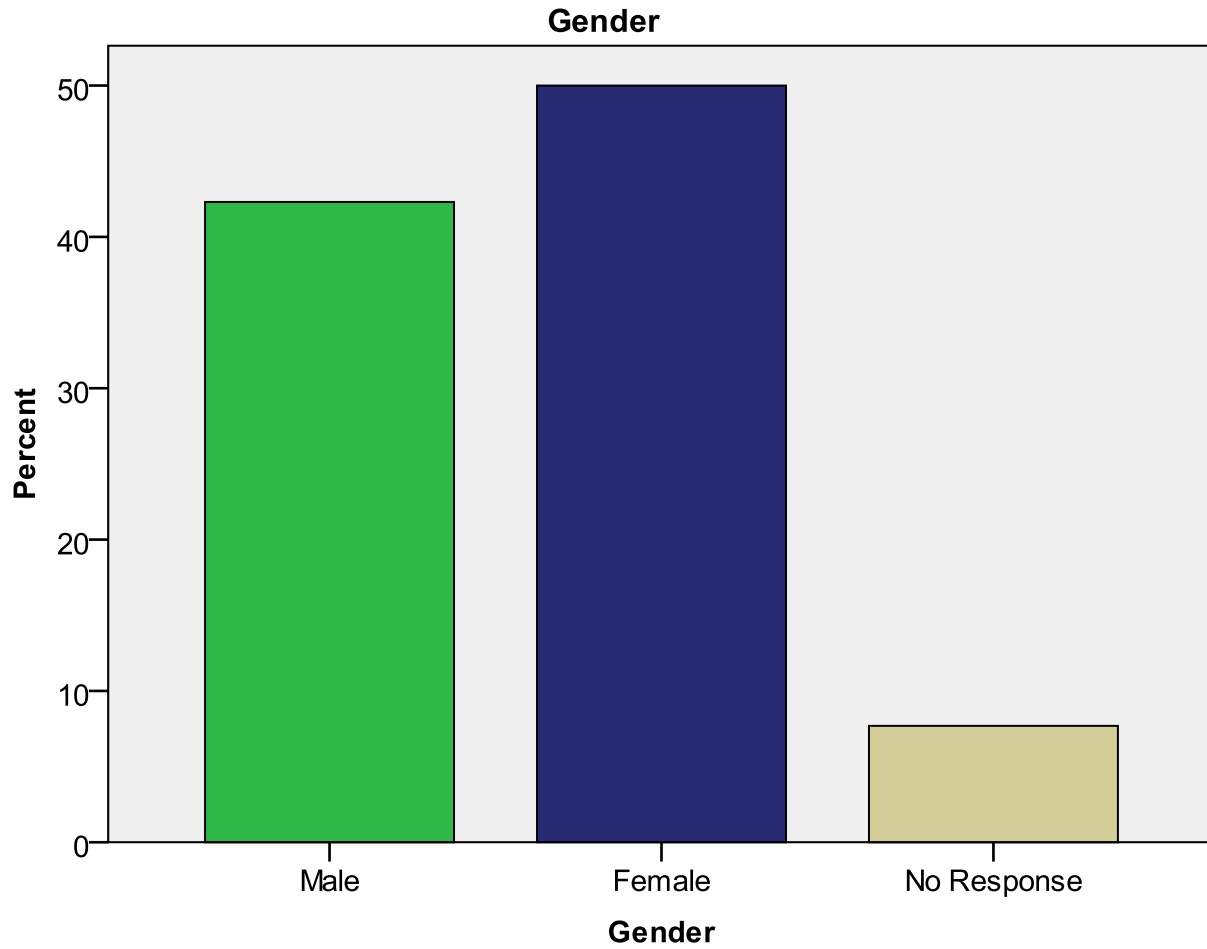
SECTION 4 A: BIOGRAPHICAL INFORMATION

The researcher decided to include, in the biographical detail, a few items that she felt were necessary. These are gender, age, rank, teaching or governing experience as well as each respondent's role in financial administration. Presented below are the tables and charts showing the biography of the respondents in each of the six categories.

1. GENDER OF THE RESPONDENTS

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	11	42.3	42.3	42.3
Female	13	50.0	50.0	92.3
No Response	2	7.7	7.7	100.0
Total	26	100.0	100.0	

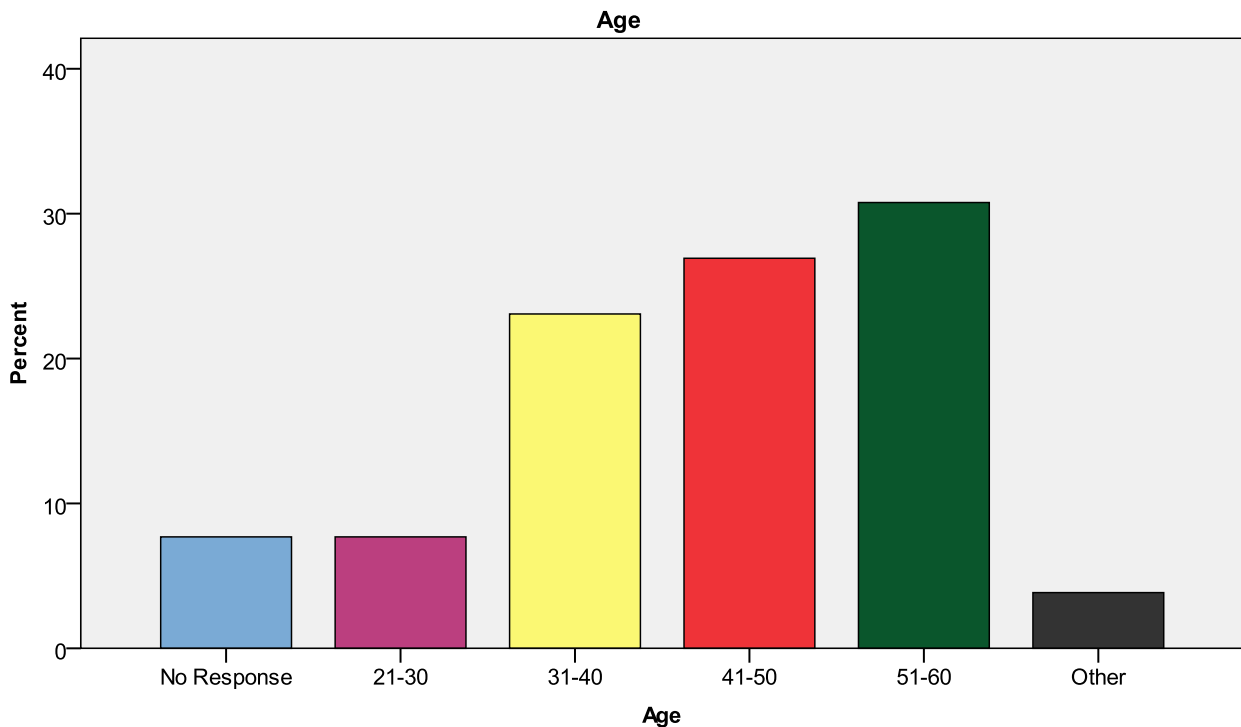


The two gender categories had the following distributions: Males 45% and Females 50%. 5% of the respondents never disclosed their gender. The analysis reveals that more women participated in the research than men.

2 .AGE OF THE RESPONDENTS

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	2	7.7	7.7	7.7
21-30	2	7.7	7.7	15.4
31-40	6	23.1	23.1	38.5
41-50	7	26.9	26.9	65.4
51-60	8	30.8	30.8	96.2
Other	1	3.8	3.8	100.0
Total	26	100.0	100.0	



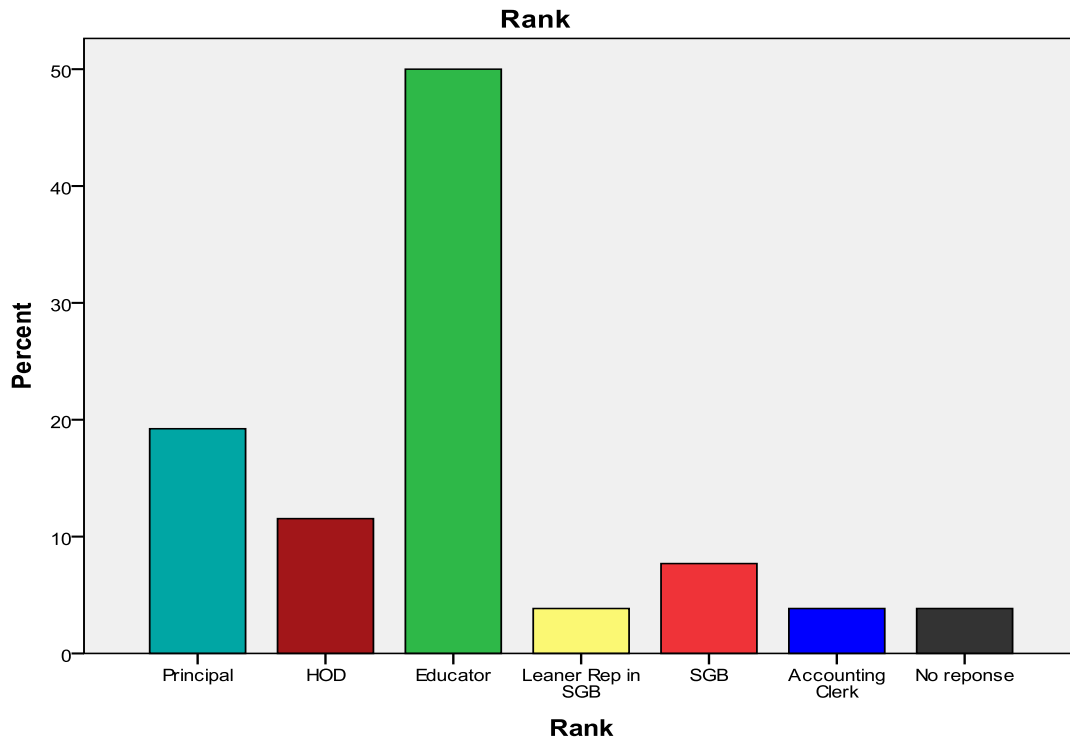
The age group with the highest respondents is 51-60 with 30%, followed by 41-50 with 24% and 31-40 who constitute 22% of the study respondents. The age group with the lowest number of respondents is 21-30 with 8%. This suggests that the teaching

fraternity is populated by old people and only a few young people are attracted to the profession.

3 . RANK OF THE RESPONDENT

Rank

	Frequency	Perce nt	Valid Percent	Cumulative Percent
Valid Principal	5	19.2	19.2	19.2
HOD	3	11.5	11.5	30.8
Educator	13	50.0	50.0	80.8
Leaner Rep in SGB	1	3.8	3.8	84.6
SGB	2	7.7	7.7	92.3
Accounting Clerk	1	3.8	3.8	96.2
No reponse	1	3.8	3.8	100.0
Total	26	100.0	100.0	

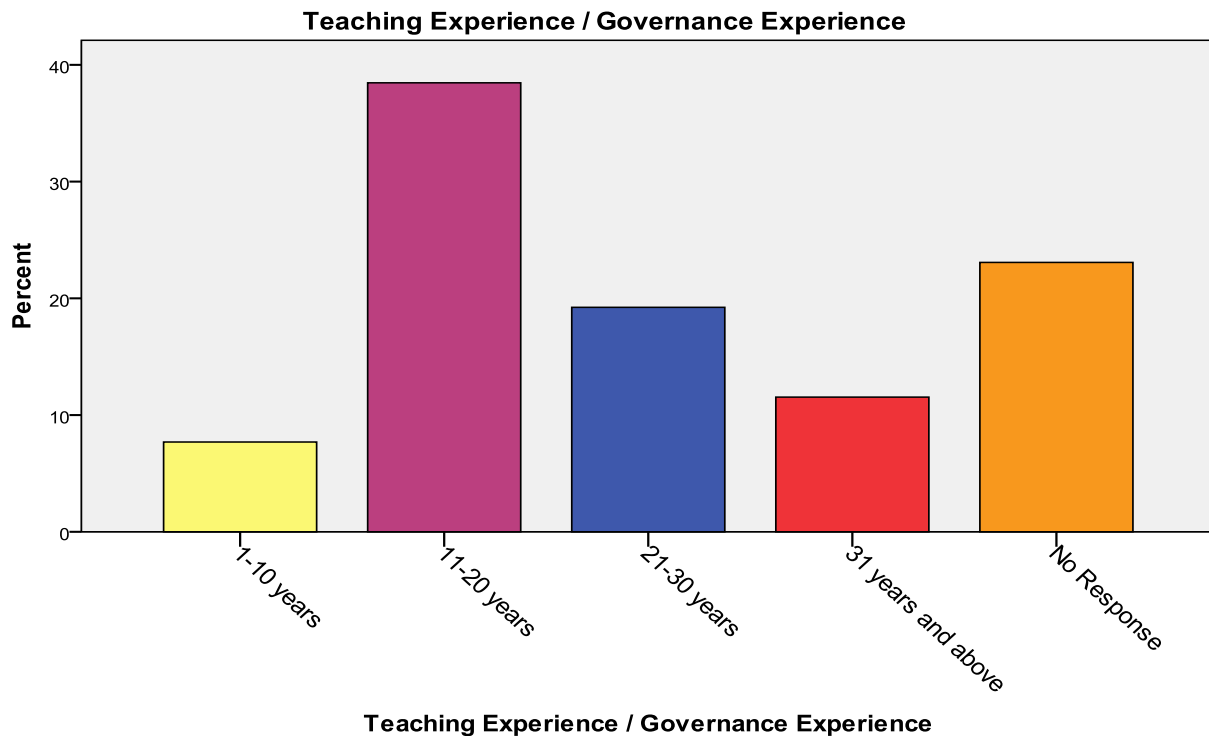


The majority of the respondents were Educators with 49, 5%, followed by the principals with 19%. HODs represent 10% of the sample population and the lowest percentage of respondents was that of the learner representatives and accounting clerks: 2%. This suggests that in some schools learners are not included in financial matters and not all schools have accounting clerks.

4. TEACHING EXPERIENCE / GOVERNANCE EXPERIENCE.

Teaching Experience / Governance Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-10 years	2	7.7	7.7	7.7
11-20 years	10	38.5	38.5	46.2
21-30 years	5	19.2	19.2	65.4
31 years and above	3	11.5	11.5	76.9
No Response	6	23.1	23.1	100.0
Total	26	100.0	100.0	

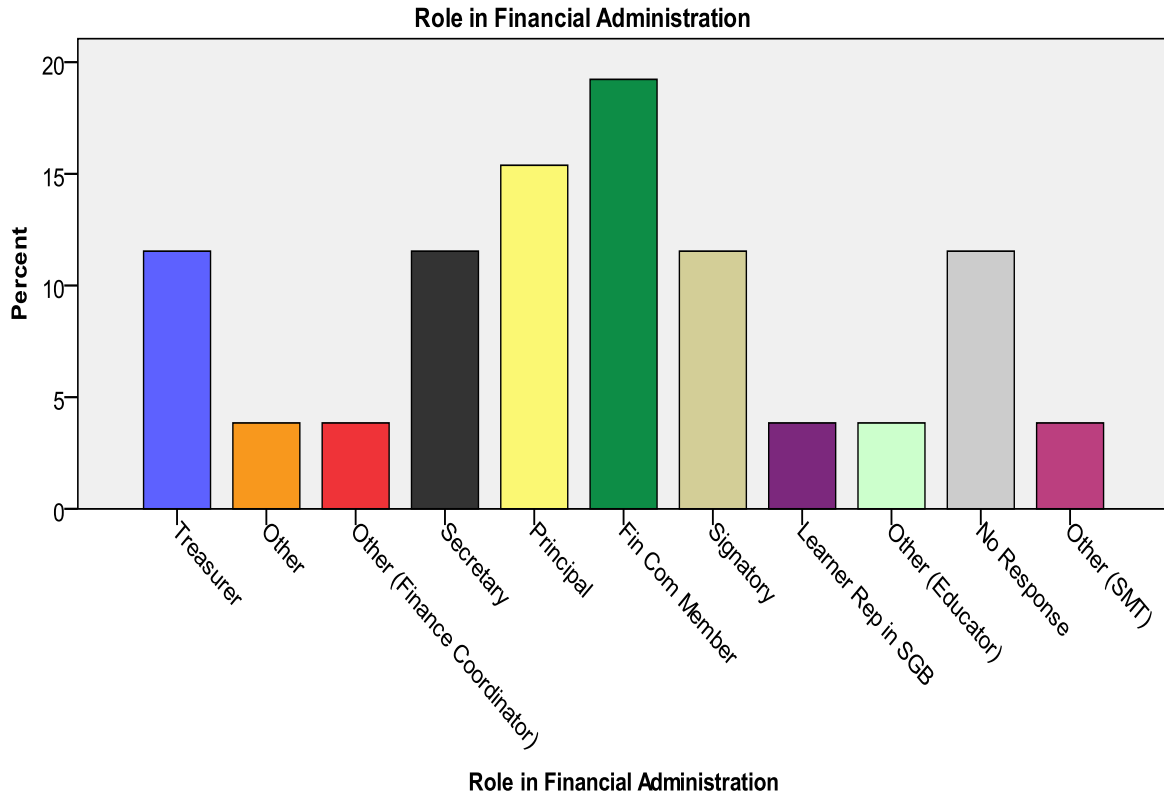


The majority of the respondents have been in the profession for 11-20 yrs i.e. about 38%. This was a good sign for the researcher because these respondents had a lot of experience in educational matters. Some of them were already in the profession before the paradigm shift and were able to be more analytical and provide a better sense of the status quo.

5 . ROLE IN FINANCIAL ADMINISTRATION

Role in Financial Administration

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Treasurer	3	11.5	11.5	11.5
Other	1	3.8	3.8	15.4
Other (Finance Coordinator)	1	3.8	3.8	19.2
Secretary	3	11.5	11.5	30.8
Principal	4	15.4	15.4	46.2
Fin Com Member	5	19.2	19.2	65.4
Signatory	3	11.5	11.5	76.9
Learner Rep in SGB	1	3.8	3.8	80.8
Other (Educator)	1	3.8	3.8	84.6
No Response	3	11.5	11.5	96.2
Other (SMT)	1	3.8	3.8	100.0
Total	26	100.0	100.0	



What was most pleasing to the researcher was that 18% of the respondents were finance committee members which suggest that they were the relevant people as they handle financial issues on a daily basis. The Principals are ex officio members and they constituted 15%, whilst the treasurers, signatories and secretaries constituted 12% of the respondents. The SMT, Educators, Learner Representatives and finance co-ordinators constituted 4% each.

6. SUMMARY OF THE BIOGRAPHICAL DATA

The analysis reveals a number of outcomes, namely:

- There are more females than males. Females are 50% whilst males are 45%. 5% of the respondents never disclosed their gender.
- The study also revealed that the majority of the respondents were aged between 51-60 years of age as they constituted about 30.8%. This suggests that teaching

as a profession does not attract young people or does not retain them. Of great concern was that young educators between the ages of 21 and 30 constituted only 7.7%.

- The study also discovered that those who are in managerial posts are in the age categories of 41-50, and 51-60.
- The study also revealed another interesting dimension that the majority of those in managerial posts are males and the majority of females are in level 1. This affirms the general belief that men are preferred to women in managerial posts.

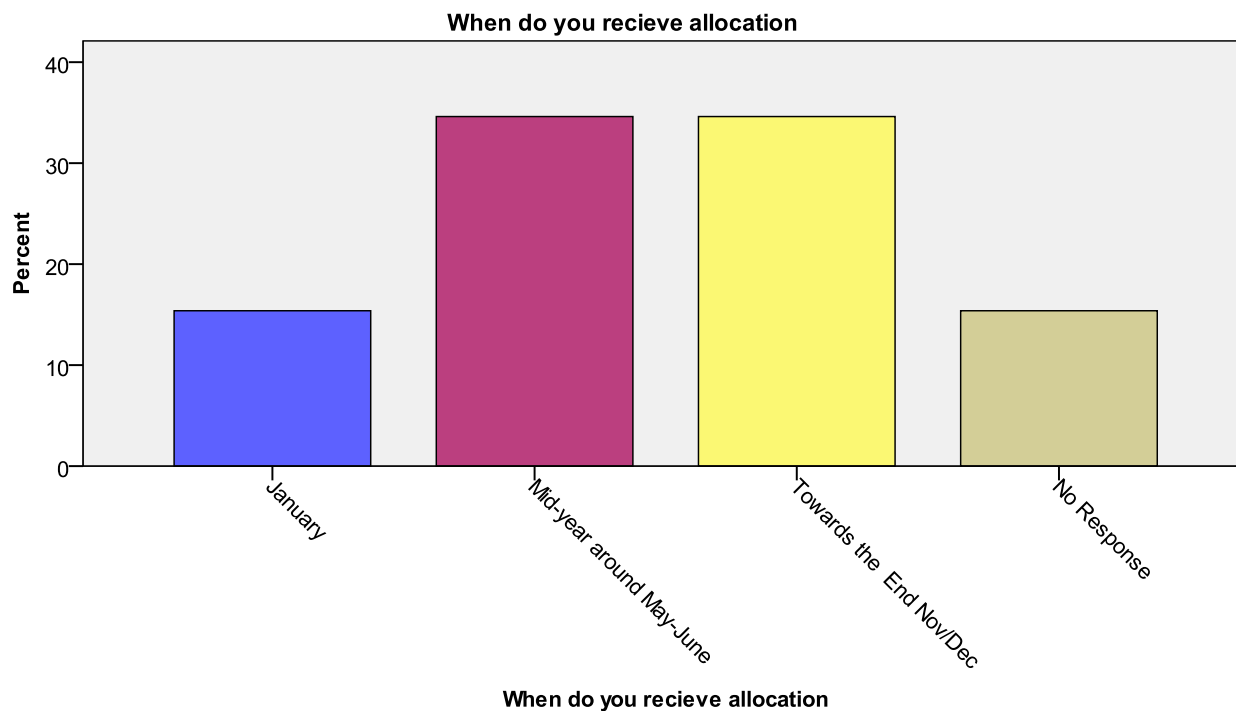
SECTION 4 B FUNDING

1.WHEN DO YOU RECEIVE THE ALLOCATION?

35% of the respondents said they receive their allocation around May-June whilst another 35% said they receive it towards the end of the year, possibly during November–December. 15% of the respondents said they receive their allocation in January whilst another 15% did not disclose their time of allocation.

