



**ADMINISTRATION OF SCHOOL FUNDS BY THE SCHOOL MANAGEMENT TEAM
IN THE SECONDARY SCHOOLS IN MVUDI CIRCUIT OF THE VHEMBE
DISTRICT**

DECLARATION

UNIVERSITY OF VENDA
508/1/105

I, **AZWINNDINI GILBERT NYATHELA**, hereby declare that the dissertation submitted to the University of Venda for the degree of Masters of Education in Educational Management has not been submitted by me for the degree at this or any other University and that all reference materials contained therein have been duly acknowledged.

AZWINNDINI GILBERT NYATHELA

MINI DISSERTATION

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Signature

06/08/2014
Date

Submitted in partial fulfillment of the requirements for the degree of Masters of Education

IN

EDUCATIONAL MANAGEMENT


IN THE

SCHOOL OF EDUCATION

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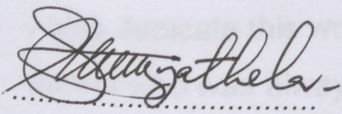
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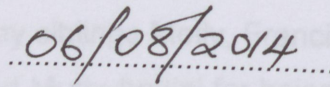
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I AZWINNDINI GILBERT NYATHELA, hereby declare that the dissertation submitted to the University of Venda for the degree of Masters of Education in Educational Management has not been submitted by me for the degree at this or any other University and that it is my own work in design and execution and that all reference materials contained therein have been duly acknowledged.



Signature



Date

DEDICATION

I dedicate this study to my beloved wife Hlanganani Maggie who was behind the success of this study. She encouraged me to further my studies and also assisted me in typing this work.

A special dedication to my 3 blessed children; Takalani Laury, Lindelani Gift and Thabelo Gareth and my niece Livhuwani Innocentia for their inspiration and appreciation of my efforts in this studies.

I also dedicate this work to my mother Vho- Tshinakaho Angelinah for being a strong parent who was always supportive to me and my siblings Molly, Francinah, Lufuno and Tshilidzi. My brothers-in-law Joe, Musa and Muthuhadini for being part of my closest caring family members.

To our sister Violet Maluleke in whose capable care my children are lovingly looked after.



ACKNOWLEDGEMENTS

Above all things, all the honour, glory and praise go to God almighty for the strength and courage to go on with this study.

My heartfelt gratitude goes to my Supervisor Dr. M.A Ravhudzulo for his patience, unparalleled guidance and motivation throughout my studies. May the Almighty God increase and enlarge his territory and shower him with blessings all the days of his life. Without him, the completion of this study would not have been realized.

I am grateful to all the School managers and School Governing Body Chairpersons and Treasurers for their cooperation in participating in this study.

Behind all this work is my lovely family; my wife Maggie for her unwavering support and motivation, Taki, Linde and Thabi for ensuring that I do my work in peace and quiet without nagging.

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School fund is the money that is collected at school through different means such as fund-raising initiatives, learners paying school fees, donations from various non-governmental organizations (NGOs) and even the state itself. The School Governing Bodies (SGBs) are responsible for establishing this fund in consultation with the school managers, educators and parents. Learners are also involved in this activity which brings to light that all stakeholders have a role to play. The trend indicated above is in line with South African School's Act 84 of 1996, paragraph 36 which stipulates that the department cannot fund schooling totally out of its own budget. The school is not only entitled, but indeed obliged to endeavor to obtain further funds from the community in which it operates (SASA, 1996: 26 – 28).

The school governing bodies have replaced the school committees, which were predominantly composed of uneducated parents of pupils at school. The current situation is that SGB members are educated and they are interested in the progress of their children. School managers at times force them to sign several cheques in advance for future expenditure. This is done to facilitate the smooth running of the school in the absence of the committee members or to order for the day to day expenses. Budgets drawn up for their academic year are rarely adhered to and poorly monitored. Lack of transparency in the implementation of these budgets gives rise to low level of accountability and poor management of school fund. Lack of regular assessment of how money is used at schools seems to be one of the factors that lead to poor administration of school fund. It is only at a later stage that it is realized that school fund has not been properly utilized leading to newspaper reports of this matter and subsequent suspensions and disciplinary hearing of school managers.



ORIENTATION OF THE STUDY

1.1 INTRODUCTION

School fund is the money that is collected at school through different means such as fund-raising initiatives, learners paying school fees, donations from various non-governmental organizations (NGOs) and even the state itself. The School Governing Bodies (SGBs) are responsible for establishing this fund in consultation with the school managers, educators and parents. Learners are also involved in this activity which brings to light that all stakeholders have a role to play. The trend indicated above is in line with South African School's Act 84 of 1996, paragraph 36 which stipulates that the department cannot fund schooling totally out of its own budget. The school is not only entitled, but indeed obliged to endeavor to obtain further funds from the community in which it operates (SASA, 1996: 26 – 28).

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School managers are regarded as role models and faithful leaders to an extent that they are entrusted even with the responsibility of banking money collected at school. It is hence not surprising to discover that they at times deposit less than the amounts they had been given knowing that they are trusted and would not be asked to account. Downes (1991:30) contends that the responsibility for the schools' finances lies with the school governing bodies, although the management of it lies with the school managers. There should be clear lines of communication, consultation and decision-making built. The school managers; the governing bodies and the school management teams should be equipped with the relevant knowledge of financial management.

Based on the background provided, it is evident that the money the schools obtain is meant for a good course, hence it should be properly managed and wisely allocated to budgeted items with the ultimate aim of effectively and efficiently spending the budget. If the money is well utilized, the schools as educational institutions can yield the best output and the year-end results would positively improve.

School managers occupy a very influential position in the community. Parents of learners also regard them as torch-bearers and in-loco-parentis to our future leaders and active role-players in our country. It is without surprise that anything reflected as bad about these attracts the attention of the media. Newspaper reports and radio broadcasts cover the allegations of financial mismanagement of school fund by school managers in two secondary schools under Mvudi Circuit. It was alleged also that more other school managers were involved in the same activity but their issues had been resolved internally at their school before they could spread for public consumption.

School managers' involvement in mismanagement of funds sparked the researcher's curiosity to investigate and understand circumstances surrounding this activity and shed light for future researchers to refer to. Hence it is indispensable to look closely at the causes of the problem with the aim of developing a better understanding of the subject of financial management that assists in suggesting recommendations for future reference by other scholars for proper and improved school finance management.

The current state of affairs is that school governing bodies are composed of literate members. They are also aware of regulations as laid down in South African Schools Act, provisions in the Constitution of the Republic of South Africa in Act no. 108 of 1996 providing for children's rights and the school policies. It is assumed that the School Governing Body is actively involved in the governance of schools but the members who are not school based have active involvement in their duties as expected.

- Identify problem areas in the management of school funds at secondary schools.

School budgets are drawn showing the expected income and expenditure by the governing body, but there is very limited monitoring of the implementation of the suggested budget. School managers are representatives of the department at school level and have the final decisions on matters regarding the daily activities in running the schools. Some school managers deliberately exclude school management team members in purchasing budgeted items for fear that they might see irregularities in financial matters. This element then results in lack of delegation of responsibilities giving way for school managers to do almost everything unnecessarily, for example buying school equipment and resources, paying for school trips and excursions, organizing refreshments for visitors or SGB members. It is the principal's duty to be accountable yet he must delegate responsibility instead of running the school singled-handedly. This contention clearly indicates that proper communication and consultation with the financial officers, treasurers and the entire School Management Team should be regularly maintained for effective management of school fund.

School managers are viewed by both parents and learners as role models in their communities, hence they are highly esteemed. It becomes a disgrace when they are reported in newspapers and radio broadcasts that they are allegedly involved in financial mismanagement of school fund. The reports and subsequent investigations and suspensions of these school managers have a negative impact on educative teaching and learning of the schools affected.

1. 3 THE AIM OF THE STUDY



This study is set out to contribute to the body of knowledge and also to the wide range of literature available on the topic in the field and to provide reference for other academics' use doing research. The study aims to:

- Create awareness on the sources of the school fund in educational institutions.
- Identify problem areas in the management of school funds at secondary schools.
- Identify the stakeholders' responsibilities in the establishment and management of school funds.
- Explore and assess the impact of management of school funds at secondary schools.

1. 4 SIGNIFICANCE OF THE STUDY

This study aims to contribute to the existing literature on the management of funds in schools to benefit the society. It is for this reason that this study is of significance to students undertaking research and other academic individuals who will refer to this study and know more about the management of school fund in the secondary schools. School managers, Educators, Parents and the Department stand to benefit from the study.

1.5 RESEARCH METHODOLOGY

The research study also serves as a source of information for any individual who visits the special collection side of the library; both the university community and others who might have interest on the subject. The contribution that this study can make is indispensable in that educational regulations are changing in this dynamic education system since the new democratic dispensation in South Africa. The

research serves to shed light on the current management of school fund in secondary schools with the new norms and standards developed. It also endeavors to identify the causes of poor management of these funds. This is so because it is imperative to handle school resources and finance effectively as this has either negative or positive impact on the output or results of the schools (Coleman and Anderson 2000:04). Hence this research contributes to creation of the conducive environment by educators furthering their studies as they refer to this document as well.

1. 5 RESEARCH QUESTIONS

In order to cover the scope on the management of school funds in the secondary schools, the following critical questions will be explored:

- 1.5.1 What are the sources through which school fund is acquired in Secondary schools?
- 1.5.2 Whose responsibility is it to manage and monitor the utilization of school fund in the implementation of budget in secondary schools?
- 1.5.3 What are the contributing factors of poor management of school funds and the subsequent impact on school management?

1.6 RESEARCH METHODOLOGY

In research, there are two research methodologies that can be used to collect data, namely qualitative and quantitative research methodologies. For the purpose of this study, the researcher has made use of the quantitative research approach. It is for this reason that the quantitative research approach was used because the subject

under scrutiny requires being thoroughly explained and a number of statistical data used in order to successfully explore the subject being researched. Quantitative research attempts to study human action from the insiders' perspective, describing and understanding rather than the explanation and prediction of human behavior (Mouton 2001:53).

The research instruments to be employed in conducting or gathering information will be questionnaires; these questionnaires will be distributed to different respondents for completion. Participants in this regard were sampled from the population identified in the delimitations of the study. It is also important to indicate that the most relevant respondents in this matter are representatives of the two main components, namely; the parents, educators and school management team. This purposive sampling procedure has enhanced a balance obtained on the different perspectives of all the respondents involved.

The parents' component was represented by the chairpersons of School Governing Body required to complete the questionnaire. The teachers were represented by the School Managers who are members of the school management teams and accounting officers, so they were required to complete the questionnaire as well. These participants gave the financial position of their schools, so this contributed in ensuring that data collected is reliable. The questions asked in the questionnaires were structured in a way that the first category was on the establishment of the fund and then the management of the fund itself. The questionnaires were then delivered to the respondents for completion and the time frame was at least a week so that they would be aware of when this completed information was required.

Information from the internet, newspaper articles and other reference books were used in validating data collection. This was done to assess on what had already been written on the subject and the level of prevalence of the problem explored.

This study is limited to the secondary schools found in Mvudi Circuit within the Thohoyandou District Municipality of Vhembe Region in Limpopo Province. These schools have been selected because they are relevant to the problem being explored in this research. What motivated the choice of these schools is that they have also been affected by the problem under discussion.

1.7 RESEARCH INSTRUMENTS

1.7.1 Interviews

This data collection technique requires that the researcher should come into a face to face encounter with the candidates identified for the purposes of collecting relevant information. The respondent gives responses at times without thinking of the questions posed through since he/she is required to answer at that time. Low level of literacy of the South African population requires a face to face encounter with the researcher as a common method to collect survey data in national surveys (Mouton 2001:249). For the purpose of this study, this instrument was used informally whereas questionnaires were formally used to collect the required data.

1.7.2 Questionnaires

In this study, the instrument considered as the most effective was viewed as the questionnaires. Questionnaires are essential to and most directly associated with survey research; they are used in experiments, evaluation and other data- collection activities (Mouton 2001: 253). The respondents were given the whole week to respond to the questions raised in order to give valid and reliable information. The majority of the questions were designed such that it was easy for the respondents to give responses due to unambiguity nature of their design. The questionnaires were personally collected by the researcher from the respondents so as to assure them of the confidentiality with which they would be treated.

1.8 DELIMITATION OF THE STUDY

This study is limited to the secondary schools found in Mvudi Circuit within the Thohoyandou District Municipality of Vhembe Region in Limpopo Province. These schools have been selected because they are relevant to the problem being explored in this research. What motivated the choice of these schools is that they have also been affected by the problem under discussion.

The number of secondary schools found in this circuit is 12; hence the majority of these schools were included to enhance the chances of obtaining more reliable data. The respondents were also assured regarding ethical issues so that they could be certain that the information they gave would be confidential and would not be used against them in any way. It was also envisaged that the participants would only be the SGB Chairpersons and the School Managers as these are directly involved in the finances of the schools.

1.9 DEFINITION OF KEY CONCEPTS

In order to clarify any misunderstanding that might arise during the process of this research, key concepts have been defined with special reference to this specific study. Some of the mostly important concepts are listed below to facilitate clarity.

1.9.1 **Budget** – This is a financial plan of how money has been allocated for various duties. The money that is available to an organization or a plan of how it will be spent. It is to carefully plan and control how you will spend your money, (Longman 1992:93). In this regard the finances referred to should be for one academic year showing the income and expenditure or cost of different items to be purchased.

1.9.2 **Income** – It refers to money which is obtained by a school as an educational institution. The money or other assets received, especially periodically in a year from one's business, lands, work, investments, etc. (Ashby, 1990:588). This is collected to constitute school fund. This also controls the budget allocation for the expenditure. It is money received regularly from wages, investment, etc. In this study, it refers to money raised through donations, school fees, Grant from the department, etc.

1.9.8 *School managers* – This refers to the principals or heads of schools that

1.9.3 **Management** – This is an act of running and controlling a business or similar organization. The act or skill of dealing with people or situations in a successful way (Hornby 1996:717). It refers to being an accounting officer responsible for the administration, control and coordination of activities.

1.9.4 **Monitoring** – In this study, the word has been used referring to evaluating with an aim of improving the work. It implies checking the expenditure in relation to the budget drawn (Wehmeier & Ashby 2000:42).

1.9.5 **Resources** – These are things that are useful for making our lives better. This is something that can be used to help achieve an aim, especially a book, equipment, etc. that provides information for teachers and students (Hornby 2000:1001). These are things which are utilized to achieve certain goals or objectives. Resources can be in the form of time, money, equipment, books, etc. Learners or educators resources assist both educators and learners in achieving in intended outcomes.

1.9.6 **School fund** – This is the finances that as an institution owns which is obtained through donations, fundraising, and sponsorship, parents paying school fees for learners, etc. (Sinclair 1994:624). This money is kept in a bank and used in line with the requirements of the budget.

1.9.7 **School Governing Body** – This refers to the body responsible for the governance of the school or the manner or system of governing (Sinclair 1994:669). It is composed of a group of people representing parents, teachers at schools and learners at secondary schools. Some members can also be nominated to assist the institution in the discharge of its functions in line with special talents, qualifications or any strategic position.

1.9.8 School managers – This refers to the principals or heads of schools that represent the department of education at school level. The person who runs a school (Sinclair 1994:1386). These are leaders of institutions in charge of personnel, curriculum and infrastructure and are accountable for the daily management of the entire school in collaboration with the school governing body.

1.9.9 Stakeholders – These are people who are involved in a particular organization, project or system because they are interested or have invested money for a specific goal. One with an interest, often financial, held in something for its future (Sinclair 1994:1503). An independent party with whom each of those who make a wager deposits the money (Ashby 1990:1186). In this study, stakeholders are those people who are representatives of others in a specific body (the school); e.g. parents, teachers, business community and learners in the School Governing Body who are also part of the school.

1.10 PROGRAMME OF THE STUDY

This research was conducted as indicated hereunder:

CHAPTER 1 - This is the introductory orientation into the study of management of school fund in secondary schools. The background of the problem is explored here. Statement of the problem, aim or purpose of the study, significance of the study, research questions, research methodology, research instruments, and delimitation of the study, definition of key concepts and programme of the study are looked into in detail.

CHAPTER 2 – It comprises literature reviewed for the purpose of this study. This literature indicates how much has already been written on the subject of management of school fund in secondary schools and helps to align the research problem so that it might be of benefit in its contribution to the body of knowledge.

CHAPTER 3 - The chapter gives the research methodology to be used for data collection during the study. This is where the quantitative approach is explored and questionnaire research instrument was used in data collection.

CHAPTER 4 – Data collection and analysis or interpretation was done in this chapter. The researcher answered the research questions at this stage on the basis of the data collected and the findings thereof. Validation of the assumptions made was given more impetus to really base the assertions on factual information.

CHAPTER 5 – Summary, Findings, Recommendations and Conclusion of the study was done in this chapter. This part sums up the study conducted by suggesting ideas for consideration by one referring to the research information. This is then followed by a list of references consulted for the study in order to acknowledge these sources. Appendices entail copies of questionnaires, letters of application for permission to conduct the research and permissions from the Vhembe District and Mvudi Circuit and approval letters to conduct the research.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

It is essential to consult literature written on the subject under study. The review of literature helps to inform the researcher about the existing literature already available and the researcher can then make an informed assessment. Vithal and Jansen (1977:16) emphasize that this also demonstrates that the researcher has read extensively and intensively on the topic it is indispensable for the credibility of a well-written, informed literature review (Vithal and Jansen 1977:16)

Discussion about various authors was strictly focused on the goal of identifying the gap that existed between policies and implementation around the establishment and management of school fund in secondary schools. The literature consulted also provided examples of schools where the problem of management of school funds affected the running of schools to support the importance of this academic inquiry.

In order to provide relevant literature review for the purpose of this study; the following sub headings were used during the discussion: sources and establishment of school fund; policies guiding the management of school fund, the role of the school Governing Body (SGB) in the management of school fund, the effects of management of school fund on learners' performance at secondary schools and strategic management and planning of school fund.

2.2 SOURCES AND ESTABLISHMENT OF SCHOOL FUND

School fund is derived from the finances which are collected at a school through several strategies of generating income. The money collected is obtained from various sources such as donations and sponsorships from businesses, school fees from parents of learners, state subsidies (Norms and Standards) and other fund raising initiatives. Bank interests on unspent money also provide a boost to the income of the school while reserves carried over from previous financial years form part of the school fund.

Budget is the most important component which informs the income of the school fund in that donation and sponsorships are usually offered in line with the record of financial management. Clean Audit Report also plays a significant role in attracting donations and sponsorships. The school becomes fortunate by the support it receives from the parents and the business community; that is why it is absolutely indispensable to tighten efficient management of the fund. The ideal is evidence of clear internal or external auditing with the main objective of transparency in management. Cost analysis is imperative since it is an in-depth investigation into every individual purchase in the expenditure to establish whether all transactions have been cost effective and financially justifiable. The principle in force throughout is that unnecessary expenditure should be minimized and income from the sources mentioned above optimized (Education Facilitation Manual 1999:67). Companies support educational institutions, as a way of ploughing-back into the community in which they operate.

The state subsidy also plays a significant role in the income of the schools. Norms and standards come into play when it comes to the formulas of funding schools. This is done to ensure that the funding available to the school is used for the benefit of all the learners in the school since learners have the right to education. The allocation is made in terms of whether the school is a non-section 21; where the school spends

the allocation paid directly into the banking account of the school concerned. The money is meant for learner support material, repairs to buildings and payment of municipal services (Mestry 2006:130).

Parents of learners are expected to pay school fees for their children as determined in terms of section 39 of South African schools Act, unless or to the extent that they have been exempted from paying in terms of this Act. School fees are paid in line with the total, partial or conditional exemption of parents who are unable to pay full amount paid by the able parents (SASA 1996: 29-30). The equitable criteria are formulated to give all learners an opportunity to exercise their right to education. This principle benefits all learners and none is disadvantaged by his poor family background. Learners have access to the facilities and activities of the school without fear of exclusion.

Fundraising initiatives also play a pivotal role in generating funds at schools. All money received by a public school constitute school fund. A tuck shop should comply with the bi-laws of local authorities. Some fund-raising activities include; bazaars, concerts and sale of goods; gifts and donations; contribution from pupils; selling products which children have made or cultivated; provided these activities have been part of the instruction process and all material used have been bought from school fund, e.g. needlework and vegetables. The state cannot fund schooling totally out of its own budget, so the fund-raising activities assist in ensuring the availability of money at schools for purchasing stationery, material, textbooks, library books, repairs of furniture and equipment, purchase and replacement of smaller apparatus, cleaning materials, first aid materials, catering for school visits and postage among others (Downes 1988:03).

When money in the bank account is not used, it attracts interests' accrual on the school fund. So, the more money is saved in the bank, the more it increases the income on school fund. Finance carried over from the previous year is also part of the school fund. The budget provisions should also cater for this amount during

allocation. There are many sources of school fund but all should be in compliance with the bi-laws of the local authorities and the fund should be controlled by the finance committee and the SGB. A finance policy to guide the implementation of budgeted items in order of their priorities should be formulated. Proper monitoring of the use of the established fund is important for the desired output.

2.3 POLICIES GUIDING THE MANAGEMENT OF SCHOOL FUND

Management of school fund is the most important aspect in the running of a school, hence the existence of policies which guide the administration of the school fund. South African Schools Act and the Constitution of South Africa provide for these policies in order to facilitate management of the schools. The state uses these policies to ensure that there is provision for a combination of local and state revenues. In cases where large disparities exist, the state provides funding for schools in relationship to their capacity to raise revenue (Reyes and Rodriguez 2004:9).

2.3.1.2 Section 21 Schools

The following sub-topics will be used to discuss this subject on policy guidelines of schools; school finance policy and financial control and South African Schools Act and the provision of the bill of rights. The discussion centers on these sub-topics in order to be relevant to the subject of this study.

2.3.1 Norms and Standards for school funding

Norms and Standards designed by the Department of Education are meant to cater for the resource allocation in all schools in line with the category of such schools. Schools have been divided into two categories are non-section 21 schools and the section 21 schools.

2.3.1.1 Non-section 21 Schools

Under the non-section 21 schools, state's allocation is not paid over the banking account. The Department of Education determines an amount for resource allocation and the Department of Education controls the school expenditure. The school through the department has to spend the allocation amount: i.e. 60% for learner support materials, education materials, equipment and curriculum needs; 12% for maintenance and repairs of buildings and 28% for payment of municipal services. Schools may acquire goods and services only from authorized suppliers selected by the Provincial Department of Education. The school managers fill in the requisition forms and submit to the department that will then pay the suppliers contracted to the department (Mestry 2006:130). The disadvantages of this category are that at the district office there is no roll-over of unspent budgeted amounts. Goods are usually not delivered on time; while the advantage is that if the cost of service rendered is more than the money allocated, the state has to pay for these services.

2.3.1.2 Section 21 Schools

The second category is the section 21 schools where schools receive the allocation directly in the school banking account. This is done through applying to the Head of the Department (HOD) by the School Governing Body (SGB). The HOD only grants this to schools with proven capacity to manage fund efficiently. The schools are expected to spend the allocation as in non-section 21 schools, but the advantages are that the SGB may select its own suppliers in terms of purchasing learning materials and in case the school has not spent all the allocation in time, the SGB may still process orders for services to be provided since the money allocated is still in the school's bank account (Mestry 2006:130).

A school fee at public schools is charged as determined by a resolution adopted by a majority of parents attending the meeting on school budget. Equitable criteria and procedures for total, partial or conditional exemption of parents who are unable to

pay school fees because of unemployment or low income earning should be provided for. The SGB should exempt a parent from paying school fee due to his or her personal circumstances as according to the policy (SASA 1996:29).

2.3.2 School Finance Policy

A finance policy should be developed for the purpose of control and proper management of the fund. The policy should comply with the available legislation such as the South African Schools Act (SASA) and Public Finance Management Act (PFMA) and it should set direction and give guidance. Officials are not to be left to apply the policy by the discretion required by circumstances and their own professional judgment. The finance policy should clearly outline the duties and responsibilities of the treasurer, finance officer, petty cash officer, finance committee, auditor, the school manager and other persons such as SGB members and educators delegated for specific tasks. Key control mechanisms for the following should be developed and form part of the finance policy; cash receipts and cash payments, tuck-shop control; school fees, management of assets, stock control, petty cash payments and budgetary control. The SGB should ensure that various tasks are delegated to different people who have the necessary knowledge and skills to perform these tasks efficiently. This minimizes fraud, theft or collusion ensuring transparency and accountability (Mestry 2006:131).

