



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

BY

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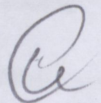
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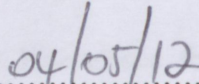
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DECLARATION

I, Mukwevho Aifheli Carlson, hereby declare that this mini-dissertation entitled **“The effectiveness of infrastructural maintenance and curriculum capacity development by selected Vuwani Public Schools”** submitted to the School of Management Sciences at the University of Venda is my own work and execution and all reference materials contained therein have been duly acknowledged.

Signature.....

Date.....

ABSTRACT

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

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

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

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

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

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

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CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1. INTRODUCTION

The advent of the new democratic regime in South Africa meant for the National Education Department that public schools in rural areas needed a serious facelift. The educational inequalities of the past apartheid regime were to be eliminated. Such inequalities manifested themselves particularly in rural areas in the lack of maintenance of infrastructure such as classrooms, furniture, water, electricity and telephone services. Another inequality was evident in rural areas in the lack of curriculum capacity development such as the provision of textbooks and teaching aids.

To eliminate such inequalities, the Education Department needed to establish basic standards to fund all public schools. This meant that a legal framework was needed to back the funding of public schools. As a result, the South African Schools Act (SASA) no. 84 of 1996 was passed to create and manage a new national system of education which would provide an equal opportunity for all learners regardless of race, gender, religion, political affiliation, sexual orientation, colour and so forth (Constitution of the Republic of South Africa Act no. 108 of 1996). In addition, The Public Finance Management Act no.1 of 1999 was also passed and its focus was on outputs and responsibilities of all public institutions (Bisschoff & Mestry 2003: 46). These Acts constitute the legal framework aimed at bringing about educational equality among public schools by ensuring that each is financially provided for according to its individual needs in order to achieve optimal output.

1.2. PROBLEM STATEMENT

The South African Schools Act 84 of 1996 section 5A makes provision for the National Norms and Standards for the Funding of basic infrastructure and curriculum capacity development in public schools such as maintenance of classrooms, furniture, textbooks and teaching aids in all public schools. However, majority of Vuwani public schools seem to have degenerated into dilapidated buildings characterized by rickety roofs, broken windows, broken doors and broken furniture. In some schools water, electricity, telephone and power supply have had to be closed

down because of unsettled bills. Curriculum capacity development such as the provision of textbooks and teaching aids seem to have almost come to a virtual halt. This has resulted in inefficient and ineffective functioning of schools which also seems to translate into the poor academic performance of learners.

1.3. AIM OF THE STUDY

The aim of the study is to assess the effectiveness of the maintenance of infrastructure and curriculum capacity development by Vuwani public schools.

1.4. SPECIFIC OBJECTIVES

- To determine whether there is effective maintenance of infrastructure such as classrooms, Furniture, water, electricity and telephone services as stipulated by the National Norms and Standards for Funding in the South African Schools Act 84 of 1996.
- To determine whether there is effective provision of curriculum materials such as textbooks and teaching aids as stipulated by the norms and standards for funding in the South African Schools Act 84 of 1996.
- To determine the governing body members' level of understanding of legislation, policies and procedures with regard to public school financial budgeting.

1.5. HYPOTHESES

In this study the researcher's tentative propositions will be as follows:

- Ineffective budgeting promotes poor infrastructural maintenance in Vuwani Public schools.
- Poor infrastructural maintenance leads to poor academic performance
- Ineffective budgeting is responsible for failure in curriculum capacity development measures such as provision of textbooks and teaching aids in Vuwani Public schools.

- Inadequate provision of curriculum materials will lead to poor academic performance.
- Governing body members whose level of understanding of legislation, policies and procedures for public school financial budgeting is higher are more effective in infrastructural maintenance and curriculum capacity development than those whose level is lower.

1.6. RESEARCH QUESTIONS

- Do Vuwani public schools effectively maintain their infrastructure such as classrooms, furniture, water, electricity, and telephone services as stipulated by the Norms and Standards for the Funding of Public Schools?
- Do Vuwani public schools provide their learners and educators with adequate curriculum materials such as textbooks and teaching aids as stipulated by the Norms and Standards for the Funding of Public Schools?
- Do governing bodies efficiently understand the legislation, policies and procedures with regard to public school financial budgeting?

1.6. SIGNIFICANCE OF THE STUDY

The study has already indicated that the lack of improvement in public schools in terms of buildings, equipment, textbooks and service maintenance seems to result from poor school financial management. Thus, it is assumed that if effective budgeting were in place, Vuwani public schools would be able to maintain their property, to purchase teaching materials and to pay for their services. Therefore, the study seeks to challenge poor school financial management in order to promote ethical and accountable budgeting practices characteristic of quality service delivery.

Education is a matter of public interest and therefore it cannot be left to the devices of educators alone. In the same vein, Schwella, Burger & Muller (1996:61) state that the taxpayers do not only have the obligation to pay tax but they also have the right to know or even question how

their money is spent. Since Vuwani parents constitute part of the South African taxpayers they have the right to be accounted to, since state funds, from which schools receive allocations, is their money too. As such, the study was intended to illustrate that one of the pivotal public responsibilities is to engage in a concerted effort to improve the culture of teaching and learning in schools. This improvement can take place if the effectiveness of public school budgets is occasionally questioned. In addition, the study seeks to spark a public debate on public school budgets as a way of challenging the silence around the issue since it may create a fertile ground for secrecy and corruption in public schools.