When do you receive the allocation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid January	4	15.4	15.4	15.4
Mid-year around May-June	9	34.6	34.6	50.0
Towards the End Nov/Dec	9	34.6	34.6	84.6
No Response	4	15.4	15.4	100.0
Total	26	100.0	100.0	

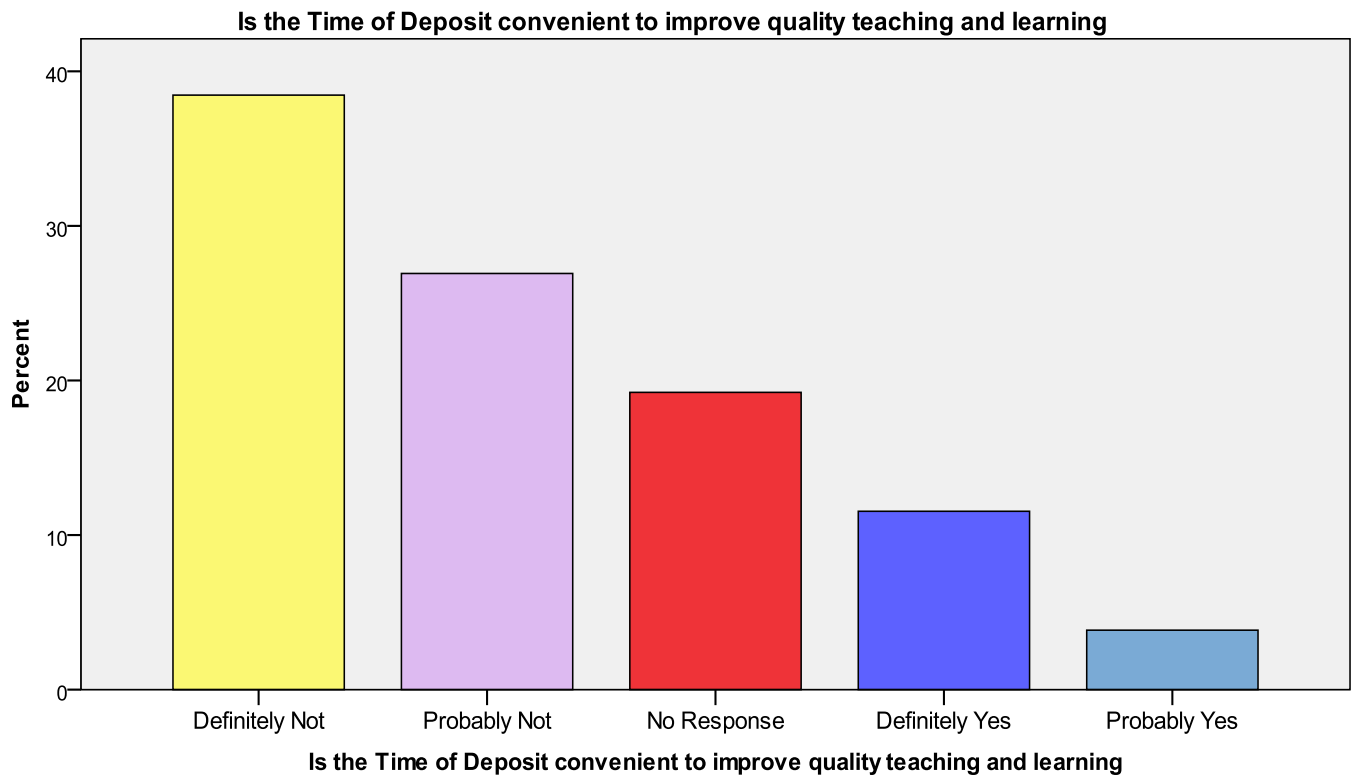


2. IS THE TIME OF THE DEPOSIT CONVENIENT TO IMPROVE TEACHING AND LEARNING?

38% of the respondents believe that the time of the deposit is definitely not convenient and another 25% said it is probably not convenient. On the other hand, 12% of the respondents believe that the time of the deposit is definitely convenient and 4% claim that it is probably convenient. 18% of the respondents did not respond as to whether the time of the deposit is convenient or not.

Is the Time of Deposit convenient to improve quality teaching and learning

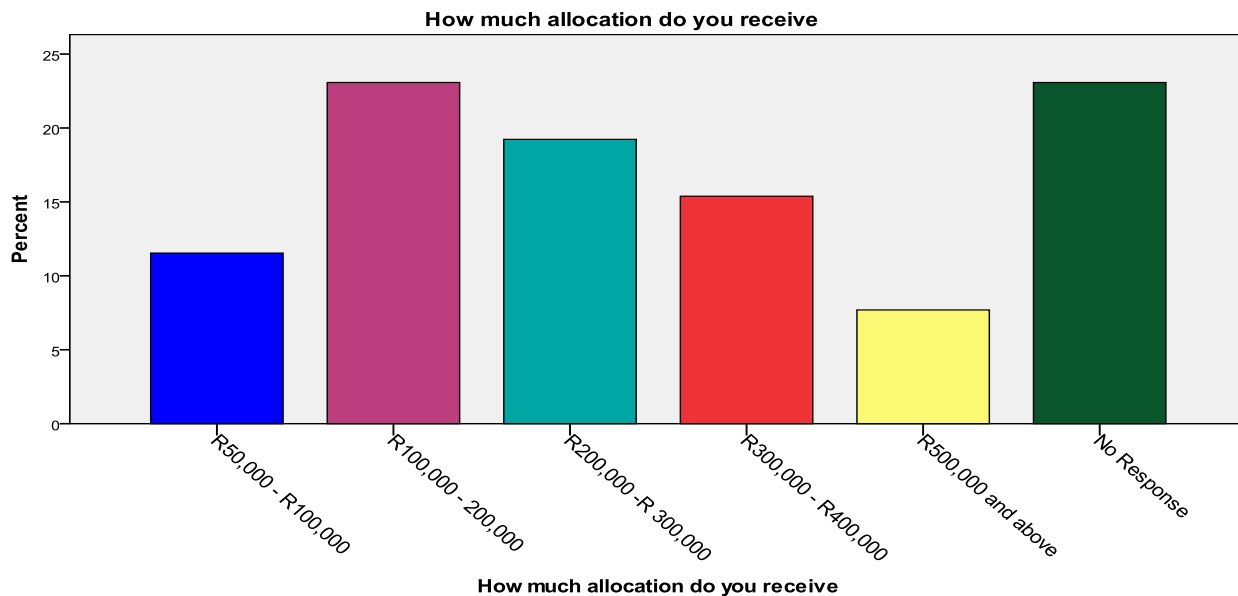
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely Yes	3	11.5	11.5	11.5
Probably Yes	1	3.8	3.8	15.4
Probably Not	7	26.9	26.9	42.3
Definitely Not	10	38.5	38.5	80.8
No Response	5	19.2	19.2	100.0
Total	26	100.0	100.0	



3. HOW MUCH ALLOCATION DO YOU RECEIVE?

How much allocation do you receive

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid R50,000 - R100,000	3	11.5	11.5	11.5
R100,000 - 200,000	6	23.1	23.1	34.6
R200,000 -R 300,000	5	19.2	19.2	53.8
R300,000 - R400,000	4	15.4	15.4	69.2
R500,000 and above	2	7.7	7.7	76.9
No Response	6	23.1	23.1	100.0
Total	26	100.0	100.0	

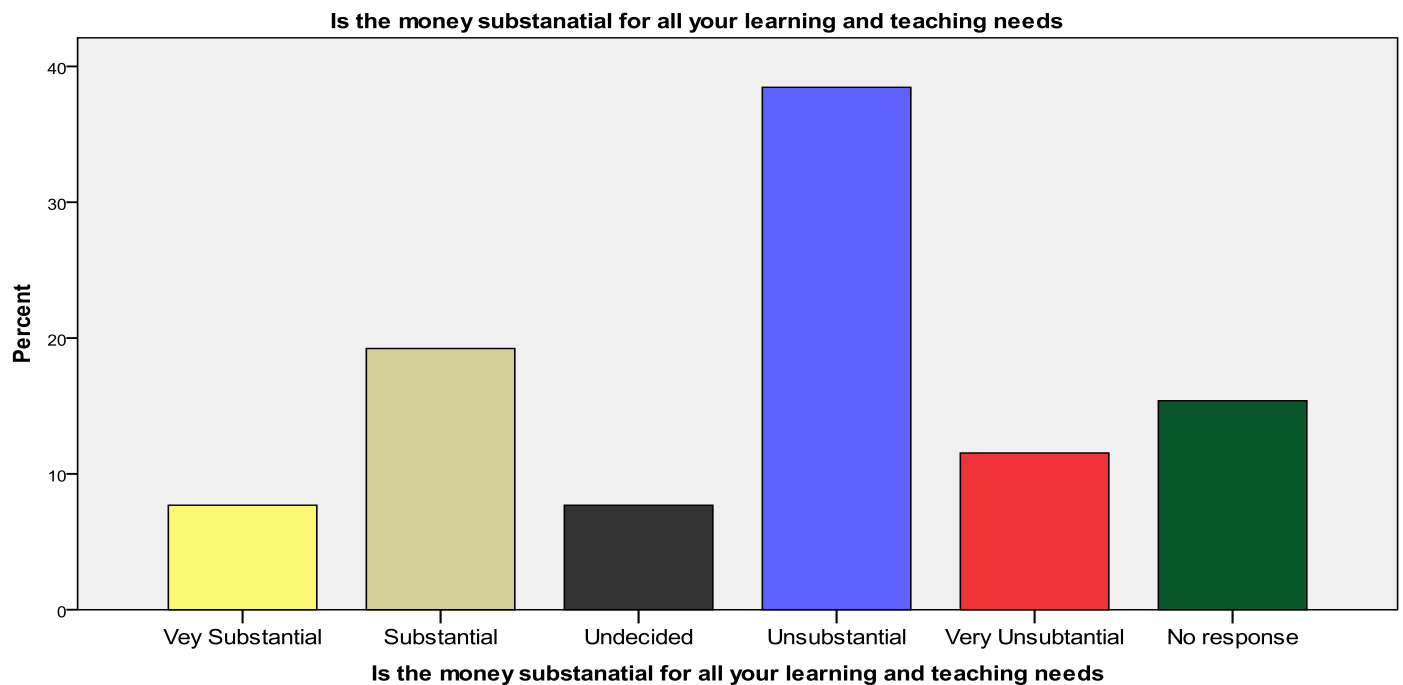


23% of the respondents receive between R100 000-R200 000 whilst 18% of the respondents receive between R200 000 and R300 000. 15% Of the respondents receive between R300-000 and R400 000 whilst 12% of the respondents receive between R50 000 and R100 000. Another 8% of the respondents receive about R500 000 and above. 23% of the respondents did not disclose the allocation they receive.

4. IS THE MONEY SUBSTANTIAL FOR ALL YOUR LEARNING AND TEACHING NEEDS?

Is the money substantial for all your learning and teaching needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Substantial	2	7.7	7.7	7.7
Substantial	5	19.2	19.2	26.9
Undecided	2	7.7	7.7	34.6
Unsubstantial	10	38.5	38.5	73.1
Very Unsubstantial	3	11.5	11.5	84.6
No response	4	15.4	15.4	100.0
Total	26	100.0	100.0	



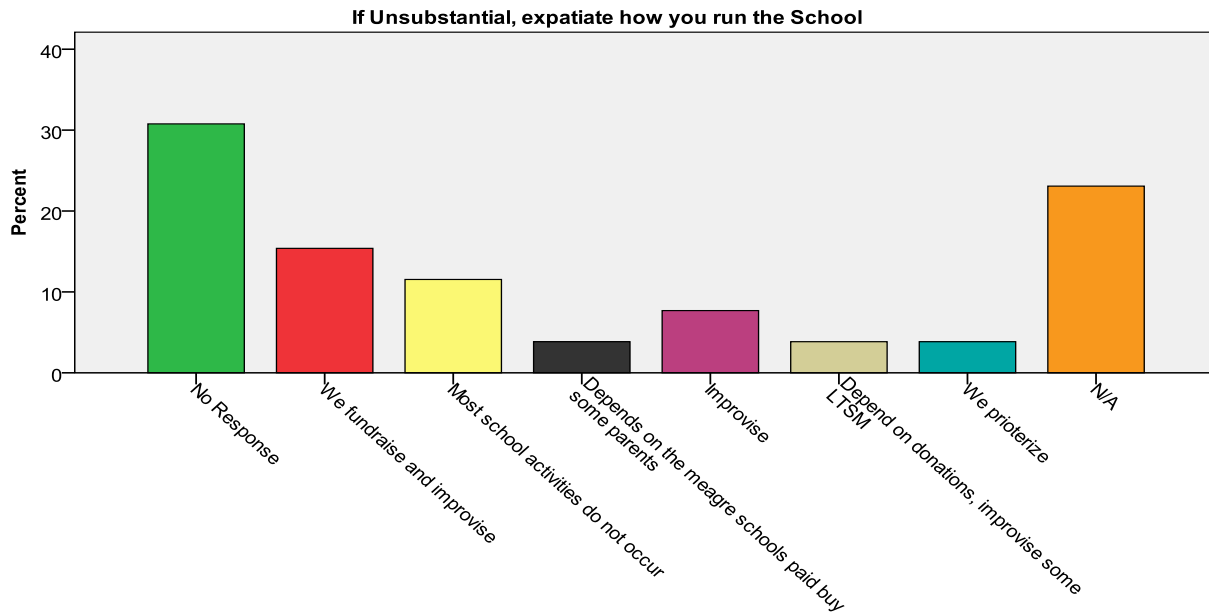
38% of the respondents believe that the money is unsubstantial for the learning and teaching needs and another 12% said it is very unsubstantial. 20% of the respondents on the other hand believe that the money is substantial and another 8% say it is very

substantial. There is another 8% who are undecided as to whether the money is substantial or not whilst 15% of the respondents did not respond.

5 .IF UNSUBSTANTIAL, EXPATiate ON HOW YOU RUN THE SCHOOL

If Unsubstantial, expatiate how you run the School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	8	30.8	30.8	30.8
We fundraise and improvise	4	15.4	15.4	46.2
Most school activities do not occur	3	11.5	11.5	57.7
Depends on the meagre schools paid buy some parents	1	3.8	3.8	61.5
Improvise	2	7.7	7.7	69.2
Depend on donations, improvise some LTSM	1	3.8	3.8	73.1
We prioritize	1	3.8	3.8	76.9
N/A	6	23.1	23.1	100.0
Total	26	100.0	100.0	



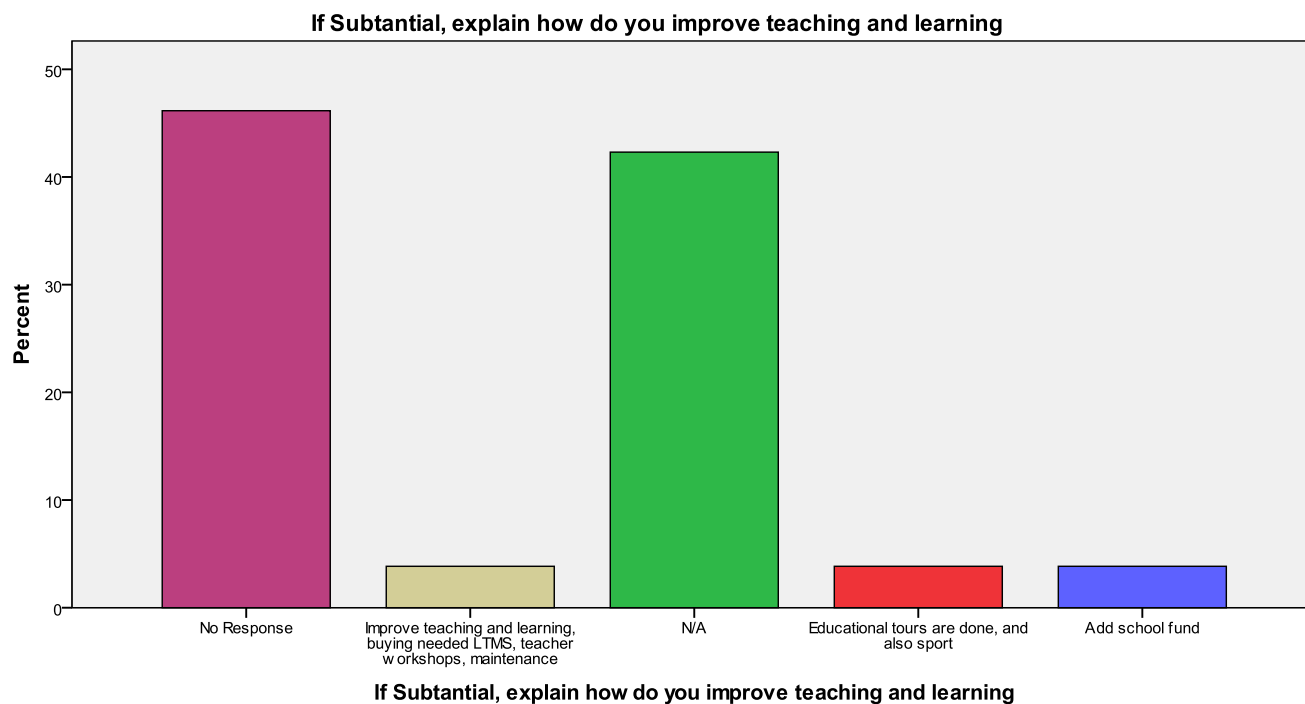
If Unsubstantial, expatiate how you run the School

15% of the respondents say they fundraise and improvise, whilst 12% say the school activities do not take place. Another 8% of the respondents say they also improvise. 3% of respondents said they prioritise and another 3% said they ask for donations whilst another 3% stated that they depend on some fees paid by parents. A majority of 30% did not disclose any details as to how they run the school if the allocation is unsubstantial.

6. IF SUBSTANTIAL EXPLAIN HOW DO YOU IMPROVE TEACHING AND LEARNING

If Substantial, explain how do you improve teaching and learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	12	46.2	46.2	46.2
Improve teaching and learning, buying needed LTMS, teacher workshops, maintenance	1	3.8	3.8	50.0
N/A	11	42.3	42.3	92.3
Educational tours are done, and also sport	1	3.8	3.8	96.2
Add school fund	1	3.8	3.8	100.0
Total	26	100.0	100.0	



45% of the respondents were unable to respond even though they said the money was substantial, whilst 40% said the question is not applicable to their schools. Only 5% of the respondents said they use the money to buy LTSM, conduct teacher workshops and maintain school buildings. Another 5% said they use the money for educational tours and sport whilst a final 5% said they charge school fees.

SUMMARY OF FINDINGS ON FUNDING

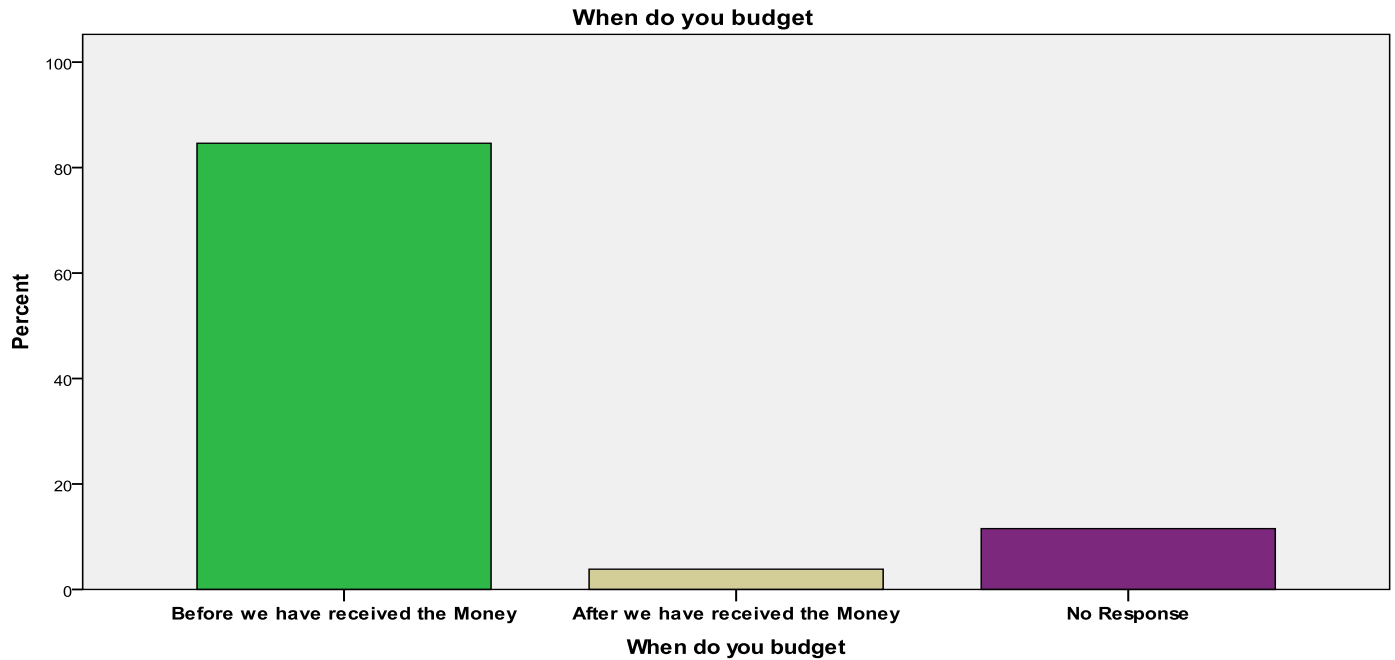
Research revealed that the time of the deposit is not convenient for most of the schools. Perhaps this is because the schools use the academic year whilst the department uses the financial year. The majority of respondents believe that the money deposited is unsubstantial but those who said the money was substantial could not explain what they do with the money in order to improve the quality of teaching and learning in their schools.