The schools are obligated to spend State funds for resources services and repairs and maintenance of schools. The spending of these funds is ring-fenced. The role of principals and SGBs in managing a school's finances is complex: the functions of principals and SGBs appear to overlap and this usually gives rise to conflicts among them. In order to lessen, or eliminate conflicts among various stakeholder of schools, provincial department of education regularly send out circulars, or memoranda, to them explaining or clarifying the interpretation and implementation of legislation (Mestry 2006:163&164).

2.3.3 Financial Control

Financial control entails the process of supervising financial management in respect of aspects such as determining procedures in financial administration; collecting money, spending money, recording transactions, reporting on financial statements and accountability of those involved. Control over finances is just as important as generating funds. Proper control over the school budget eventually determines its prospects in respect of educational opportunities. Unfortunately, not all managers have the integrity, honesty and self-discipline to refrain from misconduct (Education Facilitation Manual 1999:73). There is a need for a new accountability system to ensure that the money is well spent and has a positive impact on student performance (Cornachio 2003:33). The above pronouncements clearly bring to light the urgent need for school management and the governors to accept co-responsibility in order to effectively and efficiently manage school finances. The policies provide an opportunity for good management to occur, but the SGBs' and SMTs' readiness to implement them remains a pivotal challenge.

2.3.4 South African Schools Act and Provisions of the Bill of rights

Every child has the right to a basic education including adult basic and to further education, which the state, through reasonable measures, must make progressively available and accessible (Constitution of the Republic of South Africa Act 108 of 1996). This provision articulates that there is no learner who should be expelled from school and deprived his basic right due to non-payment of school fees or any other discriminatory reasons.

The state must fund public schools from the public revenue on an equitable basis in order to ensure the proper exercise of the rights of learners to education and redress the past inequalities in education provision. On annual basis, the state must provide sufficient information to public schools to prepare their budgets for the next financial year (SASA 1996: 27-28). In terms of policy provisions; the SGB, school managers and educators have sufficient guidelines on the management of school fund in

secondary schools. The provisions of the requirements of Norms and Standards for School Funding should be adhered to in order to make an accurate determination of a reasonably sound budget.

2.4. THE ROLE OF THE SCHOOL GOVERNING BODY (SGB) IN THE MANAGEMENT OF SCHOOL FUND

The SGB has a prominent role to play in the management of the schools because this is the institution which has the authority and a mandate to run the governance part of the schools. The governing body is charged with the responsibility of managing facilities and finance; so it should open a bank account in a registered bank and maintain accounting books. It has to establish and administer a school fund and it must put measures in place to acquire, to manage supplement resources such as textbooks, education material and equipment. It must maintain, improve and protect the school. In relation to these matters, the South African's School Act describes the principal's role simply as providing assistance to SGB. The school manager has no executive role in relation to the SGB on property and financial matters. The school manager should work collaboratively with the governing body as he is the ex-officio member (Mestry 2006:129).

The responsibility for school's finances lies with the SGB, although management lies with the school manager. There should be clear lines of communication, consultation and decision making built among the administrators of the schools. All should be actively involved in the administrative activities of the schools for good management (Downes 1988:30 & 79). The day to day running of the school is squarely on the SMT yet consultation and communication lines should be cleared at all times for transparency.

2.5. THE EFFECTS OF MANAGEMENT OF SCHOOL FUND ON LEARNERS' PERFORMANCE AT SECONDARY SCHOOLS

School fund should be managed in such a way that it is used efficiently and Learners' performance is also affected by the way in which school fund is managed in schools. This is because the availability of finance enhances the purchase of essential resources which facilitate their learning. The overall aim of financial management is to enable the SGB and the school manager of each school to make the most of effective use of resources available to them (Downes 1988:5).

Effective management of finances enhances the output level or performance level of learners; hence it is imperative for school managers to handle these resources with care and diligence (Downes 1988:99). The school serves the local community and should be a vital part of community life. An article on the City Press dated 10 April 2005 recorded the fraud charges against a principal facing misconduct; this was related to the missing school funds. Another report was made on the 4th Bi-Ennial General Meeting (BBGM) of South African Democratic Teachers Union of the 13 April 2005:13. The school manager was charged and later suspended for the same offence of misusing school fund. Two more school managers were allegedly suspended at Mvudi Circuit for misuse of school finance in 2003. The examples given above confirm the prevalence of the problem faced by school managers regarding school fund. The society has to see teachers as active participants in changing the community through empowering learners who ultimately become useful inhabitants and citizens of the country at large, so resource allocation enhances smooth-running of positive intervention (Adams and Gareth 1977:87). It is evidently clear from the contentions made that availability of funds affects the results of learners. Additional resources produce positive effects that would not have been there in the absence of such resources. Students perform better in tests and examinations that might have been expected in the absence of additional resources (Simkins 2004:380). The importance of the effects of management of school fund cannot be under-estimated. Learners derive optimal benefits from efficiently managed resources at school.

2.6. STRATEGIC MANAGEMENT AND PLANNING OF SCHOOL FUND

School fund should be managed in such a way that it is used efficiently and effectively. The staff (Educators) should be involved at all levels in developing the budget and planning facilities and hiring very talented people with multiple skills and interests (Verstegen 1991:01). The trend that is currently prevalent is that funding reflects government's broader strategy of increasing the overall level of public expenditure on education year on year (Simkins 2004:375).

The school administrators should ensure that the budget reflect the school's prioritized educational objectives, seek to achieve the efficient use of funds and be subjected to regular, effective financial monitoring. The school should ensure that purchasing arrangements comply with good accounting practice, i.e. quality should not be sacrificed. The finance committee or SGB should put control mechanisms in place to ensure that authorization is given for all justified purchases. The finance committee should co-ordinate the activities of the various sub-committees and backwards is critical for effective management of the school's finances (Mestry 2006:129). The ideal is clear internal delegation of responsibility over some resources. Responsibility for spending rests with departments and jointly these displays a good example of a dialogue of accountability (Thomas and Martin 1996:156).

Schools should establish aims for the organization, build long and medium-term plans to meet strategic aims, produce an annual plan based on prioritization, and establish action plans, monitor progress of the action plans and outcomes, evaluate the contribution of these outcomes to overall aims of the organization as a prelude to review and replanning. Schools should operate sufficiently flexible to avoid strategic aims being immutably set in one year and not revisited for the next three to five years. Financial planning should be seen to be working towards known objectives (Downes 1988:117). In the light of the above, strategic planning can enhance effective management of school fund which in the final analysis benefits the learners in that resources will be available and opportunities created for the meaningful teaching and learning to take place.

2.7. CONCLUSION

CHAPTER THREE

In the light of the contentions explored above; it is worth noting that management of school fund is indispensable and has a clear bearing on the functionality of various schools. Literature review helps in bolstering confidence that the research topic is one worth studying, because one finds that others have invested considerable time, effort and resources in studying it (Leedy & Ormrod 2010:66). All the stakeholders have a responsibility of ensuring that they contribute positively towards sound administration of the school fund. Extensive and rigorous research on the literature on administration of school finances should further be explored to contribute in the development and growth of knowledge of accountability in the utilization of school fund.

3.2 POPULATION OF THE STUDY

Roscoe cited in Moulton (2001:134) says population is a collection of objects, events or individual having some common characteristics that the researcher is interested in studying. In this study the population consists of 12 School Principals, 224 Educators, 12 School Government Body Chairpersons and 9850 learners from schools around Mvudi circuit.

3.3 SAMPLING

Sampling is the process of selecting a number of individuals for a study in such a way that the individual represents the larger group from which they were selected. It means taking any portion of a population as representative of the population. As pointed out by Neuman (1997:201), sampling should be viewed as the process of selecting a number of individuals for a study in such a way that the individual represents the larger group from which they were selected. The key concept of

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In the previous chapter, literature review on administration of school fund on the management of secondary schools was thoroughly discussed. This chapter focuses on research design and methodology. This covers strategies for data collection, data analysis and interpretation of findings and the processes in which the whole research progressed. As reflected in chapter one; quantitative approach was employed in this research study.

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sampling is representativeness. In random sampling each member of the population has the same chance of being included in the sample and each sample of a particular size has the same probability of being chosen (Welman, Kruger and Mitchell, 2011:59). Twelve schools were selected for this study from schools in Mvudi Circuit. To determine the population, the researcher used purposive or judgmental sampling as it is the most suitable for this study. Singleton (1988:74) says in purposive sampling “... *the sample was composed of elements which contain the most characteristics, representative or typical attributes of the population*”.

On the basis of the researcher’s knowledge of the population, a judgment had to be made on which subjects could be selected to provide the best information to address the purpose of this study. Cohen et al (2007:103) say in purposive sampling, researchers handpick the cases to be included in the sample on the basis of judgment of their typical nature.

Advantages of closed-ended questions

3.4 SAMPLE

McMillan and Schumacher (1997:382) say a sample is a subset of the population to which the researcher intends generalizing the results. In this study a sample is a group of subjects selected from a larger population. The sample was composed of school principals and school government body members who were selected at the researcher’s knowledge of the total population in Mvudi Circuit.

3.5 RESEARCH INSTRUMENTS

A questionnaire was used as an instrument in collecting data. A questionnaire is an instrument with open and close-ended questions to which a respondent must react. Data was collected from school principals and school governing body chairpersons in relation to management of school fund by the School Management Team in the secondary schools.

3.5.1 Questionnaires

The researcher has used questionnaires to obtain data from school principals and school governing body chairpersons as stated before since these are actively and directly affected by the utilization of the finances. A questionnaire is economical, can ensure anonymity, and contains the same questions written for a specific purpose for all the subjects.

The questionnaire contains closed-ended questions and open-ended questions.

3.5.1.1 Closed-ended questions

The questions allow only certain specific responses. Quantification and analysis of results may be carried out easily and effectively.

Advantages of closed-ended questions

- The answers are standard and can be compared from person to person.
- The answers are much easier to code and to analyze.
- The respondent is often clearer about the meaning of the question.
- The chances of irrelevant answers are limited to the minimum, because appropriate answer categories are provided.
- It is easier for a respondent to answer, because he only has to choose a category.

Disadvantages of closed-ended questions

- It is easy for a respondent who doesn't know the answer to choose they don't know categories or even to answer randomly.
- The respondent may feel frustrated because the appropriate category for his answer is not provided.

- There are greater chances for clerical error as the respondent may circle a three when he/she meant to circle a two.

3.5.1.2 Open-ended questions

The questions allow the respondent to make any response he wishes in his/her own words. Open-ended questions are used for more complex questions that cannot be answered in a few simple categories that require more detail and discussion.

Errors during this phase can render the whole research undertaking futile. This is a social interaction and like other human interaction, it involves specific norms,

Advantages of open-ended questions

- It can be used when the researcher would like to see what the respondent views as appropriate answer category.
- They allow respondents to answer adequately, in all detail they like, and to qualify and clarify their answer.
- They are preferable for complex issues that cannot be condensed into a few small categories.
- They allow more opportunity for creativity or self-expression by the respondent.

Disadvantages of open-ended questions

- It may lead to the collection of worthless and irrelevant information.
- Data is not standardized from person to person, making comparison or statistical analysis difficult.
- Open-ended questions require good writing skills, better ability to express one's feelings verbally, and generally a higher educational level than do closed- ended questions.
- Open-ended question generally require much more of a respondent's time.

- It requires more paper and let the questionnaire look longer, possibly discouraging respondents who do not wish to answer a lengthy questionnaire.

3.5.2 Interviews

The approach to data collection using interviews requires a face to face encounter with the respondent because the researcher has to conduct it at the spot. Unrehearsed responses can also compromise the credibility of the data collected. Errors during this phase can render the whole research undertaking futile. This is a social interaction and like other human interaction, it involves specific norms, expectations and social roles, (Mouton 2001:249). In this study, this tool was used to guide the respondents on how they should respond to the questionnaires and alleviation of their fears of participating in the study.

3.6 PILOT STUDY

This refers to an undertaking to test in a small scale on how something will work; hence in this regard the researcher distributed the questionnaires to the first schools three schools in order to determine the response level of the respondents. The findings were that the respondents were coping very well with the instrument, so the researcher proceeded with the exercise of distributing to the rest of the schools.

3.7 ETHICAL CONSIDERATIONS

Letters were written to the Department of Education's Vhembe District Senior Manager and the Circuit Manager to seek permission to conduct research in the sampled schools. A consent form was designed for all participants stating how information is going to be collected, procedures which will be followed during the investigation, how the data would be stored, the possible advantages, disadvantages and dangers to which respondents may be exposed. Gray (2009:61) asserts that "the research should show that respondents are giving their views voluntarily, that their privacy would be safeguarded and that information they provided would be

treated confidentially". All the participants were treated with respect and due considerations. Miller and Bell (2002:67) suggest that "keeping a constant record of decisions made is a good safeguard against sloppy thinking and inadvertent overlooking of ethical issues". Strydom et al (1998:330) indicate that strategies to maintain confidentiality are critical in reducing the risk of harm related to embarrassment and administrative or legal punishment to those studied. Hence confidentiality was strictly and consistently upheld.

3.7.1 Research study parameters

The study was conducted in Mvudi circuit of Vhembe District in Limpopo Province. Participants were selected amongst school principals, and SGB chairpersons. Respondents provide the researcher with vital information regarding the administration of school fund by the SMT in the secondary schools.

3.7.2 Participants

Stakeholders of the school; thus principals and SGB members responded to questionnaires as requested. A set of questions per category were asked to participants and all these questions posed were well piloted for verification of relevance.

3.7.3 Privacy

Sieber (1982:154) defines privacy as "that which normally is not intended for others to observe or analyze". Singleton (1988:454) further explain that "the right to privacy is the individual's right to decide when, where, to whom, and to what extent his or her attitudes, beliefs and behavior will be revealed".

In this study, the researcher was sensitive not to violate the participants' rights to privacy. The researcher has protected the data collected from informants from public disclosure. All information gathered is subjected to confidentiality until the actual publication of this report.

3.7.4 Anonymity

Anonymity in this research implies safeguarding the participants, their identity will remain undisclosed. Instead of using their real names, codes were used to ensure that their identity remains confidential.

3.7.5 Confidentiality

In this study confidentiality indicates the handling of information in a confidential manner. Neuman (1997:453) asserts that confidentiality means that information may have names attached to it, but the researcher holds it in confidence or keeps it secret from the public. In this study the researcher has protected respondents from psychological harm by withholding their names.

3.8 DATA COLLECTION PROCEDURE

In this research, the approach for data collection was in the form of descriptive method for qualitative data collection.

3.8.1 The descriptive research method

The researcher used descriptive research in collecting qualitative data since this approach describes that which exists as accurately and clearly as possible. Descriptive research is concerned with conditions or relationships that exist; processes that are going on; effects that are being felt; or trends that are developing. At times descriptive research is concerned with how, what is or what exist is related to some preceding event that has influenced or affected a present condition or event (Best, as cited by Cohen & Manion 2007:48).

3.9 DATA ANALYSIS

In quantitative research, the social situation is understood from the participants' point of view. The researcher develops concepts, insights and understanding from Quantitative data was coded and analyzed using the computer statistical package for social scientist (SPSS) version 17. The statistical test was stated for each research question and the rationale for the choice of the test, in terms of the purpose of the study, sample size and the type of scales used in the instrument.

According to McMillan and Schumacher (1997:500-503) data analysis entails the following cyclical phases:

- Continuous discovery, especially in the field but also throughout the entire study, to identify tentative patterns;
- Categorizing and ordering of data typically after data collection;
- Quantitatively assessing the trustworthiness of data, to refine patterns;
- Writing synthesis of themes and/or concepts.

3.9.1 The Nature of Quantitative Research

Quantitative researchers become part of the situation, past, present or past and the phenomenon being studied. In a quantitative study the variables are usually not controlled because it is exactly this freedom and natural development of action and representation that we wish to capture. We want to understand, and also explain in argument by using evidence from the data and from the literature, what the phenomenon or phenomena that we are researching about, Henning (2004:3-4). They believe that human actions are strongly influenced by the settings in which they occur McMillan & Schumacher (1997: 17). According to Strydom et al (1998:11), qualitative approach is that approach to research in the social sciences that is more highly formalized as well as more explicitly controlled and which is relatively close to physical sciences.

3.9.2 Characteristics of Qualitative and Quantitative Research

In quantitative research, the social situation is understood from the participants' point of view. The researcher develops concepts, insights and understanding from patterns in data. People are studied in the context of their past and their present situations. McMillan & Schumacher (1997: 17). Quantitative research aims to objectively measure the social world, to test hypothesis, and to predict and control human behavior. Mouton (2001:278) contends that the qualitative researcher's emphasis is on studying human action in its natural setting and through the eyes of the actors themselves, together with an emphasis on detailed description and understating phenomenon within the appropriate context.

According to McMillan and Schumacher (1997:17), qualitative research has the following characteristics.

- It uses an inductive form of reasoning. Develops concepts, insights and understanding from patterns in the data.
- Uses an emic perspective of enquiry: derives meaning from the subject's perspective.
- Regards reality as subjective and captures and discovers meaning once the researcher becomes immersed in data and so seeks to understand phenomena.
- Experimental design can be employed to reduce error and bias; detached with use of instrument.
- The unit of analysis is holistic, concentrating on the relationships between elements, contexts, etc. the whole is always more than the sum. Goal of universal context-free generalizations is minimized.

3.9.3 Approaches to Qualitative Data Analysis

Quantitative data was analyzed using the computer statistical package for social scientist (SPSS) version 17. The researcher broke down quantitative data into constituent parts to obtain answers to research questions.

3.10 RELIABILITY AND VALIDITY OF THE STUDY

DATA COLLECTION AND ANALYSIS

Validity and reliability are addressed using different instruments for data collection. Reliability is a necessary but insufficient condition for validity in research; reliability is a necessary precondition of validity and validity may be sufficient but not necessary condition for reliability, Cohen et al (2007:133). Validity is thus a requirement for both qualitative and quantitative research; implying that the two cannot be separated since the research should give rise to valid and reliable data which can be used to enrich the academic fraternity.

3.11 CONCLUSION

The researcher followed all the procedures as stipulated in the preceding paragraphs. The methodology for data collection described in this chapter supplied a procedure that could enable the researcher to gather valid data that could facilitate in improving the administration of school fund in the secondary schools in the circuit, district and ultimately the entire Limpopo province.

4.2 Questionnaires for School Managers.

4.2.1 Frequency Tables

1. Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	7	100.0	100.0	100.0

DATA COLLECTION AND ANALYSIS

4.1 INTRODUCTION

The researcher identified the sample and selected seven schools randomly. The school managers and SGB Chairpersons/Treasurers were the participants because they are important role players responsible for financial management at school level. These respondents were conscientised of the rationale behind the collection of the data using the questionnaires provided so that they could participate knowingly. The researcher went on to explain the confidentiality with which their responses would be treated with privacy and the fact that their names would not be divulged under any circumstances, instead of their names; only codes would be used to conceal their identity. All the research questionnaires were distributed to the fourteen respondents for answering and they were given at least a week to complete them. The researcher then went around collecting the answered questionnaires from the respondents.

This chapter provides a reflection of the data collected from the respondents in table form and sheds light on the reasons for validation of the research questions raised. The analysis focused on the responses of the School Managers and then followed by those of the SGB Chairpersons/Treasurers.

4.2 Questionnaires for School Managers.

4.2.1 Frequency Tables

1. Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	7	100.0	100.0	100.0

The gender of the respondents was found to be male just as table one indicates 100% as the valid percentage. The number of school managers who participated in the research was seven as reflected above. The number of women school managers still needs to be addressed to reach the required equity levels as declared by the department.

2. Age

	Frequency	Percent	Valid Percent	Cumulative Percent
31-40	1	14.3	14.3	14.3
41-50	2	28.6	28.6	42.9
Valid 51-60	3	42.9	42.9	85.7
61-70	1	14.3	14.3	100.0
Total	7	100.0	100.0	

The majority of the respondents were between 51 and 60 years of age; which indicated that they were elderly people. Only one school manager was between 31 and 40 years of age whereas two respondents were between 41 and 50 years of age. The remaining one was between 61 and 70 years of age which further contributes in the validation of the elderly school managers running the institutions in this circuit. These school managers usually come from the old school of thought that the principals own the school and can therefore take decisions unanimously without consultation. The contention above is not consistent with the policies of the department as provided by the current prescripts on the management of funding norms and standards in schools hence those who were found to be in contravention were usually brought to book.

	Frequency	Percent	Valid Percent	Cumulative Percent
BA/BAED	1	14.3	14.3	14.3
BAHONS/B.E	4	57.1	57.1	71.4
Valid D				
M.A/MED	2	28.6	28.6	100.0
Valid Total	7	100.0	100.0	

The majority of the respondents were in possession of a BA HONS/B.ED Qualification as reflected that 57 % of school managers have the qualification. The data collected showed the highest qualification as MED/MA which conveys that the school managers are adequately qualified for their positions. The knowledge levels of the respondents seemed to validate that ignorance cannot be an excuse for failure to manage finances at school since they can read and understand the policies of the Public Finance Management Act and ideally interpret appropriately.

4. What is your professional qualification?

Profession	Frequency	Percent	Valid Percent	Cumulative Percent
J.S.T.C./S.P.T.	1	14.3	14.3	14.3
C.				
S.T.D./P.T.D.	3	42.9	42.9	57.1
Valid U.E.D./H.E.D.	2	28.6	28.6	85.7
Other	1	14.3	14.3	100.0
Valid Total	7	100.0	100.0	

The professional qualifications of the respondents portrayed 42 % having STD/P.T.D which is obtained at colleges of Education/Teacher training institutions. Training underwent at university level was only 28 percent whereas 1 percent received J.S.T.C. / S.P.T.C. training qualification. Only one respondent received an unnamed/different qualification. This clearly reflected that the school managers were professionally qualified as educators.

5. How long have you been teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 11-15	1	14.3	14.3	14.3
16-20	1	14.3	14.3	28.6
21-25	1	14.3	14.3	42.9
26-30	4	57.1	57.1	100.0
Total	7	100.0	100.0	

The experience of the school managers on whom the research was conducted was between 26 and 30 years as shown by 57 percent. The data support the fact that most of the respondents are elderly people with many years of experience in the teaching fraternity and in management positions. Only a small percentage of the population had taught for between 11 and 25 years. Managers with more years of experience usually become accustomed to the system and excel or degenerate and become comfortable to an extent of overlooking the guiding principles of the profession.

6. Type of school:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rural	5	71.4	71.4	71.4
Semi-urban/Semi-rural	2	28.6	28.6	100.0
Total	7	100.0	100.0	

The schools in this circuit are mostly situated in the rural areas as shown by the majority of respondents who indicated 'rural' and constituted 71 %. Two schools making up 28 % are in the semi-urban/semirural areas. The distribution thus shed light on the poverty level of the communities around the schools. This factor also had a bearing on the composition of the School Governing Body of the affected schools

since the rural areas are usually comprised of uneducated parents of learners at the schools.



7. How is learner performance at your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Above average	1	14.3	14.3	14.3
Average	5	71.4	71.4	85.7
Below average	1	14.3	14.3	100.0
Total	7	100.0	100.0	

Average learners' performance had the highest percentage of 71.4 as compared to only one school constituting 14.3 percent which is above average. One school also performed below average which is the worst performance in the sample. The learners' performance confirmed that finance had a bearing in the acquisition of the resources and preparing learners for their learning.

8. Do you have enough educational resources?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	7	100.0	100.0	100.0

All the respondents indicated that they do not have enough educational resources at their schools. The findings attained here support the fact that finances are closely linked to the availability of important resources which would contribute significantly in the acquisition of what the institution required. The above table showed a 100 % response rate translated in the seven schools inadequate resources.

9. Do you have adequate infrastructure?



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	7	100.0	100.0	100.0

The respondents indicated that all the schools in the sample do not have adequate infrastructure. Since 100 % of the respondents show that they did not have good infrastructure, the information supplied could also be attributed to inadequate administration of the funds allocated to the schools by the department of education.

10. What are the sources of income of your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Norms and standards	7	100.0	100.0	100.0

All the schools in the sample constituting a 100 % indicated that the source of their income was Norms and Standards as allocated by the department of education. Consequently, it is expected that the schools should spend the fund in terms of the stipulations of the prescripts as amended by the provincial department of education. The schools should also find some ways in which they could raise funds instead of relying completely on the allocation from the department to augment the much needed resources and infrastructure.