This study is an attempt to acknowledge and support the socio-economic value of education. Public schools train people in skills that help them secure jobs, in so doing, lessening poverty and reducing the state dependency burden. Public schools, as public institutions, also create human capital needed to achieve economic growth. Therefore, if schools are so vital to the state and people in general, the study deems it necessary to review their financial workings by focusing on selected Vuwani public schools as an attempt to improve their effectiveness.

South African public schools are funded by the state. This follows that schools, like any other government institution, need to be ethical and accountable in their spending of state funds. As such, the ethics and accountability questions regarding the Vuwani Public school budgeting that this study may raise may stimulate an interest in further research in this area which may contribute to improving the effectiveness of the use of state funds in schools in general.

1.7. DELIMITATION OF THE STUDY

The study was conducted in Vuwani public schools. It focused on educational developments in rural areas in the period between 1996 and 2011. The researcher acknowledges that different findings may be obtained from a different area and in different periods.

1.8. LIMITATION OF THE STUDY

The study was limited to Vuwani public schools which is predominantly rural. The potential threat could be that the researcher might be mistaken for an auditor or an investigative officer since strangers are more likely to be regarded with suspicion in rural areas. This factor might

tempt fraudulent governing bodies to lie or misrepresent their evidence in order to protect themselves.

The choice and demarcation of the geographical location of the study was also motivated by financial and time constraints. Therefore, it is acknowledged that the study could not possibly be exhaustive in content and context.

It is also acknowledged that the loyalty of the sampled SGB members to their governing bodies and school management teams might compromise the objectivity of the study.

1.9. REFERENCE TECHNIQUE

The Havard reference technique, also known as the author-date method, will be employed in this study. In the study the sources used will be documented in the following order: author's name, date and page number. For instance, *Kruger and Welman (2001:47)* in the beginning or in the middle of a sentence and *(Mkhize 2006: 56)* at the end of a sentence. In the Bibliography the sources will be documented in the following order: author's name, initials, date of publication, title, place of publication and the publisher and / or editor. For instance, *Mouton, J. 1996. Understanding social research. Pretoria: Van Schaik.*

The Havard technique will help the researcher accord due acknowledgement to all authors to be referred to in the study. This will enable the researcher to avoid unethical writing practices such as plagiarism - an act of presenting other authors' ideas as one's own.

1.10. DEFINITIONS OF OPERATIONAL CONCEPTS

For the purpose of this study, the concepts below will have their meanings limited to the definitions provided:

1. **Accountability** means "the obligation to answer to one's superordinate for the fulfillment of assigned duties or responsibilities within the framework of authority and resources provided (Kernagehan & Langford 1990: 26).
2. **Budget** means a "financial plan which contains the estimates of revenue and expenditure over a period of time, normally one year" (Cameron & Stone 1995: 55).

3. **Budgeting/Budgeting system** is defined widely to encompass the institution framework as well as the political administrative procedures that determine how public resources are to be allocated (Mkhize 2006: 162)
4. **Current expenditure** means an “expenditure on day to day needed to run a government institution, such as salaries and maintenance of buildings” (Cameron 1995: 55)
5. According to the National Education Policy Act, 1996 (Act 27 of 1996) **Education department** in a South African context means the National department and a department of any provincial government which is responsible for education.
6. According to the National Education Policy Act, 1996 (Act 27 of 1996) **Educator** means any person who teaches, educates or trains other persons at an education institution or assists in rendering education services or education auxiliary or support services provided by or in an education department, but does not include any officer or employee as defined in section 1 of the Public Service Act, 1994 (Proclamation no 103 of 1994).
7. **Ethics** means “a practical, normative, philosophical science that studies and evaluates the rights and wrongs of voluntary actions of human beings”(Mafunisa 2000: 68).
8. **Expenditure** is about who gets what from public funds and it originates as departments acquire resources for the delivery of services (Gildenhuys 1993: 67).
9. **National Treasury** means the financial institution in the public sector mandated by the Constitution of South Africa (Chapter 13) to control government’s financial account.
10. **Non – section 21 schools** are those schools whose state fund allocations are not paid directly to them but a paper budget is sent to them so that they can acquire goods and services only from authorized suppliers determined by the Provincial Education Department and the schools are required to fill in necessary requisition forms and submit to the Department, which will then pay the suppliers (Prescript for Management of School Funds in Public Schools 1996: 07).
11. According to the **South African School Act, 1996 (Act no 84 of 1996)** the **Norms and Standards for Funding** can be defined as the national standards determined to effect redress and equity in school funding, with a view to progressively improving the quality of school education, particularly in previously disadvantaged schools.
12. According to the **Constitution of the Republic of South Africa Act, 1996 (Act 108 of 1996)** **Public Finance Management Act, 1999 (Act 1 of 1999)** (as amended by Act 29

of 1999) was passed to promote generally recognized accounting practice, to introduce uniform treasury norms and standards to prescribe measures to ensure transparency and expenditure control in all spheres of government, and to set the operational procedures for borrowing, guarantees, procurement and oversight over the various national and provincial revenue funds.