SECTION 4 C BUDGETING

1. WHEN DO YOU DO YOUR BUDGETING?

When do you budget?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Before we have received the Money	22	84.6	84.6	84.6
After we have received the Money	1	3.8	3.8	88.5
No Response	3	11.5	11.5	100.0
Total	26	100.0	100.0	

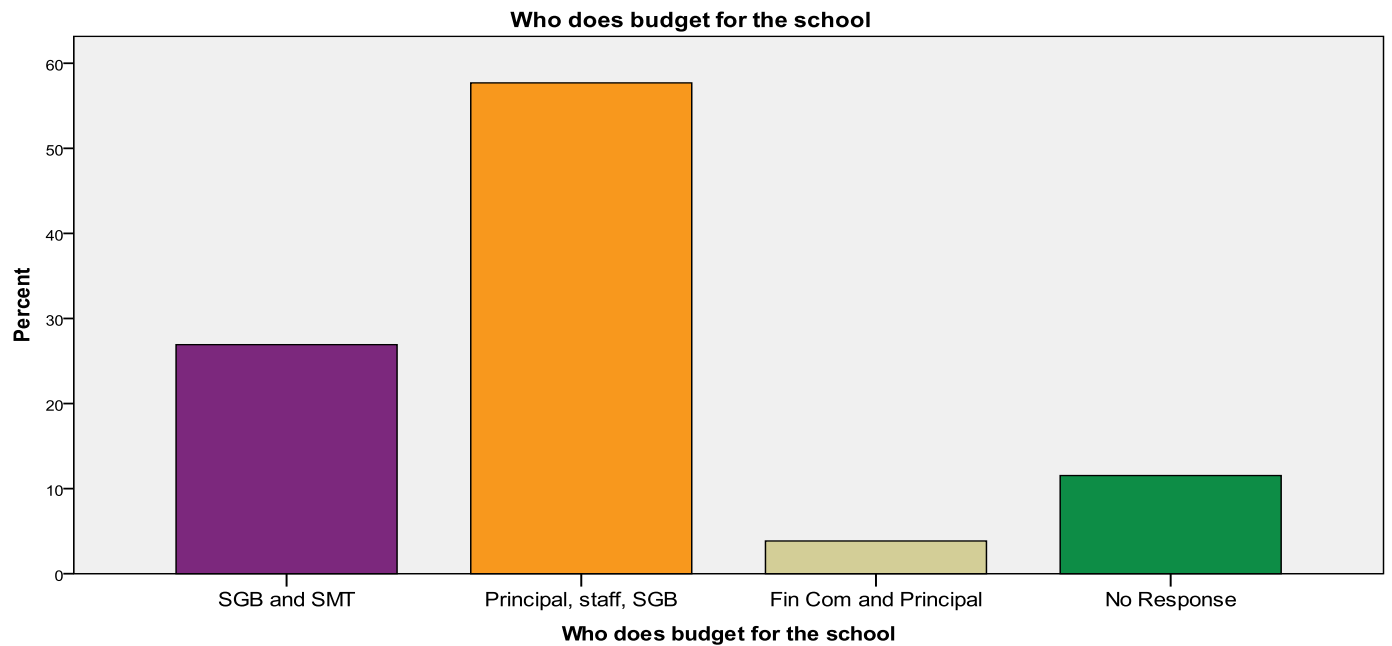


About 85% of the respondents budget before they have received the money. This suggests that there is proper planning prior to the use of the money. 5% of the respondents said they start budgeting only after they have received the money. 10% of the respondents never responded to the question at all.

2.WHO DOES THE BUDGETING FOR THE SCHOOL?

Who does the budgeting for the school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SGB and SMT	7	26.9	26.9	26.9
Principal, staff, SGB	15	57.7	57.7	84.6
Fin Com and Principal	1	3.8	3.8	88.5
No Response	3	11.5	11.5	100.0
Total	26	100.0	100.0	

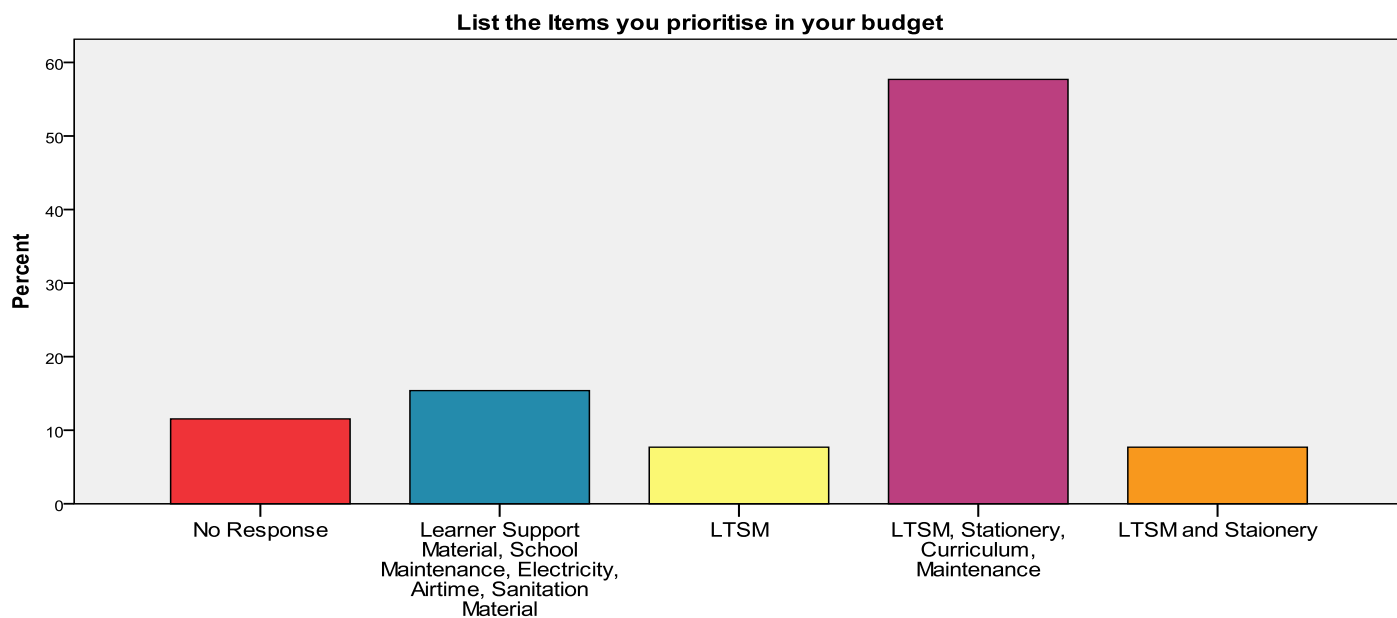


58% of the respondents say the budgeting is done democratically by the Principal, staff and the SGB. This is very pleasing as it implies that there is inclusivity and transparency in the schools' finances. 28% of the respondents said budgeting is done by the SGB and the SMT. Only 4% of the respondents said its finance committee and the Principal do the budgeting for the entire school whilst 10% of the respondents did not disclose any information in this regard.

3. LIST THE ITEMS YOU PRIORITISE IN YOUR BUDGET

List the Items you prioritise in your budget

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	3	11.5	11.5	11.5
Learner Support Material, School Maintenance, Electricity, Airtime, Sanitation Material	4	15.4	15.4	26.9
LTSM	2	7.7	7.7	34.6
LTSM, Stationery, Curriculum, Maintenance	15	57.7	57.7	92.3
LTSM and Stationery	2	7.7	7.7	100.0
Total	26	100.0	100.0	



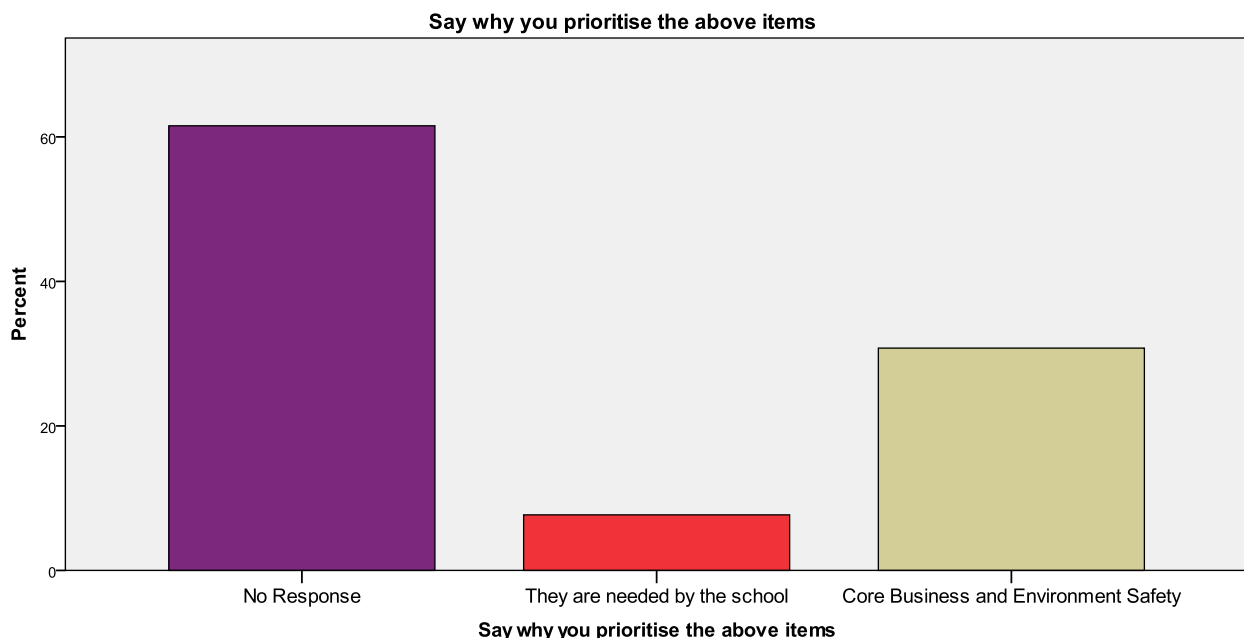
List the Items you prioritise in your budget

It is very pleasing to note that, in all sites, the top priority is LTSM, Stationery, curriculum and maintenance 58%. It was followed by LTSM with electricity, airtime and sanitation material with 15%. Another 5% was LTSM on its own whilst the final 5% prioritised LTSM and stationery.

4. WHY DO YOU PRIORITIZE THE ABOVE ITEM?

Why do you prioritise the above item?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	16	61.5	61.5	61.5
They are needed by the school	2	7.7	7.7	69.2
Core Business and Environment Safety	8	30.8	30.8	100.0
Total	26	100.0	100.0	

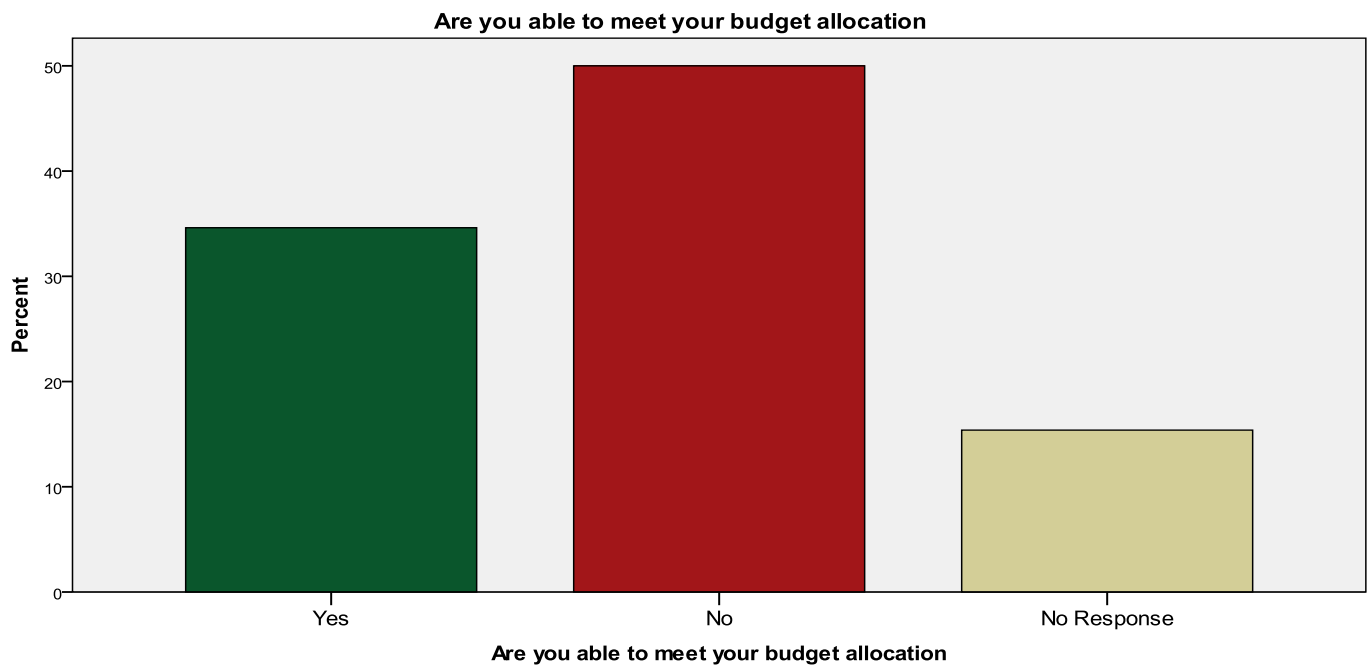


Respondents were expected to give reasons as to why they prioritise LTSM. 60% of them did not respond and 25% said they prioritise LTSM because it is their core business. 15% of the respondents indicated that it is because the LTSM is needed by the school.

5. ARE YOU ABLE TO MEET YOUR BUDGET NEEDS?

Are you able to meet your budget allocation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	9	34.6	34.6	34.6
No	13	50.0	50.0	84.6
No Response	4	15.4	15.4	100.0
Total	26	100.0	100.0	

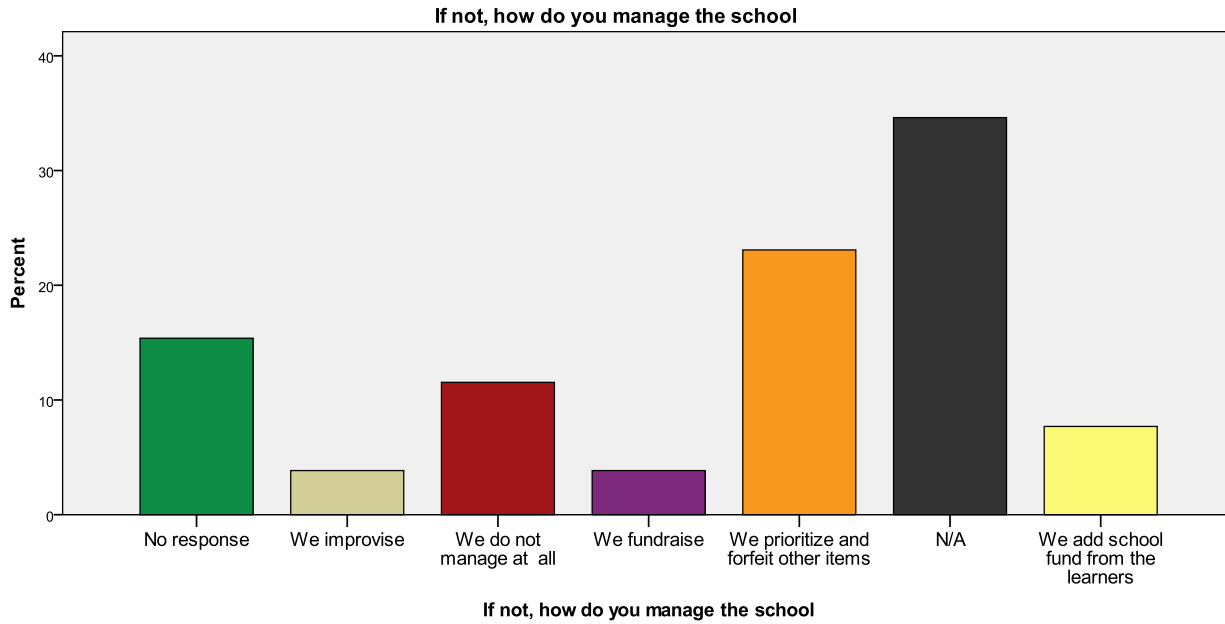


49.5% of the respondents said the budget is not meeting their needs whilst 35.5% said they are able to meet their budget needs with the allocation. The remaining 15% did not explain whether they are able to meet their budget needs or not.

6. IF NOT HOW DO YOU MANAGE THE SCHOOL?

If not, how do you manage the school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No response	4	15.4	15.4	15.4
We improvise	1	3.8	3.8	19.2
We do not manage at all	3	11.5	11.5	30.8
We fundraise	1	3.8	3.8	34.6
We prioritize and forfeit other items	6	23.1	23.1	57.7
N/A	9	34.6	34.6	92.3
We add school fund from the learners	2	7.7	7.7	100.0
Total	26	100.0	100.0	

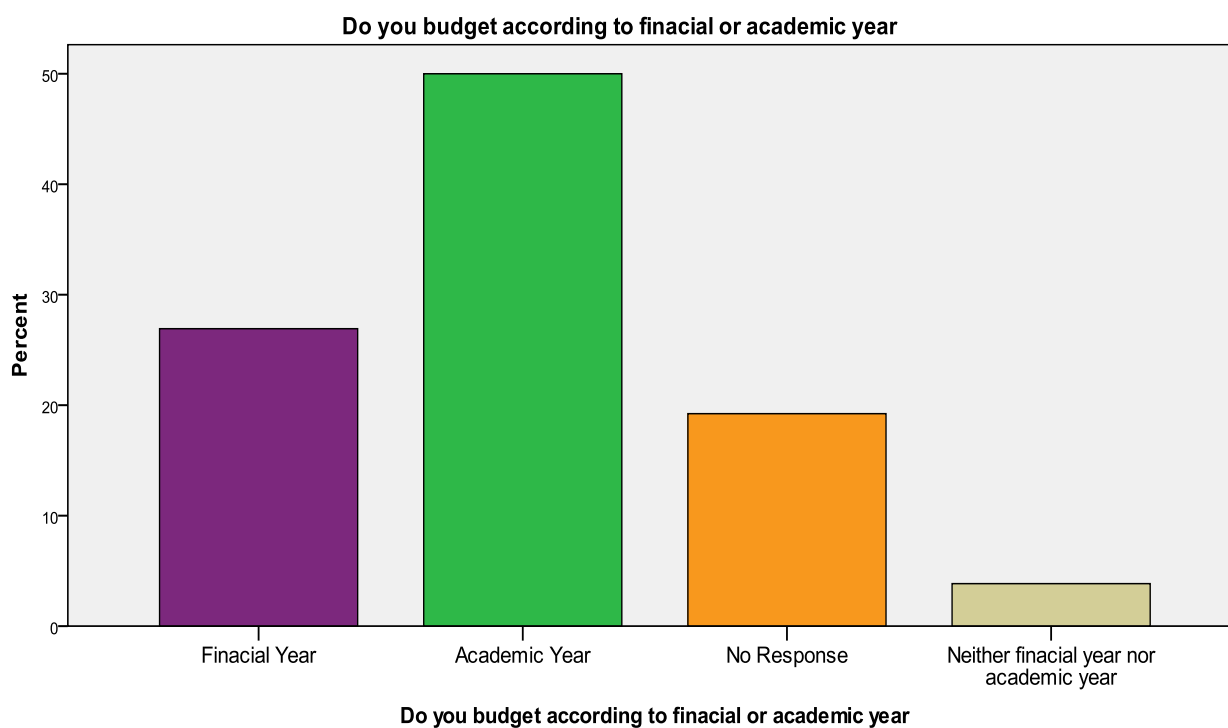


25% of the respondents said they prioritise and forfeit other items. 10% of the respondents said they do not manage at all whilst 5% said they improvise and another 5% said they fundraise. 35% of the respondents said it is not applicable to them whilst another 15% did not respond. 8% of the respondents said they manage by charging school fees from the learners and 2% did not respond.

7. DO YOU BUDGET ACCORDING TO THE FINANCIAL OR ACADEMIC YEAR?

Do you budget according to financial or academic year?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Financial Year	7	26.9	26.9	26.9
Academic Year	13	50.0	50.0	76.9
No Response	5	19.2	19.2	96.2
Neither financial year nor academic year	1	3.8	3.8	100.0
Total	26	100.0	100.0	



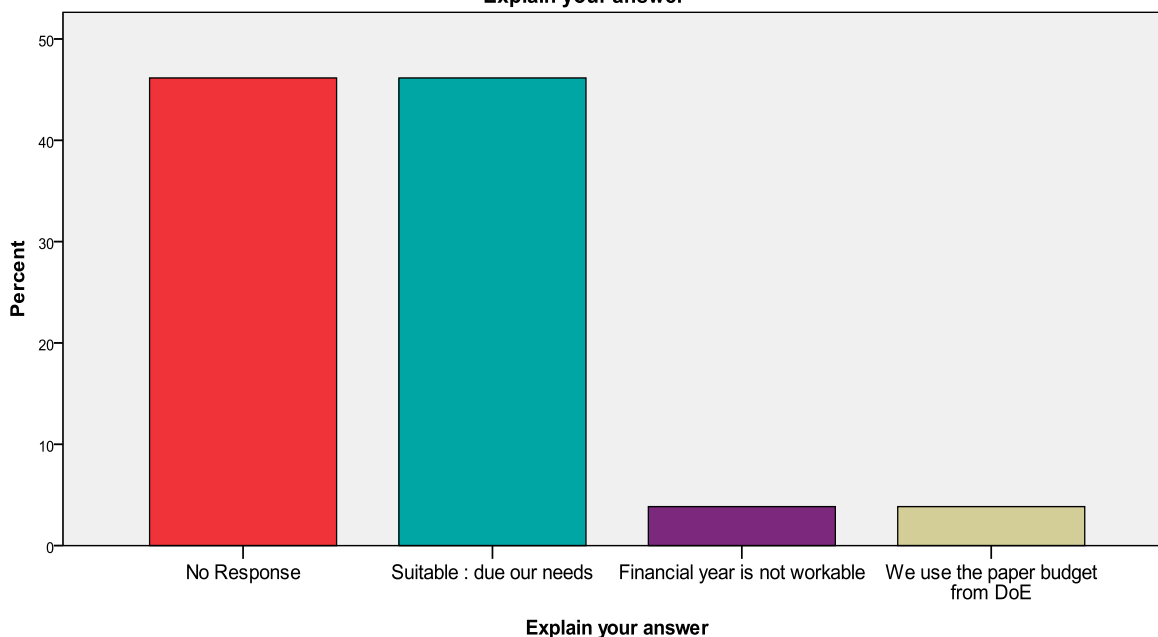
50% of the respondents said they budget according to the academic year since the schools close in December whilst 26% said they budget according to the financial year, i.e. up to the 31st of March. 19% did not respond and 3% said it is neither the financial nor the academic year.

8. EXPLAIN YOUR ANSWER

Explain your answer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	12	46.2	46.2	46.2
Suitable : due our needs	12	46.2	46.2	92.3
Financial year is not workable	1	3.8	3.8	96.2
We use the paper budget from DoE	1	3.8	3.8	100.0
Total	26	100.0	100.0	

Explain your answer



46% of the respondents said they budget according to the financial or academic year because it is suitable for them whilst another 46% could not explain their answer. 4% of the respondents said the financial year is not workable whilst 4% said they use the paper budget.