11. Do you have a school budget at your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7	100.0	100.0	100.0

From the responses of the school managers in the sample, it was apparent that all the schools had the school Budget as required by the department. The responses showed that 100% of the respondents had the school budget which indicated that the institutions had planned for the funds to be attained in the allocation from the

department. What should be found is whether they had kept to the Budget as drawn or deviated from the stipulations in order to accommodate unplanned expenditure. Adherence to the budget should be emphasized to maximize the usage of the allocated funds.

12. Do you have a financial management qualification?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1	14.3	14.3	14.3
Valid No	6	85.7	85.7	100.0
Total	7	100.0	100.0	

The majority of school managers do not have financial management qualification as reflected in their responses above. The table has shown 85.7 % of the respondents not having the financial management qualification; so this showed the researcher that school managers could not be competent in the administration of school fund. Only one school manager who constituted 14.3 % had the qualification. Training for proper interpretation and implementation of the school policies relating to the school finances could not be over-emphasized.

13. Do you involve the following stakeholders or parties in managing finance at your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
SGB	6	85.7	85.7	85.7
Valid Educators	1	14.3	14.3	100.0
Total	7	100.0	100.0	

The respondents indicated the involvement of the SGB with the highest percentage in managing finances. It therefore meant that 85.7 % of the school managers involve

the SGB in the management of school finances against only one respondent (14.3 %) who said he involves educators. The School Governing Body members being involved might be illiterate and it then became easy for the school manager to manipulate them into giving consent to matters which are not provided for by the policies governing the school fund.

14. Do you have a finance policy at your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7	100.0	100.0	100.0

Every school in the sample had the school finance policy as required by the department. The table above indicates 100 % compliance with the requirement of the finance policy. Availability of the document increased the chances of the school managers to comply with the policy provisions, but it also depends on individuals' willingness to observe and comply with rules and regulations as laid down.

15. Is your school finance policy clearly defined?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	5	71.4	71.4	71.4
Valid No	2	28.6	28.6	100.0
Total	7	100.0	100.0	

71.4 % of the respondents agreed that the finance policy was clearly defined. The majority of the schools in the sample had well-defined finance policy but there is a small percentage which is 28.6 % (2 school managers) that showed that it was not clearly defined. Clarity of the finance policy facilitates appropriate interpretation and consequently implementation hence any wrongful administration of the fund cannot be blamed on clarity or availability as validated above.

16. Is your school finance adequate for your school's needs?



	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1	14.3	14.3	14.3
Valid No	6	85.7	85.7	100.0
Total	7	100.0	100.0	

The majority of the respondents' responses confirmed that the school finance allocated was not adequate. The table above showed 85.7 % of the respondents said the finance was not sufficient for the needs of the school. This factor clearly indicated that more methods of acquiring funds should be devised to augment the allocated funds by the department. Only one school manager (14 % of the sample) responded that it was adequate.

17. Do you think you are utilizing finance effectively at your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	6	85.7	85.7	85.7
Valid No	1	14.3	14.3	100.0
Total	7	100.0	100.0	

The table above indicated that the majority of respondents showing that they were utilizing the school finances effectively. 85% (6 respondents) showed that the school finances are being properly and meaningfully utilized.

18. How many educators do you have in your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-10	1	14.3	14.3	14.3
11-20	4	57.1	57.1	71.4
21-30	1	14.3	14.3	85.7
30+	1	14.3	14.3	100.0
Total	7	100.0	100.0	100.0

Of the total number of respondents, 57.1 % of the respondents have shown that there were between 11 and 20 educators in their schools. The rest of the schools shared 14.3 % each, one with between 1 and 10 educators; the next with between 21 and 30 educators and the last with 30 and above. The above denoted that most schools are regarded as small schools with the exception of one with 30 and more. The bigger the institution, the more the responsibility on the administration of the fund since the department allocated funds on the basis of the number of learners to be catered for.

19. How many educators are being paid by the SGB?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid None	7	100.0	100.0	100.0

All the respondents indicated that there was no educator employed and paid by the SGB. Hence the table showed 100 % as the response level. The schools in this circuit are in quintiles 1-3; thus parents of learners do not pay school fees since they are exempted considering their affordability level by the department.

20. How much is the SGB paying educators?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Does not apply	7	100.0	100.0	100.0

100 % of the respondents indicated that it did not apply to them because the schools affected did not have SGB employed educators. The schools fell under the quintiles 1-3 category where the education of the learners was entirely free. In this category, schools depended on the departmental allocation in funding norms and standards.

21. Do you think the government's school finance policy is effective?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	2	28.6	28.6	28.6
Valid No	4	57.1	57.1	85.7
Valid I don't know	1	14.3	14.3	100.0
Valid Total	7	100.0	100.0	

57.1 % of the respondents indicated that they thought the finance policy of the department was not effective. 28 % said it was effective whereas 14.3 % stated that they did not know whether it was effective or not. Ignorance added up on the number of respondents who felt that it was not effective since it was apparent that respondents would not implement the policies effectively when they had misgivings about it. The responses given discount the provisions of the Public Finance Policy.

22. Do you think finance affects learner performance in schools?



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7	100.0	100.0	100.0

All the respondents attested to the fact that learner performance was affected by finance. 100 % of the respondents indicated that there was a link between learner performance and finance. The responses validated that sound administration of these fund is imperative since the performance of learners is at the heart of education. Without sufficient resources and infrastructure, the conducive environment for educative teaching and learning could hardly be realized.

23. What do you think contributes to poor finance management in schools?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Ignorance	1	14.3	14.3	14.3
Lack of experience	2	28.6	28.6	42.9
Lack of financial qualifications	1	14.3	14.3	57.1
Other	3	42.9	42.9	100.0
Total	7	100.0	100.0	

The table above reflected the respondents' highest response of 42.9 % as other factors other than ignorance, lack of experience or lack of financial qualifications which contribute to poor financial management in schools. 14.3 % indicated ignorance; 28 % of the respondents indicated lack of experience whereas 14.3 % indicated lack of financial qualifications as the contributing factor towards poor financial management. The responses validate that selfishness, negligence, deliberate or intentional disregard of the provisions of the applicable policies, etc. were the contributory factors towards poor management of finance.

24. What are the results of poor financial management in schools?



	Frequency	Percent	Valid Percent	Cumulative Percent
Poor infrastructure	2	28.6	28.6	28.6
Inadequate resources	3	42.9	42.9	71.4
Poor working conditions	1	14.3	14.3	85.7
Other	1	14.3	14.3	100.0
Total	7	100.0	100.0	

The respondents indicated that inadequate resources rank highly above the rest as the results of poor management of school finances. The table above showed the 42 % of the respondents affirming that inadequate resources were some of the results of poor financial management; poor infrastructure had 28 %; whereas poor working conditions had 14 % and other results being 14 % also. Data collected clearly validate the impact that the poor administration of school fund had on the overall functioning of the school.

25. Do you think school managers use school finance for their personal matters?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1	14.3	14.3	14.3
No	6	85.7	85.7	100.0
Total	7	100.0	100.0	

The majority of respondents indicated that school managers did not use school finances for their personal matters. This is reflected by 85.7 % which said no to the use of school finances by school managers for their personal matters. Only 14 % of the respondents (1 respondent) indicated that they actually did use the money for their own personal gain. This question was responded to negatively also because it

involved the respondents themselves; hence it might be that they did not want to point fingers at themselves. Though the majority was found to be trustworthy, the small percentage was found wanting.

26. Who do you think should manage school finances?

	Frequency	Percent	Valid Percent	Cumulative Percent
School Managers	5	71.4	71.4	71.4
SGB	2	28.6	28.6	100.0
Total	7	100.0	100.0	

71.4 % of the respondents indicated that school managers were the ones who should manage school finances. 28.6 % of the respondents have shown that the SGB should be the one that manages school fund. The table validates that most of the school managers wanted to continue with the management of the fund meaning that they would have to improve on their skills and administer the fund efficiently in consultation with the SGB of the school.

27. Do you get your Norms and Standard fund in time?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	7	100.0	100.0	100.0

100 % of the respondents said that they did not receive their Norms and Standard money in time as reflected on the table of the analysis of the responses. The assertion then reflected the feeling that when the money was finally transferred into the school accounts the schools would already had been in debt and required to service the account instead of following the correct procurement procedures.

28. Do you think effective financial management results in high learner achievement in schools?



	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	5	71.4	71.4	71.4
No	2	28.6	28.6	100.0
Total	7	100.0	100.0	

The respondents indicated that the results of effective financial management would be high learner achievement in schools by 71.4 %. Only 28.6 % had a different view that it did not have any direct bearing on the learner achievement in schools. So, the data then validated the assertion made by the researcher that learner achievement was closely linked to how finance was administered at schools.

4.3 Questionnaires for the SGB Chairperson/Treasurer

4.3.1 Frequency Tables

1. Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	6	85.7	85.7	85.7
Female	1	14.3	14.3	100.0
Total	7	100.0	100.0	

The majority of the respondents were males who made up to 85.7 % while there were only 14.3% of the women as respondents.

2. Age



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 31-40	1	14.3	14.3	14.3
Valid 41-50	4	57.1	57.1	71.4
Valid 51-60	2	28.6	28.6	100.0
Total	7	100.0	100.0	

57.1 % of the respondents were between the age of 41 and 50, which reflected that they were elderly people similar to the school managers' responses. 14.3 % of the respondents were between 31 and 40 years of age whereas those who were between 51 and 60 years of age. The implications are that most members of the governing bodies were usually old and were used to the old way of doing things.

3. Educational Qualifications

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STD1-9	2	28.6	28.6	28.6
Valid Std 10	3	42.9	42.9	71.4
Valid BA HONS/B.ED	1	14.3	14.3	85.7
Other	1	14.3	14.3	100.0
Total	7	100.0	100.0	

42.9 % of the respondents had Std 10 as their educational qualification. 28.6 % had between Std 1 and 9 academic qualifications. BA HONS/B.ED and other shared 14.3 % each in their academic qualifications. This reflection pointed to the fact that SGB members are usually not highly educated and it is easy for school managers to manipulate them and disregard the provisions of the policies of the department. It would also become apparent that the interpretation of the statutes governing the use of school finance can easily be flouted without anyone challenging the practice.

4. What is your professional qualification?



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid J.S.T.C./S.P.T.C.	1	14.3	14.3	14.3
Valid S.T.D./P.T.D.	2	28.6	28.6	42.9
Other	4	57.1	57.1	100.0
Total	7	100.0	100.0	

57.1 % of the respondents did not have the minimum requirements of the teaching profession. Only 28.6 % had S.T.D./P.T.D while 14.3 percent of the sample had a J.S.T.C. / S.P.T.C. professional qualification. The data in the table above reflect that the majority of the SGB members did not have clear knowledge of the activities in the teaching profession since they were themselves not educators.

7. How is learner performance at your school?

5. How long have you been a member of the SGB?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-3	5	71.4	71.4	71.4
Valid 6-12	2	28.6	28.6	100.0
Total	7	100.0	100.0	

71.4 % of the respondents had the experience of being in the SGB ranging from 1 to 3 years. Only 28.6 percent of the respondents had between 6 and 12 years of serving in the SGB which then means that most had fewer years of experience in the matters relating to the running of the SGB. The consequences of lack of adequate experience gave rise to the shortcoming of inability to challenge decisions made contrary to the policies due to lack of capacity.

6. Type of school:



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rural	7	100.0	100.0	100.0

All the respondents indicated that the schools under their jurisdiction were rural schools. The information supplied in this question pointed to the fact that these schools were quintiles 1-3 and therefore did not expect parents to pay school fees. In this regard therefore, the source of income would be Funding Norms and Standards allocation from the department of education. 100 % of the respondents gave their responses which clearly indicated that those were public ordinary schools where we expect various kinds of challenges like minimal parental involvement.

7. How is learner performance at your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Above average	1	14.3	14.3	14.3
Average	4	57.1	57.1	71.4
Below average	2	28.6	28.6	100.0
Total	7	100.0	100.0	

Most of the respondents indicated that learner performance was at the average level in their schools by 57.1 %. 28.6 % indicated that the performance was below average whereas only 14.3 % stated that the performance was at above average. The indication was that most schools were underperforming though the potential was inherent in the learners if exposed to a situation with better facilities and resources.

8. Do you have enough educational resources?



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	7	100.0	100.0	100.0

100 % of the respondents stated that they did not have adequate resources in their schools. Those responses proved the fact that the shortage or lack of finance influenced the lack of resources at schools. It was therefore difficult to perform well when there were inadequate resources.

9. Do you have adequate infrastructure?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	7	100.0	100.0	100.0

All the respondents indicated that they did not have adequate resources at their schools. The table above indicates a 100 % response rate of the sample. Hence infrastructure also played a significant role in the performance of the learners in those schools.

10. What are the sources of income of your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Norms and standards	7	100.0	100.0	100.0

The response rate was 100 % of the respondents who stated that their only source of income was Norms and Standards allocation from the department of education. The poor rural schools could indeed legitimately claim that they did not have any other means of income apart from the allocations from the department.

11. Do you have a school budget at your school?



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7	100.0	100.0	100.0

All the respondents indicated that there was a school budget for their schools with a 100 % response rate as shown in the table above. The availability of the budget increased the chances of well-planned expenditure of the fund if compliance is heightened.

12. Do you have a financial management qualification?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1	14.3	14.3	14.3
Valid No	6	85.7	85.7	100.0
Total	7	100.0	100.0	

85.7 % of the respondents indicated that they did not have a financial management qualification. Only 14.3 % indicated that they had the qualification. The data above portrayed that the majority of the SGB members were not well-versed with financial matters which then casted doubt on their efficiency in executing their mandates as parents' representatives. It also posed a serious challenge on the implementation of the prescripts and other related policies.

13. Do you involve the following stakeholders or parties in managing finance at your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SGB	4	57.1	57.1	57.1
Valid Education Department	3	42.9	42.9	100.0
Total	7	100.0	100.0	

57.1 % indicated that they involved the SGB in the management of finance at their schools. 42.9 % said they involve the education department in the management of finance. The domination of the responses of the SGB is justified in that they are the ones who should be more involved especially in their finance Committee meetings adjudicating on the purchases to be made. The role of the department is that of oversight through the accounting officer on the smooth running of the fund of the institutions.

14. Do you have a finance policy at your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7	100.0	100.0	100.0

All the respondents indicated that they had a finance policy at their schools. The response rate in the table above is 100 % which validated the fact that the guideline was there to advise the officials on how they could actually run their finance at school level.

15. Is your school finance policy clearly defined?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	6	85.7	85.7	85.7
Valid No	1	14.3	14.3	100.0
Total	7	100.0	100.0	

85.7 % of the respondents indicated that their school finance policy was clearly defined whereas 14.3 % indicated the school finance policy was not clearly defined. The response shown above then meant that most of the respondents understood the school finance policy while a small percentage did not understand clearly.

16. Is your school finance adequate for school's needs? respondents were

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	7	100.0	100.0	100.0

100 % of the respondents indicated that their school finance was not adequate for their school needs. The allocations received did not cater for all the needs of the institution which clearly meant that there should be other sources that augment the allocation to cater for that need.

17. Do you think you are utilizing finance effectively at your school? respondents, so

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	6	85.7	85.7	85.7
Valid No	1	14.3	14.3	100.0
Total	7	100.0	100.0	

The majority of respondents, i.e. 85.7 % indicated that they were utilizing their finance effectively at their school. 14.3 % only was of the view that they were not utilizing the finances effectively their school. The assertion in the table above brought to light that the SGB concur with the school managers on that point to the best of their knowledge.

18. How many educators do you have?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-10	3	42.9	42.9	42.9
Valid 11-20	3	42.9	42.9	85.7
Valid 30+	1	14.3	14.3	100.0
Total	7	100.0	100.0	

The percentages shown above reflected that the schools of the respondents were generally small. 6 schools had the response rate of 42.9 % which had between 1 and 20 educators. Only 1 respondent had 30 educators and above which made up 14.3%.

19. How many educators are being paid by the SGB?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid None	7	100.0	100.0	100.0

None of the educators were being paid by the SGB according to the respondents, so that is why they reflected a 100 % response rate. The allocation by the department of education was not meant for salaries or stipend but for provision of security, water and maintenance; hence the schools did not have the means to employ educators.

20. How much is the SGB paying educators?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Does not apply	7	100.0	100.0	100.0

Since the response rate showed that the schools did not have SGB employed educators, the amount to be paid or salary of the SGB could not apply to those schools. That was applicable to the entire population of the sample validating 100 % indicating that it did not apply.

21. Do you think the government's school finance policy is effective?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	2	28.6	28.6	28.6
Valid No	3	42.9	42.9	71.4
Valid I don't know	2	28.6	28.6	100.0
Total	7	100.0	100.0	

42.9 % of the respondents indicated that the government's finance policy was not effective. 28.6 % were of the view that it was effective. The last 28.6 % indicated that they did not know whether it was effective or not. The assertions made pointed out that the implementation of policies was more challenging than the availability of policies alluded to.

22. Do you think finance affects learner performance in schools?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	6	85.7	85.7	85.7
Valid No	1	14.3	14.3	100.0
Total	7	100.0	100.0	

85.7 % of the respondents indicated that finance affected learner performance in schools. Only 14.3 % were of the opinion that they did not think that finance affected learner performance. The indication was that the majority were in affirmation that finance affected learner performance in many respects.

23. What do you think contributes to poor finance management in schools?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Ignorance	3	42.9	42.9	42.9
Lack of experience	1	14.3	14.3	57.1
Valid Lack of financial qualifications	3	42.9	42.9	100.0
Total	7	100.0	100.0	

According to the respondents' views, ignorance and lack of financial qualifications were the two contributing factors to poor management of finance in schools. The two were confirmed by 42.9 % each in their responses. Only 1 respondent cited the lack

of experience which constituted only 14.3% of the sample. The views held by the majority weigh more than the latter.

25. Who do you think should manage school finances?

24. What are the results of poor financial management in schools?

	Frequency	Percent	Valid Percent	Cumulative Percent
School Managers	1	14.3	14.3	14.3
Valid Poor learner results	4	57.1	57.1	57.1
Inadequate resources	1	14.3	14.3	71.4
Valid Poor working conditions	1	14.3	14.3	85.7
Other	1	14.3	14.3	100.0
Total	7	100.0	100.0	

57.1 % indicate that the results of poor financial management in schools were poor learner performance/results. Inadequate resources, poor working conditions and other; shared 14.3 % as the results of poor financial management. The latter validated the importance of learner results as the most affected by poor financial management.

25. Do you think school managers use school finance for their personal matters?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	7	100.0	100.0	100.0

100 % of the respondents agreed to the assertion that school managers did not use school finance for their own personal matters. The assertion meant that the SGB also trusted the school managers as the accounting officers in schools. The trust was only betrayed when the officials took advantage of the SGB and went overboard and contravened the applicable principles.

26. Who do you think should manage school finances?

	Frequency	Percent	Valid Percent	Cumulative Percent
School Managers	1	14.3	14.3	14.3
Valid SGB	6	85.7	85.7	100.0
Total	7	100.0	100.0	

The respondents indicated in 85.7 % that the SGB should be the one that managed school finances whereas school managers were of the assertion that it had to be themselves. Only 14 % of the SGB respondents acceded to the fact that it had to be the school managers. The issue validated by the table above was that the SGB s and the school managers should jointly manage the school finances and regular consultations had to be maintained.

27. Do you get your Norms and Standard fund in time?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	7	100.0	100.0	100.0

All the respondents (100 %) indicated that norms and standards funds were not attained in time. The school managers also indicated the same assertion confirming that the funds were deposited late into the school accounts.

28. Do you think effective financial management results in high learner achievement in schools?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7	100.0	100.0	100.0

100 % of the respondents agreed to the fact that financial management had serious bearing on learner achievement in schools. When finance was adequately administered; learner achievement was positively affected.

CHAPTER FIVE

29. What motivates you to serve in the SGB?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Passion to serve	7	100.0	100.0	100.0

Of the entire sample, 100 % of the respondents attested to the fact that they served the SGB out of their passion to serve. The motive to serve in the school governance should always be willingness to play a pivotal role in the sound support of the programmes of the schools without any selfish reasons.

4.4 CONCLUSION

The data collected validated the assertions made that learner achievement was closely linked to financial administration. The availability of resources and sufficient supply of equipment to facilitate meaningful teaching and learning depended on proper financial management. In positivist terms the correspondence theory of truth holds that the research findings need to correspond with reality. Coherence refers to the internal logic and consistency of a statement and pragmatic truth refers to the consequences of knowledge, while pragmatic truth refers to the consequences of knowledge, Henning (2004:147). Schools with learners from poor families had only one source of income as the allocation by the department of education as norms and standards for school funding. The role played by the SGB in the management of the school fund was also brought to light and the reasons for challenges experienced clearly stated as causal factors for poor financial management. Implementation of the prescripts, finance policies and the PFMA and other applicable provisions to regulate finance had to be monitored closely to alleviate poor administration of school fund.

CHAPTER FIVE

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 SUMMARY OF THE STUDY

In this chapter, the focus was on the implications of the research data that was collected and eventually analyzed thoroughly in line with the research questions posed and the literature reviewed. The findings of the study validated the hypothesis of the entire research study. The general overview of the study was reflected on and more information streamlined to guide those who would access the document in their further engagements with the title of the study. The study therefore concluded that the administration of school fund played a pivotal role in the smooth running and performance of the educational institutions. School finance had to be controlled and managed in line with the provisions of the Public Finance Management Act and Principles as laid down in the Prescripts for Norms and Standards for Funding of Public Schools as amended. Major findings of the study and recommendations of the study were thoroughly explored in this chapter.

5.2 MAJOR FINDINGS OF THE STUDY

5.2.1 General findings

The majority of secondary schools in Mvudi Circuit were in the rural areas and these schools were populated by learners from poor backgrounds due to high rate of unemployment. The schools were predominantly in Quintiles 1-3 due to their general

social status. Parents of these learners were predominantly uneducated and involved themselves minimally in the education of their children. It was also established that very few among parents of learners understood the policy provisions concerning school finance, let alone interpret the statutes correctly. All the schools in these areas obtained their finances from the department as a form of Norms and Standards for school funding. There were no educators employed by the school governing body since the allocation received was not provided for salaries but schools security, maintenance and provision of water while the bulk was meant for the curriculum. All the respondents who completed the questionnaires were male. Most of the respondents were elderly people with many years of experience in the management field. Learner performance was adversely affected by lack or shortage of finance and subsequent inadequate resources required at schools.

Lack of consistency in implementation of the rules and regulations governing school finance was perpetuated by the inadequacy levels in the capacity of the governing bodies to hold the school management teams accountable. Parental involvement in this regard seemed to be at its minimum due to lack of interest and ignorance.

5.2.2 Summary of findings relating to the School managers

School managers who completed the questionnaires were reasonably adequately qualified in the profession with additional post graduate academic qualifications. These were also extensively experienced in management positions hence well versed with the policies of the department. The challenge was in the involvement of the SGB component in pertinent matters concerning school finances as required by the current legislation on consultation and transparency. The respondents were in agreement that administration of school fund affected learner performance, availability of resources and adequate infrastructure, so these were interconnected.

The majority of the school managers who participated in the study did not have the finance management qualification, but they gained their skills through the years of their practical experience and the departmental workshops conducted to assist them. All the respondents were of the view that effective financial management resulted in

high learner achievement in schools because school would be able to provide necessary resources for learners. According to the majority of respondents, ignorance also played a significant role in poor management of finance at schools. From the background of the responses given in the study, reluctance to adapt to change in the policies of the department could be some of the causal factors of poor administration of school fund since the majority of school managers were elderly employees.

5.2.3 Summary of findings relating to the SGB Chairpersons/Treasurers

The SGB Chairpersons/Treasurers represented parents in the governance section of schools. The two served in the administration of finance hence they were directly involved and played a significant role. The majority of respondents was elderly people and had a low educational background. That factor contributed towards some challenges in understanding and interpreting prescripts and other related policies of the department. Most of the respondents were less experienced in the SGB membership which gave way to easier manipulation of their ignorance. Both the SGB members and the school managers were in agreement about the relationship between availability of resources, infrastructure and sufficient funding and learner performance.

The general consensus was that the funding from the department of education was not sufficient for the needs of the schools, hence the apparent shortage of adequate infrastructure and educational resources. The poor background of the SGB members influenced their level of involvement in the matters of the schools and gave rise to the minimal consultation by the SMT in the administration of school fund. The motivating factor for both the parents and the school managers was strongly perceived and confirmed as their passion to serve which clearly demonstrated their willingness and dedication to play a role if adequately consulted. The findings of the study brought to light the pivotal roles that both the parents and school based members of school management had to play. The later was in order to enhance



effective administration of school fund so as to heighten the chances of ensuring functionality of the entire school. The needs of the school and those of the parents would be protected when the SMT administered the school fund effectively and implementation of the policy provisions was religiously adhered to.