13. **Section 21 schools** are schools whose state fund allocations are paid directly into their bank accounts after applying to the provincial Head of Education for the fund. Approval of the application is subject to compliance with the requirements such as submitting the audited financial statements within the first six months of the following year Bischoff & Mestry 2003: 24).

14. **South African Schools Act, 1996 (Act 84 of 1996)** was passed to create and manage a new national system of education which would provide an equal opportunity for all learners to develop their talents without any racism, sexism or intolerance (Bisschoff & Mestry 2003).

1.11. BRIEF LITERATURE REVIEW

The literature review comprised a close examination of public schools, the Norms and Standards for Funding of public schools, status, governance and management of public schools, effective budgeting and the execution of the budget function at the South African Public School and political administrative level.

1.11.1. Norms and Standards for the Funding of public schools

These were standards or principles according to which all South African Public Schools were to be funded by the state. SASA section 35 (1-2) states that all South African public Schools will be placed into national quintiles. The National Quintile system was a criterion which determined the poverty levels of schools and how they were to be funded. In determining the different quintile categories of public schools the factors to be considered were the poverty or wealth levels of communities, the resources of schools and the income levels of parents or guardians of learners at schools (Limpopo Education Department's Citizen Report 1997:25). In each province public schools were ranked into five categories ranging from the poorest twenty percent to the

wealthiest twenty per cent. The poorest schools were ranked quintiles 1, 2 and 3 and the wealthiest 4 and 5. The poorest public schools received 35%, 25% and 20% of the state funding respectively. The wealthiest public schools received 15% and 5% of the state funding respectively.

1.11.2. The status, governance and management of public schools

According to Rossouw and Oosthuizen (2002: 49) public schools are schools that are funded and controlled by the state. However, not all public schools are funded by the state. There are public schools in developed urban areas that determine and charge school fund to finance their daily operations. Mbilwi secondary school which is located in Thohoyandou cluster is a practical example in this instance.

Only all public schools in rural areas in Limpopo have been granted the no-fee school status. This means that the state allocates them funds and determines the amount and the manner in which such funds are to be spent. In the same vein, section 35 of the South African Schools Act (SASA) 84 of 1996 states that:

“the minister must determine norms and standards for the funding of public schools after consultation with the council of education ministers, the financial and fiscal commission and the minister of finance.”

SASA section 15 describes the status of public schools as juristic persons, with legal capacity to perform its functions in terms of SASA. However, this does not mean that public schools are complete independent entities.

SASA section 16 (7) states that the governance of public schools vests in the Head of Department until a governing body has been elected. This means that governing bodies execute their governance function in schools under the authority of the Head of Department, who in turn, reports directly to the Member of the Executive Council (MEC) at the Provincial level. For instance, governing bodies cannot expel learners from public schools but they can only recommend expulsion to the Head of Department whose office is competent to make such major administrative decisions.

SASA section 3 states that the professional management of public schools should be executed by school principals under the authority of the Head of Department. This means that despite being ex officio members of governing bodies principals are accounting officers in public schools. In the same line, SASA section 16 (1b) states that principals must prepare and submit to the Head of Department annual reports in respect of:

- academic performance of their schools.
- the effective and efficient use of available resources in their schools.

1.11.3. The effective execution of the budgetary function of South African Public Schools

According to Burger, Fox and Muller (1996: 162) effective budgeting is defined widely as encompassing the institution frame work as well as political administrative procedures that determine how public resources are to be allocated.

To relate the definition of effective budgeting to the South African Public School context, at institutional (school) level governing bodies are the structures responsible for effective budgeting. Bischoff and Mestry (2003: 25) say that the Norms and Standards for Funding prescribe that governing bodies should spend the allocated funds on infrastructural maintenance such as buildings (classrooms), water, electricity and telephone. Another function on which funds are to be spent is curriculum capacity development such as the procurement of learner-teacher support materials such as textbooks and teaching aids. Bischoff and Mestry (2003: 26) indicate that the National Education Department prescribed the following percentage split for governing bodies in spending allocated funds:

- learner-teacher support materials (textbooks and teaching aids): 60%
- Maintenance of and repairs to buildings (classrooms) and furniture (table and chairs): 12%
- Payment of services e.g. water, electricity and telephone: 28%

These figures clearly illustrate that 60% of funds should be spent on curriculum capacity development. 40% should go to maintenance of buildings and payment of services. However, this does not seem to be the case in majority of Vuwani public schools.

At this stage it becomes apparent that governing bodies, by virtue of their being responsible for school budgets, should have knowledge of elementary financial accounting principles in order to understand the Norms and Standards for Funding and SASA with regard to public school funding, budgeting and expenditure. The challenge in this case is that in rural governing body elections parent communities may not necessarily consider whether the candidates have knowledge of elementary accounting principles since majority of parents may either be too uneducated or illiterate to understand how governing bodies function. It follows that the parent subcomponent in governing bodies may not be able to peruse and understand the documents on public school budgets such as the Norm and Standards for Funding of Public Schools, Prescripts on Management of School Funds in Public Schools (2011) and SASA. They may also not be able to follow robust school budget debates.