SUMMARY ON BUDGETING

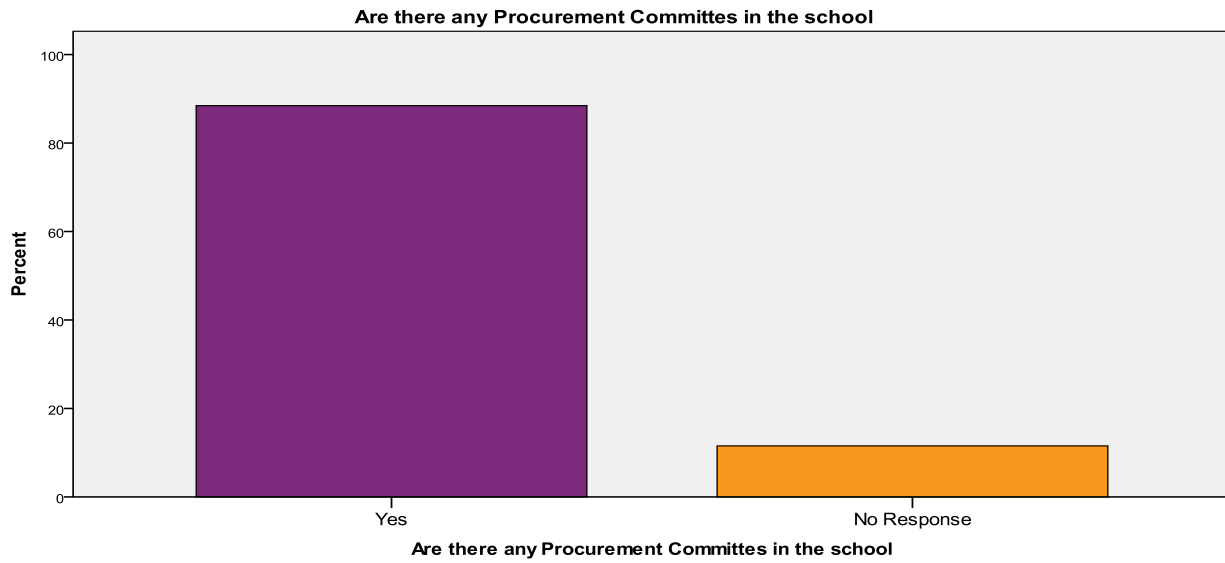
Research reveals that the majority of schools budget before they have received the money and that the budget is done by the Principal, staff and the SGB. Most pleasing, in this regard, is the fact that the LTSM receives the top priority when budgeting. What is worrying, however, is that the majority of the respondents said they could not meet the budget needs. This always seems to be the case with money, as it is never enough. The respondents said they improvise and fundraise whilst others said there is nothing they do. Lastly, the research reveals that schools budget according to the academic year.

SECTION 4D PROCUREMENT

1. ARE THERE ANY PROCUREMENT COMMITTEES IN THE SCHOOL?

Are there any Procurement Committees in the school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	23	88.5	88.5	88.5
No	3	11.5	11.5	100.0
Response				
Total	26	100.0	100.0	

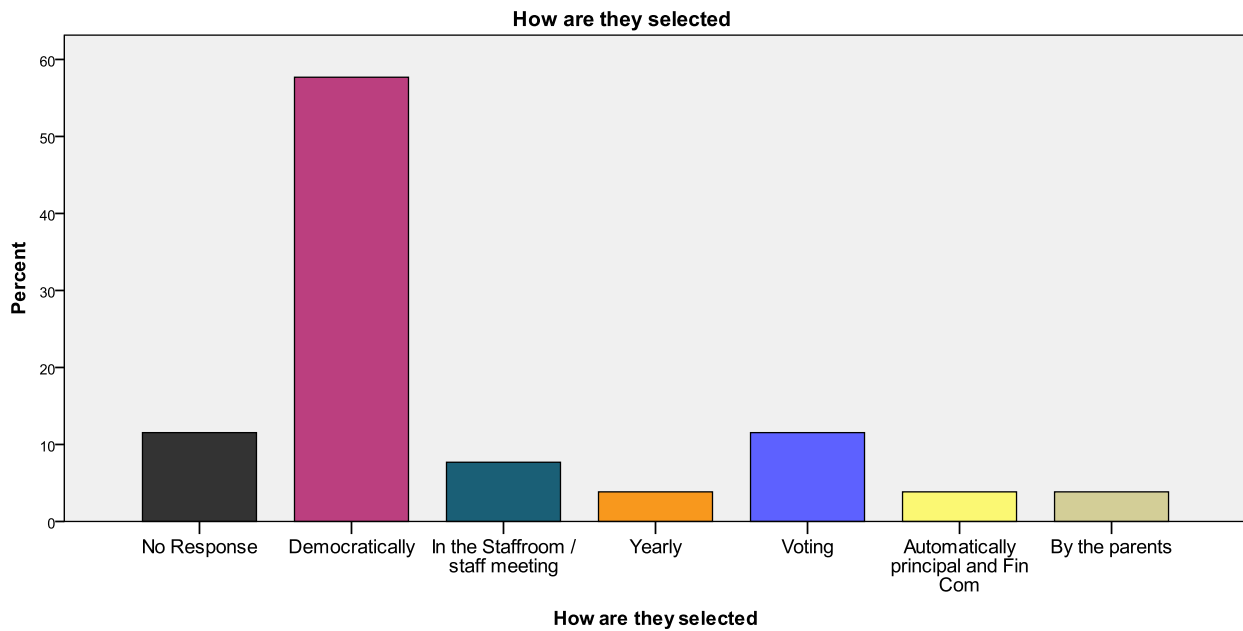


88% of the respondents said they have a procurement committee; this is a good sign that schools know the policy and legislation around public funds. It is only 11% of the respondents who never responded to this question.

2. HOW ARE THEY ELECTED?

How are they elected?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	3	11.5	11.5	11.5
Democratically	15	57.7	57.7	69.2
In the Staffroom / staff meeting	2	7.7	7.7	76.9
Yearly	1	3.8	3.8	80.8
Voting	3	11.5	11.5	92.3
Automatically principal and Fin Com	1	3.8	3.8	96.2
By the parents	1	3.8	3.8	100.0
Total	26	100.0	100.0	

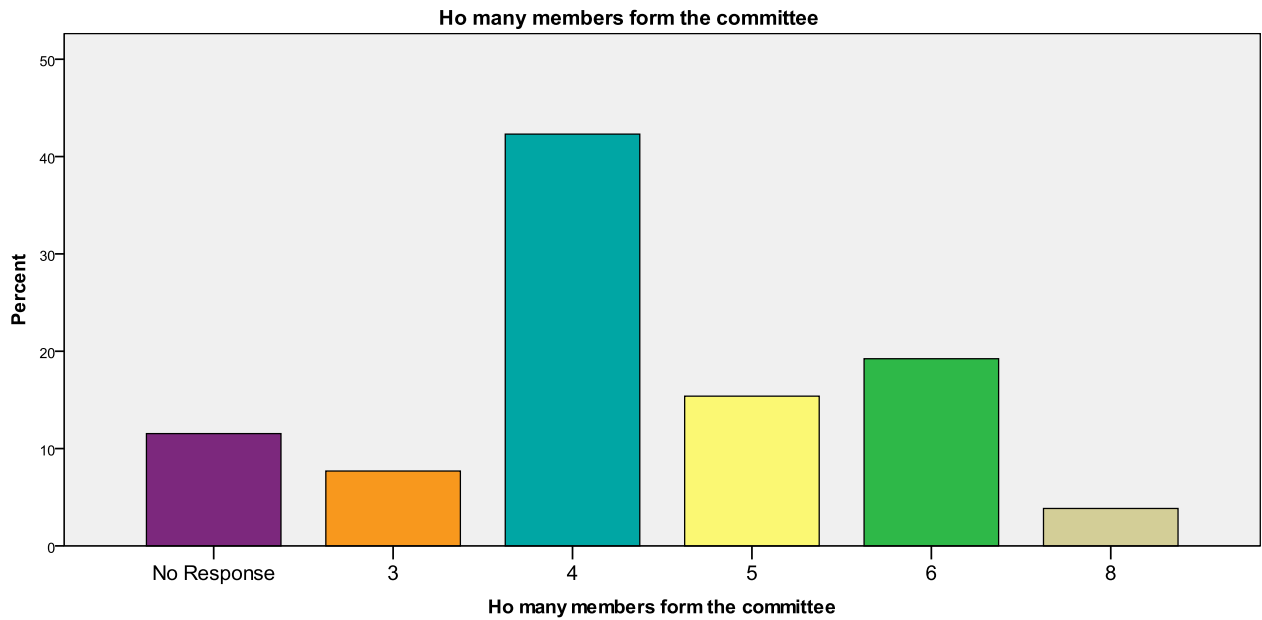


What is pleasing is that 65% of the respondents said that the procurement committees are elected democratically in the schools whilst 5% said Procurement Committees are elected in the staffroom during a staff meeting. 15% of the respondents did not respond and another 5% of the respondents said they are elected yearly. 5% of the respondents said they are elected automatically by the principal and the finance committee whilst the remaining 5% said they are elected by the Parents.

3. HOW MANY MEMBERS FORM THE COMMITTEE?

How many members form the committee?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	3	11.5	11.5	11.5
3	2	7.7	7.7	19.2
4	11	42.3	42.3	61.5
5	4	15.4	15.4	76.9
6	5	19.2	19.2	96.2
8	1	3.8	3.8	100.0
Total	26	100.0	100.0	

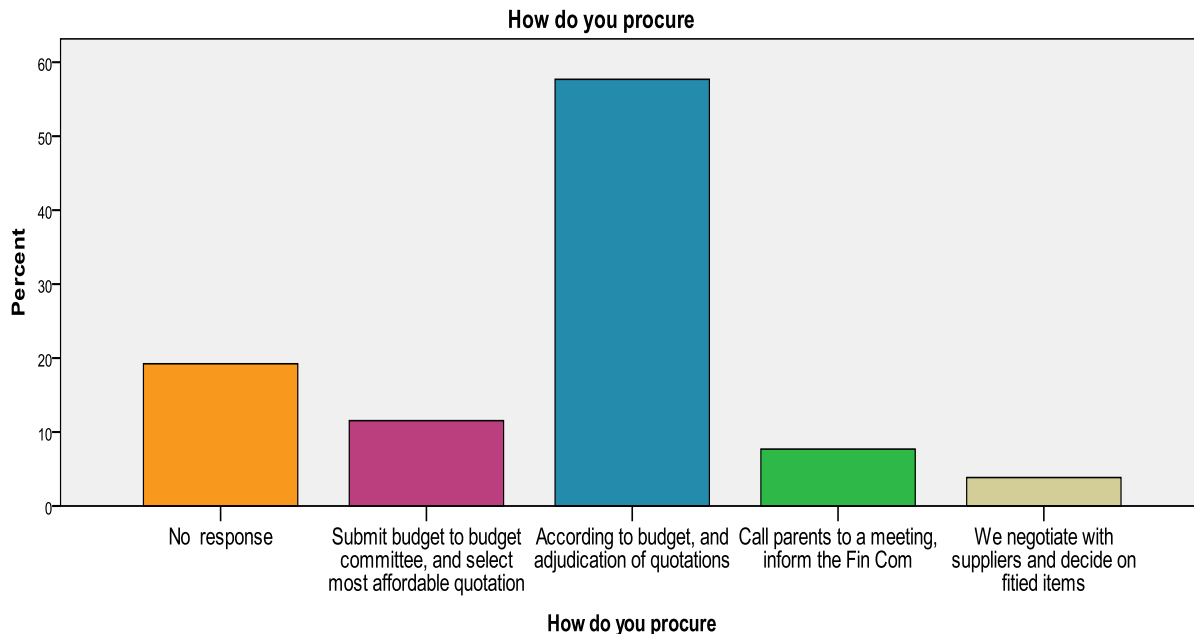


There are 4 members per procurement committee for the majority of the sites, this constituted 40% of the sample interviewed. This is followed by 6 members with 18%. 15% of the respondents said they have 5 procurement committee members whilst. 12% of the respondents did not respond and 8% of the respondents said they have only 3 members whilst 7% said they have 6 members of their procurement committee. The research revealed that the number of committee members varies from school to school and what matters most is the existence of the committee so as to ensure that there is no misuse of funds.

4. HOW DO YOU PROCURE?

How do you procure?

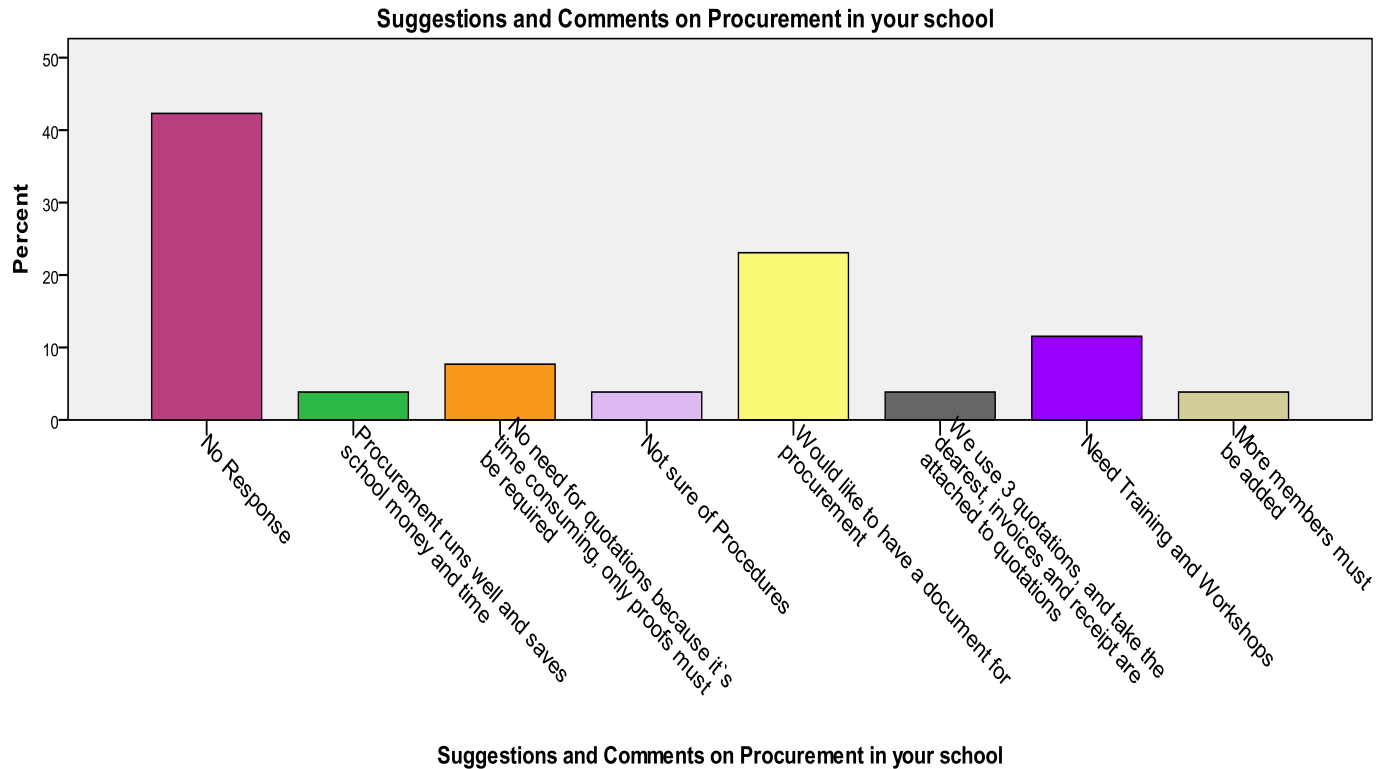
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No response	5	19.2	19.2	19.2
Submit budget to budget committee, and select most affordable quotation	3	11.5	11.5	30.8
According to budget, and adjudication of quotations	15	57.7	57.7	88.5
Call parents to a meeting, inform the Fin Com	2	7.7	7.7	96.2
We negotiate with suppliers and decide on fitted items	1	3.8	3.8	100.0
Total	26	100.0	100.0	



58% of the respondents said they procure according to a budget and by adjudicating the quotations 13% said they submit budget to a budget committee and select the most affordable quotation. 5% of the respondents said they call parents to a meeting and inform the finance committee whilst another 4% said they negotiate with the suppliers. 20% of the respondents did not disclose any information on how they procure.

5. SUGGESTIONS AND COMMENTS ON PROCUREMENT IN YOUR SCHOOL

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	11	42.3	42.3	42.3
Procurement runs well and saves school money and time	1	3.8	3.8	46.2
No need for quotations because it`s time consuming, only proofs must be required	2	7.7	7.7	53.8
Not sure of Procedures	1	3.8	3.8	57.7
Would like to have a document for procurement	6	23.1	23.1	80.8
We use 3 quotations, and take the dearest, invoices and receipt are attached to quotations	1	3.8	3.8	84.6
Need Training and Workshops	3	11.5	11.5	96.2
More members must be added	1	3.8	3.8	100.0
Total	26	100.0	100.0	



25% of the respondents would like to have a document for procurement whilst 18% said they need training and workshops. Another 5% said they are not sure of the procurement procedures. 5% of the respondents said they take the dearest of the three quotations and one wonders why. Another 5% said they want more members to be included in the procurement committee. About 8% of the respondents said procurement is time consuming and there is no need for quotations; there should only be proofs of purchase. 42% of the respondents did not provide any suggestions.

6. SUMMARY OF FINDINGS ON PROCUREMENT

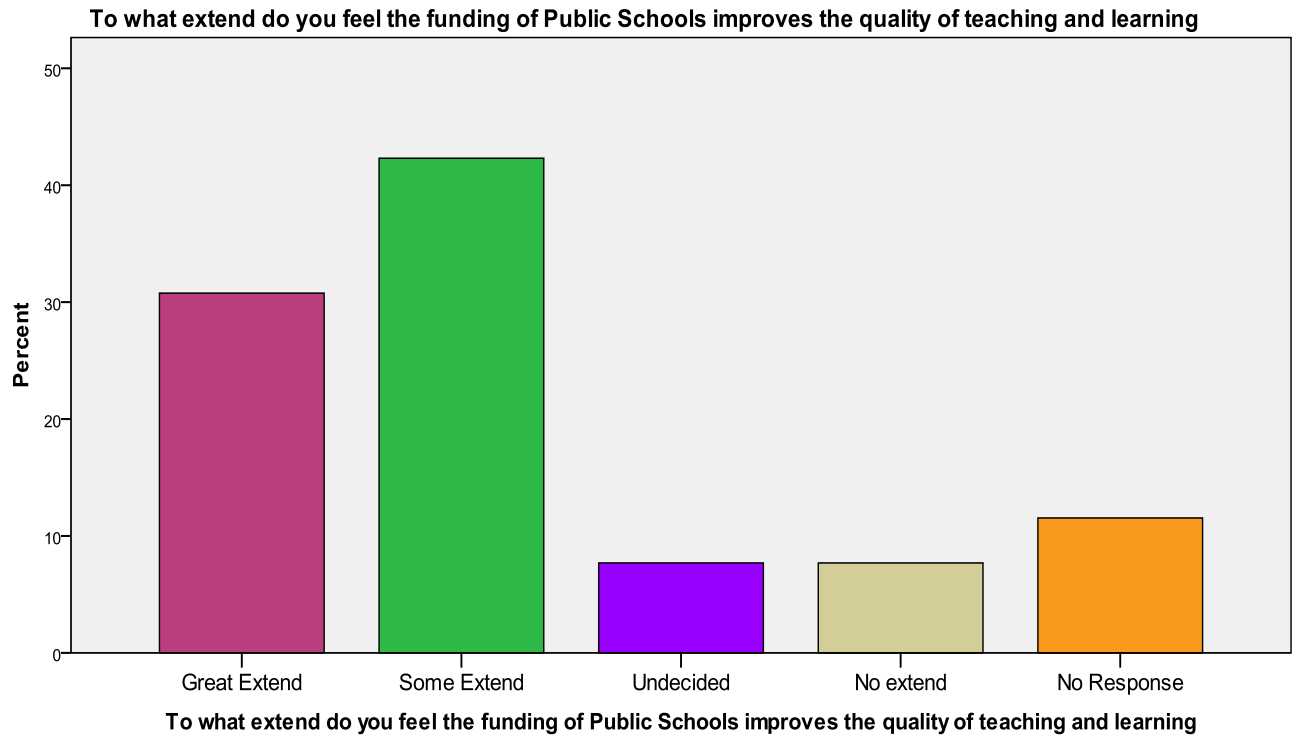
What has been revealed in this section is that finance committee members need documentation and training on how to procure but what was pleasing is that all schools have procurement committees which are elected democratically.

SECTION 4 E TEACHING

1. TO WHAT EXTENT DO YOU FEEL FUNDING OF PUBLIC SCHOOLS IMPROVES THE QUALITY OF TEACHING AND LEARNING?

To what extent do you feel the funding of Public Schools improves the quality of teaching and learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Great Extent	8	30.8	30.8	30.8
Some Extent	11	42.3	42.3	73.1
Undecided	2	7.7	7.7	80.8
No extent	2	7.7	7.7	88.5
No Response	3	11.5	11.5	100.0
Total	26	100.0	100.0	

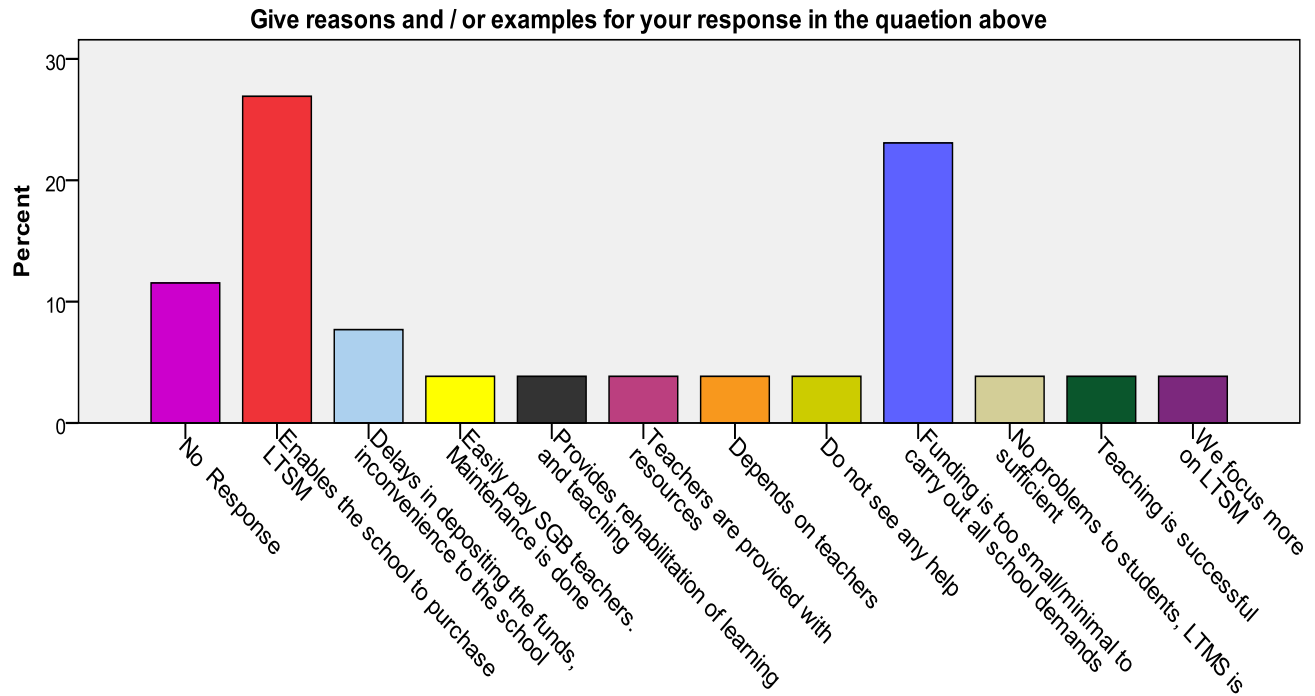


31% of the respondents believed that the funding of public schools improves the quality of teaching and learning to a great extent whilst 43 % of the respondents said it improved this to some extent. 7% of the respondents said it has not improved and 12% did not respond. 6% of the respondents were undecided as to whether the funding improves the quality of teaching and learning or not.