5.3 RECOMMENDATIONS OF THE STUDY

The study on the Administration of School Fund by the SMT was conducted at Mvudi Circuit in 85% of the Secondary Schools through the completion of questionnaires by the school managers and SGB Chairpersons/Treasurers. Based on the findings of the study, literature reviewed and the research questions raised and validated, the following were recommended to improve efficiency in administration of school finance:

- * Intensive/rigorous workshops for SGB members and SMT members should be conducted on the administration of school fund in schools in order to equip them on the effective management of school finances.
- * Schools should organize In-house training on the provisions of Prescripts on Norms and Standards for School Funding especially for members of the SMT to capacitate them on financial matters.
- * Law Experts and Education Officials or other people with the financial expertise should be involved in capacity building initiatives to ensure that everyone involved in the management of school fund got the necessary skills to execute their duties and responsibilities efficiently and effectively.
- * All members involved in the finance committee should be well trained on financial policies and the implementation thereof immediately after being sworn into office and refresher courses should be made available during their period of office.
- * All members of the SMT should also be provided with copies of the prescripts as amended for the sake of reference and precision of interpretation in the process of administration of the school finance.

- * Parents' component should be advised on the importance of the criteria to be taken into consideration when electing governing body members into office. This factor would enable parents to look for individuals with the urge or passion and capacity to serve to execute the expected responsibilities.
- * The Finance Committees should be trained to execute its responsibilities without compromise under the expert guidance of the Chairperson of the finance sub-committee.
- * Procurement procedures should be applied and always be adhered to without exception, and when there are deviations; a thorough explanation should be provided in writing for authorization and approval before any procurement is made.
- * Cheque books should be safely kept by the Finance Officer and all transactions should be subjected to the correct process to avoid any flaws or loop-holes.
- * An independent and accredited auditor should be appointed at the end of each academic year to provide financial audit opinion services without bias.
- * Transparency and accountability should be upheld at all times. The school manager should regularly monitor and give guidance as the accounting officer, while the entire finance committee harmoniously co-ordinates the transactions as requested by the SMT after identifying the priorities and availability of the budget required.
- * Income and expenditure patterns should be closely monitored to close any possible gaps and ensure a reasonable value for money in all the purchases.
- * Induction workshops should be conducted for newly appointed school managers for orientation into sound administration of school finances.

5.4 CONCLUSION OF THE STUDY

The above-stated recommendations could ensure that school fund is adequately utilized and effectively managed solely for intended priorities as outlined in the school development plan. Further ways of raising funds and the role played by

parents in the development of the schools through financial support and sustainable good governance can be explored. For schools to be a beacon of hope in developing learners of integrity, who can rise to the demands of the current dynamic and challenging needs; sustainability of the funding and efficiency in administration of school fund is indispensable. Sound school financial management has the potential to respond to the economic challenges in our schools in that it provides opportunities to address issues of poverty and unemployment challenging communities in our province and threatens the bright future of the generations to come.

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3. What is your educational qualification?

APPENDIX 1
QUESTIONNAIRE FOR SCHOOL MANAGERS

Gilbert Azwinndini Nyathela is a student at the University of Venda and is conducting a research in Mvudi Circuit on **Administration of school fund by the School Management Team in secondary schools in Mvudi Circuit in Vhembe District of Limpopo Province**. The research is intended to assist educators, school managers, curriculum advisors, material developers, policy makers, when designing professional development activities.

You are kindly requested to complete this questionnaire:

Contact number **0824291108** E-mail : agnyathela@telkomsa.net

Instructions

- (a) Please answer all questions.
- (b) Indicate your response by marking with a **tick** next to the appropriate answer, and

Where the question needs personal views, please state your views.

- (c) Do not mark two boxes per question.

1. Gender

Male	1
Female	2

2. Age

21-30	31-40	41-50	51-60	61-70	70+
1	2	3	4	5	6

10. What are the sources of income of your school?

3. What is your educational qualification?

Std 10	BA/BAED	BA HONS/B.ED.	M.A/ MED	Other
1	2	3	4	5

4. What is your professional qualification?

P.T.C	J.S.T.C/S.P.T.C	S.T.D/P.T.D	U.E.D/H.E.D	Other
1	2	3	4	5

5. How long have you been teaching?

1-5	6-10	11-15	16-20	21-25	25-30	30+
1	2	3	4	5	6	6

6. Type of school: Rural Urban Semi-Urban/ Semi-Rural

7. How is learner performance at your school?

Above average	average	Below average
1	2	3

8. Do you have enough educational resources?

Yes	1	No	2
-----	---	----	---

9. Do you have adequate infrastructure?

Yes	1	No	2
-----	---	----	---

16. Is your school finance adequate for your school's needs?

Yes	1	No	2
-----	---	----	---

10. What are the sources of income of your school?

Norms and standard	1
School fees	2
Donations	3
Fundraising	4
Other	5

11. Do you have school budget at your school?

Yes	1	No	2
-----	---	----	---

12. Do you have a financial management qualification?

Yes	1	No	2
-----	---	----	---

13. Do you involve the following stakeholders or parties in managing finance at your school?

SGB	1
Education Dept	2
Learners	3
Educators	4
Circuit Managers	5
Other	6

14. Do you have a finance policy at your school?

Yes	1	No	2
-----	---	----	---

15. Is your school finance policy clearly defined?

Yes	1	No	2
-----	---	----	---

16. Is your school finance adequate for your school's needs?

Yes	1	No	2
-----	---	----	---

17. Do you think you are utilizing finance effectively at your school?

Yes	1	No	2
-----	---	----	---

18. How many educators do you have?

1-10	11-20	20-30	30+
1	2	3	4

19. What do you think should be included in the school management policy?

20. How many educators are being paid by the SGB?

1-3	4-6	7-9	10+
1	2	3	4

21. How much is the SGB paying educators?

500-2000	2000-4000	4000-8000	8000+
1	2	3	4

22. Do you think the government's school finance policy is effective?

yes	No	I don't know
1	2	3

23. Do you think finance affects learner performance in schools?

Yes	1	No	2
-----	---	----	---

30. Do you think effective financial management results in high learner achievement in schools?

Ignorance	1
Lack of experience	2
Lack of financial	3

24. What do you think contributes to poor finance management in schools?

qualifications	
Other	4

25. What are the results of poor financial management in schools?

Poor learner results	1
Poor infrastructure	2
Inadequate resources	3
Poor working conditions	4
Other	5

26. Do you think school managers use school finance for their personal matters?

Yes	1	No	2
-----	---	----	---

27. Who do you think should manage school finances?

School managers	1
SGB	2
Government	G
Circuit Managers	4
Other	5

28. Do you get your Norms and Standard fund in time?

Yes	1	No	2
-----	---	----	---

30. Do you think effective financial management results in high learner achievement in schools?

Yes	1	No	2
-----	---	----	---

4. What is your professional qualification?

APPENDIX 2

QUESTIONNAIRE FOR SCHOOL GOVERNING BODY CHAIRPERSON/TREASURER

Gilbert Azwinndini Nyathela is a student at the University of Venda and is conducting a research in Mvudi Circuit on **Administration of school fund by the School Management Team in secondary schools in Vhembe District of Limpopo Province**. The research is intended to assist governing bodies, educators, school managers, curriculum advisors, material developers, policy makers, when designing professional and governance development activities.

You are kindly requested to complete this questionnaire:

Contact number **0824291108** E-mail: **agnyathela@telkomsa.net**

Instructions

- Please answer all questions.
- Indicate your response by marking with a **tick** next to the appropriate answer, and where question needs personal views, please state your views.
- Do not mark two boxes per question.

1. Gender

Male	1
Female	2

2. Age

21-30	31-40	41-50	51-60	61-70	70+
1	2	3	4	5	6

3. What is your educational qualification?

STD1-9	Std 10	BA/BAED	BA HONS/B.ED.	M.A/ MED	Other
1	2	3	4	5	6

4. What is your professional qualification?

P.T. C	J.S.T.C/S.P.T. C	S.T.D/P.T. D	U.E.D/H.E. D	Other
1	2	3	4	5

5. For how long have you been a member of the SGB?

1-3	6-12	15-18	21-24	27-30
1	2	3	4	5

6. Type of school: Rural 1 Urban 2 Semi-Urban/ Semi-Rural 3

7. How is learner performance at the school?

Above average	average	Below average
1	2	3

8. Do you have enough educational resources?

Yes	1	No	2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Do you have adequate infrastructure?

Yes	1	No	2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. What are the sources of income of your school?

Norms and standard	1
School fees	2
Donations	3
Fundraising	4
Other	5

11. Do you have school budget at your school?

Yes	1	No	2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Do you have a financial management qualification?

Yes	1	No	2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Do you involve the following stakeholders or parties in managing finance at your school?

Parents	1
Educators	2
Learners	3
NGOs	4
Circuit Managers	5
Other	6

21. How much is the SGB paying educators?

500-2000	2000-4000	4000-6000	6000+
1	2	3	4

22. Do you think the government's school finance policy is effective?

14. Do you have a finance policy at your school?

Yes	1	No	2
-----	---	----	---

15. Is your school finance policy clearly defined?

Yes	1	No	2
-----	---	----	---

23. Do you think finance affects learner performance in schools?

16. Is your school finance adequate for your school's needs?

Yes	1	No	2
-----	---	----	---

17. Do you think you are utilizing finance effectively at your school?

Yes	1	No	2
-----	---	----	---

18. How many educators do you have?

1-10	11-20	20-30	30+
1	2	3	4

19. What do you think should be included in the school finance policy?

20. How many educators are being paid by the SGB?

1-3	4-6	7-9	10+
1	2	3	4

21. How much is the SGB paying educators?

500-2000	2000-4000	4000-8000	8000+
1	2	3	4

22. Do you think the government's school finance policy is effective?

yes	No	I don't know
1	2	3

23. Do you think finance affects learner performance in schools?

Yes	1	No	2
-----	---	----	---

24. What do you think contributes to poor finance management in schools?

Ignorance	1
Lack of experience	2
Lack of financial qualifications	3
Other	4

25. What are the results of poor financial management in schools?

Poor learner results	1
Poor infrastructure	2
Inadequate resources	3
Poor working conditions	4
other	5

26. Do you think SGB members use school finance for their personal matters?

Yes	1	No	2
-----	---	----	---

APPENDIX 3

LETTER OF APPLICATION TO CONDUCT RESEARCH: VHEMBE DISTRICT

27. Who do you think should manage school finances?

School managers	1
SGB	2
Government	G
Circuit Managers	4
Other	5

28. Do you get your Norms and Standard funds in time?

Yes	1	No	2
-----	---	----	---

29. Do you think effective financial management results in high learner achievement in schools?

Yes	1	No	2
-----	---	----	---

30. What motivates you to serve in the SGB?

1	2	3	4	5
Incentives	Passion to serve	Allowance	None	other

APPENDIX 3

09.05.2013

LETTER OF APPLICATION TO CONDUCT RESEARCH: VHEMBE DISTRICT


The District Senior Manager
VHEMBE DISTRICT
TLOHOYANDOU
0950

Dear Sir

A request for permission to administer a research's Questionnaire

1. The matter above bears reference.
2. This serves to request for permission to administer a questionnaire to School Principals and SGB Chairpersons in the circuit. The title of my research is "The Administration of school fund by the SMT in the secondary schools in Mvudi Circuit of Vhembe District". The study is intended for provision of assistance in the knowledge acquisition and interpretation of policies and regulations guiding the management of finances in our schools.
3. Hoping that you will find the above in order and grant the permission requested.

Yours Faithfully


AG Nyathela Student No. 9316615

P.O.BOX 1353
THOHOYANDOU
0950

09.05.2013

APPENDIX 4

LETTER OF APPLICATION TO CONDUCT RESEARCH: MVUDI CIRCUIT

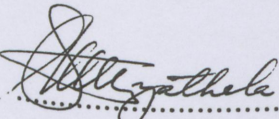
The District Senior Manager
VHEMBE DISTRICT
THOHOYANDOU
0950

Dear Sir

A request for permission to administer a research Questionnaire

1. The matter above bears reference.
2. This serves to request for permission to administer a questionnaire to School Principals and SGB Chairpersons in the circuit. The title of my research is "The Administration of school fund by the SMT in the secondary schools in Mvudi Circuit of Vhembe District". The study is intended for provision of assistance in the knowledge acquisition and interpretation of policies and regulations guiding the management of finances in our schools.
3. Hoping that you will find the above in order and grant the permission requested.

Yours Faithfully


AG Nyathela Student No.9316615

09/05/2013

APPENDIX 4 1353

LETTER OF APPLICATION TO CONDUCT RESEARCH: MVUDI CIRCUIT

0950

31 May 2013

The Manager
Mvudi Circuit Office
Sibasa

0570

Dear Madam,

A request for permission to administer Questionnaires for Principals and SGB Chairpersons/Treasurer in your circuit.

1. The matter above bears reference.
2. This serves to request you for permission to administer questionnaires around Mvudi Circuit to School Managers and School Governing Body Chairpersons/Treasurers in the secondary schools. The survey will be for the purposes of a study entitled 'Administration of School fund by the School Management Team (SMT) in the secondary schools in Mvudi Circuit of the Vhembe District'. The Research is done in partial fulfillment for the requirements of Master of Educational Management in the University of Venda.
3. I appreciate your cooperation in advance and hope that you will respond to the request at your earliest convenience.

Yours Faithfully



Nyathola A.G. (Student No. 9316615)

P.O. Box 1353

Thohoyandou

0950

31 May 2013

The Manager

Mvudi Circuit Office

Sibasa

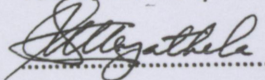
0970

Dear Madam

A request for permission to administer Questionnaires for Principals and SGB Chairpersons/Treasurer in your circuit.

1. The matter above bears reference.
2. This serves to request you for permission to administer questionnaires around Mvudi Circuit to School Managers and School Governing Body Chairpersons/Treasurers in the secondary schools. The survey will be for the purposes of a study entitled 'Administration of School fund by the School Management Team (SMT) in the secondary schools in Mvudi Circuit of the Vhembe District'. The Research is done in partial fulfillment for the requirements of Master of Educational Management in the University of Venda.
3. I appreciate your cooperation in advance and hope that you will respond to the request at your earliest convenience.

Yours Faithfully



.....

Nyathela A.G. (Student No. 9316615)



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF

EDUCATION

VHEMBE DISTRICT

REF: 14/7/R
ENQ: M.S MATIBE
TEL: 0159621029

MR A.G NYATHELA
P O BOX 142
SIBASA
0970



REQUEST FOR PERMISSION TO ADMINISTER A RESEARCH QUESTIONNAIRE.

1. The above matter refers.
2. Kindly be informed that your request to administer a research questionnaire on the topic " The management of school fund by the SMT in the secondary schools in Vhembe District of the Limpopo Province has been approved".
3. You are expected to observe all ethical considerations and principles governing the conduct of research.
4. Always inform the Circuit Manager and principal of affected schools prior to your visits.
5. Note that your interactions with principals do not disrupt teaching and learning activities.
6. Wishing you the best in your studies.

DISTRICT SENIOR MANAGER

2013-05-29

DATE

APPENDIX 6

LETTER OF APPROVAL TO CONDUCT RESEARCH -- MVUDI CIRCUIT
MANAGER

REF: 14/7/R
ENQ: RAMOVHA N M
TEL: 015 963 1042

MVUDI CIRCUIT
PRIVATE BAG 2166
SIBASA
0970


12 JUNE 2013

MR A G NYATHELA
P.O. BOX 142
THOHoyANDOU
0970

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above matter refers
2. Our office acknowledges the receipt of your request to conduct research on "The management of school fund by the SMT in the secondary schools in Mvudi Circuit"
3. The permission has been granted to conduct research at Mvudi circuit schools, however this must not disturb teaching and learning.

Our office wish you success in your studies.


CIRCUIT MANAGER

THE CIRCUIT MANAGER
MUTHUSANTH
100-10-17
PRIVATE BAG 2166
SIBASA 0970

2/06/2013
DATE/STAMP



LIMPOPO
PROVINCIAL GOVERNMENT

DEPARTMENT OF
EDUCATION
VHEMBE DISTRICT

REF: 14/7/R

ENQ: RAMOVHA N.M

TEL: 015 963 1048

MVUDI CIRCUIT

PRIVATE BAG x2166

SIBASA

0970

12 JUNE 2013

MR A.G NYATHELA

P.O. BOX 142

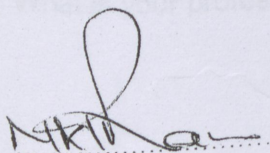
THOHOYANDOU

0970

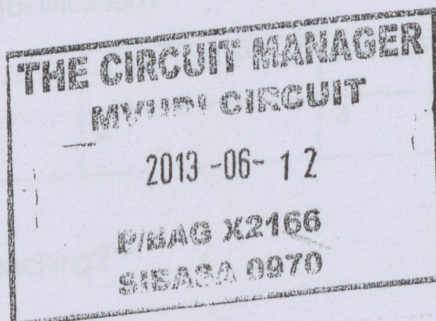
REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above matter refers.
2. Our office acknowledge the receipt of your request to conduct research on "The management of school fund by the SMT in the secondary schools in Mvudi Circuit"
3. The permission has been granted to conduct research at Mvudi circuit schools; however this must not disturb teaching and learning.

Our office wish you success in your studies.



CIRCUIT MANAGER



2/06/2013

DATE/STAMP

QUESTIONNAIRE FOR SCHOOL MANAGERS



Gilbert Azwinndini Nyathela is a student at the University of Venda and is conducting a research in Mvudi Circuit on **Administration of school fund by the School Management Team in secondary schools in Mvudi Circuit in Vhembe District of Limpopo Province.** The research is intended to assist educators, school managers, curriculum advisors, material developers, policy makers, when designing professional development activities.

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Contact number **0824291108** E-mail : **agnyathela@telkomsa.net**

Instructions

- Please answer all questions.
- Indicate your response by marking with a **tick** next to the appropriate answer, and where question needs personal views, please state your views.
- Do not mark two boxes per question.

1. Gender

Male	1
Female	2

2. Age

21-30	31-40	41-50	51-60	61-70	70+
1	2	3	4	5	6

3. What is your educational qualification?

Std 10	BA/BAED	BA HONS/B.ED.	M.A/ MED	Other
1	2	3	4	5

4. What is your professional qualification?

P.T.C	J.S.T.C/S.P.T.C	S.T.D/P.T.D	U.E.D/H.E.D	Other
1	2	3	4	5

5. How long have you been teaching?

Circuit Managers	5
Other	6

14. Do you have a finance policy at your school?

Yes	1	No	2
-----	---	----	---

15. Is your school finance policy clearly defined?

Yes	1	No	2
-----	---	----	---

16. Is your school finance adequate for your school's needs?

Yes	1	No	2
-----	---	----	---

17. Do you think you are utilizing finance effectively at your school?

Yes	1	No	2
-----	---	----	---

18. How many educators do you have?

1-10	11-20	20-30	30+
1	2	3	4

19. What do you think should be included in the school management policy?

20. How many educators are being paid by the SGB?

1-3	4-6	7-9	10+
1	2	3	4

21. How much is the SGB paying educators?

500-2000	2000-4000	4000-8000	8000+
1	2	3	4

22. Do you think the government's school finance policy is effective?

28. Do you get your Norms and Standard fund in time?

yes	No	I don't know
1	2	3

29. Do you think effective financial management results in high

23. Do you think finance affects learner performance in schools?

Yes	1	No	2
-----	---	----	---

24. What do you think contributes to poor finance management in schools?

Ignorance	1
Lack of experience	2
Lack of financial qualifications	3
Other	4

THANK YOU FOR PARTICIPATING THIS RESEARCH STUDY.

25. What are the results of poor financial management in schools?

Poor learner results	1
Poor infrastructure	2
Inadequate resources	3
Poor working conditions	4
other	5

26. Do you think school managers use school finance for their personal matters?

Yes	1	No	2
-----	---	----	---

27. Who do you think should manage school finances?

School managers	1
SGB	2
Government	G
Circuit Managers	4

Other	5
-------	---

28. Do you get your Norms and Standard fund in time?

Yes	1	No	2
-----	---	----	---

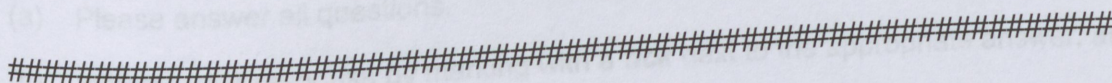
29. Do you think effective financial management results in high learner achievement in schools?

Yes	1	No	2
-----	---	----	---

THANK YOU FOR PARTICIPATING THIS RESEARCH STUDY.

Instructions

(a) Please answer all questions



Where question needs personal views, please state your views.

(b) Do not mark two boxes per question.

1. Gender

Male	1
Female	2

2. Age

21-30	31-40	41-50	51-60	61-70	70+
1	2	3	4	5	6

3. What is your educational qualification?

STD1-9	Std 10	BA/BAED	BA HONS/B.ED.	M.A/MED	Other
1	2	3	4	5	6

4. What is your professional qualification?

P.T.C	J.S.T/O.S.P.T.C	S.T.D/P.T.D	U.E.D/MED	Other
1	2	3	4	5

A QUESTIONNAIRE FOR SCHOOL GOVERNING BODY CHAIRPERSON/TREASURER

Gilbert Azwinndini Nyathela is a student at the University of Venda and is conducting a research in Mvudi Circuit on **Administration of school fund by the School Management Team in secondary schools in Vhembe District of Limpopo Province**. The research is intended to assist governing bodies, educators, school managers, curriculum advisors, material developers, policy makers, when designing professional and governance development activities.

You are kindly requested to complete this questionnaire:

Contact number **0824291108** E-mail : agnyathela@telkomsa.net

Instructions

- Please answer all questions.
- Indicate your response by marking with a **tick** next to the appropriate answer, and where question needs personal views, please state your views.
- Do not mark two boxes per question.

1 Gender

Male	1
Female	2

2. Age

21-30	31-40	41-50	51-60	61-70	70+
1	2	3	4	5	6

3. What is your educational qualification?

STD1-9	Std 10	BA/BAED	BA HONS/B.ED.	M.A/ MED	Other
1	2	3	4	5	6

4. What is your professional qualification?

P.T.C	J.S.T.C/S.P.T.C	S.T.D/P.T.D	U.E.D/H.E.D	Other
1	2	3	4	5

5. For how long have you been a member of the SGB?

1-3	6-12	15-18	21-24	27-30
1	2	3	4	5

6. Type of school: Rural Urban Semi-Urban/ Semi-Rural

7. How is learner performance at the school?

Above average	average	Below average
1	2	3

8. Do you have enough educational resources?

Yes	1	No	2
-----	---	----	---

9. Do you have adequate infrastructure?

Yes	1	No	2
-----	---	----	---

10. What are the sources of income of your school?

Norms and standard	1
School fees	2
Donations	3
Fundraising	4
Other	5

11. Do you have school budget at your school?

Yes	1	No	2
-----	---	----	---

12. Do you have a financial management qualification?

Yes	1	No	2
-----	---	----	---

13. Do you involve the following stakeholders or parties in managing finance at your school?

Parents	1
Educators	2
Learners	3

NGOs	4
Circuit Managers	5
Other	6

14. Do you have a finance policy at your school?

Yes	1	No	2
-----	---	----	---

15. Is your school finance policy clearly defined?

Yes	1	No	2
-----	---	----	---

16. Is your school finance adequate for your school's needs?

Yes	1	No	2
-----	---	----	---

17. Do you think you are utilizing finance effectively at your school?

Yes	1	No	2
-----	---	----	---

18. How many educators do you have?

1-10	11-20	20-30	30+
1	2	3	4

19. What do you think should be included in the school finance policy?

20. How many educators are being paid by the SGB?

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1	2	3	4

21. How much is the SGB paying educators?

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1	2	3	4

22. Do you think the government's school finance policy is effective?

yes	No	I don't know
1	2	3

23. Do you think finance affects learner performance in schools?

Yes	1	No	2
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24. What do you think contributes to poor finance management in schools ?

Ignorance	1
Lack of experience	2
Lack of financial qualifications	3
Other	4

THANK YOU FOR PARTICIPATING IN THIS RESEARCH STUDY.