In addition, SASA section 32 (1) and (2) states that no member of governing bodies who are minors may contract or vote on resolutions of governing bodies which impose liabilities on third parties or on schools. This provision keeps the learner subcomponent at bay with regard to governing body decision-making processes. This may have the negative effect of leaving governing bodies under complete control of the educator subcomponent. The result may well be that the educator subcomponent may be too influential in majority of governing bodies' financial decision-making processes.

At the political administrative level the budgetary function commences with the categorization of public schools into section 21 and non-section 21 schools (Prescript on Public Finance Management in Schools 2001: 06). The section 21 schools are those whose allocations are paid into their bank accounts after their applications have been approved by the Provincial Education Department. Their advantage is that they have more financial autonomy because they can procure goods and services from suppliers of their choice. The non-section 21 schools receive paper budgets from the Department and they procure goods and services from approved suppliers selected by the Department through the tender system. Their advantage is that if the goods or services required are unaffordable to them the state takes over the payments. Their disadvantage is that requisitions may be processed late. In addition, supplies may be delivered late because once suppliers have secured contracts they may not have the necessary pressure to perform their duties and responsibilities effectively and efficiently.

1.12. ORGANIZATION OF THE STUDY

Chapter 1: Introduction and background of the study

This chapter will cover the background of the study, problem statement, aim of the study, objectives of the study, hypothesis, significance of the study, definitions of operational of concepts, delimitation of the study, limitations of the study, brief literature review and organization of the study.

Chapter 2: Literature Review

The literature review will comprise a close examination of the concept of public schools, Norms and Standards for the Funding of Public Schools the status, governance and management of public schools, effective budgeting and execution of the budget function at South African Public School and political administrative level.

Chapter 3: Research design and Methodology

This chapter will focus on how the study will be conducted. It will comprise research methodology, sampling, data collection, data analysis and ethical considerations.

Chapter 4: Data analysis

Responses will be analyzed and interpreted to attempt to come to conclusive answers to questions posed by the research aims, objectives and hypothesis.

Chapter 5: Summary, recommendations and conclusions

This chapter will consist of the summary of the findings. Recommendations will be made to improve the public school budgeting practice. This will also include recommendations for further research in order to develop more knowledge to the public school budgeting literature. The conclusion of this study will by no means profess to have covered every dimension of public school budgeting as further research will be encouraged in this area.

1.13. Conclusion

This chapter has outlined the aim and objectives of this study. It seeks to assess the effectiveness of infrastructural maintenance and curriculum capacity development in Vuwani public schools. It also seeks to develop the view that governing bodies need to effectively and efficiently manage public school funds in order to improve public school infrastructure and curriculum capacity to overcome past educational inequalities evident in these two areas. This is in line with the Norms and Standards for basic infrastructure and capacity in public schools which is intended to provide, among other things, school infrastructure and learning and teaching support materials (SASA section 5A (2)).

The Norms and Standards for the Funding of public schools and the Prescripts on the Management of School Funds in Public Schools (1996) had to lay with regard to the execution of infrastructural maintenance and curriculum capacity development budgeting functions by public schools.

The state financial allocations to public schools were examined to determine the effectiveness of the budgetary function at the political administrative level. The procurement process was also be closely examined to determine the procedure to be followed in infrastructural maintenance expenditures such as maintenance of buildings, payment of water, telephone and electricity services. Curriculum capacity development expenditures will involve the purchasing of Lesson-Teacher support materials such as textbooks and teaching aids.

3.2. The status and governance of public schools

Oosthuizen & Rossouw (2003: 49) suggest that public schools are schools that are funded and controlled by the state. This means that the state determines the amount and the manner in which funds are to be allocated and spent in public schools.

On the status of public schools, the South African Schools Act (SASA) 54 of 1996 Section 15 states that "every public school is a juristic person, with legal capacity to perform its functions in terms of this Act." This means that public schools have the legal authority to run their own affairs in accordance to SASA.

However, this does not mean that public schools are complete independent entities. SASA Section 16 (1) states that the governance of public schools is the responsibility of their governing

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

This chapter focused on the legislation, prescripts, policies and procedures involved in the implementation of infrastructural maintenance and curriculum capacity development budgeting. As a point of departure, public schools and governing bodies were closely examined in order to establish a firm basis for the issues under investigation. This was done in order to clearly illustrate what the South African Schools Act 84 of 1996 (SASA), the National Norms and Standards for the Funding of public schools and the Prescripts on the Management of School Funds in Public Schools (1996a) had to say with regard to the execution of infrastructural maintenance and curriculum capacity development budgeting functions by public schools.

The state financial allocations for public schools were examined to determine the effectiveness of the budgetary function at the political administrative level. The procurement process was also be closely examined to determine the procedure to be followed in infrastructural maintenance expenditures such as maintenance of buildings, payment of water, telephone and electricity services. Curriculum capacity development expenditures will involve the purchasing of Learner-Teacher support materials such as textbooks and teaching aids.

2.2. The status and governance of public schools

Oosthuizen & Rossouw (2002: 49) suggest that public schools are schools that are funded and controlled by the state. This means that the state determines the amount and the manner in which funds are to be allocated and spent in public schools.

On the status of public schools, the South African Schools Act (SASA) 84 of 1996 Section 15 states that “every public school is a juristic person, with legal capacity to perform its functions in terms of this Act.” This means that public schools have the legal authority to run their own affairs in accordance to SASA.