2. GIVE REASONS AND/OR EXAMPLES FOR YOUR RESPONSES ABOVE

Give reasons and/or examples for your responses above

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	3	11.5	11.5	11.5
Enables the school to purchase LTSM	7	26.9	26.9	38.5
Delays in depositing the funds, inconvenience to the school	2	7.7	7.7	46.2
Easily pay SGB teachers. Maintenance is done	1	3.8	3.8	50.0
Provides rehabilitation of learning and teaching	1	3.8	3.8	53.8
Teachers are provided with resources	1	3.8	3.8	57.7
Depends on teachers	1	3.8	3.8	61.5
Do not see any help	1	3.8	3.8	65.4
Funding is too small/minimal to carry out all school demands	6	23.1	23.1	88.5
No problems to students, LTMS is sufficient	1	3.8	3.8	92.3
Teaching is successful	1	3.8	3.8	96.2
We focus more on LTSM	1	3.8	3.8	100.0
Total	26	100.0	100.0	



Give reasons and / or examples for your response in the quation above

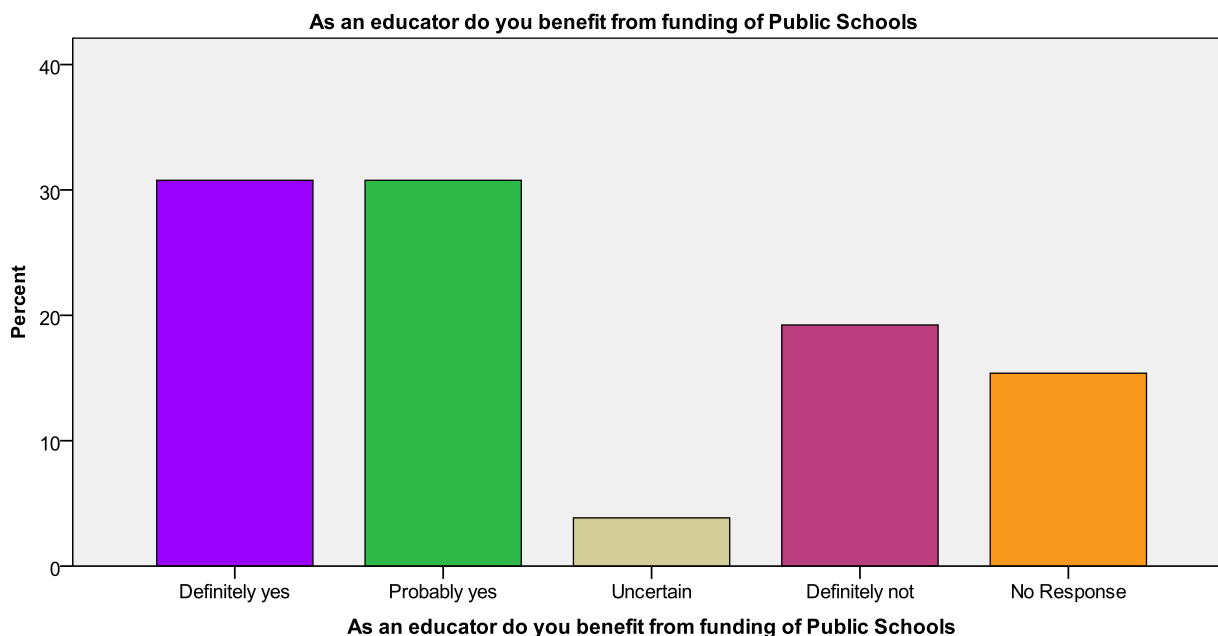
25% of the respondents who believe that funding improves the quality of teaching and learning said the money enables them to purchase LTSM, whilst another 5% believe that they focus on LTSM. 5% of the other respondents believe that teaching is successful and another 5% believe that there are no problems for students as LTSM is sufficient. An additional 5% said teachers are provided with resources whilst another 5% said this funding provides for the rehabilitation of learning and teaching. There is another 5% who claim that the funding helps them pay SGB teachers.

Those who believed funding does not improve the quality of teaching and learning said the money is too insignificant and amount to carry out the school's demands. These respondents constituted 25% of the sample. 8% believe that the delays in depositing the funds inconvenience the school whilst 12% did not respond at all.

3. AS AN EDUCATOR DO YOU BENEFIT FROM THE FUNDING OF PUBLIC SCHOOLS?

As an educator do you benefit from the funding of Public Schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely yes	8	30.8	30.8	30.8
Probably yes	8	30.8	30.8	61.5
Uncertain	1	3.8	3.8	65.4
Definitely not	5	19.2	19.2	84.6
No Response	4	15.4	15.4	100.0
Total	26	100.0	100.0	



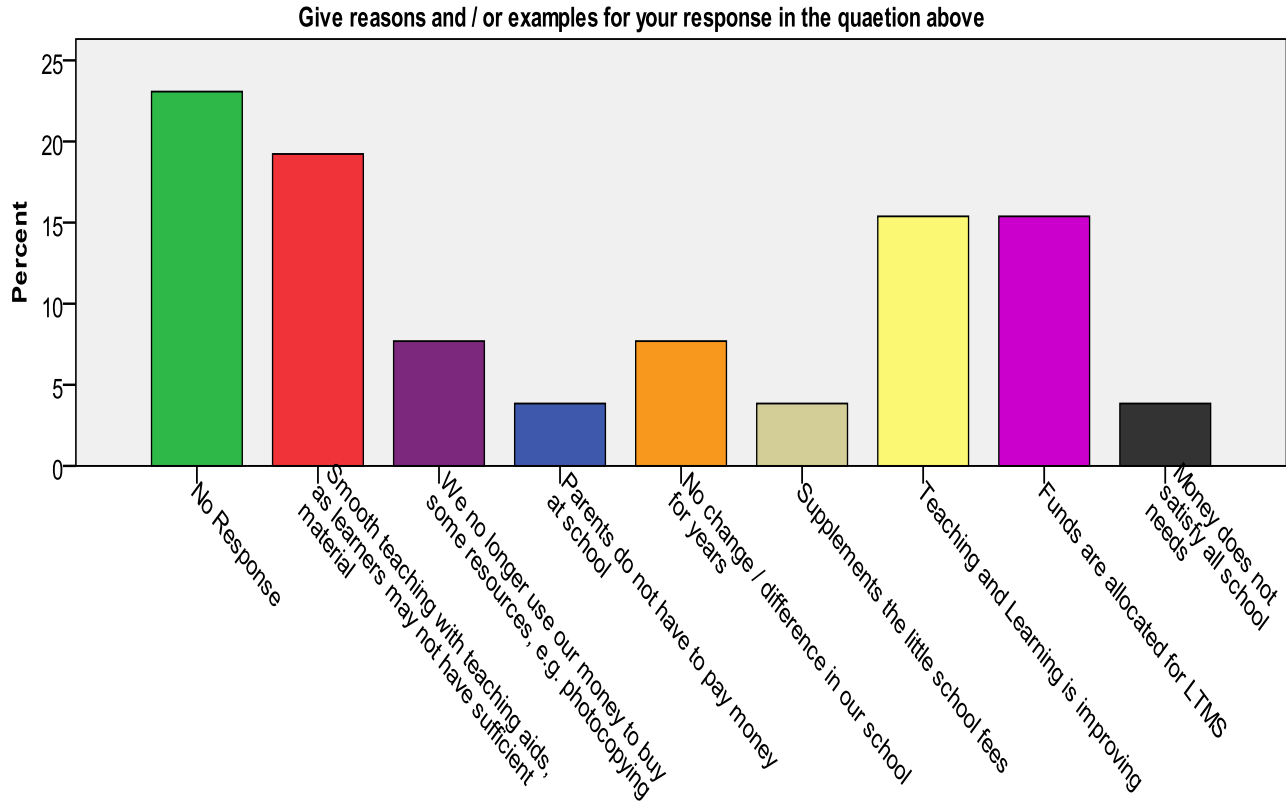
30% of the respondents said they definitely benefit from the funding of public schools and another 30% of the respondents said they probably benefit whilst 5% said they are

uncertain. 20% of the respondents said they definitely do not benefit from the funding whilst 15% of the respondents did not respond.

4. GIVE REASONS AND/OR EXAMPLES FOR YOUR RESPONSES ABOVE

Give reasons and/or examples for your responses above

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	6	23.1	23.1	23.1
Smooth teaching with teaching aids, as learners may not have sufficient material	5	19.2	19.2	42.3
We no longer use our money to buy some resources, e.g. photocopying	2	7.7	7.7	50.0
Parents do not have to pay money at school	1	3.8	3.8	53.8
No change / difference in our school for years	2	7.7	7.7	61.5
Supplements the little school fees	1	3.8	3.8	65.4
Teaching and Learning is improving	4	15.4	15.4	80.8
Funds are allocated for LTMS	4	15.4	15.4	96.2
Money does not satisfy all school needs	1	3.8	3.8	100.0
Total	26	100.0	100.0	



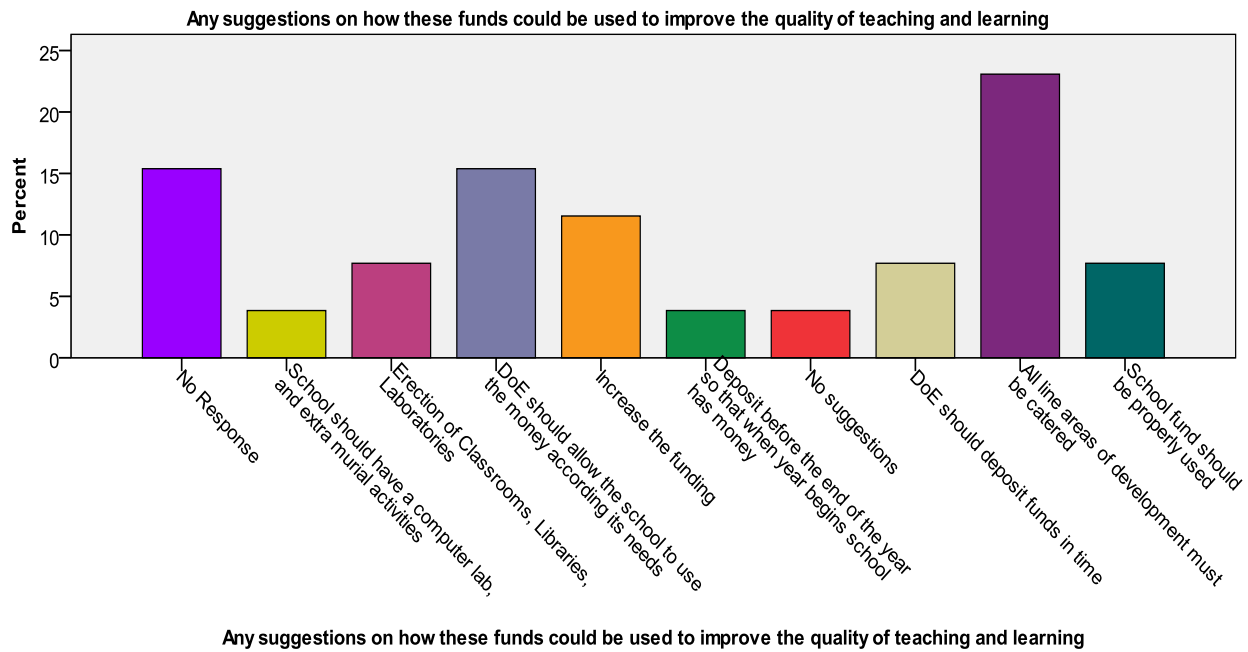
Give reasons and / or examples for your response in the question above

23% of the respondents did not give any reasons or examples stating how they benefit from funding whilst 18% said that teaching and learning takes place smoothly. 8% of the respondents said they no longer buy certain resources, such as a photocopying machine. 3% of the respondents said parents do not have to pay money to the school. On the other hand, those who said they do not benefit from funding responded in the following manner: 9% said there was no change as there has been no difference in their schools for years. 3% of the respondents said the funding supplements their school fees. 18% said they benefit from funding and use the money to buy LTSM whilst 18% said that teaching and learning is improving.

5. ANY SUGGESTIONS ON HOW THESE FUNDS COULD BE USED TO IMPROVE THE QUALITY OF TEACHING AND LEARNING ?

Any suggestions on how these funds could be used to improve the quality of teaching and learning?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	4	15.4	15.4	15.4
School should have a computer lab, and extra-mural activities	1	3.8	3.8	19.2
Erection of Classrooms, Libraries, Laboratories	2	7.7	7.7	26.9
DoE should allow the school to use the money according its needs	4	15.4	15.4	42.3
Increase the funding	3	11.5	11.5	53.8
Deposit before the end of the year so that when year begins school has money	1	3.8	3.8	57.7
No suggestions	1	3.8	3.8	61.5
DoE should deposit funds in time	2	7.7	7.7	69.2
All line areas of development must be catered	6	23.1	23.1	92.3
School fund should be properly used	2	7.7	7.7	100.0
Total	26	100.0	100.0	

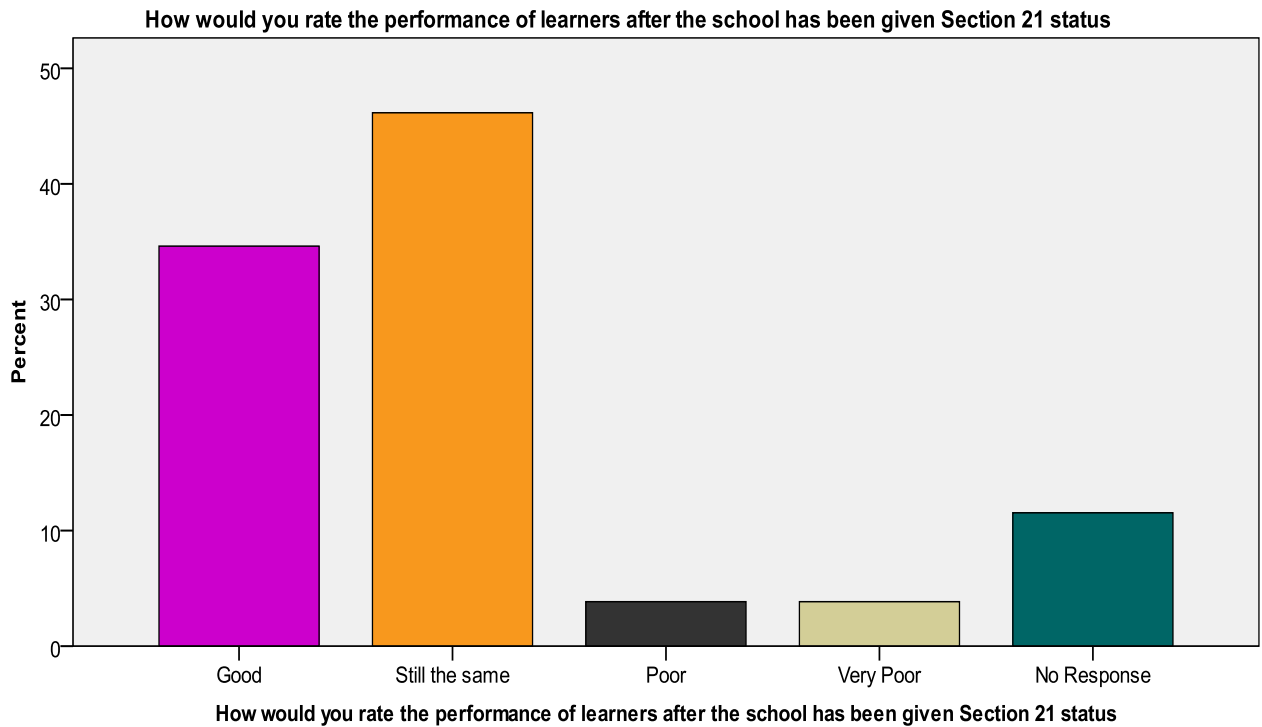


24% of the respondents said all line areas of development must be catered for whilst 18% of the respondents said the Department of Education should allow the school to use the money according to its needs. Another 12% of the respondents believed that the Department should increase the funding allocate to schools. 4% of the respondents suggested that schools have a computer lab and money should be spent on extra mural activities whilst 9% suggested that the money should be used to erect classrooms, libraries and laboratories. Another 4% suggested that the money should be deposited before the end of the year so that when the next academic year begins the school has money. 7% of the respondents suggested that the school fund is used properly whilst another 7% said the Department should deposit the money in time. 15 % of the respondents did not respond whilst 4% had no further suggestions.

6. HOW DO YOU RATE THE PERFORMANCE OF LEARNERS AFTER THE SCHOOL HAS BEEN GIVEN SECTION 21 STATUS?

How would you rate the performance of learners after the school has been given Section 21 status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Good	9	34.6	34.6	34.6
Still the same	12	46.2	46.2	80.8
Poor	1	3.8	3.8	84.6
Very Poor	1	3.8	3.8	88.5
No Response	3	11.5	11.5	100.0
Total	26	100.0	100.0	



45% of the respondents said the performance of the learners is still the same even after they have been afforded Section 21 status whilst 35% of the respondents believed it is good. On the other hand, 5% of the respondents said it is poor and another 5% said it is very poor. 10% of the respondents did not respond.

7. SUMMARY OF FINDINGS ON TEACHING

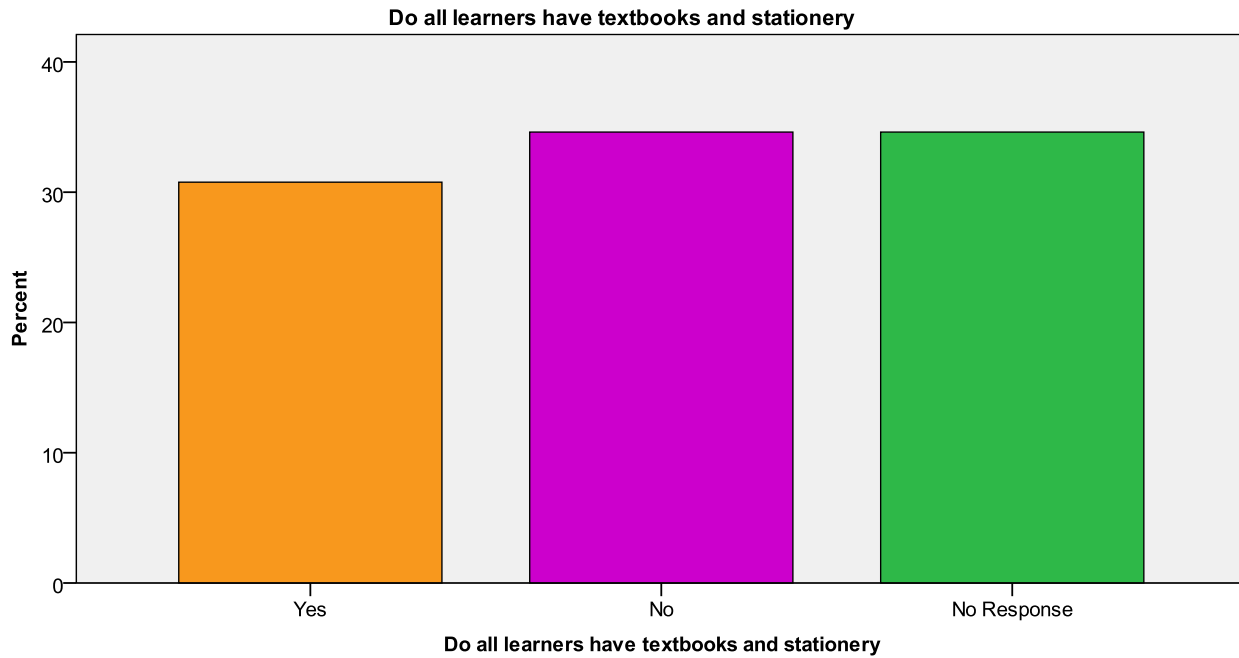
The inputs on how the funds could be used to improve the quality of teaching and learning are much appreciated but what is worrying is the fact that even after the status of schools change to section 21, the performance of learners remain the same. As an example, the majority of respondents, that is, 45% said that funding has no effect on the performance of their learners.

SECTION 4 F LEARNING

1. DO ALL LEARNERS HAVE TEXTBOOKS AND STATIONERY?

Do all learners have textbooks and stationery?

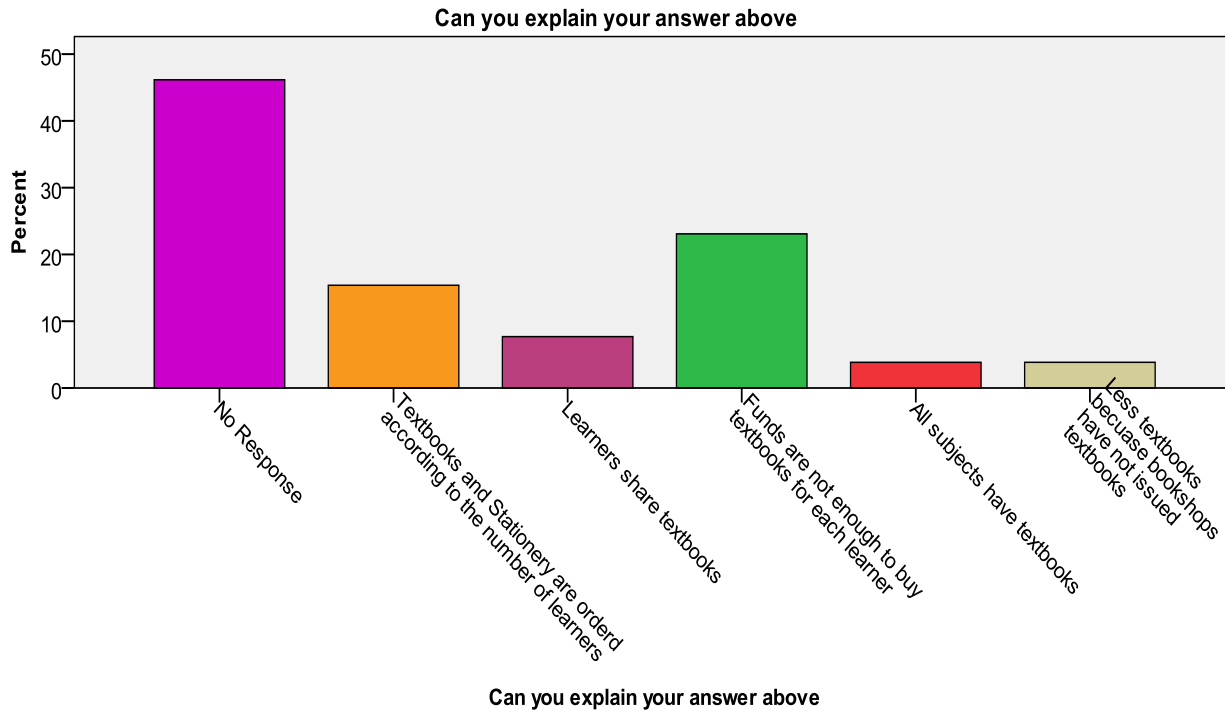
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	8	30.8	30.8	30.8
No	9	34.6	34.6	65.4
No Response	9	34.6	34.6	100.0
Total	26	100.0	100.0	



30% of the respondents said 'yes' all learners have textbooks and stationery whilst 35% said the learners have no textbooks and/or stationery. Another 35% of the respondents did not disclose whether all learners have LTSM or not.

