

**THE EFFECTIVENESS OF INFRASTRUCTURAL MAINTENANCE AND
CURRICULUM CAPACITY DEVELOPMENT BUDGETING BY SELECTED PUBLIC
SCHOOLS IN VUWANI CLUSTER.**

BY

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A Mini-Dissertation submitted in partial fulfilment of the requirements for the degree of

MASTERS IN PUBLIC MANAGEMENT (MPM)

University of Venda

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ABSTRACT

This study was conducted at Vuwani area in Limpopo in the Republic of South Africa. Before South Africa became a democratic state, education was characterized by inequalities in infrastructure and curriculum capacity development. The advent of the new democratic dispensation precipitated the passing of the South African Schools Act of 1996 (No. 84 of 1996). The act was aimed at creating and managing a new national education system which would provide equal educational opportunities for all regardless of race, colour, creed or gender.

To achieve this ideal, the Norms and Standards for the Funding of all public schools were introduced. This meant that each individual learner was to be funded according to his or her needs. However, since state funding has been introduced the infrastructural and curriculum capacity gaps continue to manifest themselves particularly in rural areas. Majority of schools in rural areas have broken windows, broken doors and broken furniture. The shortage of textbooks for challenging subjects such as Natural Sciences, Accounting and Social Sciences seem to go unheeded.

This study sought to assess the budgetary effectiveness of public schools in order to spark a dialogue which will address these challenges.

The study employed the qualitative methodology to collect data in this regard. The sample comprised the School Governing Bodies educator subcomponent. What was taken into account was their advanced literacy skills, knowledge of general accounting principles, and access to legislation, policy and prescripts governing public school finance budgeting.

The findings of the study have confirmed that maintenance of infrastructure has not been very effective in all spheres. While water, electricity, and telephone services have been effectively maintained, the maintenance of buildings (classrooms) and furniture have been inadequate. The provision of curriculum needs (textbooks), especially in the aforementioned challenging subjects has also been inadequate. The findings of the study have also confirmed that the poor performance of learners is attributed to these challenges.

It is recommended that future requisitions accord first priority to Natural Sciences, Accounting and Social Sciences textbooks. A serious facelift should be given to buildings and furniture. School governing bodies should ensure that 12% of the allocated funds be spent on repairing broken doors, windows, chairs and tables so that teaching and learning can take place in a conducive environment. These suggested measures can only be effective if efficient performance monitoring and evaluation in this regard are effectively implemented.