However, this does not mean that public schools are complete independent entities. SASA Section 16 (1) states that the governance of public schools is the responsibility of their governing

bodies and such governing bodies may perform their governance functions according to SASA. Section 16 (7) states that the governance of every new public school vests in the Head of Department until a governing body has been elected in terms of SASA. The Head of Department reports directly to the Member of the Executive Council (MEC). At this point it is clear that the line of command, which goes as far as the provincial level for the purpose of this study, is such that the Provincial MEC, the Political head, delegates his or her governance authority over public schools to the Head of Department. The Head of Department, in turn, delegates his or her governance authority over public schools to governing bodies.

This means that there are contexts in which governing bodies cannot take major decisions without prior approval of the Head of Department. For instance, governing bodies cannot use public school funds to perform functions other than those allocated by the Head of Department without his or her prior approval.

2.2.1. The Professional Management of Public Schools

Section 16A states that the professional management of public schools vests in school principals under the authority of the Provincial Head of Department. According to this section, the professional management duties of school principals are listed as follows:

- reporting to the Head of Department annually on academic performance; and
- effective and efficient use of available resources.

Other additional duties they should perform at schools are as follows:

- implementation of educational programmes and curriculum activities;
- management of the use of learner-teacher support materials and other equipment;
- performance of functions delegated to them by the Provincial Head of Department such as:
- safe-keeping of all school records; and
- implementation of policy and legislation;
- attending and participating in all meetings of governing bodies;

-assisting the governing bodies in the performance of its functions and responsibilities but such assistance or participation may not be in conflict with:

the instructions of the Head of Department; and

legislation and policy.

It is now clear that school principals' duties and responsibilities are predominantly professional school management. Their participation in governing bodies is limited by the instructions of the Head of Department, legislation and policy. At this stage is not clear what those instructions, legislation and policy are.

However, it would appear that their participation in governing bodies may have been limited for the purpose of governing their powers as accounting officers. This may have been done to prevent them from abusing their powers by misappropriating or embezzling school funds. For instance, School Principals, Chairpersons and Finance officers of governing bodies cannot be appointed signatories of school cheques (Prescripts for the Management of School Funds in Public Schools 2011: 10).

2.2.2. The role of Public school principals as accounting officers in Public schools

The Public Finance Management Act 1 of 1999 (PFMA) section 36 (1) states that in every department the Head of Department must be the accounting officer for that department.

Furthermore, it states that in every constitutional institution the Chief Executive Officer must be the accounting officer for that department.

This means that the Provincial Head of Department is the accounting officer of the Provincial Department of Education. At the constitutional institution level, which includes public schools, and by virtue of the fact that school principals occupy the helm of school management, school principals are the accounting officers.

In concurrence to the PFMA, SASA Section 16 (3) states that the professional management of public schools vests in school principals under the authority of the Head of Department. This means that school principals are accounting officers of public school budgeting in the sense that they have to account for all public school expenditures to the provincial Head of Department.

PFMA section 37 adds that:

“when an accounting officer is absent or otherwise unable to perform the functions of accounting officer, or during a vacancy, the functions of accounting officer must be performed by the official acting in the place of that accounting officer.”

In a practical public school context, deputy principals, where applicable, may assume the role of acting accounting officers in the event of incapacity or absence of school principals.

The role of school principals as accounting officers is limited to reporting on budgetary expenditures to the Provincial Head of Department and recording, in collaboration with their school governing bodies, of financial transactions in cash journals (Prescripts for the Management of School Funds in Public Schools (2011: 14). The recording function entails:

- recording and accounting for all income and expenditures;
- all records pertaining to the financial matters of the school and the decisions of the governing bodies pertaining thereto are kept in safe custody for at least five years.
- the prescripts and departmental directives pertaining to the finances of public schools are being adhered to at all times.
- schools are encouraged to make use of computerized accounting systems e.g. the Financial module in SA-SAMS.

SASA section 16A states that the reporting function of school principals deals with reporting, in writing, to the Head of Department on effective and efficient use of public school financial resources and academic performances of their school. In addition, PFMA section 38(1g) states that:

“ the accounting officer for a department, trading entity or constitutional institution on discovery of any unauthorized, irregular or fruitless and wasteful expenditure, must immediately report, in writing, particulars of expenditure to the treasury and in the case of irregular expenditure

involving the procurement of goods or services, also to the relevant tender board.”

This means that principals should report, in detail, unauthorized expenditures of public school funds to the Provincial Head of Department. This is in view of the fact that principals as accounting officers of public school funds work under the authority of and report to the Head of Department.

PFMA section 38 (1h) states that accounting officers for departments, trading entities or constitutional institutions must take ‘effective and appropriate’ disciplinary measures against any official in the service of their institutions who commits illegal transactions such as fraud, embezzlement or bribery in their institutions.

However, recording and reporting on budgetary expenditure is as far as principals’ financial accounting responsibilities can go. Unlike Department or trading entities accounting officers, they do not have the authority to take any disciplinary action against employee officials who undermine the financial management and internal control systems of their public schools. Rather, this is the direct competence of the Provincial Head of Department.