2. CAN YOU EXPLAIN YOUR ANSWER ABOVE?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	12	46.2	46.2	46.2
Textbooks and Stationery are ordered according to the number of learners	4	15.4	15.4	61.5
Learners share textbooks	2	7.7	7.7	69.2
Funds are not enough to buy textbooks for each learner	6	23.1	23.1	92.3
All subjects have textbooks	1	3.8	3.8	96.2
Less textbooks because bookshops have not issued textbooks	1	3.8	3.8	100.0
Total	26	100.0	100.0	

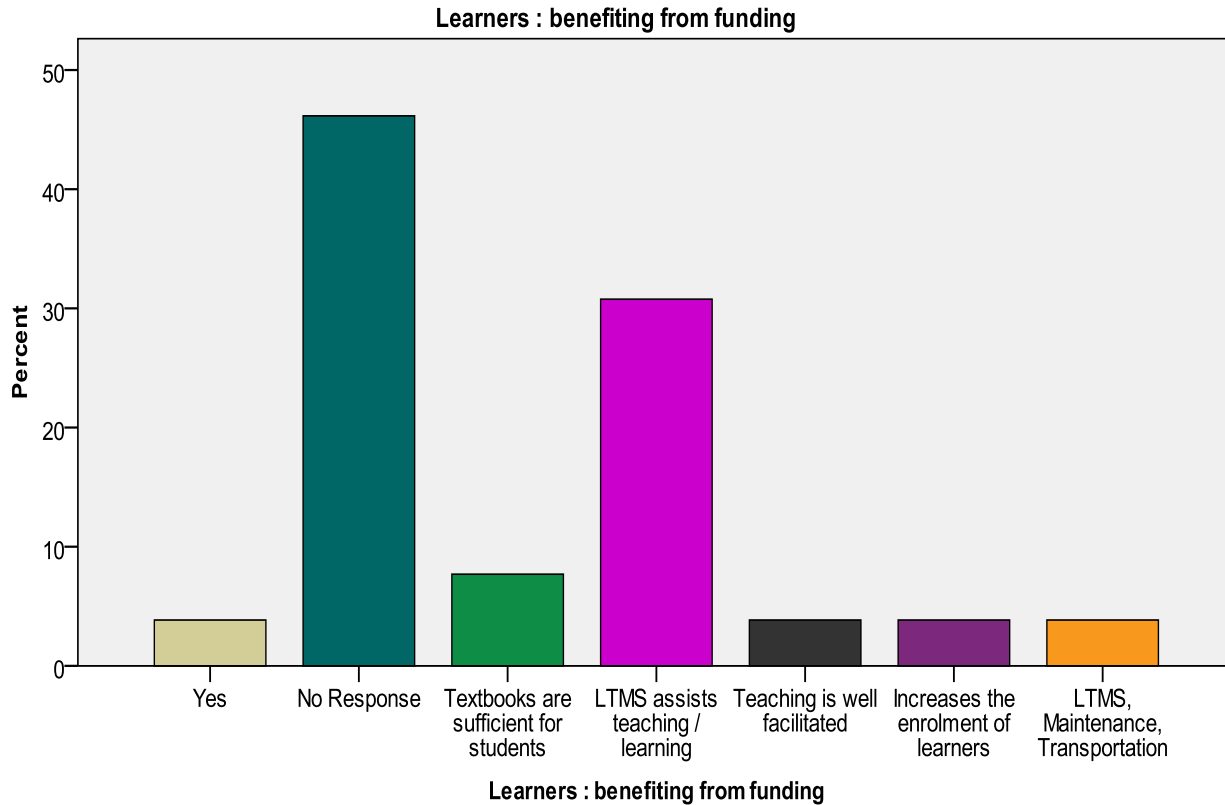


Those respondents who said learners have stationery and textbooks responded as follows: 15% said textbooks and stationery are ordered according to the number of learners, 5% said all subjects have textbooks. Those who said learners have no stationery and textbooks explained as follows: 5% said learners share textbooks whilst 25% said the funds insufficient to buy textbooks for learners. Another 5% of the respondents said that learners have no textbooks because bookshops do not deliver. A total of 45% did not respond to this question.

3. HOW ARE YOU BENEFITING FROM FUNDING?

Learners : benefiting from funding

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1	3.8	3.8	3.8
No Response	12	46.2	46.2	50.0
Textbooks are sufficient for students	2	7.7	7.7	57.7
LTMS assists teaching / learning	8	30.8	30.8	88.5
Teaching is well facilitated	1	3.8	3.8	92.3
Increases the enrolment of learners	1	3.8	3.8	96.2
LTMS, Maintenance, Transportation	1	3.8	3.8	100.0
Total	26	100.0	100.0	

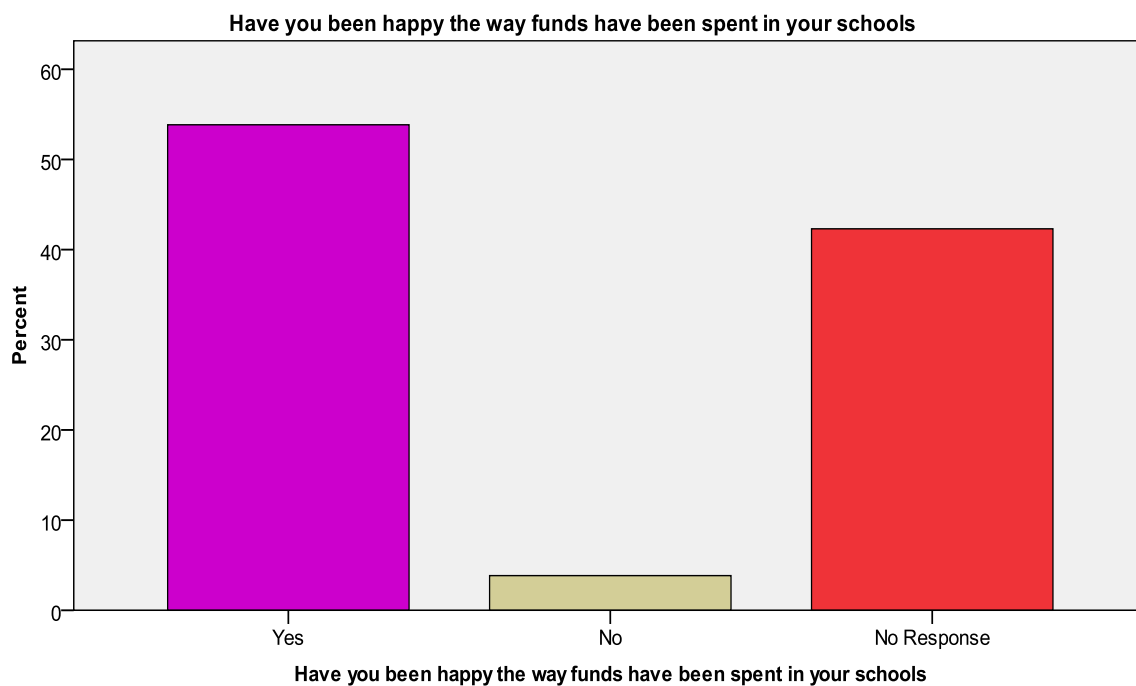


30% of the learners responded that they get LTSM which assists in the teaching and their learning whilst another 8% said they have sufficient textbooks. 5% of the respondents said teaching is well facilitated whilst another 5% said funding increases the enrolment of the learners. 5% said yes learners benefit from funding whilst 5% said they get their maintenance and transportation costs covered by the funding. 42% of the candidates did not respond.

4. HAVE YOU BEEN HAPPY WITH THE WAY IN WHICH FUNDS HAVE BEEN SPENT IN YOUR SCHOOL?

Have you been happy the way in which funds have been spent in your schools?

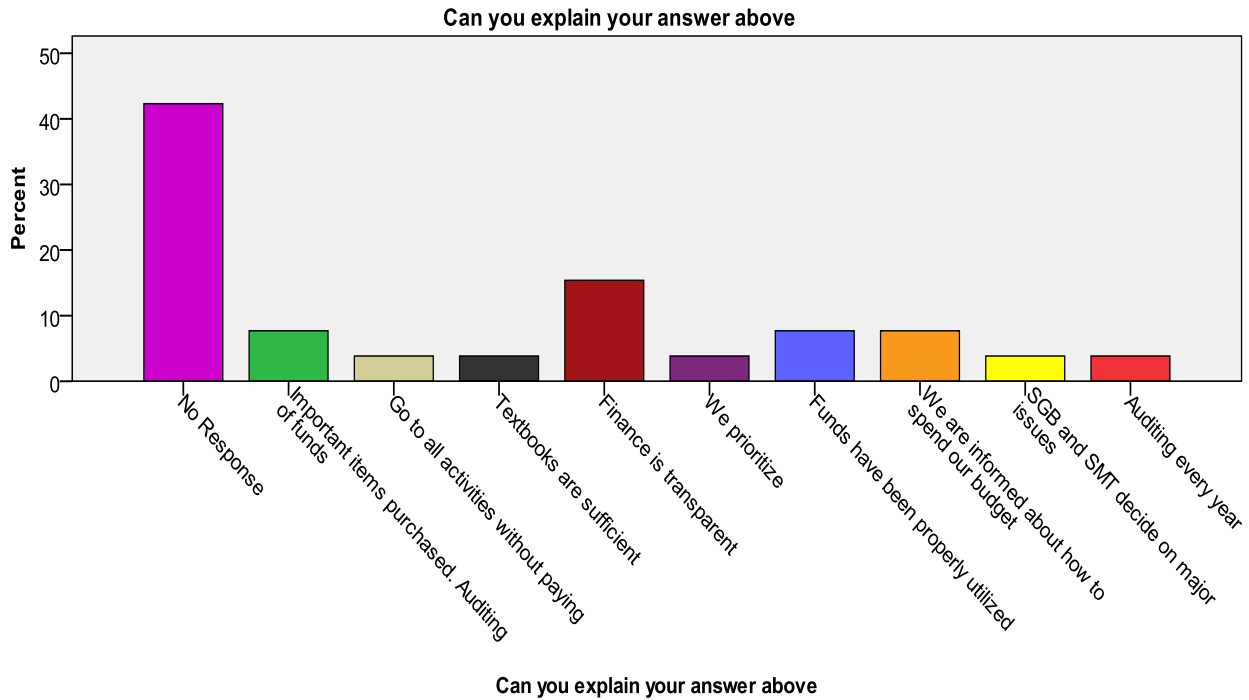
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	14	53.8	53.8	53.8
No	1	3.8	3.8	57.7
No Response	11	42.3	42.3	100.0
Total	26	100.0	100.0	



55% of the respondents said they are happy with how funds are spent in their schools whilst 2% of the respondents said 'no' they are not happy. 43% of the respondents did not respond.

5 .CAN YOU EXPLAIN YOUR ANSWER ABOVE?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	11	42.3	42.3	42.3
Important items purchased.	2	7.7	7.7	50.0
Auditing of funds				
Go to all activities without paying	1	3.8	3.8	53.8
Textbooks are sufficient	1	3.8	3.8	57.7
Finance is transparent	4	15.4	15.4	73.1
We prioritize	1	3.8	3.8	76.9
Funds have been properly utilized	2	7.7	7.7	84.6
We are informed about how to spend our budget	2	7.7	7.7	92.3
SGB and SMT decide on major issues	1	3.8	3.8	96.2
Auditing every year	1	3.8	3.8	100.0
Total	26	100.0	100.0	

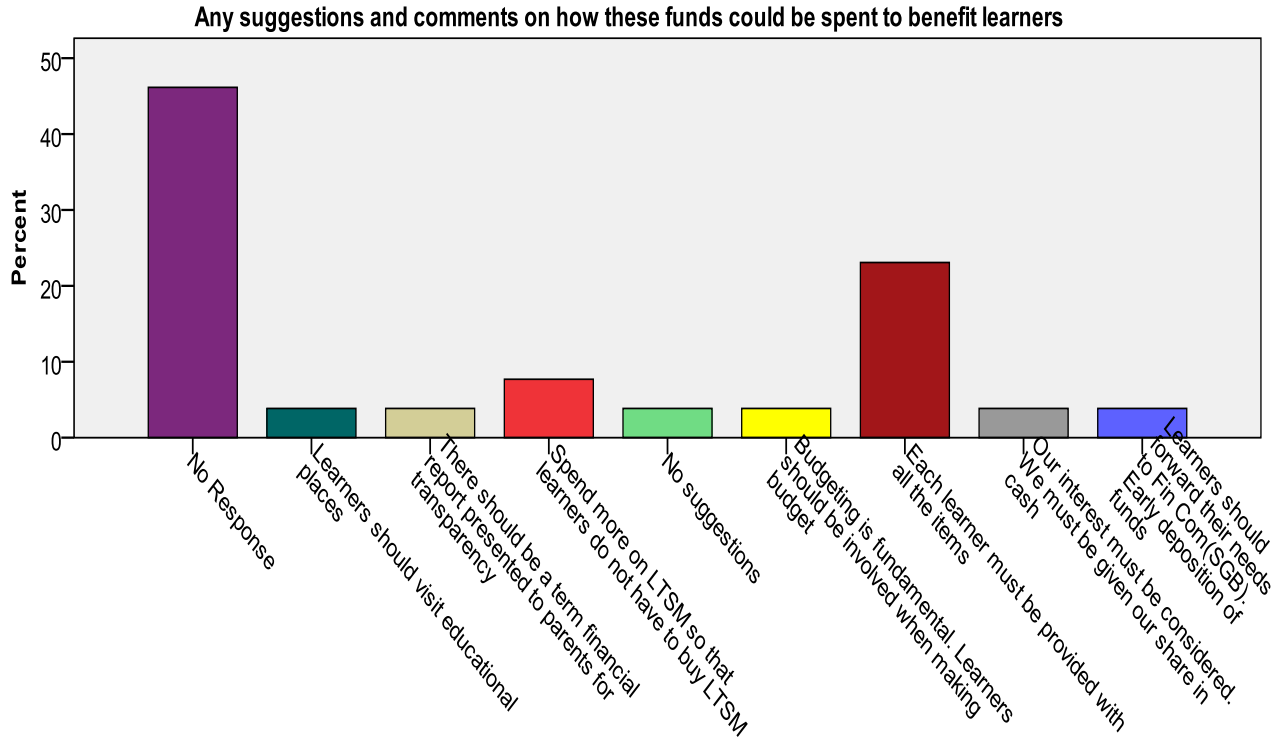


Those who said they are happy responded as follows: 7% said that important items are bought and there is an annual audit of funds, 5% said they go to all activities without paying whilst another 5% said textbooks are sufficient. 15% of the respondents said finance is transparent and another 5 % said they prioritise. 8% of the respondents said the funds have been properly utilised, whilst another 8% said they are informed about how to spend their budget. 5% of the respondents said the SGB and the SMT decide on major issues, whilst another 5% said they are happy with how the funds are spent because auditing is done yearly. On the other hand, 42% of the candidates did not explain their previous answers.

6 ANY SUGGESTIONS AND COMMENTS ON HOW THE FUNDS COULD BE SPENT TO BENEFIT LEARNERS?

Any suggestions and comments on how these funds could be spent to benefit learners

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	12	46.2	46.2	46.2
Learners should visit educational places	1	3.8	3.8	50.0
There should be a term financial report presented to parents for transparency	1	3.8	3.8	53.8
Spend more on LTSM so that learners do not have to buy LTSM	2	7.7	7.7	61.5
No suggestions	1	3.8	3.8	65.4
Budgeting is fundamental. Learners should be involved when making budget	1	3.8	3.8	69.2
Each learner must be provided with all the items	6	23.1	23.1	92.3
Our interest must be considered. We must be given our share in cash	1	3.8	3.8	96.2
Learners should forward their needs to Fin Com (SGB). Early deposition of funds	1	3.8	3.8	100.0
Total	26	100.0	100.0	



Any suggestions and comments on how these funds could be spent to benefit learners

45% of the respondents did not give any suggestions as to how the funds could be spent. 25% of the respondents said each learner must be provided with all the items. 10% of the respondents suggested that the money must be used to buy LTSM so that learners do not have to buy LTSM. 5% of the respondents said learners should visit educational places whilst another 5% said they must be given their share in cash. 5% of the respondents said that since budgeting is fundamental, learners should be involved when creating the budget. Another 5% said that learners should forward their needs to Fincom and that the early deposition of funds is important.

7. SUMMARY OF THE FINDINGS ON LEARNING

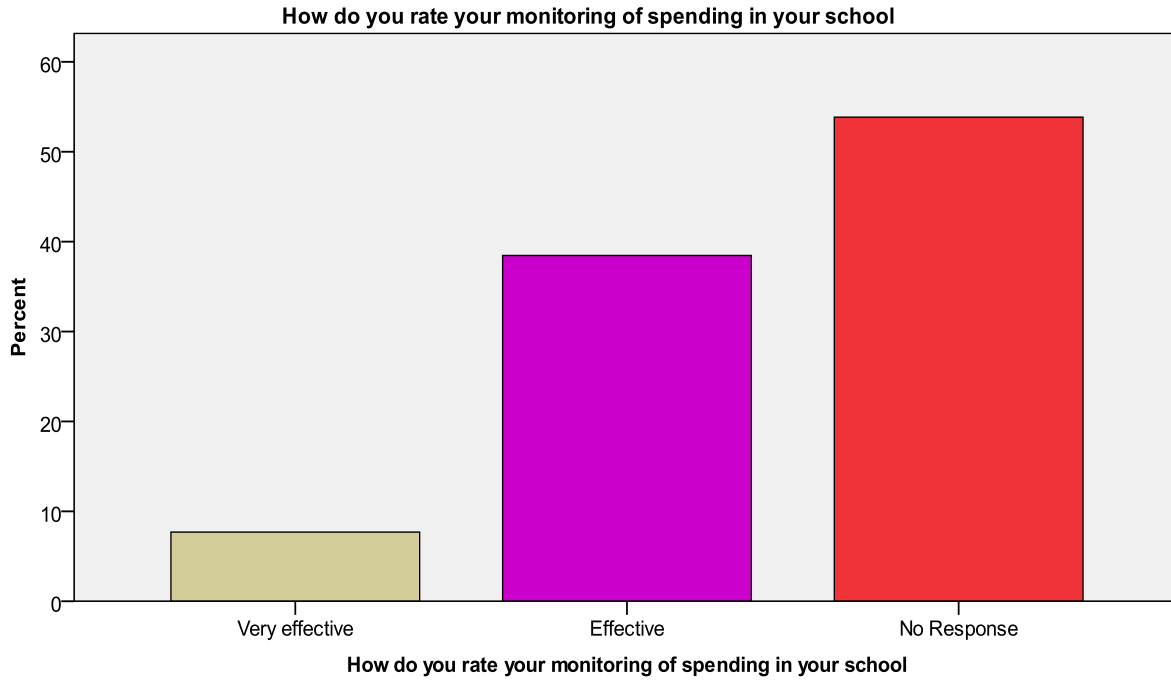
Learners were only asked to respond to this section whilst all other respondents were allowed to respond to all other sections with the exception of the SGB. What is revealed here is that not all learners have textbooks. This is of great concern as teaching and learning would not be effective if this is the case. A significantly large percentage, 45%, of the respondents preferred not to respond when asked how they benefit from funding.

SECTION 4 G. GOVERNANCE

1.HOW DO YOU RATE THE MONITORING OF SPENDING IN YOUR SCHOOL ?

How do you rate the monitoring of spending in your school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very effective	2	7.7	7.7	7.7
Effective	10	38.5	38.5	46.2
No Response	14	53.8	53.8	100.0
Total	26	100.0	100.0	

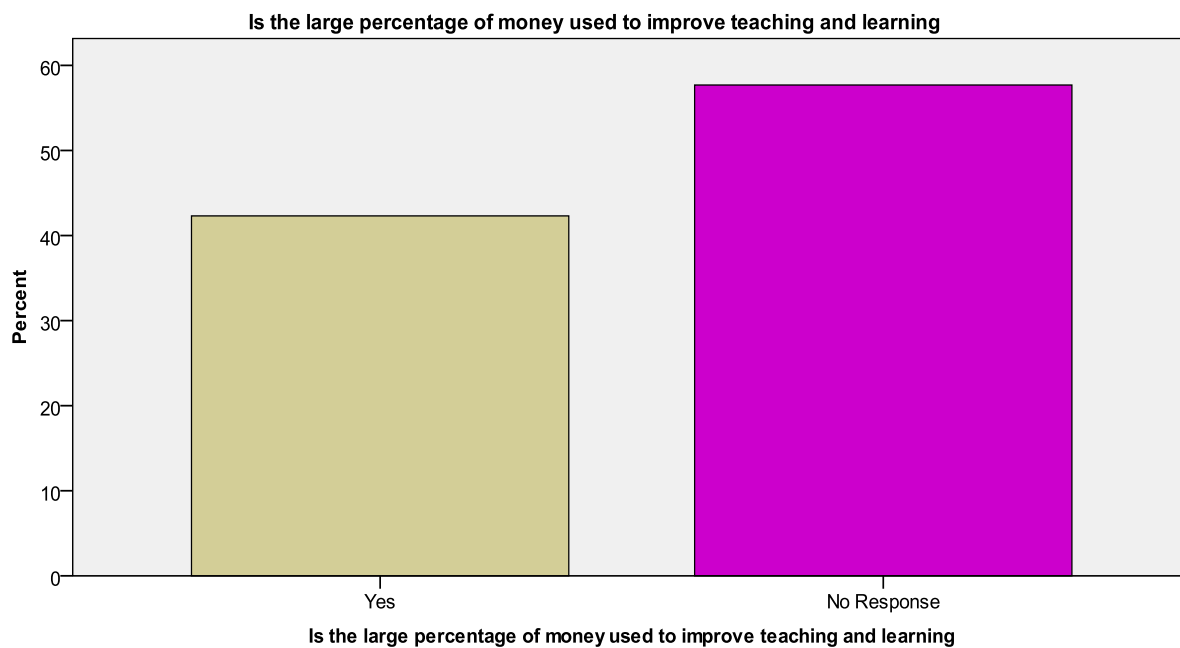


It is pleasing to note that the SGBs monitor the spending of their schools effectively. In the previous chapters the role of the SGB was discussed in detail. 40% of the respondents said their monitoring is effective whilst 5% said it is very effective. 55% did not respond.