25. What are the results of poor financial management in schools?

Poor learner results	1
Poor infrastructure	2
Inadequate resources	3
Poor working conditions	4
other	5

26. Do you think SGB members use school finance for their personal matters?

Yes	1	No	2
-----	---	----	---

27. Who do you think should manage school finances?

School managers	1
SGB	2
Government	G

Circuit Managers	4
Other	5

28. Do you get your Norms and Standard fund in time?

Yes	1	No	2
-----	---	----	---

29. Do you think effective financial management results in high learner achievement in schools?

Yes	1	No	2
-----	---	----	---

30. What motivates you to serve in the SGB ?

1	2	3	4	5
incentives	Passion to serve	allowance	none	other

THANK YOU FOR PARTICIPATING IN THIS RESEARCH STUDY.

#####



**ADMINISTRATION OF SCHOOL FUNDS BY THE SCHOOL MANAGEMENT TEAM
IN THE SECONDARY SCHOOLS IN MVUDI CIRCUIT OF THE VHEMBE
DISTRICT**

DECLARATION

UNIVERSITY OF VENDA
508/1/105

I, **AZWINNDINI GILBERT NYATHELA**, hereby declare that the dissertation submitted to the University of Venda for the degree of Masters of Education in Educational Management has not been submitted by me for the degree at this or any other University and that all reference materials contained therein have been duly acknowledged.

AZWINNDINI GILBERT NYATHELA

MINI DISSERTATION

Azwinndini Gilbert Nyathela
Signature

06/08/2014
Date

Submitted in partial fulfillment of the requirements for the degree of Masters of Education

IN

EDUCATIONAL MANAGEMENT


IN THE

SCHOOL OF EDUCATION

AT THE

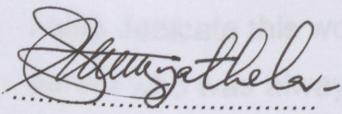
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SUPERVISOR: DR M.A. RAVHUDZULO

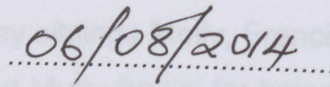
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DECLARATION

I AZWINNDINI GILBERT NYATHELA, hereby declare that the dissertation submitted to the University of Venda for the degree of Masters of Education in Educational Management has not been submitted by me for the degree at this or any other University and that it is my own work in design and execution and that all reference materials contained therein have been duly acknowledged.



Signature



Date

DEDICATION

I dedicate this study to my beloved wife Hlanganani Maggie who was behind the success of this study. She encouraged me to further my studies and also assisted me in typing this work.

A special dedication to my 3 blessed children; Takalani Laury, Lindelani Gift and Thabelo Gareth and my niece Livhuwani Innocentia for their inspiration and appreciation of my efforts in this studies.

I also dedicate this work to my mother Vho- Tshinakaho Angelinah for being a strong parent who was always supportive to me and my siblings Molly, Francinah, Lufuno and Tshilidzi. My brothers-in-law Joe, Musa and Muthuhadini for being part of my closest caring family members.

To our sister Violet Maluleke in whose capable care my children are lovingly looked after.



ACKNOWLEDGEMENTS

Above all things, all the honour, glory and praise go to God almighty for the strength and courage to go on with this study.

My heartfelt gratitude goes to my Supervisor Dr. M.A Ravhudzulo for his patience, unparalleled guidance and motivation throughout my studies. May the Almighty God increase and enlarge his territory and shower him with blessings all the days of his life. Without him, the completion of this study would not have been realized.

I am grateful to all the School managers and School Governing Body Chairpersons and Treasurers for their cooperation in participating in this study.

Behind all this work is my lovely family; my wife Maggie for her unwavering support and motivation, Taki, Linde and Thabi for ensuring that I do my work in peace and quiet without nagging.

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School fund is the money that is collected at school through different means such as fund-raising initiatives, learners paying school fees, donations from various non-governmental organizations (NGOs) and even the state itself. The School Governing Bodies (SGBs) are responsible for establishing this fund in consultation with the school managers, educators and parents. Learners are also involved in this activity which brings to light that all stakeholders have a role to play. The trend indicated above is in line with South African School's Act 84 of 1996, paragraph 36 which stipulates that the department cannot fund schooling totally out of its own budget. The school is not only entitled, but indeed obliged to endeavor to obtain further funds from the community in which it operates (SASA, 1996: 26 – 28).

The school governing bodies have replaced the school committees, which were predominantly composed of uneducated parents of pupils at school. The current situation is that SGB members are educated and they are interested in the progress of their children. School managers at times force them to sign several cheques in advance for future expenditure. This is done to facilitate the smooth running of the school in the absence of the committee members or to order for the day to day expenses. Budgets drawn up for their academic year are rarely adhered to and poorly monitored. Lack of transparency in the implementation of these budgets gives rise to low level of accountability and poor management of school fund. Lack of regular assessment of how money is used at schools seems to be one of the factors that lead to poor administration of school fund. It is only at a later stage that it is realized that school fund has not been properly utilized leading to newspaper reports of this matter and subsequent suspensions and disciplinary hearing of school managers.



ORIENTATION OF THE STUDY

1.1 INTRODUCTION

School fund is the money that is collected at school through different means such as fund-raising initiatives, learners paying school fees, donations from various non-governmental organizations (NGOs) and even the state itself. The School Governing Bodies (SGBs) are responsible for establishing this fund in consultation with the school managers, educators and parents. Learners are also involved in this activity which brings to light that all stakeholders have a role to play. The trend indicated above is in line with South African School's Act 84 of 1996, paragraph 36 which stipulates that the department cannot fund schooling totally out of its own budget. The school is not only entitled, but indeed obliged to endeavor to obtain further funds from the community in which it operates (SASA, 1996: 26 – 28).

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School managers are regarded as role models and faithful leaders to an extent that they are entrusted even with the responsibility of banking money collected at school. It is hence not surprising to discover that they at times deposit less than the amounts they had been given knowing that they are trusted and would not be asked to account. Downes (1991:30) contends that the responsibility for the schools' finances lies with the school governing bodies, although the management of it lies with the school managers. There should be clear lines of communication, consultation and decision-making built. The school managers; the governing bodies and the school management teams should be equipped with the relevant knowledge of financial management.

Based on the background provided, it is evident that the money the schools obtain is meant for a good course, hence it should be properly managed and wisely allocated to budgeted items with the ultimate aim of effectively and efficiently spending the budget. If the money is well utilized, the schools as educational institutions can yield the best output and the year-end results would positively improve.

School managers occupy a very influential position in the community. Parents of learners also regard them as torch-bearers and in-loco-parentis to our future leaders and active role-players in our country. It is without surprise that anything reflected as bad about these attracts the attention of the media. Newspaper reports and radio broadcasts cover the allegations of financial mismanagement of school fund by school managers in two secondary schools under Mvudi Circuit. It was alleged also that more other school managers were involved in the same activity but their issues had been resolved internally at their school before they could spread for public consumption.

School managers' involvement in mismanagement of funds sparked the researcher's curiosity to investigate and understand circumstances surrounding this activity and shed light for future researchers to refer to. Hence it is indispensable to look closely at the causes of the problem with the aim of developing a better understanding of the subject of financial management that assists in suggesting recommendations for future reference by other scholars for proper and improved school finance management.

The current state of affairs is that school governing bodies are composed of literate members. They are also aware of regulations as laid down in South African Schools Act, provisions in the Constitution of the Republic of South Africa in Act no. 108 of 1996 providing for children's rights and the school policies. It is assumed that the School Governing Body is actively involved in the governance of schools but the members who are not school based have active involvement in their duties as expected.

- Identify problem areas in the management of school funds at secondary schools.

School budgets are drawn showing the expected income and expenditure by the governing body, but there is very limited monitoring of the implementation of the suggested budget. School managers are representatives of the department at school level and have the final decisions on matters regarding the daily activities in running the schools. Some school managers deliberately exclude school management team members in purchasing budgeted items for fear that they might see irregularities in financial matters. This element then results in lack of delegation of responsibilities giving way for school managers to do almost everything unnecessarily, for example buying school equipment and resources, paying for school trips and excursions, organizing refreshments for visitors or SGB members. It is the principal's duty to be accountable yet he must delegate responsibility instead of running the school singled-handedly. This contention clearly indicates that proper communication and consultation with the financial officers, treasurers and the entire School Management Team should be regularly maintained for effective management of school fund.

School managers are viewed by both parents and learners as role models in their communities, hence they are highly esteemed. It becomes a disgrace when they are reported in newspapers and radio broadcasts that they are allegedly involved in financial mismanagement of school fund. The reports and subsequent investigations and suspensions of these school managers have a negative impact on educative teaching and learning of the schools affected.

1. 3 THE AIM OF THE STUDY



This study is set out to contribute to the body of knowledge and also to the wide range of literature available on the topic in the field and to provide reference for other academics' use doing research. The study aims to:

- Create awareness on the sources of the school fund in educational institutions.
- Identify problem areas in the management of school funds at secondary schools.
- Identify the stakeholders' responsibilities in the establishment and management of school funds.
- Explore and assess the impact of management of school funds at secondary schools.

1. 4 SIGNIFICANCE OF THE STUDY

This study aims to contribute to the existing literature on the management of funds in schools to benefit the society. It is for this reason that this study is of significance to students undertaking research and other academic individuals who will refer to this study and know more about the management of school fund in the secondary schools. School managers, Educators, Parents and the Department stand to benefit from the study.

1.5 RESEARCH METHODOLOGY

The research study also serves as a source of information for any individual who visits the special collection side of the library; both the university community and others who might have interest on the subject. The contribution that this study can make is indispensable in that educational regulations are changing in this dynamic education system since the new democratic dispensation in South Africa. The

research serves to shed light on the current management of school fund in secondary schools with the new norms and standards developed. It also endeavors to identify the causes of poor management of these funds. This is so because it is imperative to handle school resources and finance effectively as this has either negative or positive impact on the output or results of the schools (Coleman and Anderson 2000:04). Hence this research contributes to creation of the conducive environment by educators furthering their studies as they refer to this document as well.

1. 5 RESEARCH QUESTIONS

In order to cover the scope on the management of school funds in the secondary schools, the following critical questions will be explored:

- 1.5.1 What are the sources through which school fund is acquired in Secondary schools?
- 1.5.2 Whose responsibility is it to manage and monitor the utilization of school fund in the implementation of budget in secondary schools?
- 1.5.3 What are the contributing factors of poor management of school funds and the subsequent impact on school management?

1.6 RESEARCH METHODOLOGY

In research, there are two research methodologies that can be used to collect data, namely qualitative and quantitative research methodologies. For the purpose of this study, the researcher has made use of the quantitative research approach. It is for this reason that the quantitative research approach was used because the subject

under scrutiny requires being thoroughly explained and a number of statistical data used in order to successfully explore the subject being researched. Quantitative research attempts to study human action from the insiders' perspective, describing and understanding rather than the explanation and prediction of human behavior (Mouton 2001:53).

The research instruments to be employed in conducting or gathering information will be questionnaires; these questionnaires will be distributed to different respondents for completion. Participants in this regard were sampled from the population identified in the delimitations of the study. It is also important to indicate that the most relevant respondents in this matter are representatives of the two main components, namely; the parents, educators and school management team. This purposive sampling procedure has enhanced a balance obtained on the different perspectives of all the respondents involved.

The parents' component was represented by the chairpersons of School Governing Body required to complete the questionnaire. The teachers were represented by the School Managers who are members of the school management teams and accounting officers, so they were required to complete the questionnaire as well. These participants gave the financial position of their schools, so this contributed in ensuring that data collected is reliable. The questions asked in the questionnaires were structured in a way that the first category was on the establishment of the fund and then the management of the fund itself. The questionnaires were then delivered to the respondents for completion and the time frame was at least a week so that they would be aware of when this completed information was required.

Information from the internet, newspaper articles and other reference books were used in validating data collection. This was done to assess on what had already been written on the subject and the level of prevalence of the problem explored.

This study is limited to the secondary schools found in Mvudi Circuit within the Tlokoeng District Municipality of Vhembe Region in Limpopo Province. These schools have been selected because they are relevant to the problem being explored in this research. What motivated the choice of these schools is that they have also been affected by the problem under discussion.

1.7 RESEARCH INSTRUMENTS

1.7.1 Interviews

This data collection technique requires that the researcher should come into a face to face encounter with the candidates identified for the purposes of collecting relevant information. The respondent gives responses at times without thinking of the questions posed through since he/she is required to answer at that time. Low level of literacy of the South African population requires a face to face encounter with the researcher as a common method to collect survey data in national surveys (Mouton 2001:249). For the purpose of this study, this instrument was used informally whereas questionnaires were formally used to collect the required data.

1.7.2 Questionnaires

In this study, the instrument considered as the most effective was viewed as the questionnaires. Questionnaires are essential to and most directly associated with survey research; they are used in experiments, evaluation and other data- collection activities (Mouton 2001: 253). The respondents were given the whole week to respond to the questions raised in order to give valid and reliable information. The majority of the questions were designed such that it was easy for the respondents to give responses due to unambiguity nature of their design. The questionnaires were personally collected by the researcher from the respondents so as to assure them of the confidentiality with which they would be treated.

1.8 DELIMITATION OF THE STUDY

This study is limited to the secondary schools found in Mvudi Circuit within the Thohoyandou District Municipality of Vhembe Region in Limpopo Province. These schools have been selected because they are relevant to the problem being explored in this research. What motivated the choice of these schools is that they have also been affected by the problem under discussion.

The number of secondary schools found in this circuit is 12; hence the majority of these schools were included to enhance the chances of obtaining more reliable data. The respondents were also assured regarding ethical issues so that they could be certain that the information they gave would be confidential and would not be used against them in any way. It was also envisaged that the participants would only be the SGB Chairpersons and the School Managers as these are directly involved in the finances of the schools.

1.9 DEFINITION OF KEY CONCEPTS

In order to clarify any misunderstanding that might arise during the process of this research, key concepts have been defined with special reference to this specific study. Some of the mostly important concepts are listed below to facilitate clarity.

1.9.1 **Budget** – This is a financial plan of how money has been allocated for various duties. The money that is available to an organization or a plan of how it will be spent. It is to carefully plan and control how you will spend your money, (Longman 1992:93). In this regard the finances referred to should be for one academic year showing the income and expenditure or cost of different items to be purchased.

1.9.2 **Income** – It refers to money which is obtained by a school as an educational institution. The money or other assets received, especially periodically in a year from one's business, lands, work, investments, etc. (Ashby, 1990:588). This is collected to constitute school fund. This also controls the budget allocation for the expenditure. It is money received regularly from wages, investment, etc. In this study, it refers to money raised through donations, school fees, Grant from the department, etc.

1.9.8 *School managers* – This refers to the principals or heads of schools that

1.9.3 **Management** – This is an act of running and controlling a business or similar organization. The act or skill of dealing with people or situations in a successful way (Hornby 1996:717). It refers to being an accounting officer responsible for the administration, control and coordination of activities.

1.9.4 **Monitoring** – In this study, the word has been used referring to evaluating with an aim of improving the work. It implies checking the expenditure in relation to the budget drawn (Wehmeier & Ashby 2000:42).

1.9.5 **Resources** – These are things that are useful for making our lives better. This is something that can be used to help achieve an aim, especially a book, equipment, etc. that provides information for teachers and students (Hornby 2000:1001). These are things which are utilized to achieve certain goals or objectives. Resources can be in the form of time, money, equipment, books, etc. Learners or educators resources assist both educators and learners in achieving in intended outcomes.

1.9.6 **School fund** – This is the finances that as an institution owns which is obtained through donations, fundraising, and sponsorship, parents paying school fees for learners, etc. (Sinclair 1994:624). This money is kept in a bank and used in line with the requirements of the budget.

1.9.7 **School Governing Body** – This refers to the body responsible for the governance of the school or the manner or system of governing (Sinclair 1994:669). It is composed of a group of people representing parents, teachers at schools and learners at secondary schools. Some members can also be nominated to assist the institution in the discharge of its functions in line with special talents, qualifications or any strategic position.

1.9.8 School managers – This refers to the principals or heads of schools that represent the department of education at school level. The person who runs a school (Sinclair 1994:1386). These are leaders of institutions in charge of personnel, curriculum and infrastructure and are accountable for the daily management of the entire school in collaboration with the school governing body.

1.9.9 Stakeholders – These are people who are involved in a particular organization, project or system because they are interested or have invested money for a specific goal. One with an interest, often financial, held in something for its future (Sinclair 1994:1503). An independent party with whom each of those who make a wager deposits the money (Ashby 1990:1186). In this study, stakeholders are those people who are representatives of others in a specific body (the school); e.g. parents, teachers, business community and learners in the School Governing Body who are also part of the school.

1.10 PROGRAMME OF THE STUDY

This research was conducted as indicated hereunder:

CHAPTER 1 - This is the introductory orientation into the study of management of school fund in secondary schools. The background of the problem is explored here. Statement of the problem, aim or purpose of the study, significance of the study, research questions, research methodology, research instruments, and delimitation of the study, definition of key concepts and programme of the study are looked into in detail.

CHAPTER 2 – It comprises literature reviewed for the purpose of this study. This literature indicates how much has already been written on the subject of management of school fund in secondary schools and helps to align the research problem so that it might be of benefit in its contribution to the body of knowledge.

CHAPTER 3 - The chapter gives the research methodology to be used for data collection during the study. This is where the quantitative approach is explored and questionnaire research instrument was used in data collection.

CHAPTER 4 – Data collection and analysis or interpretation was done in this chapter. The researcher answered the research questions at this stage on the basis of the data collected and the findings thereof. Validation of the assumptions made was given more impetus to really base the assertions on factual information.

CHAPTER 5 – Summary, Findings, Recommendations and Conclusion of the study was done in this chapter. This part sums up the study conducted by suggesting ideas for consideration by one referring to the research information. This is then followed by a list of references consulted for the study in order to acknowledge these sources. Appendices entail copies of questionnaires, letters of application for permission to conduct the research and permissions from the Vhembe District and Mvudi Circuit and approval letters to conduct the research.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

It is essential to consult literature written on the subject under study. The review of literature helps to inform the researcher about the existing literature already available and the researcher can then make an informed assessment. Vithal and Jansen (1977:16) emphasize that this also demonstrates that the researcher has read extensively and intensively on the topic it is indispensable for the credibility of a well-written, informed literature review (Vithal and Jansen 1977:16)

Discussion about various authors was strictly focused on the goal of identifying the gap that existed between policies and implementation around the establishment and management of school fund in secondary schools. The literature consulted also provided examples of schools where the problem of management of school funds affected the running of schools to support the importance of this academic inquiry.

In order to provide relevant literature review for the purpose of this study; the following sub headings were used during the discussion: sources and establishment of school fund; policies guiding the management of school fund, the role of the school Governing Body (SGB) in the management of school fund, the effects of management of school fund on learners' performance at secondary schools and strategic management and planning of school fund.

2.2 SOURCES AND ESTABLISHMENT OF SCHOOL FUND

School fund is derived from the finances which are collected at a school through several strategies of generating income. The money collected is obtained from various sources such as donations and sponsorships from businesses, school fees from parents of learners, state subsidies (Norms and Standards) and other fund raising initiatives. Bank interests on unspent money also provide a boost to the income of the school while reserves carried over from previous financial years form part of the school fund.

Budget is the most important component which informs the income of the school fund in that donation and sponsorships are usually offered in line with the record of financial management. Clean Audit Report also plays a significant role in attracting donations and sponsorships. The school becomes fortunate by the support it receives from the parents and the business community; that is why it is absolutely indispensable to tighten efficient management of the fund. The ideal is evidence of clear internal or external auditing with the main objective of transparency in management. Cost analysis is imperative since it is an in-depth investigation into every individual purchase in the expenditure to establish whether all transactions have been cost effective and financially justifiable. The principle in force throughout is that unnecessary expenditure should be minimized and income from the sources mentioned above optimized (Education Facilitation Manual 1999:67). Companies support educational institutions, as a way of ploughing-back into the community in which they operate.

The state subsidy also plays a significant role in the income of the schools. Norms and standards come into play when it comes to the formulas of funding schools. This is done to ensure that the funding available to the school is used for the benefit of all the learners in the school since learners have the right to education. The allocation is made in terms of whether the school is a non-section 21; where the school spends

the allocation paid directly into the banking account of the school concerned. The money is meant for learner support material, repairs to buildings and payment of municipal services (Mestry 2006:130).

Parents of learners are expected to pay school fees for their children as determined in terms of section 39 of South African schools Act, unless or to the extent that they have been exempted from paying in terms of this Act. School fees are paid in line with the total, partial or conditional exemption of parents who are unable to pay full amount paid by the able parents (SASA 1996: 29-30). The equitable criteria are formulated to give all learners an opportunity to exercise their right to education. This principle benefits all learners and none is disadvantaged by his poor family background. Learners have access to the facilities and activities of the school without fear of exclusion.

Fundraising initiatives also play a pivotal role in generating funds at schools. All money received by a public school constitute school fund. A tuck shop should comply with the bi-laws of local authorities. Some fund-raising activities include; bazaars, concerts and sale of goods; gifts and donations; contribution from pupils; selling products which children have made or cultivated; provided these activities have been part of the instruction process and all material used have been bought from school fund, e.g. needlework and vegetables. The state cannot fund schooling totally out of its own budget, so the fund-raising activities assist in ensuring the availability of money at schools for purchasing stationery, material, textbooks, library books, repairs of furniture and equipment, purchase and replacement of smaller apparatus, cleaning materials, first aid materials, catering for school visits and postage among others (Downes 1988:03).

When money in the bank account is not used, it attracts interests' accrual on the school fund. So, the more money is saved in the bank, the more it increases the income on school fund. Finance carried over from the previous year is also part of the school fund. The budget provisions should also cater for this amount during

allocation. There are many sources of school fund but all should be in compliance with the bi-laws of the local authorities and the fund should be controlled by the finance committee and the SGB. A finance policy to guide the implementation of budgeted items in order of their priorities should be formulated. Proper monitoring of the use of the established fund is important for the desired output.

2.3 POLICIES GUIDING THE MANAGEMENT OF SCHOOL FUND

Management of school fund is the most important aspect in the running of a school, hence the existence of policies which guide the administration of the school fund. South African Schools Act and the Constitution of South Africa provide for these policies in order to facilitate management of the schools. The state uses these policies to ensure that there is provision for a combination of local and state revenues. In cases where large disparities exist, the state provides funding for schools in relationship to their capacity to raise revenue (Reyes and Rodriguez 2004:9).

2.3.1.2 Section 21 Schools

The following sub-topics will be used to discuss this subject on policy guidelines of schools; school finance policy and financial control and South African Schools Act and the provision of the bill of rights. The discussion centers on these sub-topics in order to be relevant to the subject of this study.

2.3.1 Norms and Standards for school funding

Norms and Standards designed by the Department of Education are meant to cater for the resource allocation in all schools in line with the category of such schools. Schools have been divided into two categories are non-section 21 schools and the section 21 schools.

2.3.1.1 Non-section 21 Schools

Under the non-section 21 schools, state's allocation is not paid over the banking account. The Department of Education determines an amount for resource allocation and the Department of Education controls the school expenditure. The school through the department has to spend the allocation amount: i.e. 60% for learner support materials, education materials, equipment and curriculum needs; 12% for maintenance and repairs of buildings and 28% for payment of municipal services. Schools may acquire goods and services only from authorized suppliers selected by the Provincial Department of Education. The school managers fill in the requisition forms and submit to the department that will then pay the suppliers contracted to the department (Mestry 2006:130). The disadvantages of this category are that at the district office there is no roll-over of unspent budgeted amounts. Goods are usually not delivered on time; while the advantage is that if the cost of service rendered is more than the money allocated, the state has to pay for these services.

2.3.1.2 Section 21 Schools

The second category is the section 21 schools where schools receive the allocation directly in the school banking account. This is done through applying to the Head of the Department (HOD) by the School Governing Body (SGB). The HOD only grants this to schools with proven capacity to manage fund efficiently. The schools are expected to spend the allocation as in non-section 21 schools, but the advantages are that the SGB may select its own suppliers in terms of purchasing learning materials and in case the school has not spent all the allocation in time, the SGB may still process orders for services to be provided since the money allocated is still in the school's bank account (Mestry 2006:130).

A school fee at public schools is charged as determined by a resolution adopted by a majority of parents attending the meeting on school budget. Equitable criteria and procedures for total, partial or conditional exemption of parents who are unable to

pay school fees because of unemployment or low income earning should be provided for. The SGB should exempt a parent from paying school fee due to his or her personal circumstances as according to the policy (SASA 1996:29).