This contention serves to illustrate that the accounting role of public school principals is very limited compared to Department and trading entities accounting officers’. Therefore, it is a sweeping generalization for the PFMA section 38 (1h) to state that it is the competence of accounting officers for Departments, trading entities or constitutional institutions to punish any illegal transactions in their institutions.

Thus, it has now become more evident that though public school principals work hand in hand with governing bodies in managing school budgets their role is very limited. More than the relevant legislation, policy, procedures and prescripts can admit, public school budgets seem to be the core business of governing bodies as will be demonstrated later.

The discussion shifts to governing bodies, their composition and budgetary functions. This is intended to illustrate what the relevant legislation, policy, procedures and prescripts say regarding the budgetary functioning of governing bodies particularly in infrastructural maintenance and curriculum capacity development.

2.3. School Governing Bodies (SGBs).

SASA section 16 (1) suggests that school governing bodies are committees responsible for the governance of public schools. They perform their functions and obligations according to the prescriptions of SASA. Such functions are, to mention but a few, public school financial management, infrastructural maintenance, curriculum capacity development and execution of discipline (SASA section 20 and 21). For all these functions to be performed effectively and efficiently, governing bodies should be trustworthy to the schools they govern.

2.3.1. Composition of governing bodies of public schools

According to SASA section 23 (1) the membership of governing bodies of public schools comprises:

-elected members;

-the principal;

-co-opted members.

Subsection 2 states that elected members of governing bodies comprise the following subcomponents:

-Parents of learners at the school;

-educators at the school;

-non-educator staff at the school; and

-learners in the eighth grade or higher at the school.

The first subcomponent implies that parents cannot be elected members of governing bodies of schools in which their children are not part of the learner communities. By the same token, the last subcomponent suggests that learners cannot be members of governing bodies of schools in which they are not part of the learner communities. However, educators and non-educator staff who are not members of governing bodies of schools in which they are employed can be

members of governing bodies of other schools. Parents who are employed at schools cannot be members of governing bodies of such schools.

On the question of co-opted members, section 23 (6) states that governing bodies may co-opt members of the community to assist it in discharging its functions. It is important to note that this subsection does not specify whether the community members to be co-opted should be parents of learners at schools. Thus, it seems to contradict subsection 2 which qualifies the community members eligible for governing bodies' offices as only the parents of learners at schools. Subject to subsection 10 such co-opted members do not have voting rights in governing bodies.

SASA does not explicitly prescribe the number of membership per subcomponent. However, section 23 (9) states that the number of the parent subcomponent "must comprise one more than the combined total of other members of governing bodies who have voting rights."

It would appear that SASA's primary concern here, is to ensure that the parent subcomponent is not outnumbered by other subcomponents in governing bodies. It remains to be seen whether there is any relationship between the number of offices and effective and efficient use of public financial resources.

2.3.2. Office-bearers of governing bodies

SASA section 29 states that governing bodies may elect office-bearers from amongst its members. These include a chairperson, a treasurer and a secretary. Only parent members of governing bodies who are not employed at such public schools may serve as chairpersons of governing bodies.

Section 31 states that the term of office of office-bearers may not go beyond one year. Learner members may not serve in governing bodies for a period of more than one year. Other members of governing bodies should not serve for a period of more than three years. Office-bearers may be re-elected or co-opted after the expiry of their term.

2.3.3. Committees of governing bodies

SASA Section 30 (1a- 1b) states that governing bodies” may establish committees; and appoint persons who are not members of governing bodies to such committees on the grounds of expertise but a member of a governing body must chair each committee.”

This means that such committees may be established for the purpose of handling tasks which demand specialized skills. These are skills such as, Advanced Financial Accounting, which governing bodies may not be able to attain in the short training workshops they may be subjected to by the Provincial Education Department. However, this, by no means, excuses governing bodies from public school financial responsibility and accountability as the training workshops are meant to prepare them for them. Hence, every committee established by governing bodies must be chaired by an SGB member.

2.3.4. Allocated functions of governing bodies

As governing bodies execute their governance function under the authority of the Provincial Head of Department, they may apply to him or her in writing to be allocated the following infrastructural maintenance and curriculum capacity development functions:

- To maintain and improve school`s property, buildings (classrooms), buildings and grounds occupied by the school, including school hostels, where applicable.
- To pay for school services such as water, electricity and telephone.
- To purchase curriculum materials such as textbooks and teaching aids (SASA section 21).

Other several allocated functions will not be included as they may have no direct bearing to the aim and objectives of the study.

The Head of Department may refuse applications for the aforementioned allocated functions if governing bodies in question do not have the capacity to perform such functions effectively. (SASA section 21 (2). In this case governing bodies may take recourse to section 23 (6) which states that governing bodies may co-opt members of the community to assist them in discharging

their functions. However, this option does not make much difference since subsection 8 states clearly that co-opted members do not have voting rights in governing bodies.

Therefore, the possibility always exists that other members of governing bodies may use their voting rights to ward off the effective contributions from co-opted members if they are in conflict with their personal interests. Under these circumstances, the co-option option may be reduced to a mere legitimization of inefficient governing bodies. As a result this may call to question the effectiveness of infrastructural maintenance and curriculum capacity development by such school governing bodies.