2. IS A LARGE PERCENTAGE OF THE MONEY USED TO IMPROVE TEACHING AND LEARNING?

Is a large percentage of the money used to improve teaching and learning?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	11	42.3	42.3	42.3
No Response	15	57.7	57.7	100.0
Total	26	100.0	100.0	



42% of the respondents said 'yes' a large percentage of the money is used to improve teaching and learning whilst 58% did not respond.

3. CAN YOU EXPLAIN YOUR ANSWER ABOVE?

Can you explain your answer above?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No response	16	61.5	61.5	61.5
School provides teaching and learning material to learners, do not buy stationery	4	15.4	15.4	76.9
Recently employed Physical Science Teacher; bought students material	1	3.8	3.8	80.8
Large amount used for LTSM and Stationery	4	15.4	15.4	96.2
Teacher empowerment and development	1	3.8	3.8	100.0
Total	26	100.0	100.0	

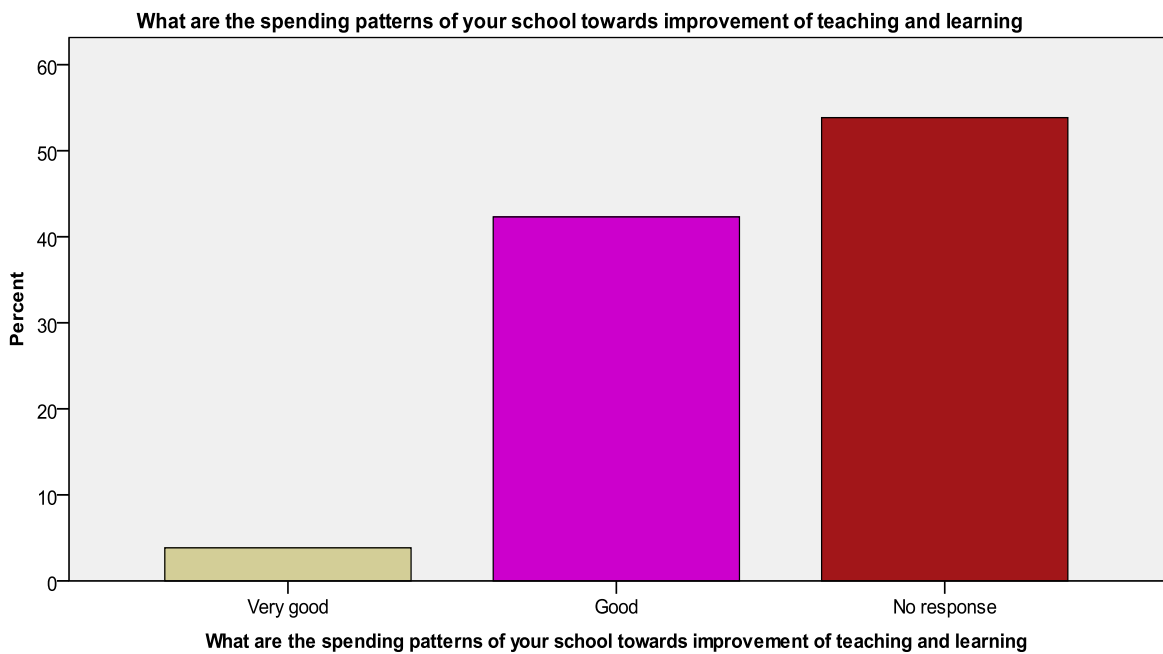


50% of the respondents did not explain their previous answers whilst 15% said the school provides teaching and learning material to learners. Another 15% said a large amount of money is used to buy LTSM and stationery. 10% said they employed a physical science teacher who bought student material for the learners, whilst another 10% said that teacher empowerment and development is taking place.

4. WHAT ARE THE SPENDING PATTERNS OF YOUR SCHOOL IN TERMS OF THE IMPROVEMENT OF TEACHING AND LEARNING?

What are the spending patterns of your school in terms of the improvement of teaching and learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very good	1	3.8	3.8	3.8
Good	11	42.3	42.3	46.2
No response	14	53.8	53.8	100.0
Total	26	100.0	100.0	

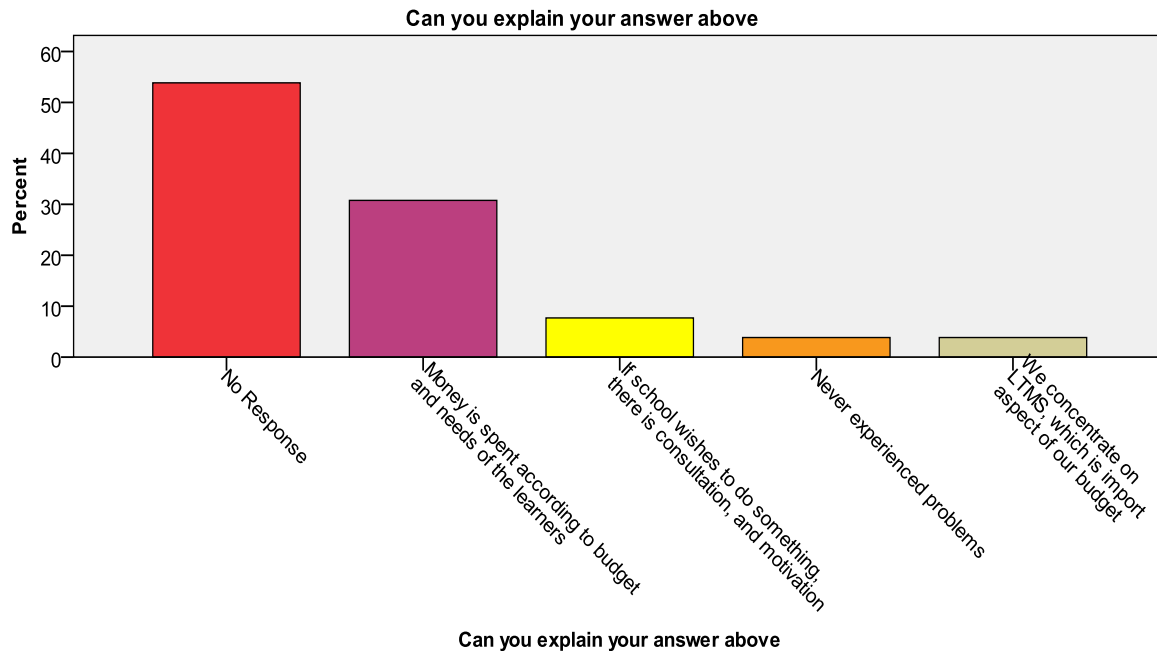


53% of the respondents did not explain the spending pattern of their schools and 42% said the spending pattern of schools is good. 5% said that spending patterns were very good.

5. CAN YOU EXPLAIN YOUR ANSWER ABOVE?

Can you explain your answer above?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	14	53.8	53.8	53.8
Money is spent according to budget and needs of the learners	8	30.8	30.8	84.6
If school wishes to do something, there is consultation, and motivation	2	7.7	7.7	92.3
Never experienced problems	1	3.8	3.8	96.2
We concentrate on LTMS, which is import aspect of our budget	1	3.8	3.8	100.0
Total	26	100.0	100.0	



30% of the respondents said they believe that the spending patterns of school are good because money is spent according to what they have budgeted for. 5% of the respondents said there is consultation and motivation if the school wishes to do something. 4% said they concentrate on buying LTSM whilst another 4% said they do not experience any problems. 57% of the respondents did not respond.

6. ARE YOU INCLUDED IN FINANCIAL MEETINGS?

Are you included in financial meetings?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always	2	7.7	7.7	7.7
Often	4	15.4	15.4	23.1
No Response	20	76.9	76.9	100.0
Total	26	100.0	100.0	



78% of the respondents did not disclose whether they are included in the financial meetings or not whilst 18% of the respondents said they are often invited. 4% of the respondents said they are always invited.

7. DO YOU FEEL THAT YOUR ROLE IN FINANCIAL MEETINGS IS EFFECTIVE?

Do you feel that your role in financial meetings is effective?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No response	20	76.9	76.9	76.9
Yes	4	15.4	15.4	92.3
No	2	7.7	7.7	100.0
Total	26	100.0	100.0	

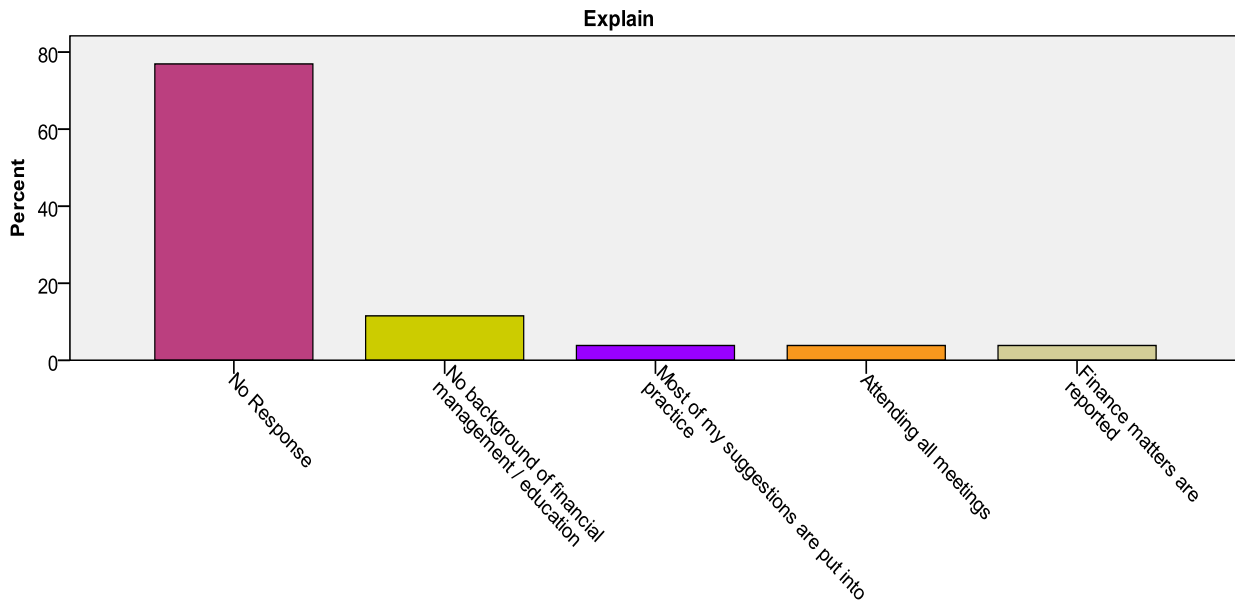


76% of the SGB did not respond whilst only 15% felt their role is effective in financial meetings. 9% of the respondents said 'no' they do not feel that their role is effective.

8. EXPLAIN YOUR ANSWER ABOVE

Explain your answer above

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	20	76.9	76.9	76.9
No background of financial management / education	3	11.5	11.5	88.5
Most of my suggestions are put into practice	1	3.8	3.8	92.3
Attending all meetings	1	3.8	3.8	96.2
Finance matters are reported	1	3.8	3.8	100.0
Total	26	100.0	100.0	



Explain

78% of the respondents could not explain their previous answer, whilst 13% said they have no financial background and the remaining 9% was shared equally by those who said they attend all meetings; they claimed that most of their suggestions are put into practise and finance matters are reported.

9. ARE YOU HAPPY WITH HOW THE MONEY IS SPENT IN YOUR SCHOOL?

Are you happy with how the money is spent in your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very happy	1	3.8	3.8	3.8
Happy	5	19.2	19.2	23.1
No response	20	76.9	76.9	100.0
Total	26	100.0	100.0	



78% of the respondents gave no response whilst 18% of the respondents said they are happy with how the funds are spent. Another 4% said they are very happy with how the funds are spent in their school.

10. CAN YOU EXPLAIN YOUR ANSWER ABOVE?

Can you explain your answer above?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No response	20	76.9	76.9	76.9
Auditing is done yearly	3	11.5	11.5	88.5
We procure what is needed by the school	1	3.8	3.8	92.3
Financial statements are audited and reported to parents	2	7.7	7.7	100.0
Total	26	100.0	100.0	

11. SUMMARY OF FINDINGS ON GOVERNANCE

The respondents did not want to disclose information related to those questions that required further detail. In addition, they preferred not to respond to most questions which, possibly, they regarded as sensitive. The researcher is not happy with the outcomes of this section and would recommend that whoever would like to conduct further research in this topic, conduct face to face interviews with the SGBs. For example, if one looks at the variable asking whether they are happy with how the money is spent, the respondents never responded. Moreover, they could not say whether their role is effective in financial meetings or not; this is of great concern as these SGBs are responsible for managing the allocations. Lastly, regarding the meetings some responded that they are often called to the meetings.

This suggests that a lot of financial management is done by other members and the SGBs are only observers or passive members.

CHAPTER 5

DISCUSSION AND SUMMARY OF FINDINGS AND RECOMMENDATIONS

5.1. INTRODUCTION

This chapter presents a summary of the study together with the research findings, based on the analysis of the data in the previous chapter. The general findings were stipulated and discussed in relation to the research questions . The theoretical framework and the related literature review, tabled in Chapter 2, in which the study is grounded is considered to further consolidate the findings and discussions.

Most importantly, viewing the findings against the theories mentioned in the previous chapter would further enable the researcher to make the necessary recommendations regarding the funding of section 21 schools, so as to improve the quality of teaching and learning. Lastly, the researcher will attempt to indicate possibilities for further, related, research. The findings are as follows:

5.2. MAIN FINDINGS

- Lack of capacity by the SGB to monitor funding allocation
- Lack of collaboration between the Principal and SGB in handling financial issues
- Schools need to be work-shopped on procurement procedures
- Purchasing of Learning and Teaching Support Material (LTSM) should be the top priority in schools so as to improve the quality of teaching and learning
- The money that is deposited in schools must be deposited early so as to let schools purchase LTSM during the beginning of the academic year

5.3. DISCUSSION OF THE MAIN FINDINGS

The main findings presented in this section were discussed in relation to the literature review and theoretical framework as stated in Chapter 1 also in relation to the findings as revealed by the respondents in the sites.

5.3.1 LACK OF CAPACITY BY THE SGB TO MONITOR ALLOCATIONS

The responsibilities of financial control entrusted to the SGB are probably their most important responsibilities, in particular, the preparation and approval of the annual budget. Section 37 of the South African Schools Act (Act No 84 of 1996) prescribes that the SGB should perform the following mandatory financial functions:

- Establish a school fund
- Collect and administer school fees
- Keep financial records
- Draw up annual financial statements
- Supplement state resources

The governing body, therefore, is in a position of trust in the school and fulfils the role of a public entity. The South African Schools Act (Act No 84 of 1996) has entrusted tasks that relate to the management of school property and finances to SGBs. A common problem experienced by many SGBs in South Africa is the lack of or inadequate expertise within the field of education. This has a negative impact on the SGBs' ability to support education as intended by the South African Schools Act (No 84 of 1996). The shift to decentralised school governance and management requires governors, principals and educators to develop a wide range of skills to deal with the complex issues and tasks they are expected to fulfil. Hopkins and Ainscow (1994) argue that a general response to the dilemma of decentralisation has been to give more responsibility to schools for their own management.

They argue that the shifting of responsibility to the school level raise the possibility that some functions, formerly carried at the centre, will not be effectively performed. The pathology of top-down theory, on the other hand, states that the amount and pace of change at a local level is a product of local factors that are beyond the control of higher level policy makers. This is the scenario in the Eastern Cape because, as much as the Department of Education would like to see the tremendous improvement in the quality and effectiveness of schooling there is not much improvement, as reflected in the recent grade 12 results. The Eastern Cape, compared to other Provinces, has been lying at the bottom of the ladder for a couple of years.

Cranston (2002, p.143) argues that all role players should master a number of skills if they are to fulfil their tasks successfully. These include problem solving skills, conflict resolution, time management, change management and financial planning. It is apparent that SGBs in South Africa have a statutory responsibility for many critical functions within schools. In Section G, where the respondents were the SGBs, the analysis does not show a positive response because in the most crucial questions the majority did not respond. For example, 77% of them could not respond when asked if they were included in financial meetings or not, and when they were asked whether they feel their role is effective in financial management or not, 75% of them did not respond. In addition, when they were asked if they are happy with how the funds are spent, 78% of them did not respond. This could be because they felt intimidated since the questionnaires were to be collected by the Principal.

On the basis of the above, the researcher recommends that anyone who would like to conduct further research on this topic must conduct personal interviews with the SGBs. By so doing he/she will be able to probe them. There were gaps and shortfalls in their responses but what became more evident is that they still need to be capacitated so as to manage their financial resources more efficiently. In conclusion, it is apparent that SGBs in South Africa have a statutory responsibility for many critical functions within schools which could make a valuable contribution to ensuring school effectiveness and continuing improvement, hence capacitating them becomes not only crucial but also very urgent.

Mestry (2004,p. 129) suggests that the training of SGBs in financial management is fundamental in preparing and equipping school managers with financial skills so as to be responsible and accountable for funds and to make a contribution towards the improvement of the overall quality of the teaching and learning of the school. Thus, what was stated in Chapter 1, in subheading 1.6 i.e. that the Principal, SGB and SMT lack financial skills and cannot use the money efficiently to improve the quality of teaching and learning, was accepted.

5 .3.2 SCHOOLS NEED WORKSHOPS ON PROCUREMENT PROCEDURES

In Section D, where the respondents were asked about procurement procedures, the majority said they would like a document for procurement and needs training as well as workshops since they are not sure of the procedures. De Grouse (2005, p. 12) further notes that although education is often considered to be the solution to development, and appears to be the solution to the dilemma of poor communities, the problem is that: Even those who are to manage education in developing countries are not fully competent to do so. Resources are used inefficiently and the benefits are thus reduced to trickle, keeping the learner poor in skills.

Hopkins and Ainscow (1994) argue that the decentralisation of decision making as part of school improvement establishes new roles and responsibilities for senior education officials at the centre and for school leaders, teachers and parents at the school level. Central authorities need to ensure, through guidance and support for pre-service, in-service and community based programmes that those assuming new roles have developed the capacity to meet their new responsibilities.

5.3.3 PURCHASING OF LTSM SHOULD BE TOP PRIORITY IN SCHOOLS

The amended Norms and Standards for funding (2004) state that the provincial Education Department must provide each school with a recommended breakdown of how the school allocation could be spent. Paragraph 94 of the Amended Norms and Standards says that

the allocations are intended to cover non personnel recurrent items and small capital items as well as normal repairs and maintenance. It is primarily and exclusively intended for the promotion of efficient and quality education. In addition, the amended Norms and Standards lists examples of what school allocation could be spent on. This list includes LTSM equipment, educational consumables, non educational consumables and services. Of the cost centres stipulated, LTSM has the biggest portion: 45%. The SGBs therefore need to appoint a LTSM committee and there should be a system in place for selecting and procuring LTSM. The school should follow best procurement procedures so as to get their LTSM on par with very competitive rates.

The LTSM committee should consist of relevant educational staff and SGB members. Section 21 schools should have a written procurement policy and there should be a system in place for the distribution of LTSM so that each learner has a textbook and LTSM is distributed correctly and fairly. Lastly, there should be a system in place for retrieving LTSM from the learners as well as a stock register which must be up to date and readily available.

5.3.4 LACK OF COLLABORATION BETWEEN THE PRINCIPAL AND THE SGB

A principal is the single greatest influence on the life of the school. It is impossible to visualise a school trying to operate without the full involvement and support of the principal (Leithwood & Aitken 1995, p.69). In fact, a deficiency in the principal's involvement and a lack of fulfilling leadership and support roles are negative school practises that contribute to a negative school climate (Hart 1993, p.97). The South African Schools Act (Act No 84 of 1996) describes the Principal's role simply as providing assistance to the SGB on school property and Finance (Mestry, 2004, p.129). Assistance to the SGB includes the monitoring of the school's financial position, particularly its cash flow (Clarke 2007, p.288). The principal also has a responsibility to ensure that the SGB manages the school's finances in terms of the provision of the South African Schools Act (Act No 84 of 1996) and in the best interests of the school.

A school principal is important in the creation of a positive organisational culture within the school in order to motivate teachers and learners to achieve their educational outcomes.

A positive organisational culture is defined as the manner in which all tasks in the school are embarked upon and executed (Kyriacou 1986, p.78). The organisational structure of the school and the principal's influence on this relate directly to the effectiveness of teaching and learning. The principal's personal convictions about the nature and purpose of education come to the fore in the educational programme of the school (Hywel & Martin 2003, p. 28). The Principal is required to articulate the school's mission in order to contribute to the establishment of positive and sound cooperation in the school (Jacobs 1994, p.11).

Principals, who manage within the context of the regulations of the SASA, are under the authority of the Head of Department and must undertake the professional management of public schools. The Principal serves as a representative of the Head of Department in the SGB when acting in an official capacity. The implication is that the principal is accorded delegated powers to organise and control teaching, learning and associated activities at the school effectively (Mestry, 2004, p. 127). Parker and Leithwood, as cited in Van Wyk (2004), argue that principals have a capacity to derail community based governance or ensure the effectiveness of these structures. They attribute this to the Principal's power within the school, level of education in contrast to the members of the SGB, primary access to information issued by education authorities and because it is the Principal who implements the decisions taken.

Creese and Early (1999) suggest that principals and potential principals need to be trained to appreciate the value that an effective governing body could add to their schools. The shift to decentralised school governance and management requires governance, principals and educators to develop a wide range of skills and capacity to deal with complex issues and tasks which they are expected to fulfil.

According to the above mentioned facts, it is apparent that the main responsibility of the principal and the SMT is to organise teaching and learning activities, whilst the SGB are responsible for the financial plan by which financial resources are allocated to support educational programmes.

This is executed through devising operational plans that encompass the objectives of the educational programme. What has been revealed by the research is that Principals are not only responsible for professional issues in the school they are also responsible for supporting SGBs in managing school allocations. Most SGBs seem disempowered and incapacitated when it comes to financial management hence they could not respond to some questions. Thus, the hypothesis that Principals do not often consult with the SGBs and that there is little evidence of collaboration between them is accepted. When SGBs were asked whether they attend financial meetings they said they often do, and the majority of them said they feel that their role in financial meetings is ineffective because they do not quite understand what is expected of them hence the need for workshops and training.