2.3.2 School Finance Policy

A finance policy should be developed for the purpose of control and proper management of the fund. The policy should comply with the available legislation such as the South African Schools Act (SASA) and Public Finance Management Act (PFMA) and it should set direction and give guidance. Officials are not to be left to apply the policy by the discretion required by circumstances and their own professional judgment. The finance policy should clearly outline the duties and responsibilities of the treasurer, finance officer, petty cash officer, finance committee, auditor, the school manager and other persons such as SGB members and educators delegated for specific tasks. Key control mechanisms for the following should be developed and form part of the finance policy; cash receipts and cash payments, tuck-shop control; school fees, management of assets, stock control, petty cash payments and budgetary control. The SGB should ensure that various tasks are delegated to different people who have the necessary knowledge and skills to perform these tasks efficiently. This minimizes fraud, theft or collusion ensuring transparency and accountability (Mestry 2006:131).

The schools are obligated to spend State funds for resources services and repairs and maintenance of schools. The spending of these funds is ring-fenced. The role of principals and SGBs in managing a school's finances is complex: the functions of principals and SGBs appear to overlap and this usually gives rise to conflicts among them. In order to lessen, or eliminate conflicts among various stakeholder of schools, provincial department of education regularly send out circulars, or memoranda, to them explaining or clarifying the interpretation and implementation of legislation (Mestry 2006:163&164).

2.3.3 Financial Control

Financial control entails the process of supervising financial management in respect of aspects such as determining procedures in financial administration; collecting money, spending money, recording transactions, reporting on financial statements and accountability of those involved. Control over finances is just as important as generating funds. Proper control over the school budget eventually determines its prospects in respect of educational opportunities. Unfortunately, not all managers have the integrity, honesty and self-discipline to refrain from misconduct (Education Facilitation Manual 1999:73). There is a need for a new accountability system to ensure that the money is well spent and has a positive impact on student performance (Cornachio 2003:33). The above pronouncements clearly bring to light the urgent need for school management and the governors to accept co-responsibility in order to effectively and efficiently manage school finances. The policies provide an opportunity for good management to occur, but the SGBs' and SMTs' readiness to implement them remains a pivotal challenge.

2.3.4 South African Schools Act and Provisions of the Bill of rights

Every child has the right to a basic education including adult basic and to further education, which the state, through reasonable measures, must make progressively available and accessible (Constitution of the Republic of South Africa Act 108 of 1996). This provision articulates that there is no learner who should be expelled from school and deprived his basic right due to non-payment of school fees or any other discriminatory reasons.

The state must fund public schools from the public revenue on an equitable basis in order to ensure the proper exercise of the rights of learners to education and redress the past inequalities in education provision. On annual basis, the state must provide sufficient information to public schools to prepare their budgets for the next financial year (SASA 1996: 27-28). In terms of policy provisions; the SGB, school managers and educators have sufficient guidelines on the management of school fund in

secondary schools. The provisions of the requirements of Norms and Standards for School Funding should be adhered to in order to make an accurate determination of a reasonably sound budget.

2.4. THE ROLE OF THE SCHOOL GOVERNING BODY (SGB) IN THE MANAGEMENT OF SCHOOL FUND

The SGB has a prominent role to play in the management of the schools because this is the institution which has the authority and a mandate to run the governance part of the schools. The governing body is charged with the responsibility of managing facilities and finance; so it should open a bank account in a registered bank and maintain accounting books. It has to establish and administer a school fund and it must put measures in place to acquire, to manage supplement resources such as textbooks, education material and equipment. It must maintain, improve and protect the school. In relation to these matters, the South African's School Act describes the principal's role simply as providing assistance to SGB. The school manager has no executive role in relation to the SGB on property and financial matters. The school manager should work collaboratively with the governing body as he is the ex-officio member (Mestry 2006:129).

The responsibility for school's finances lies with the SGB, although management lies with the school manager. There should be clear lines of communication, consultation and decision making built among the administrators of the schools. All should be actively involved in the administrative activities of the schools for good management (Downes 1988:30 & 79). The day to day running of the school is squarely on the SMT yet consultation and communication lines should be cleared at all times for transparency.

2.5. THE EFFECTS OF MANAGEMENT OF SCHOOL FUND ON LEARNERS' PERFORMANCE AT SECONDARY SCHOOLS

School fund should be managed in such a way that it is used efficiently and Learners' performance is also affected by the way in which school fund is managed in schools. This is because the availability of finance enhances the purchase of essential resources which facilitate their learning. The overall aim of financial management is to enable the SGB and the school manager of each school to make the most of effective use of resources available to them (Downes 1988:5).

The school administrators should ensure that the budget reflect the school's prioritized educational objectives, seek to achieve the efficient use of funds and be subjected to Effective management of finances enhances the output level or performance level of learners; hence it is imperative for school managers to handle these resources with care and diligence (Downes 1988:99). The school serves the local community and should be a vital part of community life. An article on the City Press dated 10 April 2005 recorded the fraud charges against a principal facing misconduct; this was related to the missing school funds. Another report was made on the 4th Bi-Ennial General Meeting (BBGM) of South African Democratic Teachers Union of the 13 April 2005:13. The school manager was charged and later suspended for the same offence of misusing school fund. Two more school managers were allegedly suspended at Mvudi Circuit for misuse of school finance in 2003. The examples given above confirm the prevalence of the problem faced by school managers regarding school fund. The society has to see teachers as active participants in changing the community through empowering learners who ultimately become useful inhabitants and citizens of the country at large, so resource allocation enhances smooth-running of positive intervention (Adams and Gareth 1977:87). It is evidently clear from the contentions made that availability of funds affects the results of learners. Additional resources produce positive effects that would not have been there in the absence of such resources. Students perform better in tests and examinations that might have been expected in the absence of additional resources (Simkins 2004:380). The importance of the effects of management of school fund cannot be under-estimated. Learners derive optimal benefits from efficiently managed resources at school.

2.6. STRATEGIC MANAGEMENT AND PLANNING OF SCHOOL FUND

School fund should be managed in such a way that it is used efficiently and effectively. The staff (Educators) should be involved at all levels in developing the budget and planning facilities and hiring very talented people with multiple skills and interests (Verstegen 1991:01). The trend that is currently prevalent is that funding reflects government's broader strategy of increasing the overall level of public expenditure on education year on year (Simkins 2004:375).

The school administrators should ensure that the budget reflect the school's prioritized educational objectives, seek to achieve the efficient use of funds and be subjected to regular, effective financial monitoring. The school should ensure that purchasing arrangements comply with good accounting practice, i.e. quality should not be sacrificed. The finance committee or SGB should put control mechanisms in place to ensure that authorization is given for all justified purchases. The finance committee should co-ordinate the activities of the various sub-committees and backwards is critical for effective management of the school's finances (Mestry 2006:129). The ideal is clear internal delegation of responsibility over some resources. Responsibility for spending rests with departments and jointly these displays a good example of a dialogue of accountability (Thomas and Martin 1996:156).

Schools should establish aims for the organization, build long and medium-term plans to meet strategic aims, produce an annual plan based on prioritization, and establish action plans, monitor progress of the action plans and outcomes, evaluate the contribution of these outcomes to overall aims of the organization as a prelude to review and replanning. Schools should operate sufficiently flexible to avoid strategic aims being immutably set in one year and not revisited for the next three to five years. Financial planning should be seen to be working towards known objectives (Downes 1988:117). In the light of the above, strategic planning can enhance effective management of school fund which in the final analysis benefits the learners in that resources will be available and opportunities created for the meaningful teaching and learning to take place.

2.7. CONCLUSION

CHAPTER THREE

In the light of the contentions explored above; it is worth noting that management of school fund is indispensable and has a clear bearing on the functionality of various schools. Literature review helps in bolstering confidence that the research topic is one worth studying, because one finds that others have invested considerable time, effort and resources in studying it (Leedy & Ormrod 2010:66). All the stakeholders have a responsibility of ensuring that they contribute positively towards sound administration of the school fund. Extensive and rigorous research on the literature on administration of school finances should further be explored to contribute in the development and growth of knowledge of accountability in the utilization of school fund.

3.2 POPULATION OF THE STUDY

Roscoe cited in Moulton (2001:134) says population is a collection of objects, events or individual having some common characteristics that the researcher is interested in studying. In this study the population consists of 12 School Principals, 224 Educators, 12 School Government Body Chairpersons and 9850 learners from schools around Mvudi circuit.

3.3 SAMPLING

Sampling is the process of selecting a number of individuals for a study in such a way that the individual represents the larger group from which they were selected. It means taking any portion of a population as representative of the population. As pointed out by Neuman (1997:201), sampling should be viewed as the process of selecting a number of individuals for a study in such a way that the individual represents the larger group from which they were selected. The key concept of

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In the previous chapter, literature review on administration of school fund on the management of secondary schools was thoroughly discussed. This chapter focuses on research design and methodology. This covers strategies for data collection, data analysis and interpretation of findings and the processes in which the whole research progressed. As reflected in chapter one; quantitative approach was employed in this research study.

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sampling is representativeness. In random sampling each member of the population has the same chance of being included in the sample and each sample of a particular size has the same probability of being chosen (Welman, Kruger and Mitchell, 2011:59). Twelve schools were selected for this study from schools in Mvudi Circuit. To determine the population, the researcher used purposive or judgmental sampling as it is the most suitable for this study. Singleton (1988:74) says in purposive sampling "... *the sample was composed of elements which contain the most characteristics, representative or typical attributes of the population*".

On the basis of the researcher's knowledge of the population, a judgment had to be made on which subjects could be selected to provide the best information to address the purpose of this study. Cohen et al (2007:103) say in purposive sampling, researchers handpick the cases to be included in the sample on the basis of judgment of their typical nature.

Advantages of closed-ended questions

3.4 SAMPLE

McMillan and Schumacher (1997:382) say a sample is a subset of the population to which the researcher intends generalizing the results. In this study a sample is a group of subjects selected from a larger population. The sample was composed of school principals and school government body members who were selected at the researcher's knowledge of the total population in Mvudi Circuit.

3.5 RESEARCH INSTRUMENTS

A questionnaire was used as an instrument in collecting data. A questionnaire is an instrument with open and close-ended questions to which a respondent must react. Data was collected from school principals and school governing body chairpersons in relation to management of school fund by the School Management Team in the secondary schools.

3.5.1 Questionnaires

The researcher has used questionnaires to obtain data from school principals and school governing body chairpersons as stated before since these are actively and directly affected by the utilization of the finances. A questionnaire is economical, can ensure anonymity, and contains the same questions written for a specific purpose for all the subjects.

The questionnaire contains closed-ended questions and open-ended questions.

3.5.1.1 Closed-ended questions

The questions allow only certain specific responses. Quantification and analysis of results may be carried out easily and effectively.

Advantages of closed-ended questions

- The answers are standard and can be compared from person to person.
- The answers are much easier to code and to analyze.
- The respondent is often clearer about the meaning of the question.
- The chances of irrelevant answers are limited to the minimum, because appropriate answer categories are provided.
- It is easier for a respondent to answer, because he only has to choose a category.

Disadvantages of closed-ended questions

- It is easy for a respondent who doesn't know the answer to choose they don't know categories or even to answer randomly.
- The respondent may feel frustrated because the appropriate category for his answer is not provided.

- There are greater chances for clerical error as the respondent may circle a three when he/she meant to circle a two.

3.5.1.2 Open-ended questions

The questions allow the respondent to make any response he wishes in his/her own words. Open-ended questions are used for more complex questions that cannot be answered in a few simple categories that require more detail and discussion.

Errors during this phase can render the whole research undertaking futile. This is a social interaction and like other human interaction, it involves specific norms,

Advantages of open-ended questions

- It can be used when the researcher would like to see what the respondent views as appropriate answer category.
- They allow respondents to answer adequately, in all detail they like, and to qualify and clarify their answer.
- They are preferable for complex issues that cannot be condensed into a few small categories.
- They allow more opportunity for creativity or self-expression by the respondent.

Disadvantages of open-ended questions

- It may lead to the collection of worthless and irrelevant information.
- Data is not standardized from person to person, making comparison or statistical analysis difficult.
- Open-ended questions require good writing skills, better ability to express one's feelings verbally, and generally a higher educational level than do closed- ended questions.
- Open-ended question generally require much more of a respondent's time.

- It requires more paper and let the questionnaire look longer, possibly discouraging respondents who do not wish to answer a lengthy questionnaire.

3.5.2 Interviews

The approach to data collection using interviews requires a face to face encounter with the respondent because the researcher has to conduct it at the spot. Unrehearsed responses can also compromise the credibility of the data collected. Errors during this phase can render the whole research undertaking futile. This is a social interaction and like other human interaction, it involves specific norms, expectations and social roles, (Mouton 2001:249). In this study, this tool was used to guide the respondents on how they should respond to the questionnaires and alleviation of their fears of participating in the study.

3.6 PILOT STUDY

This refers to an undertaking to test in a small scale on how something will work; hence in this regard the researcher distributed the questionnaires to the first schools three schools in order to determine the response level of the respondents. The findings were that the respondents were coping very well with the instrument, so the researcher proceeded with the exercise of distributing to the rest of the schools.

3.7 ETHICAL CONSIDERATIONS

Letters were written to the Department of Education's Vhembe District Senior Manager and the Circuit Manager to seek permission to conduct research in the sampled schools. A consent form was designed for all participants stating how information is going to be collected, procedures which will be followed during the investigation, how the data would be stored, the possible advantages, disadvantages and dangers to which respondents may be exposed. Gray (2009:61) asserts that "the research should show that respondents are giving their views voluntarily, that their privacy would be safeguarded and that information they provided would be

treated confidentially”. All the participants were treated with respect and due considerations. Miller and Bell (2002:67) suggest that “keeping a constant record of decisions made is a good safeguard against sloppy thinking and inadvertent overlooking of ethical issues”. Strydom et al (1998:330) indicate that strategies to maintain confidentiality are critical in reducing the risk of harm related to embarrassment and administrative or legal punishment to those studied. Hence confidentiality was strictly and consistently upheld.

3.7.1 Research study parameters

The study was conducted in Mvudi circuit of Vhembe District in Limpopo Province. Participants were selected amongst school principals, and SGB chairpersons. Respondents provide the researcher with vital information regarding the administration of school fund by the SMT in the secondary schools.

3.7.2 Participants

Stakeholders of the school; thus principals and SGB members responded to questionnaires as requested. A set of questions per category were asked to participants and all these questions posed were well piloted for verification of relevance.

3.7.3 Privacy

Sieber (1982:154) defines privacy as “that which normally is not intended for others to observe or analyze”. Singleton (1988:454) further explain that “the right to privacy is the individual’s right to decide when, where, to whom, and to what extent his or her attitudes, beliefs and behavior will be revealed”.

In this study, the researcher was sensitive not to violate the participants’ rights to privacy. The researcher has protected the data collected from informants from public disclosure. All information gathered is subjected to confidentiality until the actual publication of this report.

3.7.4 Anonymity

Anonymity in this research implies safeguarding the participants, their identity will remain undisclosed. Instead of using their real names, codes were used to ensure that their identity remains confidential.

3.7.5 Confidentiality

In this study confidentiality indicates the handling of information in a confidential manner. Neuman (1997:453) asserts that confidentiality means that information may have names attached to it, but the researcher holds it in confidence or keeps it secret from the public. In this study the researcher has protected respondents from psychological harm by withholding their names.

3.8 DATA COLLECTION PROCEDURE

In this research, the approach for data collection was in the form of descriptive method for qualitative data collection.

3.8.1 The descriptive research method

The researcher used descriptive research in collecting qualitative data since this approach describes that which exists as accurately and clearly as possible. Descriptive research is concerned with conditions or relationships that exist; processes that are going on; effects that are being felt; or trends that are developing. At times descriptive research is concerned with how, what is or what exist is related to some preceding event that has influenced or affected a present condition or event (Best, as cited by Cohen & Manion 2007:48).

3.9 DATA ANALYSIS

In quantitative research, the social situation is understood from the participants' point of view. The researcher develops concepts, insights and understanding from Quantitative data was coded and analyzed using the computer statistical package for social scientist (SPSS) version 17. The statistical test was stated for each research question and the rationale for the choice of the test, in terms of the purpose of the study, sample size and the type of scales used in the instrument.

According to McMillan and Schumacher (1997:500-503) data analysis entails the following cyclical phases:

- Continuous discovery, especially in the field but also throughout the entire study, to identify tentative patterns;
- Categorizing and ordering of data typically after data collection;
- Quantitatively assessing the trustworthiness of data, to refine patterns;
- Writing synthesis of themes and/or concepts.

3.9.1 The Nature of Quantitative Research

Quantitative researchers become part of the situation, past, present or past and the phenomenon being studied. In a quantitative study the variables are usually not controlled because it is exactly this freedom and natural development of action and representation that we wish to capture. We want to understand, and also explain in argument by using evidence from the data and from the literature, what the phenomenon or phenomena that we are researching about, Henning (2004:3-4). They believe that human actions are strongly influenced by the settings in which they occur McMillan & Schumacher (1997: 17). According to Strydom et al (1998:11), qualitative approach is that approach to research in the social sciences that is more highly formalized as well as more explicitly controlled and which is relatively close to physical sciences.

3.9.2 Characteristics of Qualitative and Quantitative Research

In quantitative research, the social situation is understood from the participants' point of view. The researcher develops concepts, insights and understanding from patterns in data. People are studied in the context of their past and their present situations. McMillan & Schumacher (1997: 17). Quantitative research aims to objectively measure the social world, to test hypothesis, and to predict and control human behavior. Mouton (2001:278) contends that the qualitative researcher's emphasis is on studying human action in its natural setting and through the eyes of the actors themselves, together with an emphasis on detailed description and understating phenomenon within the appropriate context.

According to McMillan and Schumacher (1997:17), qualitative research has the following characteristics.

- It uses an inductive form of reasoning. Develops concepts, insights and understanding from patterns in the data.
- Uses an emic perspective of enquiry: derives meaning from the subject's perspective.
- Regards reality as subjective and captures and discovers meaning once the researcher becomes immersed in data and so seeks to understand phenomena.
- Experimental design can be employed to reduce error and bias; detached with use of instrument.
- The unit of analysis is holistic, concentrating on the relationships between elements, contexts, etc. the whole is always more than the sum. Goal of universal context-free generalizations is minimized.

3.9.3 Approaches to Qualitative Data Analysis

Quantitative data was analyzed using the computer statistical package for social scientist (SPSS) version 17. The researcher broke down quantitative data into constituent parts to obtain answers to research questions.

3.10 RELIABILITY AND VALIDITY OF THE STUDY

DATA COLLECTION AND ANALYSIS

Validity and reliability are addressed using different instruments for data collection. Reliability is a necessary but insufficient condition for validity in research; reliability is a necessary precondition of validity and validity may be sufficient but not necessary condition for reliability, Cohen et al (2007:133). Validity is thus a requirement for both qualitative and quantitative research; implying that the two cannot be separated since the research should give rise to valid and reliable data which can be used to enrich the academic fraternity.

3.11 CONCLUSION

The researcher followed all the procedures as stipulated in the preceding paragraphs. The methodology for data collection described in this chapter supplied a procedure that could enable the researcher to gather valid data that could facilitate in improving the administration of school fund in the secondary schools in the circuit, district and ultimately the entire Limpopo province.

4.2 Questionnaires for School Managers.

4.2.1 Frequency Tables

1. Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	7	100.0	100.0	100.0

DATA COLLECTION AND ANALYSIS

4.1 INTRODUCTION

The researcher identified the sample and selected seven schools randomly. The school managers and SGB Chairpersons/Treasurers were the participants because they are important role players responsible for financial management at school level. These respondents were conscientised of the rationale behind the collection of the data using the questionnaires provided so that they could participate knowingly. The researcher went on to explain the confidentiality with which their responses would be treated with privacy and the fact that their names would not be divulged under any circumstances, instead of their names; only codes would be used to conceal their identity. All the research questionnaires were distributed to the fourteen respondents for answering and they were given at least a week to complete them. The researcher then went around collecting the answered questionnaires from the respondents.

This chapter provides a reflection of the data collected from the respondents in table form and sheds light on the reasons for validation of the research questions raised. The analysis focused on the responses of the School Managers and then followed by those of the SGB Chairpersons/Treasurers.

4.2 Questionnaires for School Managers.

4.2.1 Frequency Tables

1. Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	7	100.0	100.0	100.0

The gender of the respondents was found to be male just as table one indicates 100% as the valid percentage. The number of school managers who participated in the research was seven as reflected above. The number of women school managers still needs to be addressed to reach the required equity levels as declared by the department.

2. Age

	Frequency	Percent	Valid Percent	Cumulative Percent
31-40	1	14.3	14.3	14.3
41-50	2	28.6	28.6	42.9
Valid 51-60	3	42.9	42.9	85.7
61-70	1	14.3	14.3	100.0
Total	7	100.0	100.0	

The majority of the respondents were between 51 and 60 years of age; which indicated that they were elderly people. Only one school manager was between 31 and 40 years of age whereas two respondents were between 41 and 50 years of age. The remaining one was between 61 and 70 years of age which further contributes in the validation of the elderly school managers running the institutions in this circuit. These school managers usually come from the old school of thought that the principals own the school and can therefore take decisions unilaterally without consultation. The contention above is not consistent with the policies of the department as provided by the current prescripts on the management of funding norms and standards in schools hence those who were found to be in contravention were usually brought to book.

	Frequency	Percent	Valid Percent	Cumulative Percent
BA/BAED	1	14.3	14.3	14.3
BAHONS/B.E	4	57.1	57.1	71.4
Valid D				
M.A/MED	2	28.6	28.6	100.0
Valid Total	7	100.0	100.0	

The majority of the respondents were in possession of a BA HONS/B.ED Qualification as reflected that 57 % of school managers have the qualification. The data collected showed the highest qualification as MED/MA which conveys that the school managers are adequately qualified for their positions. The knowledge levels of the respondents seemed to validate that ignorance cannot be an excuse for failure to manage finances at school since they can read and understand the policies of the Public Finance Management Act and ideally interpret appropriately.

4. What is your professional qualification?

Profession	Frequency	Percent	Valid Percent	Cumulative Percent
J.S.T.C./S.P.T.	1	14.3	14.3	14.3
C.				
S.T.D./P.T.D.	3	42.9	42.9	57.1
Valid U.E.D./H.E.D.	2	28.6	28.6	85.7
Other	1	14.3	14.3	100.0
Valid Total	7	100.0	100.0	

The professional qualifications of the respondents portrayed 42 % having STD/P.T.D which is obtained at colleges of Education/Teacher training institutions. Training underwent at university level was only 28 percent whereas 1 percent received J.S.T.C. / S.P.T.C. training qualification. Only one respondent received an unnamed/different qualification. This clearly reflected that the school managers were professionally qualified as educators.

5. How long have you been teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 11-15	1	14.3	14.3	14.3
Valid 16-20	1	14.3	14.3	28.6
Valid 21-25	1	14.3	14.3	42.9
Valid 26-30	4	57.1	57.1	100.0
Valid Total	7	100.0	100.0	

The experience of the school managers on whom the research was conducted was between 26 and 30 years as shown by 57 percent. The data support the fact that most of the respondents are elderly people with many years of experience in the teaching fraternity and in management positions. Only a small percentage of the population had taught for between 11 and 25 years. Managers with more years of experience usually become accustomed to the system and excel or degenerate and become comfortable to an extent of overlooking the guiding principles of the profession.

6. Type of school:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rural	5	71.4	71.4	71.4
Valid Semi-urban/Semi-rural	2	28.6	28.6	100.0
Valid Total	7	100.0	100.0	

The schools in this circuit are mostly situated in the rural areas as shown by the majority of respondents who indicated 'rural' and constituted 71 %. Two schools making up 28 % are in the semi-urban/semirural areas. The distribution thus shed light on the poverty level of the communities around the schools. This factor also had a bearing on the composition of the School Governing Body of the affected schools

since the rural areas are usually comprised of uneducated parents of learners at the schools.



7. How is learner performance at your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Above average	1	14.3	14.3	14.3
Average	5	71.4	71.4	85.7
Below average	1	14.3	14.3	100.0
Total	7	100.0	100.0	

Average learners' performance had the highest percentage of 71.4 as compared to only one school constituting 14.3 percent which is above average. One school also performed below average which is the worst performance in the sample. The learners' performance confirmed that finance had a bearing in the acquisition of the resources and preparing learners for their learning.

8. Do you have enough educational resources?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	7	100.0	100.0	100.0

All the respondents indicated that they do not have enough educational resources at their schools. The findings attained here support the fact that finances are closely linked to the availability of important resources which would contribute significantly in the acquisition of what the institution required. The above table showed a 100 % response rate translated in the seven schools inadequate resources.