2.3.5. Withdrawal of allocated functions from governing bodies

According to the Prescripts for Management of School Funds in Public Schools (2011: 07) the Head of Department may on reasonable grounds withdraw functions from school governing bodies. SASA section 22 (2) says that before the Head of Department withdraws such functions, he or she has to serve the concerned governing bodies with a notice of his or her intention and the reasons thereof. The concerned governing bodies have to be accorded the opportunity to be heard and due consideration has to be given to their representations.

Subsection 3 empowers the Head of Department to, in the event of an emergency, act without prior consultation with the concerned governing bodies. Such an action will be justified provided the Head of Department:

- provides the concerned governing bodies with reasons for his or her action;
- gives them the opportunity to state their case and
- gives due consideration to the representations given.

Sub section 5 states that failure by the Head of Department to conduct prior communication with the concerned governing bodies regarding the withdrawal of functions, as described above, may constitute procedural unfairness. This may result in the matter being referred to the Member of the Executive Council for redress.

2.4. Effective budgeting of public school funds

Burger, Fox and Muller (1996:162) define effective budgeting as widely encompassing the institution framework as well as the political administrative procedures that determine how public resources are to be allocated.

To relate this definition to the context of the study, governing bodies are the public school framework which manages school financial resources at school level as will be stipulated by SASA below. However, their powers are not unlimited in this regard. They have to observe the minimum requirements laid down in the Prescripts for the Management of School Funds in Public Schools (2011: 5-6) if the execution of their budgetary functions is to be effective. These rules and regulations state clearly the contexts and manner in which such funds are to be spent.

Governing bodies have to observe the functions allocated to them by the Provincial Head of Department. Any failure to adhere to the allocated functions may result in the withdrawal of such functions from them.

The political administrative procedures to be observed by political office-bearers and

Public officials for effective and efficient distribution of financial resources among the South African Public schools are spelt out clearly in SASA and the Norms and Standards for the Funding of Public Schools.

2.4.1. The execution of the budgetary function at the South African public school level.

With regard to the institution framework as a structure responsible for allocating public resources, the South African Schools Act 84 of 1996 Section 38 (1) has the following to say about public school budgeting:

“a governing body of a public school must prepare a budget each year according to prescriptions determined by the Member of the Executive Council in a Provincial Gazette, which shows the estimated income and expenditures of the school for the following financial year.”

According to the Prescripts for the Management of School Funds in public schools (2011: 16) public school budgets should:

- be linked to the SIP (School Improvement Plan) and APIP (Academic Performance Improvement Plan). In concurrence with SASA, SIP and APIP should indicate estimated revenue and expenditures of the school for the following financial year. The School improvement Plan focuses on infrastructural maintenance. The APIP dwells on curriculum capacity development.
- a three-year School Development Plan should be provided in line with the term of office of the SGB and it should be ratified by parents in a formal meeting.
- the school governing body must present the budget to a general meeting of parents for consideration and approval by a majority of parents present and with voting powers.
- The proceedings of the meeting and the number of votes obtained in each motion, must be recorded in the minutes.
- An attendance register signed by each parent who attended the meeting must be attached to the minutes.
- parents should be given at least 30 days' notice before the said general meeting.
- the approved budget together with the name of the auditor as per section 43 of the Act, approved by the School Governing Body must be submitted to the Head of Department by 31 January of each year.
- no expenditure should be incurred before the approved budget is endorsed by the Circuit Manager.

It is now clear that public school budgeting is a primary responsibility of governing bodies at school level.

2.4.2. The execution of the budgetary function at the political administrative level.

With regard to the allocation of public school financial resources at the political administrative level, SASA Section 35 (1) states that:

“the minister must determine Norms and Minimum Standards for the Funding of public schools after consultation with the council of education ministers, the financial and fiscal commission and the minister of finance.”

According to SASA section 35 (2) the Norms and Minimum Standards for the Funding of Public Schools are the national principles which determine the distribution of state funding to all public schools in a fair and equitable manner. It was through the set Norms and Standards for the Funding of Public Schools that the criterion known as the quintile system was introduced.

The quintile system was a criterion aimed at determining the poverty or wealth levels of schools and how they were to be funded. In determining the different quintile categories of public schools the factors to be considered were the poverty or wealth levels of the communities, the resources of schools and the income levels of parents or guardians of learners at schools (Bischoff & Mestry 2003: 46).

In each South African province public schools were ranked into five quintile categories ranging from the poorest to the wealthiest. The ranking clearly illustrated how individual learner allocations were made from quintile one to the fifth.

For instance, in 2008 the Limpopo-learner allocations were as shown in figure 1 below:

Figure 1

QUINTILE	No. of schools	ENROLMENT	LTSM per learner (R)	Total LTSM allocation (R)	Subsidy per learner	Total subsidy (R)
Total quintile 1	1609	623614	300.00	187,084,200.00	329.00	205,169,006.00
Total for quintile 2	1041	447490	300.00	134,247,000.00	329.00	147,224,210
Total for quintile 3	1131	559024	295.00	164,912,080.00	259.00	144.787.216.00
Total for quintile 4	155	115019	264.00	30,365,016.00	124.00	14,262,356.00
Total for quintile 5	72	50848	79.00	4,016,992.00	50.00	2,542,400.00
Grand total	4015	1795995		520,625,288.00		513,985,188.00

The Limpopo Learner allocations as shown in the Limpopo Education Department Citizen`s Report (2008: 22).