5.3.4 EARLY DEPOSITION OF ALLOCATIONS NECESSARY

What transpired from the research is that schools received their allocations very late in the academic year. This seemed to inconvenience the smooth running of the school as teaching and learning is disrupted when learners can not receive their stationery and textbooks in good time. It is therefore recommended that the money be deposited conveniently so that learners can have the learning and teaching support material (LTSM) during the beginning of the academic year.

5.3.5 Recommendations

- SGBs need to be capacitated as they are key to the management of allocations, and so that their role in managing these allocations will become very effective. Departmental officials should intervene and be very supportive.
- Principals should be encouraged to share information with SGB members and take them on board with policies and procedures regarding financial management.
- Schools should be monitored in their purchasing of LTSM so that each learner has a textbook and to improve the quality of teaching and learning. The policy of retrieval must be clearly defined so that the books have a longer lifespan.
- The finance committee must be work-shopped on procurement procedures and record keeping.
- Lastly, the money should be deposited in time that is convenient for the school.

5.3.6 CONCLUSION

During the course of this investigation the researcher tried to present a detailed account of how public funds should be utilised by section 21 schools in order to benefit the learners and to improve the quality of teaching and learning as stipulated by SASA (Act no 84 Of 1996). A number of sources from the available literature were reviewed in Chapter 2 and the study was grounded in the centralisation- decentralisation paradox together with the pathology of top bottom change, as stipulated by Hopkins and Ainscow. This is because the Department of Education continues to decentralise power in an attempt to democratise education, yet there is still a centralisation of some powers. A brief historical picture on how funding was carried out before 1994 was given. The researcher then tried to analyse the international benchmarks for quality education. The qualities of education as tabulated by Preddy were discussed.

In the previous chapter, the methodologies used in the study were discussed in detail. This particular study used the evaluation research design because of its nature. As the researcher wanted to establish whether the funding of public schools improves the quality of teaching and learning, the evaluation design seemed appropriate. The output of this research would eventually help policy makers and planners tighten the loopholes so that teaching and learning could become more effective in our schools. Graphs, tables and cross tabulations were all done to present the findings.

The last chapter provided the recommendations and findings. What became evident was that SGBs lack the capacity to monitor the allocations made to their schools. They need to be capacitated in this regard as they are in a position of trust and they are the people responsible for the school's finances. Moreover, another positive finding was that the Learner, Teacher Support Material was the top priority amongst the schools investigated. The finance committee members said they are in need of a workshop on procurement procedures and policies. Of great concern was the lack of collaboration between Principals and SGBs in financial matters. Whilst SGBs are expected to be in control they receive information, second hand, from the Principal. The time of the deposit of allocations appeared to be in appropriate for the teaching and learning needs of the school as it arrived very late in the year. This is because schools use academic year whilst the Department of Education uses the financial year.

REFERENCES

- Argyrous G. (2008) *Statistics or Research: With a guide to SPSS*. London :Sage
- Babbie, E (2001) *The Practise of Social Research*, 9th edition, USA, Eve Howard
- Babbie E (1993) *Survey Research Methods*. California: Wadsworth Publishing
- Babbie E & Mouton J (2001)*The practise of Social Research* New York: Mcgraw Hill.
- Beckham & Blom (2000) Thoughts on accountability and democratic school management. *South African Journal of Education* 17(4)pp79-85.
- Bischoff T (1997) *Financial Management Explained* Kagiso Tertiary
- Blanchard T, Lovell B, Villa N (1989) *Managing finances in schools*. London : Cassel Educational.
- Blaxter, Hughes & Tight (2003) *How to research*. England : Open University Press.
- Blase J & Blase J (1999) *Principals of instructional leadership and teacher development* Cape Town: Oxford University Press.
- Burke J, & Larry , C (2008) *Educational Research* .London: Sage.
- Cohen ,L ,Manion, L, Morrison K (2007) *Research Methods in Education 6th Edition*, London: Routledge.
- Conradie J J (2002) :*Financial Management*. Pretoria: University of Pretoria
- Cranstorm N C (2002) *School Based Management, Leaders and Leadership: Change and Challenges for Principals* 30(4),pp 50-61.
- Creese, M & Earley P (1999) *Improving Schools and Governing Bodies-Making a difference*. London:Routledge.
- Cruickshank, M (2004) ,*The act of teaching*. New York: Mcgraw Hill.

- Clarke K, E & Clarke M, B (1996) *Measures of Leadership*, New Jersey:America Library
- Davidoff, S & Lazarus (1996) *Leadership and Management in building learning schools*, Cape Town, Oxford University Press.
- Davidoff & Lazarus (1997) *The learning school-An organisational Development Approach*. Cape Town: Juta.
- Davies, H (2000) *Administration of the education system and school governance*. Pretoria: CELP
- De Grauwe A (2005) *School Based Management. Does it improve quality?* Cape Town : Juta
- Eliason L.C (1996) *Educational decentralisation as a policy strategy in an era of fiscal stress London :Cassel*.
- Department of Education (1997) *Understanding the South African Schools Act*, Pretoria, Government Printers
- Department of Education (2002) *National Norms and Standard for School Funding*, Pretoria, Government Printers
- Department of Education (2004) *Amended National Norms and Standards for Funding*, Pretoria , Government Printers
- Department of Education (2006) *Managing and Controlling School Finances*, Eastern Cape, Harry Printers
- Fox, W & Bayat M ,S (2007) *A guide to Managing Research*. Cape Town : Juta.
- Fiedler ,FE (1967) *A theory of Leadership Effectiveness*, USA: Mcgraw–Hill
- Gillham , B (2005) *Research Interviewing*, England, Open University Press.
- Gorton A.R (1991) *School Based Leadership* , USA ,Winc Brown

Govender SP & Mnyaka M (2003) *New Generation History Pietermaritzburg*; New Generations Publisher

Govender P, 2010. The Sunday Times Matric Report. *Sunday Times* ,24 October.p.4-6

Hart J (1993) *Successful financial planning and management in schools* New York:Harper&Row

Hargreaves, D & Hopkins W(1991) *The empowered School*, London:Redwood Books

Henning , E (2004) *Finding Your way in Qualitative Research*, Pretoria: Van Schaik.

Helen , H (1992) *The school Management in context* , London: Kogan Page

Hopkins D & Ainscow M (1994) *School improvement in an era of change*. London: Redwood books.

Horne H & Brown S (2004) *500 tips for school improvement*. London: Routledge

Howell D C (1999): *Fundamental Statistics for the Behavioral Science*, London: Cole.

[Http//en. Wikipedia . org/Wiki/ Null Hypothesis](http://en.wikipedia.org/wiki/Null_Hypothesis)

[Http // wwwz.lv.psu.edu/jmx57/irpo/ chi square . intml](http://wwwz.lv.psu.edu/jmx57/irpo/chi_square.intml)

Hywel ,T & Jane Martin (2003) *Managing Resources for School Improvement* : Creating a cost effective school. London: Routledge.

Imenda S, N and Muyangwa M, M (2000) *Introduction to Research in Education and Behavioural Sciences*. Mthatha; Ernmed.

Jacobs ,M (1994) *School Effectiveness*, New York: Mcgraw Hill.

Jardine C B & Holly B (1994) *Developing Quality Schools* . London: Falmer Press

Johnson B & Christenson L (2000) *Educational Research: Qualitative and Quantitative methods* . Boston: Allyn & Bacon.

Kyriacou ,C (1986) *Effective teaching in schools*. Basil Blackwell Limited

- Leithwood K & Aitken R,(1995) *Making schools smarter*. Carlifornia: Corwin.
- Madaus G & Araisian P , (1980) *School Effectiveness*, United States:Mcgraw Hill.
- Mammen ,K. J & Molepo J M (2007) *Faculty of Education Handout*. Mthatha : WSU
- Mclauglin C & Rousell M (1991) *Supporting Schools*. Great Britain : David Fulton Publishers
- Mcbeath J & Mortimole P (2001) *Improving School effectiveness*. England : Open University Press.
- Maree, K (2007) *First steps in Research*. Pretoria: Van Schaik
- Marishane R N (1999) *Partnership in school governance*: Foundation for reform and restructuring. Pretoria: University of South Africa (unpublished Med dissertation)
- Mestry R (2004) Financial Accountability : The Principal or the school governing body? *South African Journal of Education*. 24,(2) ,pp38-49
- Mwanje ,J L (2001) *Issues in Social Research*. Ethiopia; OSSREA.
- Naidoo P (2006) *The Design and effective implementation of a financial school policy for school improvement*. University of Johannesburg. (Unpublished Med)
- Parry G & Moysen (1994) *More Participation, More Democracy? Defining and measuring democracy*. London : Sage
- Preddy, M & Glatter R , (1992)) *Strategic Leadership and Educational Management*, London, Sage
- Punch, K.F (2005) *Developing Effective Research Proposal*. London :Sage
- Poloma ,M.A (1974) *Contemporary Sociological Theory*, New York, Macmillan
- Potgieter JM & Visser PJ (1996) *Understanding the South African Schools Act*. What Public school governors need to know? Pretoria: Department of Education

Pretorius F and Lemmer E (1998) *South African Education and Training*. : Hodder and Stoughton.

Remler & Van Ryzin (2011) *Research Methods in Practise* . Los Angeles: Sage.

Riley K & Nuttal D (1994), *Measuring Quality* London: The Falmer Press.

Sayed Y (2002) *Democratising Education in a decentralised system* . South African Policy and Practise volume 32 No 1

Silver H (1994) *Good Schools, Effective Schools*. Great Britain : Redwood Bulls

Stoll, L, & Fink, D (1996) *Changing our Schools: Linking School Effectiveness and School Improvement*. Burkingham, Open University Press

Sunday Times 24-10-2010 , The Sunday Times Matric Report

Wilson and Mclean (1994) *Questionnaire design, A Practical Introduction*, Newton, Ulster Press

Williams J.D (1992) *Monitoring School Performance*. London: The Falmer Press

Van Wyk N (2004) School Governing Bodies :The experiences of South African Educators. *South African Journal, Quartely, 24(5)pp 51-79*

Vithal, R & Jansen, J (2004) *Designing your first Research Proposal*. Lansdowne: Juta

APPENDICES

040 608 4437

No 23 Mtamvuna Road
Sidwadwa View
Mthatha
5099
12-11-2010

The District Director
Department of Education
Mthatha

Sir,

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN MTHATHA
SCHOOLS : M. ED.**

I hereby request to do research in 6 schools in your district. This research is in accordance with the requirements for the Master's degree in Education.

The purpose of the study is to investigate whether the use of Public funds by Section 21 schools improves the quality of teaching and learning.

I therefore, request permission to conduct this study. I rely on your support for the success of this research.

Thanking you in advance.

Yours faithfully,


.....
Y. Mtengwane

CELL : 082 4347849
FAX : 047 531 3536



EASTERN CAPE
EDUCATION

STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES
Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape
Private Bag X0032 • Bhisho • 5605 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)43 702 7426 • Fax: +27 (0)43 702 7427/38 • Website: www.ecdoe.gov.za

Enquiries: Dr Heckroodt

Email: bemotia@iafrica.com

14 March 2011

Yolisa Mtengwane
No. 23 Mtamvuna Road
Sidwadwa View
MTHATHA
5099

Dear Mr Mtengwane

PERMISSION TO UNDERTAKE RESEARCH FOR A MASTER'S THESIS: AN INVESTIGATION INTO WHETHER USE OF PUBLIC FUNDS BY SECTION 21 SCHOOLS IMPROVES THE QUALITY OF TEACHING AND LEARNING

1. Thank you for your application to conduct research received on 10 March 2011.
2. Your application to conduct the above mentioned research in 3 Primary and 3 Secondary Schools under the jurisdiction of Mthatha District in the Eastern Cape Department of Education is hereby approved on condition that:
 - a. there will be no financial implications for the Department;
 - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - c. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the District Directors before any research is undertaken at any institutions within that particular district;
 - d. you will make all the arrangements concerning your research;



- e. the research may not be conducted during official contact time, as educators' programmes should not be interrupted;
- f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to the Director: Strategic Planning Policy Research and Secretarial Services;
- g. the research may not be conducted during the fourth school term, except in cases where a special well motivated request is received;
- h. your research will be limited to those schools or institutions for which approval has been granted;
- i. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis. This must also be in an electronic format.
- j. you are requested to provide the above to the Director: The Strategic Planning Policy Research and Secretarial Services upon completion of your research.
- k. you comply to all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document completed by you.
- l. you comply with your ethical undertaking (commitment form).
- m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Director: Strategic Planning Policy Research and Secretariat Services.

3. The Department wishes you well in your undertaking. You can contact the Director, Dr. Annetia Heckroodt on 043 702 7428 or mobile number 083 271 0715 and email: annetia.heckroodt@edu.ecprov.gov.za should you need any assistance.

Advocate M. Marmya

HEAD OF DEPARTMENT: EDUCATION

4/4/2011

building blocks for growth.

Page 2 of 2 Mtengwa e Y



Dear Respondent

It is my great pleasure to inform you that you and your school have been systematically and randomly selected to participate in this case study which is designed to support and improve the quality of teaching and learning in our schools in the Mthatha Education District in the Eastern Cape Province, South Africa. The purpose of the research is to investigate whether the use of funds by section 21 schools improves the quality of teaching and learning.

Most importantly, please be assured that the contents of this form are absolutely confidential. Information identifying the Respondent and the school will not be disclosed under any circumstances. Please do not write your name or the name of your school.

The Questionnaire attached herewith is divided into 7 sections. Section A requires you to supply your Biographic data whilst Section B asks you about funding, . Section C asks you about Budgeting, Section D is about

Procurement procedures, E and F ask you about teaching and learning. Section G is to be answered by the chairperson of the SGB.

May I, in advance, thank you for your valuable time.

Section A

BIOGRAPHICAL INFORMATION

Answer each question by ticking the appropriate number in the box.

1. Gender

Male	1
Female	2

2. Age

21-30	1
30-40	2
40-50	3
50-60	4

3. Rank

Principal	1
Deputy- Principal	2
HOD	3
Educator	4

4. Teaching Experience

1-10	1
10-20	2
20-30	3
30-Above	4

5 Your role in financial administration (Please Tick)

Treasurer	
Secretary	
Principal	
Fin com member	
Signatory	
Other (Specify)	

Section B Funding

1. During what time of the academic year do you receive your allocation?

A.	When schools open in January
B.	Mid-year round about May-June
C.	Towards the end of the year in Nov/Dec

2. Is the time of the deposit convenient for you as to improve the quality of teaching and learning?

Definitely yes	Probably yes	Uncertain	Probably not	Definitely not

3. How much allocation do you receive? Please tick the relevant box

R50,000 –R100,000	
R100,000-R200,000	
R200,000-R300,000	
R300,000-R400,000	
R400,000- R500,000	
R500,000 and above	

4. Is the money substantial for all your learning and teaching needs?

Very substantial	substantial	undecided	unsubstantial	Very unsubstantial
------------------	-------------	-----------	---------------	--------------------

5. Can you expatiate on how you run the school if you say the money is unsubstantial

.....

.....

.....

.....

.....

6.If the money is substantial can yopu explain briefly what you do to improve teaching and learning

Section C

Budgeting

1. When do you do your budgeting?

Before we have received the money
After we have received the money
We do not budget

2. Who does the budget for the school?

Principal alone
SGB and SMT
Principal, staff, SGB
Fincom and Principal

3. List the items you prioritise in your budget and say why

4. Are you able to meet your budget? if not how do you manage the school?

5. Do you budget according to the financial or academic year, Explain your answer

.....

Section D Procurement

1. Are there any procurement committees in the school?

YES	NO
-----	----

2. How are they elected?

3. How many members form the committee?

4. How do you procure?

5. Suggestions and comments on procurement in your school.

Section E Teaching

1. To what extent do you feel the funding of Public schools improves the quality of teaching and learning.

Great extent	Some extent	undecided	Very small extent	No extent

2. Give reasons and/or examples for your responses in the question above.

3. As an Educator do you benefit from funding of Public schools?

Definitely yes	Probably yes	uncertain	Probably not	Definitely not

4. Give reasons and/or examples for your responses in the questions above.

5. Do you have any suggestions as how these funds could be used to improve the quality of teaching and learning.

.....

.....

.....

6. How would you rate the performance of learners after the school has been given Section 21 status

Very good	Good	Still the same	Poor	Very poor

Section F(learners respond to this Section only)

Learning

1. Do all learners have textbooks and stationery?

YES	NO
-----	----

2. Can you explain your answer above?

3. How are you benefiting from funding ?

4. Have you been happy with the way funds have been spent in your school?

5. Can you explain your answer above

6. Any suggestions and comments on how these funds could be spent to benefit learners

Section G

To be answered by the Chairperson of the SGB

GOVERNANCE

1. How do you rate your monitoring of spending in your school?

Very effective	Effective	Undecided	Ineffective	Very ineffective

2. Is the large percentage of money used to improve teaching and learning?

YES	NO
-----	----

3. Can you explain your answer above

3. What are the spending patterns of your school towards improvement of teaching and learning?

Very good	good	Not good	Poor	Very poor

Can you explain your answer above?

4. Are you included in financial meetings?

Always	Often	Unsure	Seldom	Never

5, Do you feel your role is effective in financial meetings? Explain

5. Are you happy with how the money is spent in your school.

Very happy	Happy	No opinion	Not happy	Strongly unhappy

6. Can you explain your response in question 5 above?

**DECLARATION TO ACCOMPANY EACH AND EVERY WRITTEN
ACADEMIC OR RESEARCH ASSIGNMENT/OUTPUT**

(i) I am aware that plagiarism is defined at Walter Sisulu University (WSU) as the inclusion of another's or others' ideas, writings, works, discoveries and inventions from any source in an assignment or research output without the due, correct and appropriate acknowledgement to the author(s) or source(s) in breach of the values, conventions, ethics and norms of the different professional academic and research disciplines and includes unacknowledged copying from intra- and internet and peers/fellow students.

(ii) I have duly and appropriately acknowledged all references and conformed to avoid plagiarism as defined by WSU.

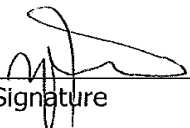
(iii) I have made use of the citation and referencing style stipulated by my lecturer/supervisor.

(iv) This submitted work is my own.

(v) I did not and will not allow anyone to copy my work and present it as his/hers own.

(vi) I am committed to uphold academic and professional integrity in the academic/research activity.

(vii) I am aware of the consequences of engaging in plagiarism.


Signature

16/08/2011
Date



WALTER SUSULU UNIVERSITY
DIRECTORATE OF POSTGRADUATE STUDIES

MANDATORY CONSENT FORM: ELECTRONIC THESES & DISSERTATIONS (ETD) AND PLAGIARISM REQUIREMENT (For postgraduate research outputs from 2009 September)

TEMPLATE FOR THE STUDENT AND SUPERVISOR CONSENT FOR PUBLICATION OF ELECTRONIC RESEARCH OUTPUT ON INTERNET AND WSU INTRANET

FACULTY: _____

QUALIFICATION NAME: _____ ABBREVIATION: _____ YEAR: _____

STUDENT'S FULL NAME: _____ STUDENT NUMBER _____

TYPE OF RESEARCH OUTPUT: RESEARCH PAPER/MINI-DISSERTATION/DISSERTATION/THESIS (TICK ONE)

TITLE OF THE RESEARCH OUTPUT: _____

CONSENT: I HEREBY GIVE MY CONSENT TO WALTER SUSULU UNIVERSITY TO PUBLISH MY RESEARCH OUTPUT FOR THE QUALIFICATION ABOVE ON THE WSU INTRANET AND INTERNET. I CERTIFY THAT TO THE BEST OF MY KNOWLEDGE, THERE IS NO PLAGIARISM IN THE RESEARCH OUTPUT AS SUBMITTED. I HAVE TAKEN REASONABLE CARE TO ENSURE THAT THE RESEARCH OUTPUT MEETS THE QUALITY LEVEL EXPECTED FOR THE PRESENT QUALIFICATION LEVEL BOTH IN TERMS OF CONTENT AND TECHNICAL REQUIREMENTS. I FULLY UNDERSTAND THE CONTENTS OF THIS DECLARATION.

 _____
SIGNATURE OF STUDENT

16/08/2011 _____
DATE

ENDORSEMENTS BY:

SUPERVISOR:

FULL NAME: _____ SIGNATURE: _____ DATE: _____

CO-SUPERVISOR(S):

1. FULL NAME: _____ SIGNATURE: _____ DATE: _____

2. FULL NAME: _____ SIGNATURE: _____ DATE: _____

**WALTER SISULU UNIVERSITY
DIRECTORATE OF POSTGRADUATE STUDIES
INFORMED CONSENT FORM**

Title of the project: AN INVESTIGATION INTO WHETHER THE USE OF FUNDS BY PUBLIC SCHOOLS IMPROVES THE QUALITY OF TEACHING & LEARNING
Name of Researcher: N. MANGQOBE
Researcher's Institution: WISU Phone: 082 9347849
Name of the Main Supervisor (in case of students): DR N.N. MABOVULA
Purpose of the study/research: (if research is for a qualification, which one?): MED

PARTICIPANT'S INFORMED CONSENT

The purpose of the study and the extent to which I will be involved was explained to me by the researcher or another person authorized by the researcher in a language which I understood. I have understood the purpose of the study and the extent to which I will be involved in the study. I unreservedly agree to take part in it voluntarily. I understand that I am free to withdraw from the study at any time at any stage at my own will. I am aware that I may not directly benefit from this study. I am made aware that my responses will be recorded anonymously and that I may be audio- or video-taped for the purpose of this research.

For participants who are under 18 years (minors): I have explained to my parent/guardian that I am willing to be part of this study and they too have agreed to it.

Signed at (place) Mangqobe J.S.S. on (date) 15/11/2010 by (full name) N. SAMBAKANYA of (address) MANGQOBE J.S.S.
Witness: Name: Fepelagzi Mphahlele Signature: [Signature] Date: 15/11/2010

In case where minors are participants, the parent/guardian, also needs to sign below (In such cases, a letter of introduction in a language which the parent/guardian understands will accompany this form)

PARENT'S/GUARDIAN'S INFORMED CONSENT

I MPANGELE M am the father/mother/guardian of the minor. The purpose of the study/project and the extent to which the minor under my care will be involved was explained by the researcher or another person authorized by the researcher to me in a language which I understood. I have understood the purpose of the study and the extent to which the minor will be involved in the study. I unreservedly agree for him/her/them to take part in it if he/she/they have no personal objection. I understand that I and/or the minor are free to withdraw our consent at any time at any stage at our own will. I have explained to the minor under my care that I have no objection in him/her in taking part in this study and he/she too have agreed to it.

Signed at (place) _____ on (date) _____ by (full name) _____ of (address): _____
Witness: Name: _____ Signature: _____ Date: _____

ENDORSEMENT BY THE HEAD OF THE PARTICIPANT'S INSTITUTION

Name: MPANGELE M. Signature: [Signature]
Office Stamp: _____