9. Do you have adequate infrastructure?



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	7	100.0	100.0	100.0

The respondents indicated that all the schools in the sample do not have adequate infrastructure. Since 100 % of the respondents show that they did not have good infrastructure, the information supplied could also be attributed to inadequate administration of the funds allocated to the schools by the department of education.

10. What are the sources of income of your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Norms and standards	7	100.0	100.0	100.0

All the schools in the sample constituting a 100 % indicated that the source of their income was Norms and Standards as allocated by the department of education. Consequently, it is expected that the schools should spend the fund in terms of the stipulations of the prescripts as amended by the provincial department of education. The schools should also find some ways in which they could raise funds instead of relying completely on the allocation from the department to augment the much needed resources and infrastructure.

11. Do you have a school budget at your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7	100.0	100.0	100.0

From the responses of the school managers in the sample, it was apparent that all the schools had the school Budget as required by the department. The responses showed that 100% of the respondents had the school budget which indicated that the institutions had planned for the funds to be attained in the allocation from the

department. What should be found is whether they had kept to the Budget as drawn or deviated from the stipulations in order to accommodate unplanned expenditure. Adherence to the budget should be emphasized to maximize the usage of the allocated funds.

12. Do you have a financial management qualification?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1	14.3	14.3	14.3
Valid No	6	85.7	85.7	100.0
Total	7	100.0	100.0	

The majority of school managers do not have financial management qualification as reflected in their responses above. The table has shown 85.7 % of the respondents not having the financial management qualification; so this showed the researcher that school managers could not be competent in the administration of school fund. Only one school manager who constituted 14.3 % had the qualification. Training for proper interpretation and implementation of the school policies relating to the school finances could not be over-emphasized.

13. Do you involve the following stakeholders or parties in managing finance at your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
SGB	6	85.7	85.7	85.7
Valid Educators	1	14.3	14.3	100.0
Total	7	100.0	100.0	

The respondents indicated the involvement of the SGB with the highest percentage in managing finances. It therefore meant that 85.7 % of the school managers involve

the SGB in the management of school finances against only one respondent (14.3 %) who said he involves educators. The School Governing Body members being involved might be illiterate and it then became easy for the school manager to manipulate them into giving consent to matters which are not provided for by the policies governing the school fund.

14. Do you have a finance policy at your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7	100.0	100.0	100.0

Every school in the sample had the school finance policy as required by the department. The table above indicates 100 % compliance with the requirement of the finance policy. Availability of the document increased the chances of the school managers to comply with the policy provisions, but it also depends on individuals' willingness to observe and comply with rules and regulations as laid down.

15. Is your school finance policy clearly defined?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	5	71.4	71.4	71.4
Valid No	2	28.6	28.6	100.0
Total	7	100.0	100.0	

71.4 % of the respondents agreed that the finance policy was clearly defined. The majority of the schools in the sample had well-defined finance policy but there is a small percentage which is 28.6 % (2 school managers) that showed that it was not clearly defined. Clarity of the finance policy facilitates appropriate interpretation and consequently implementation hence any wrongful administration of the fund cannot be blamed on clarity or availability as validated above.

16. Is your school finance adequate for your school's needs?



	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1	14.3	14.3	14.3
Valid No	6	85.7	85.7	100.0
Total	7	100.0	100.0	

The majority of the respondents' responses confirmed that the school finance allocated was not adequate. The table above showed 85.7 % of the respondents said the finance was not sufficient for the needs of the school. This factor clearly indicated that more methods of acquiring funds should be devised to augment the allocated funds by the department. Only one school manager (14 % of the sample) responded that it was adequate.

17. Do you think you are utilizing finance effectively at your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	6	85.7	85.7	85.7
Valid No	1	14.3	14.3	100.0
Total	7	100.0	100.0	

The table above indicated that the majority of respondents showing that they were utilizing the school finances effectively. 85% (6 respondents) showed that the school finances are being properly and meaningfully utilized.

18. How many educators do you have in your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-10	1	14.3	14.3	14.3
11-20	4	57.1	57.1	71.4
21-30	1	14.3	14.3	85.7
30+	1	14.3	14.3	100.0
Total	7	100.0	100.0	100.0

Of the total number of respondents, 57.1 % of the respondents have shown that there were between 11 and 20 educators in their schools. The rest of the schools shared 14.3 % each, one with between 1 and 10 educators; the next with between 21 and 30 educators and the last with 30 and above. The above denoted that most schools are regarded as small schools with the exception of one with 30 and more. The bigger the institution, the more the responsibility on the administration of the fund since the department allocated funds on the basis of the number of learners to be catered for.

19. How many educators are being paid by the SGB?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid None	7	100.0	100.0	100.0

All the respondents indicated that there was no educator employed and paid by the SGB. Hence the table showed 100 % as the response level. The schools in this circuit are in quintiles 1-3; thus parents of learners do not pay school fees since they are exempted considering their affordability level by the department.

20. How much is the SGB paying educators?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Does not apply	7	100.0	100.0	100.0

100 % of the respondents indicated that it did not apply to them because the schools affected did not have SGB employed educators. The schools fell under the quintiles 1-3 category where the education of the learners was entirely free. In this category, schools depended on the departmental allocation in funding norms and standards.

21. Do you think the government's school finance policy is effective?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	2	28.6	28.6	28.6
Valid No	4	57.1	57.1	85.7
Valid I don't know	1	14.3	14.3	100.0
Valid Total	7	100.0	100.0	

57.1 % of the respondents indicated that they thought the finance policy of the department was not effective. 28 % said it was effective whereas 14.3 % stated that they did not know whether it was effective or not. Ignorance added up on the number of respondents who felt that it was not effective since it was apparent that respondents would not implement the policies effectively when they had misgivings about it. The responses given discount the provisions of the Public Finance Policy.

22. Do you think finance affects learner performance in schools?



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7	100.0	100.0	100.0

All the respondents attested to the fact that learner performance was affected by finance. 100 % of the respondents indicated that there was a link between learner performance and finance. The responses validated that sound administration of these fund is imperative since the performance of learners is at the heart of education. Without sufficient resources and infrastructure, the conducive environment for educative teaching and learning could hardly be realized.

23. What do you think contributes to poor finance management in schools?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Ignorance	1	14.3	14.3	14.3
Lack of experience	2	28.6	28.6	42.9
Lack of financial qualifications	1	14.3	14.3	57.1
Other	3	42.9	42.9	100.0
Total	7	100.0	100.0	

The table above reflected the respondents' highest response of 42.9 % as other factors other than ignorance, lack of experience or lack of financial qualifications which contribute to poor financial management in schools. 14.3 % indicated ignorance; 28 % of the respondents indicated lack of experience whereas 14.3 % indicated lack of financial qualifications as the contributing factor towards poor financial management. The responses validate that selfishness, negligence, deliberate or intentional disregard of the provisions of the applicable policies, etc. were the contributory factors towards poor management of finance.

24. What are the results of poor financial management in schools?



	Frequency	Percent	Valid Percent	Cumulative Percent
Poor infrastructure	2	28.6	28.6	28.6
Inadequate resources	3	42.9	42.9	71.4
Poor working conditions	1	14.3	14.3	85.7
Other	1	14.3	14.3	100.0
Total	7	100.0	100.0	

The respondents indicated that inadequate resources rank highly above the rest as the results of poor management of school finances. The table above showed the 42 % of the respondents affirming that inadequate resources were some of the results of poor financial management; poor infrastructure had 28 %; whereas poor working conditions had 14 % and other results being 14 % also. Data collected clearly validate the impact that the poor administration of school fund had on the overall functioning of the school.

25. Do you think school managers use school finance for their personal matters?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1	14.3	14.3	14.3
No	6	85.7	85.7	100.0
Total	7	100.0	100.0	

The majority of respondents indicated that school managers did not use school finances for their personal matters. This is reflected by 85.7 % which said no to the use of school finances by school managers for their personal matters. Only 14 % of the respondents (1 respondent) indicated that they actually did use the money for their own personal gain. This question was responded to negatively also because it

involved the respondents themselves; hence it might be that they did not want to point fingers at themselves. Though the majority was found to be trustworthy, the small percentage was found wanting.

26. Who do you think should manage school finances?

	Frequency	Percent	Valid Percent	Cumulative Percent
School Managers	5	71.4	71.4	71.4
SGB	2	28.6	28.6	100.0
Total	7	100.0	100.0	

71.4 % of the respondents indicated that school managers were the ones who should manage school finances. 28.6 % of the respondents have shown that the SGB should be the one that manages school fund. The table validates that most of the school managers wanted to continue with the management of the fund meaning that they would have to improve on their skills and administer the fund efficiently in consultation with the SGB of the school.

27. Do you get your Norms and Standard fund in time?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	7	100.0	100.0	100.0

100 % of the respondents said that they did not receive their Norms and Standard money in time as reflected on the table of the analysis of the responses. The assertion then reflected the feeling that when the money was finally transferred into the school accounts the schools would already had been in debt and required to service the account instead of following the correct procurement procedures.

28. Do you think effective financial management results in high learner achievement in schools?



	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	5	71.4	71.4	71.4
No	2	28.6	28.6	100.0
Total	7	100.0	100.0	

The respondents indicated that the results of effective financial management would be high learner achievement in schools by 71.4 %. Only 28.6 % had a different view that it did not have any direct bearing on the learner achievement in schools. So, the data then validated the assertion made by the researcher that learner achievement was closely linked to how finance was administered at schools.

4.3 Questionnaires for the SGB Chairperson/Treasurer

4.3.1 Frequency Tables

1. Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	6	85.7	85.7	85.7
Female	1	14.3	14.3	100.0
Total	7	100.0	100.0	

The majority of the respondents were males who made up to 85.7 % while there were only 14.3% of the women as respondents.

2. Age



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 31-40	1	14.3	14.3	14.3
Valid 41-50	4	57.1	57.1	71.4
Valid 51-60	2	28.6	28.6	100.0
Total	7	100.0	100.0	

57.1 % of the respondents were between the age of 41 and 50, which reflected that they were elderly people similar to the school managers' responses. 14.3 % of the respondents were between 31 and 40 years of age whereas those who were between 51 and 60 years of age. The implications are that most members of the governing bodies were usually old and were used to the old way of doing things.

3. Educational Qualifications

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STD1-9	2	28.6	28.6	28.6
Valid Std 10	3	42.9	42.9	71.4
Valid BA HONS/B.ED	1	14.3	14.3	85.7
Other	1	14.3	14.3	100.0
Total	7	100.0	100.0	

42.9 % of the respondents had Std 10 as their educational qualification. 28.6 % had between Std 1 and 9 academic qualifications. BA HONS/B.ED and other shared 14.3 % each in their academic qualifications. This reflection pointed to the fact that SGB members are usually not highly educated and it is easy for school managers to manipulate them and disregard the provisions of the policies of the department. It would also become apparent that the interpretation of the statutes governing the use of school finance can easily be flouted without anyone challenging the practice.

4. What is your professional qualification?



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid J.S.T.C./S.P.T.C.	1	14.3	14.3	14.3
Valid S.T.D./P.T.D.	2	28.6	28.6	42.9
Other	4	57.1	57.1	100.0
Total	7	100.0	100.0	

57.1 % of the respondents did not have the minimum requirements of the teaching profession. Only 28.6 % had S.T.D./P.T.D while 14.3 percent of the sample had a J.S.T.C. / S.P.T.C. professional qualification. The data in the table above reflect that the majority of the SGB members did not have clear knowledge of the activities in the teaching profession since they were themselves not educators.

7. How is learner performance at your school?

5. How long have you been a member of the SGB?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-3	5	71.4	71.4	71.4
Valid 6-12	2	28.6	28.6	100.0
Total	7	100.0	100.0	

71.4 % of the respondents had the experience of being in the SGB ranging from 1 to 3 years. Only 28.6 percent of the respondents had between 6 and 12 years of serving in the SGB which then means that most had fewer years of experience in the matters relating to the running of the SGB. The consequences of lack of adequate experience gave rise to the shortcoming of inability to challenge decisions made contrary to the policies due to lack of capacity.

6. Type of school:



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rural	7	100.0	100.0	100.0

All the respondents indicated that the schools under their jurisdiction were rural schools. The information supplied in this question pointed to the fact that these schools were quintiles 1-3 and therefore did not expect parents to pay school fees. In this regard therefore, the source of income would be Funding Norms and Standards allocation from the department of education. 100 % of the respondents gave their responses which clearly indicated that those were public ordinary schools where we expect various kinds of challenges like minimal parental involvement.

7. How is learner performance at your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Above average	1	14.3	14.3	14.3
Average	4	57.1	57.1	71.4
Below average	2	28.6	28.6	100.0
Total	7	100.0	100.0	

Most of the respondents indicated that learner performance was at the average level in their schools by 57.1 %. 28.6 % indicated that the performance was below average whereas only 14.3 % stated that the performance was at above average. The indication was that most schools were underperforming though the potential was inherent in the learners if exposed to a situation with better facilities and resources.

8. Do you have enough educational resources?



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	7	100.0	100.0	100.0

100 % of the respondents stated that they did not have adequate resources in their schools. Those responses proved the fact that the shortage or lack of finance influenced the lack of resources at schools. It was therefore difficult to perform well when there were inadequate resources.

9. Do you have adequate infrastructure?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	7	100.0	100.0	100.0

All the respondents indicated that they did not have adequate resources at their schools. The table above indicates a 100 % response rate of the sample. Hence infrastructure also played a significant role in the performance of the learners in those schools.

10. What are the sources of income of your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Norms and standards	7	100.0	100.0	100.0

The response rate was 100 % of the respondents who stated that their only source of income was Norms and Standards allocation from the department of education. The poor rural schools could indeed legitimately claim that they did not have any other means of income apart from the allocations from the department.

11. Do you have a school budget at your school?



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7	100.0	100.0	100.0

All the respondents indicated that there was a school budget for their schools with a 100 % response rate as shown in the table above. The availability of the budget increased the chances of well-planned expenditure of the fund if compliance is heightened.

12. Do you have a financial management qualification?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1	14.3	14.3	14.3
Valid No	6	85.7	85.7	100.0
Total	7	100.0	100.0	

85.7 % of the respondents indicated that they did not have a financial management qualification. Only 14.3 % indicated that they had the qualification. The data above portrayed that the majority of the SGB members were not well-versed with financial matters which then casted doubt on their efficiency in executing their mandates as parents' representatives. It also posed a serious challenge on the implementation of the prescripts and other related policies.

13. Do you involve the following stakeholders or parties in managing finance at your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SGB	4	57.1	57.1	57.1
Valid Education Department	3	42.9	42.9	100.0
Total	7	100.0	100.0	

57.1 % indicated that they involved the SGB in the management of finance at their schools. 42.9 % said they involve the education department in the management of finance. The domination of the responses of the SGB is justified in that they are the ones who should be more involved especially in their finance Committee meetings adjudicating on the purchases to be made. The role of the department is that of oversight through the accounting officer on the smooth running of the fund of the institutions.

14. Do you have a finance policy at your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7	100.0	100.0	100.0

All the respondents indicated that they had a finance policy at their schools. The response rate in the table above is 100 % which validated the fact that the guideline was there to advise the officials on how they could actually run their finance at school level.

15. Is your school finance policy clearly defined?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	6	85.7	85.7	85.7
Valid No	1	14.3	14.3	100.0
Total	7	100.0	100.0	

85.7 % of the respondents indicated that their school finance policy was clearly defined whereas 14.3 % indicated the school finance policy was not clearly defined. The response shown above then meant that most of the respondents understood the school finance policy while a small percentage did not understand clearly.

16. Is your school finance adequate for school's needs? respondents were

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	7	100.0	100.0	100.0

100 % of the respondents indicated that their school finance was not adequate for their school needs. The allocations received did not cater for all the needs of the institution which clearly meant that there should be other sources that augment the allocation to cater for that need.

17. Do you think you are utilizing finance effectively at your school? respondents, so

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	6	85.7	85.7	85.7
Valid No	1	14.3	14.3	100.0
Total	7	100.0	100.0	

The majority of respondents, i.e. 85.7 % indicated that they were utilizing their finance effectively at their school. 14.3 % only was of the view that they were not utilizing the finances effectively their school. The assertion in the table above brought to light that the SGB concur with the school managers on that point to the best of their knowledge.

18. How many educators do you have?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-10	3	42.9	42.9	42.9
Valid 11-20	3	42.9	42.9	85.7
Valid 30+	1	14.3	14.3	100.0
Total	7	100.0	100.0	

The percentages shown above reflected that the schools of the respondents were generally small. 6 schools had the response rate of 42.9 % which had between 1 and 20 educators. Only 1 respondent had 30 educators and above which made up 14.3%.

19. How many educators are being paid by the SGB?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid None	7	100.0	100.0	100.0

None of the educators were being paid by the SGB according to the respondents, so that is why they reflected a 100 % response rate. The allocation by the department of education was not meant for salaries or stipend but for provision of security, water and maintenance; hence the schools did not have the means to employ educators.

20. How much is the SGB paying educators?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Does not apply	7	100.0	100.0	100.0

Since the response rate showed that the schools did not have SGB employed educators, the amount to be paid or salary of the SGB could not apply to those schools. That was applicable to the entire population of the sample validating 100 % indicating that it did not apply.

21. Do you think the government's school finance policy is effective?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	2	28.6	28.6	28.6
Valid No	3	42.9	42.9	71.4
Valid I don't know	2	28.6	28.6	100.0
Total	7	100.0	100.0	

42.9 % of the respondents indicated that the government's finance policy was not effective. 28.6 % were of the view that it was effective. The last 28.6 % indicated that they did not know whether it was effective or not. The assertions made pointed out that the implementation of policies was more challenging than the availability of policies alluded to.

22. Do you think finance affects learner performance in schools?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	6	85.7	85.7	85.7
Valid No	1	14.3	14.3	100.0
Total	7	100.0	100.0	

85.7 % of the respondents indicated that finance affected learner performance in schools. Only 14.3 % were of the opinion that they did not think that finance affected learner performance. The indication was that the majority were in affirmation that finance affected learner performance in many respects.

23. What do you think contributes to poor finance management in schools?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Ignorance	3	42.9	42.9	42.9
Lack of experience	1	14.3	14.3	57.1
Valid Lack of financial qualifications	3	42.9	42.9	100.0
Total	7	100.0	100.0	

According to the respondents' views, ignorance and lack of financial qualifications were the two contributing factors to poor management of finance in schools. The two were confirmed by 42.9 % each in their responses. Only 1 respondent cited the lack

of experience which constituted only 14.3% of the sample. The views held by the majority weigh more than the latter.

24. What are the results of poor financial management in schools?

	Frequency	Percent	Valid Percent	Cumulative Percent
School Managers	1	14.3	14.3	14.3
Valid Poor learner results	4	57.1	57.1	57.1
Inadequate resources	1	14.3	14.3	71.4
Valid Poor working conditions	1	14.3	14.3	85.7
Other	1	14.3	14.3	100.0
Total	7	100.0	100.0	

57.1 % indicate that the results of poor financial management in schools were poor learner performance/results. Inadequate resources, poor working conditions and other; shared 14.3 % as the results of poor financial management. The latter validated the importance of learner results as the most affected by poor financial management.

25. Do you think school managers use school finance for their personal matters?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	7	100.0	100.0	100.0

100 % of the respondents agreed to the assertion that school managers did not use school finance for their own personal matters. The assertion meant that the SGB also trusted the school managers as the accounting officers in schools. The trust was only betrayed when the officials took advantage of the SGB and went overboard and contravened the applicable principles.

26. Who do you think should manage school finances?

	Frequency	Percent	Valid Percent	Cumulative Percent
School Managers	1	14.3	14.3	14.3
Valid SGB	6	85.7	85.7	100.0
Total	7	100.0	100.0	

The respondents indicated in 85.7 % that the SGB should be the one that managed school finances whereas school managers were of the assertion that it had to be themselves. Only 14 % of the SGB respondents acceded to the fact that it had to be the school managers. The issue validated by the table above was that the SGB s and the school managers should jointly manage the school finances and regular consultations had to be maintained.

27. Do you get your Norms and Standard fund in time?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	7	100.0	100.0	100.0

All the respondents (100 %) indicated that norms and standards funds were not attained in time. The school managers also indicated the same assertion confirming that the funds were deposited late into the school accounts.

28. Do you think effective financial management results in high learner achievement in schools?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7	100.0	100.0	100.0

100 % of the respondents agreed to the fact that financial management had serious bearing on learner achievement in schools. When finance was adequately administered; learner achievement was positively affected.

CHAPTER FIVE

29. What motivates you to serve in the SGB?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Passion to serve	7	100.0	100.0	100.0

Of the entire sample, 100 % of the respondents attested to the fact that they served the SGB out of their passion to serve. The motive to serve in the school governance should always be willingness to play a pivotal role in the sound support of the programmes of the schools without any selfish reasons.

4.4 CONCLUSION

The data collected validated the assertions made that learner achievement was closely linked to financial administration. The availability of resources and sufficient supply of equipment to facilitate meaningful teaching and learning depended on proper financial management. In positivist terms the correspondence theory of truth holds that the research findings need to correspond with reality. Coherence refers to the internal logic and consistency of a statement and pragmatic truth refers to the consequences of knowledge, while pragmatic truth refers to the consequences of knowledge, Henning (2004:147). Schools with learners from poor families had only one source of income as the allocation by the department of education as norms and standards for school funding. The role played by the SGB in the management of the school fund was also brought to light and the reasons for challenges experienced clearly stated as causal factors for poor financial management. Implementation of the prescripts, finance policies and the PFMA and other applicable provisions to regulate finance had to be monitored closely to alleviate poor administration of school fund.

CHAPTER FIVE

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 SUMMARY OF THE STUDY

In this chapter, the focus was on the implications of the research data that was collected and eventually analyzed thoroughly in line with the research questions posed and the literature reviewed. The findings of the study validated the hypothesis of the entire research study. The general overview of the study was reflected on and more information streamlined to guide those who would access the document in their further engagements with the title of the study. The study therefore concluded that the administration of school fund played a pivotal role in the smooth running and performance of the educational institutions. School finance had to be controlled and managed in line with the provisions of the Public Finance Management Act and Principles as laid down in the Prescripts for Norms and Standards for Funding of Public Schools as amended. Major findings of the study and recommendations of the study were thoroughly explored in this chapter.

5.2 MAJOR FINDINGS OF THE STUDY

5.2.1 General findings

The majority of secondary schools in Mvudi Circuit were in the rural areas and these schools were populated by learners from poor backgrounds due to high rate of unemployment. The schools were predominantly in Quintiles 1-3 due to their general

social status. Parents of these learners were predominantly uneducated and involved themselves minimally in the education of their children. It was also established that very few among parents of learners understood the policy provisions concerning school finance, let alone interpret the statutes correctly. All the schools in these areas obtained their finances from the department as a form of Norms and Standards for school funding. There were no educators employed by the school governing body since the allocation received was not provided for salaries but schools security, maintenance and provision of water while the bulk was meant for the curriculum. All the respondents who completed the questionnaires were male. Most of the respondents were elderly people with many years of experience in the management field. Learner performance was adversely affected by lack or shortage of finance and subsequent inadequate resources required at schools.

Lack of consistency in implementation of the rules and regulations governing school finance was perpetuated by the inadequacy levels in the capacity of the governing bodies to hold the school management teams accountable. Parental involvement in this regard seemed to be at its minimum due to lack of interest and ignorance.

5.2.2 Summary of findings relating to the School managers

School managers who completed the questionnaires were reasonably adequately qualified in the profession with additional post graduate academic qualifications. These were also extensively experienced in management positions hence well versed with the policies of the department. The challenge was in the involvement of the SGB component in pertinent matters concerning school finances as required by the current legislation on consultation and transparency. The respondents were in agreement that administration of school fund affected learner performance, availability of resources and adequate infrastructure, so these were interconnected.

The majority of the school managers who participated in the study did not have the finance management qualification, but they gained their skills through the years of their practical experience and the departmental workshops conducted to assist them. All the respondents were of the view that effective financial management resulted in

high learner achievement in schools because school would be able to provide necessary resources for learners. According to the majority of respondents, ignorance also played a significant role in poor management of finance at schools. From the background of the responses given in the study, reluctance to adapt to change in the policies of the department could be some of the causal factors of poor administration of school fund since the majority of school managers were elderly employees.

5.2.3 Summary of findings relating to the SGB Chairpersons/Treasurers

The SGB Chairpersons/Treasurers represented parents in the governance section of schools. The two served in the administration of finance hence they were directly involved and played a significant role. The majority of respondents was elderly people and had a low educational background. That factor contributed towards some challenges in understanding and interpreting prescripts and other related policies of the department. Most of the respondents were less experienced in the SGB membership which gave way to easier manipulation of their ignorance. Both the SGB members and the school managers were in agreement about the relationship between availability of resources, infrastructure and sufficient funding and learner performance.

The general consensus was that the funding from the department of education was not sufficient for the needs of the schools, hence the apparent shortage of adequate infrastructure and educational resources. The poor background of the SGB members influenced their level of involvement in the matters of the schools and gave rise to the minimal consultation by the SMT in the administration of school fund. The motivating factor for both the parents and the school managers was strongly perceived and confirmed as their passion to serve which clearly demonstrated their willingness and dedication to play a role if adequately consulted. The findings of the study brought to light the pivotal roles that both the parents and school based members of school management had to play. The later was in order to enhance



effective administration of school fund so as to heighten the chances of ensuring functionality of the entire school. The needs of the school and those of the parents would be protected when the SMT administered the school fund effectively and implementation of the policy provisions was religiously adhered to.

5.3 RECOMMENDATIONS OF THE STUDY

The study on the Administration of School Fund by the SMT was conducted at Mvudi Circuit in 85% of the Secondary Schools through the completion of questionnaires by the school managers and SGB Chairpersons/Treasurers. Based on the findings of the study, literature reviewed and the research questions raised and validated, the following were recommended to improve efficiency in administration of school finance:

- * Intensive/rigorous workshops for SGB members and SMT members should be conducted on the administration of school fund in schools in order to equip them on the effective management of school finances.
- * Schools should organize In-house training on the provisions of Prescripts on Norms and Standards for School Funding especially for members of the SMT to capacitate them on financial matters.
- * Law Experts and Education Officials or other people with the financial expertise should be involved in capacity building initiatives to ensure that everyone involved in the management of school fund got the necessary skills to execute their duties and responsibilities efficiently and effectively.
- * All members involved in the finance committee should be well trained on financial policies and the implementation thereof immediately after being sworn into office and refresher courses should be made available during their period of office.
- * All members of the SMT should also be provided with copies of the prescripts as amended for the sake of reference and precision of interpretation in the process of administration of the school finance.

- * Parents' component should be advised on the importance of the criteria to be taken into consideration when electing governing body members into office. This factor would enable parents to look for individuals with the urge or passion and capacity to serve to execute the expected responsibilities.
- * The Finance Committees should be trained to execute its responsibilities without compromise under the expert guidance of the Chairperson of the finance sub-committee.
- * Procurement procedures should be applied and always be adhered to without exception, and when there are deviations; a thorough explanation should be provided in writing for authorization and approval before any procurement is made.
- * Cheque books should be safely kept by the Finance Officer and all transactions should be subjected to the correct process to avoid any flaws or loop-holes.
- * An independent and accredited auditor should be appointed at the end of each academic year to provide financial audit opinion services without bias.
- * Transparency and accountability should be upheld at all times. The school manager should regularly monitor and give guidance as the accounting officer, while the entire finance committee harmoniously co-ordinates the transactions as requested by the SMT after identifying the priorities and availability of the budget required.
- * Income and expenditure patterns should be closely monitored to close any possible gaps and ensure a reasonable value for money in all the purchases.
- * Induction workshops should be conducted for newly appointed school managers for orientation into sound administration of school finances.

5.4 CONCLUSION OF THE STUDY

The above-stated recommendations could ensure that school fund is adequately utilized and effectively managed solely for intended priorities as outlined in the school development plan. Further ways of raising funds and the role played by

parents in the development of the schools through financial support and sustainable good governance can be explored. For schools to be a beacon of hope in developing learners of integrity, who can rise to the demands of the current dynamic and challenging needs; sustainability of the funding and efficiency in administration of school fund is indispensable. Sound school financial management has the potential to respond to the economic challenges in our schools in that it provides opportunities to address issues of poverty and unemployment challenging communities in our province and threatens the bright future of the generations to come.

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3. What is your educational qualification?

APPENDIX 1
QUESTIONNAIRE FOR SCHOOL MANAGERS

Gilbert Azwinndini Nyathela is a student at the University of Venda and is conducting a research in Mvudi Circuit on **Administration of school fund by the School Management Team in secondary schools in Mvudi Circuit in Vhembe District of Limpopo Province**. The research is intended to assist educators, school managers, curriculum advisors, material developers, policy makers, when designing professional development activities.

You are kindly requested to complete this questionnaire:

Contact number **0824291108** E-mail : agnyathela@telkomsa.net

Instructions

- (a) Please answer all questions.
- (b) Indicate your response by marking with a **tick** next to the appropriate answer, and

Where the question needs personal views, please state your views.

- (c) Do not mark two boxes per question.

1. Gender

Male	1
Female	2

2. Age

21-30	31-40	41-50	51-60	61-70	70+
1	2	3	4	5	6

10. What are the sources of income of your school?

3. What is your educational qualification?

Std 10	BA/BAED	BA HONS/B.ED.	M.A/ MED	Other
1	2	3	4	5

4. What is your professional qualification?

P.T.C	J.S.T.C/S.P.T.C	S.T.D/P.T.D	U.E.D/H.E.D	Other
1	2	3	4	5

5. How long have you been teaching?

1-5	6-10	11-15	16-20	21-25	25-30	30+
1	2	3	4	5	6	6

6. Type of school: Rural Urban Semi-Urban/ Semi-Rural

7. How is learner performance at your school?

Above average	average	Below average
1	2	3

8. Do you have enough educational resources?

Yes	1	No	2
-----	---	----	---

9. Do you have adequate infrastructure?

Yes	1	No	2
-----	---	----	---

16. Is your school finance adequate for your school's needs?

Yes	1	No	2
-----	---	----	---

10. What are the sources of income of your school?

Norms and standard	1
School fees	2
Donations	3
Fundraising	4
Other	5

11. Do you have school budget at your school?

Yes	1	No	2
-----	---	----	---

12. Do you have a financial management qualification?

Yes	1	No	2
-----	---	----	---

13. Do you involve the following stakeholders or parties in managing finance at your school?

SGB	1
Education Dept	2
Learners	3
Educators	4
Circuit Managers	5
Other	6

14. Do you have a finance policy at your school?

Yes	1	No	2
-----	---	----	---

15. Is your school finance policy clearly defined?

Yes	1	No	2
-----	---	----	---

16. Is your school finance adequate for your school's needs?

Yes	1	No	2
-----	---	----	---

17. Do you think you are utilizing finance effectively at your school?

Yes	1	No	2
-----	---	----	---

18. How many educators do you have?

1-10	11-20	20-30	30+
1	2	3	4

19. What do you think should be included in the school management policy?

20. How many educators are being paid by the SGB?

1-3	4-6	7-9	10+
1	2	3	4

21. How much is the SGB paying educators?

500-2000	2000-4000	4000-8000	8000+
1	2	3	4

22. Do you think the government's school finance policy is effective?

yes	No	I don't know
1	2	3

23. Do you think finance affects learner performance in schools?

Yes	1	No	2
-----	---	----	---

30. Do you think effective financial management results in high learner achievement in schools?

Ignorance	1
Lack of experience	2
Lack of financial	3

24. What do you think contributes to poor finance management in schools?

qualifications	
Other	4

25. What are the results of poor financial management in schools?

Poor learner results	1
Poor infrastructure	2
Inadequate resources	3
Poor working conditions	4
Other	5

You are kindly requested to complete this questionnaire

26. Do you think school managers use school finance for their personal matters?

Yes	1	No	2
-----	---	----	---

Instructions

27. Who do you think should manage school finances?

- (b) Indicate your response by marking with a tick next to the relevant answer and where question needs personal views, please state your views.
- (c) Do not mark two boxes per question.

School managers	1
SGB	2
Government	G
Circuit Managers	4
Other	5

1. Gender

28. Do you get your Norms and Standard fund in time?

Yes	1	No	2
-----	---	----	---

30. Do you think effective financial management results in high learner achievement in schools?

Yes	1	No	2
-----	---	----	---

3. What is your educational qualification?

STD1-9	Std 10	B.A/BAED	BA HONS/B.ED.	M.A/MED	Other
1	2	3	4	5	6

4. What is your professional qualification?

APPENDIX 2

QUESTIONNAIRE FOR SCHOOL GOVERNING BODY CHAIRPERSON/TREASURER

Gilbert Azwinndini Nyathela is a student at the University of Venda and is conducting a research in Mvudi Circuit on **Administration of school fund by the School Management Team in secondary schools in Vhembe District of Limpopo Province**. The research is intended to assist governing bodies, educators, school managers, curriculum advisors, material developers, policy makers, when designing professional and governance development activities.

You are kindly requested to complete this questionnaire:

Contact number **0824291108** E-mail: **agnyathela@telkomsa.net**

Instructions

- Please answer all questions.
- Indicate your response by marking with a **tick** next to the appropriate answer, and where question needs personal views, please state your views.
- Do not mark two boxes per question.

1. Gender

Male	1
Female	2

2. Age

21-30	31-40	41-50	51-60	61-70	70+
1	2	3	4	5	6

3. What is your educational qualification?

STD1-9	Std 10	BA/BAED	BA HONS/B.ED.	M.A/ MED	Other
1	2	3	4	5	6

4. What is your professional qualification?

P.T. C	J.S.T.C/S.P.T. C	S.T.D/P.T. D	U.E.D/H.E. D	Other
1	2	3	4	5

5. For how long have you been a member of the SGB?

1-3	6-12	15-18	21-24	27-30
1	2	3	4	5

6. Type of school: Rural 1 Urban 2 Semi-Urban/ Semi-Rural 3

7. How is learner performance at the school?

Above average	average	Below average
1	2	3

8. Do you have enough educational resources?

Yes	1	No	2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Do you have adequate infrastructure?

Yes	1	No	2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. What are the sources of income of your school?

Norms and standard	1
School fees	2
Donations	3
Fundraising	4
Other	5

11. Do you have school budget at your school?

Yes	1	No	2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Do you have a financial management qualification?

Yes	1	No	2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Do you involve the following stakeholders or parties in managing finance at your school?

Parents	1
Educators	2
Learners	3
NGOs	4
Circuit Managers	5
Other	6

21. How much is the SGB paying educators?

500-2000	2000-4000	4000-6000	6000+
1	2	3	4

22. Do you think the government's school finance policy is effective?

14. Do you have a finance policy at your school?

Yes	1	No	2
-----	---	----	---

15. Is your school finance policy clearly defined?

Yes	1	No	2
-----	---	----	---

23. Do you think finance affects learner performance in schools?

16. Is your school finance adequate for your school's needs?

Yes	1	No	2
-----	---	----	---

17. Do you think you are utilizing finance effectively at your school?

Yes	1	No	2
-----	---	----	---

18. How many educators do you have?

1-10	11-20	20-30	30+
1	2	3	4

19. What do you think should be included in the school finance policy?

20. How many educators are being paid by the SGB?

1-3	4-6	7-9	10+
1	2	3	4

21. How much is the SGB paying educators?

500-2000	2000-4000	4000-8000	8000+
1	2	3	4

22. Do you think the government's school finance policy is effective?

yes	No	I don't know
1	2	3

23. Do you think finance affects learner performance in schools?

Yes	1	No	2
-----	---	----	---

24. What do you think contributes to poor finance management in schools?

Ignorance	1
Lack of experience	2
Lack of financial qualifications	3
Other	4

25. What are the results of poor financial management in schools?

Poor learner results	1
Poor infrastructure	2
Inadequate resources	3
Poor working conditions	4
other	5

26. Do you think SGB members use school finance for their personal matters?

Yes	1	No	2
-----	---	----	---

APPENDIX 3

LETTER OF APPLICATION TO CONDUCT RESEARCH: VHEMBE DISTRICT

27. Who do you think should manage school finances?

School managers	1
SGB	2
Government	G
Circuit Managers	4
Other	5

28. Do you get your Norms and Standard funds in time?

Yes	1	No	2
-----	---	----	---

29. Do you think effective financial management results in high learner achievement in schools?

Yes	1	No	2
-----	---	----	---

30. What motivates you to serve in the SGB?

1	2	3	4	5
Incentives	Passion to serve	Allowance	None	other

APPENDIX 3

09.05.2013

LETTER OF APPLICATION TO CONDUCT RESEARCH: VHEMBE DISTRICT


The District Senior Manager
VHEMBE DISTRICT
TLOHOYANDOU
0950

Dear Sir

A request for permission to administer a research's Questionnaire

1. The matter above bears reference.
2. This serves to request for permission to administer a questionnaire to School Principals and SGB Chairpersons in the circuit. The title of my research is "The Administration of school fund by the SMT in the secondary schools in Mvudi Circuit of Vhembe District". The study is intended for provision of assistance in the knowledge acquisition and interpretation of policies and regulations guiding the management of finances in our schools.
3. Hoping that you will find the above in order and grant the permission requested.

Yours Faithfully


AG Nyathela Student No. 9316615

P.O.BOX 1353
THOHOYANDOU
0950

09.05.2013

APPENDIX 4

LETTER OF APPLICATION TO CONDUCT RESEARCH: MVUDI CIRCUIT

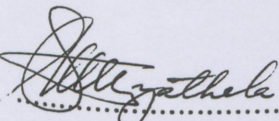
The District Senior Manager
VHEMBE DISTRICT
THOHOYANDOU
0950

Dear Sir

A request for permission to administer a research Questionnaire

1. The matter above bears reference.
2. This serves to request for permission to administer a questionnaire to School Principals and SGB Chairpersons in the circuit. The title of my research is "The Administration of school fund by the SMT in the secondary schools in Mvudi Circuit of Vhembe District". The study is intended for provision of assistance in the knowledge acquisition and interpretation of policies and regulations guiding the management of finances in our schools.
3. Hoping that you will find the above in order and grant the permission requested.

Yours Faithfully


AG Nyathela Student No.9316615

09/05/2013

APPENDIX 4 1353

LETTER OF APPLICATION TO CONDUCT RESEARCH: MVUDI CIRCUIT

0950

31 May 2013

The Manager

Mvudi Circuit Office

Sibasa

0570

Dear Madam,

A request for permission to administer Questionnaires for Principals and SGB Chairpersons/Treasurer in your circuit.

1. The matter above bears reference.
2. This serves to request you for permission to administer questionnaires around Mvudi Circuit to School Managers and School Governing Body Chairpersons/Treasurers in the secondary schools. The survey will be for the purposes of a study entitled 'Administration of School fund by the School Management Team (SMT) in the secondary schools in Mvudi Circuit of the Vhembe District'. The Research is done in partial fulfillment for the requirements of Master of Educational Management in the University of Venda.
3. I appreciate your cooperation in advance and hope that you will respond to the request at your earliest convenience.

Yours Faithfully



Nyathola A.G. (Student No. 9316615)

P.O. Box 1353

Thohoyandou

0950

31 May 2013

The Manager

Mvudi Circuit Office

Sibasa

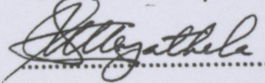
0970

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.....

Nyathela A.G. (Student No. 9316615)



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF

EDUCATION

VHEMBE DISTRICT

REF: 14/7/R
ENQ: M.S MATIBE
TEL: 0159621029

MR A.G NYATHELA
P O BOX 142
SIBASA
0970



REQUEST FOR PERMISSION TO ADMINISTER A RESEARCH QUESTIONNAIRE.

1. The above matter refers.
2. Kindly be informed that your request to administer a research questionnaire on the topic " The management of school fund by the SMT in the secondary schools in Vhembe District of the Limpopo Province has been approved".
3. You are expected to observe all ethical considerations and principles governing the conduct of research.
4. Always inform the Circuit Manager and principal of affected schools prior to your visits.
5. Note that your interactions with principals do not disrupt teaching and learning activities.
6. Wishing you the best in your studies.

DISTRICT SENIOR MANAGER

2013-05-29

DATE

APPENDIX 6

LETTER OF APPROVAL TO CONDUCT RESEARCH -- MVUDI CIRCUIT
MANAGER

REF: 14/7/R
ENQ: RAMOVHA N M
TEL: 015 963 1042

MVUDI CIRCUIT
PRIVATE BAG 2166
SIBASA
0970


12 JUNE 2013

MR A G NYATHELA
P.O. BOX 142
THOHoyANDOU
0970

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above matter refers
2. Our office acknowledges the receipt of your request to conduct research on "The management of school fund by the SMT in the secondary schools in Mvudi Circuit"
3. The permission has been granted to conduct research at Mvudi circuit schools, however this must not disturb teaching and learning.

Our office wish you success in your studies.


CIRCUIT MANAGER

THE CIRCUIT MANAGER
M. RAMOVHA
100-10-17
PRIVATE BAG 2166
SIBASA 0970

2/06/2013
DATE/STAMP



LIMPOPO
PROVINCIAL GOVERNMENT

DEPARTMENT OF
EDUCATION
VHEMBE DISTRICT

REF: 14/7/R

ENQ: RAMOVHA N.M

TEL: 015 963 1048

MVUDI CIRCUIT

PRIVATE BAG x2166

SIBASA

0970

12 JUNE 2013

MR A.G NYATHELA

P.O. BOX 142

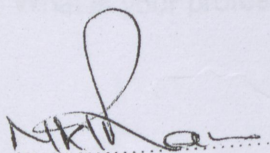
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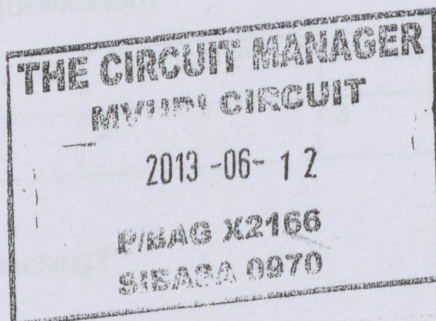
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Our office wish you success in your studies.



CIRCUIT MANAGER



2/06/2013

DATE/STAMP

QUESTIONNAIRE FOR SCHOOL MANAGERS



Gilbert Azwinndini Nyathela is a student at the University of Venda and is conducting a research in Mvudi Circuit on **Administration of school fund by the School Management Team in secondary schools in Mvudi Circuit in Vhembe District of Limpopo Province.** The research is intended to assist educators, school managers, curriculum advisors, material developers, policy makers, when designing professional development activities.

You are kindly requested to complete this questionnaire:

Contact number **0824291108** E-mail : **agnyathela@telkomsa.net**

Instructions

- Please answer all questions.
- Indicate your response by marking with a **tick** next to the appropriate answer, and where question needs personal views, please state your views.
- Do not mark two boxes per question.

1. Gender

Male	1
Female	2

2. Age

21-30	31-40	41-50	51-60	61-70	70+
1	2	3	4	5	6

3. What is your educational qualification?

Std 10	BA/BAED	BA HONS/B.ED.	M.A/ MED	Other
1	2	3	4	5

4. What is your professional qualification?

P.T.C	J.S.T.C/S.P.T.C	S.T.D/P.T.D	U.E.D/H.E.D	Other
1	2	3	4	5

5. How long have you been teaching?

Circuit Managers	5
Other	6

14. Do you have a finance policy at your school?

Yes	1	No	2
-----	---	----	---

15. Is your school finance policy clearly defined?

Yes	1	No	2
-----	---	----	---

16. Is your school finance adequate for your school's needs?

Yes	1	No	2
-----	---	----	---

17. Do you think you are utilizing finance effectively at your school?

Yes	1	No	2
-----	---	----	---

18. How many educators do you have?

1-10	11-20	20-30	30+
1	2	3	4

19. What do you think should be included in the school management policy?

20. How many educators are being paid by the SGB?

1-3	4-6	7-9	10+
1	2	3	4

21. How much is the SGB paying educators?

500-2000	2000-4000	4000-8000	8000+
1	2	3	4

22. Do you think the government's school finance policy is effective?

28. Do you get your Norms and Standard fund in time?

yes	No	I don't know
1	2	3

29. Do you think effective financial management results in high

23. Do you think finance affects learner performance in schools?

Yes	1	No	2
-----	---	----	---

24. What do you think contributes to poor finance management in schools?

Ignorance	1
Lack of experience	2
Lack of financial qualifications	3
Other	4

THANK YOU FOR PARTICIPATING THIS RESEARCH STUDY.

25. What are the results of poor financial management in schools?

Poor learner results	1
Poor infrastructure	2
Inadequate resources	3
Poor working conditions	4
other	5

26. Do you think school managers use school finance for their personal matters?

Yes	1	No	2
-----	---	----	---

27. Who do you think should manage school finances?

School managers	1
SGB	2
Government	G
Circuit Managers	4

Other	5
-------	---

28. Do you get your Norms and Standard fund in time?

Yes	1	No	2
-----	---	----	---

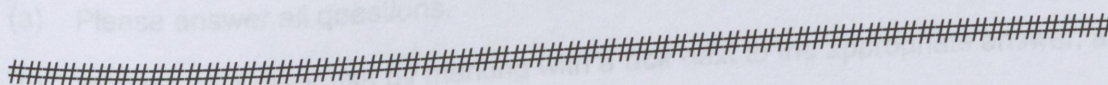
29. Do you think effective financial management results in high learner achievement in schools?

Yes	1	No	2
-----	---	----	---

THANK YOU FOR PARTICIPATING THIS RESEARCH STUDY.

Instructions

(a) Please answer all questions



Where question needs personal views, please state your views.

(b) Do not mark two boxes per question.

1. Gender

Male	1
Female	2

2. Age

21-30	31-40	41-50	51-60	61-70	70+
1	2	3	4	5	6

3. What is your educational qualification?

STD1-9	Std 10	BA/BAED	BA HONS/B.ED.	M.A/MED	Other
1	2	3	4	5	6

4. What is your professional qualification?

P.T.C	J.S.T/O.S.P.T.C	S.T.D/P.T.D	U.ED/MED	Other
1	2	3	4	5

A QUESTIONNAIRE FOR SCHOOL GOVERNING BODY CHAIRPERSON/TREASURER

Gilbert Azwinndini Nyathela is a student at the University of Venda and is conducting a research in Mvudi Circuit on **Administration of school fund by the School Management Team in secondary schools in Vhembe District of Limpopo Province**. The research is intended to assist governing bodies, educators, school managers, curriculum advisors, material developers, policy makers, when designing professional and governance development activities.

You are kindly requested to complete this questionnaire:

Contact number **0824291108** E-mail : agnyathela@telkomsa.net

Instructions

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1 Gender

Male	1
Female	2

2. Age

21-30	31-40	41-50	51-60	61-70	70+
1	2	3	4	5	6

3. What is your educational qualification?

STD1-9	Std 10	BA/BAED	BA HONS/B.ED.	M.A/ MED	Other
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4. What is your professional qualification?

P.T.C	J.S.T.C/S.P.T.C	S.T.D/P.T.D	U.E.D/H.E.D	Other
1	2	3	4	5

5. For how long have you been a member of the SGB?

1-3	6-12	15-18	21-24	27-30
1	2	3	4	5

6. Type of school: Rural 1 Urban 2 Semi-Urban/ Semi-Rural 3

7. How is learner performance at the school?

Above average	average	Below average
1	2	3

8. Do you have enough educational resources?

Yes	1	No	2
-----	---	----	---

9. Do you have adequate infrastructure?

Yes	1	No	2
-----	---	----	---

10. What are the sources of income of your school?

Norms and standard	1
School fees	2
Donations	3
Fundraising	4
Other	5

11. Do you have school budget at your school?

Yes	1	No	2
-----	---	----	---

12. Do you have a financial management qualification?

Yes	1	No	2
-----	---	----	---

13. Do you involve the following stakeholders or parties in managing finance at your school?

Parents	1
Educators	2
Learners	3

NGOs	4
Circuit Managers	5
Other	6

14. Do you have a finance policy at your school?

Yes	1	No	2
-----	---	----	---

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16. Is your school finance adequate for your school's needs?

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Poor learner results	1
Poor infrastructure	2
Inadequate resources	3
Poor working conditions	4
other	5

26. Do you think SGB members use school finance for their personal matters?

Yes	1	No	2
-----	---	----	---

27. Who do you think should manage school finances?

School managers	1
SGB	2
Government	G

Circuit Managers	4
Other	5

28. Do you get your Norms and Standard fund in time?

Yes	1	No	2
-----	---	----	---

29. Do you think effective financial management results in high learner achievement in schools?

Yes	1	No	2
-----	---	----	---

30. What motivates you to serve in the SGB ?

1	2	3	4	5
incentives	Passion to serve	allowance	none	other

THANK YOU FOR PARTICIPATING IN THIS RESEARCH STUDY.

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