Thus, in quintiles 1 and 2, the poorest schools which have been granted the No-Fee school status, each individual learner was allocated R300.00 and a subsidy of R329.00 for the procurement of LTSM (Learner-Teacher Support Materials), which primarily constitute exercise books and stationery . Their communities may be classified under the low-income category (Limpopo Department of Education Citizen`s Report 2006-2007: 20). This means that their learners have been exempted from paying school fees by virtue of their poor socio-economic status. Between quintiles 3 and 4 there is a noticeable gradual decrease of the individual learner allocation. This may be explained by the improving socio-economic levels of learners in these categories. The sharp decrease in allocation and subsidy figures in quintile 5 is a clear indication that there is

very little need for financial assistance in this category as the income levels of parents and resources of schools seem adequate.

However, every new financial year the ever-changing educational needs coupled with different levels of availability of resources will always determine whether state funding of public schools should increase or decrease. Logistical circumstances appear to be the determining factors of the rate of provision of funding.

The table below indicates subsidies per learner in respect of running costs: According to the Budget Speech 2009/2010 the learner-teacher support materials are withheld by the provincial Department and provision thereof is its responsibility.

Figure 2

QUINTILE	2008-2009	2009-2010
1.	R405.00	R422.00
2.	R371.00	386.00
3.	R271.00	382.00
4.	R124.00	R129.00
5.	R50.00	R52.00

Adapted from the Limpopo Education MEC's Budget Speech for the financial year 2009/2010.

According to the Budget Speech (2009-2010: 21) the total number of quintiles 1 and 2 schools is 2832 and this constitutes 71% of schools in the province which have been granted the No-Fee school status. In the speech the MEC also expressed his hope to expand this aid programme to quintiles 3 and 4 schools in the 2010/2011 financial year.

The increase percentage for learner subsidies for quintile 1 is 4% and 3,8% for quintiles 2, 4 and 5. Quintile 3 has been allocated a whopping 29% increase which almost places it on par with quintile 2. This sharp increase seems to be a confirmation that the Limpopo Education Department is committed to expanding the funding programme to quintiles 3 and 4 in the next financial year. However, the 71% of No-Fee schools seems too large a provincial dependency burden to permit such an expansion. It appears to be a challenge that may take several years to

overcome. Even the MEC has acknowledged that this development will only materialize if adequate resources are available.

Figures 1 and 2 above suggest that the National Education Department has acknowledged that the socio-economic statuses of learners have an impact on their performance. Without the assistance of the Education Department poor learners may not be able to afford the school operational costs such as school fund and provision of LTSM. On the one hand, the lack of financial assistance for poor learners may translate into poor academic performance or worse still, it may force them to leave school. On the other hand, it may also be contended that only learners from affluent families may perform better or attain higher educational goals because of the availability of resources in their families.

The contention goes so far as to suggest that state funding of public schools may not be adequate to provide equal educational opportunities for all. There is a need for effective budgetary and expenditure monitoring to ensure that individual learner allocations provide the required resources for all public school learners.

Section 21 and non-section 21 public schools

All public schools were categorized into section 21 and non-section 21 (A Prescript on Public Finance Management in Schools 2001: 06).

In the case of the section 21 schools financial allocations are paid into their bank accounts after their applications have been approved by the Provincial Head of Department. Their advantage is that they have more financial autonomy. This means that they can procure goods and services from any suppliers of their choice through the tender system. This accords them the opportunity to procedurally select quality suppliers of goods and services.

The non-section 21 schools receive paper budgets from the Provincial Education Department. Then, they procure goods and services from approved suppliers selected by the Provincial Education Department through the tender system. Unlike the section 21 schools they do not have any financial autonomy as they cannot procure goods and services from suppliers of their choice. Their advantage is that if the goods or services required are unaffordable to them the state takes over the payment. Their disadvantages are that requisitions may, at times, be processed late. In

addition, the state tender system has always been tainted with allegations and cases of corruption. This means that it may be difficult to guarantee quality service delivery from service providers selected by the state. Once such service providers' contracts have been approved by the Provincial Education Department they may not have any pressure to deliver quality services. Thus, they may deliver their supplies late (Bischoff & Mestry 2003: 23).

The Norms and Standards for Funding prescribe that the main functions the allocated funds are to be spent on are the maintenance of infrastructure and curriculum capacity development. These functions constitute the three main objectives to be achieved by the state funding. Bischoff and Mestry (2003: 26) say that both section 21 and non-section 21 schools should spend their allocated funds according to the following percentage split:

- maintenance of and repairs to buildings (infrastructure) e.g. classrooms: 12%
- payment of services (infrastructure) e.g. water, electricity and telephone: 28%
- learner-teacher support materials (curriculum capacity development) e.g. textbooks and teaching aids: 60%

These figures clearly illustrate that 60% of the allocated funds should be spent on curriculum capacity development such as the purchasing of textbooks and teaching aids. The maintenance of infrastructure such as buildings, water, electricity, furniture and telephone should consume 40% of the allocated funds.

At this stage the involvement of figures in the public school budgeting discourse makes it apparent that those responsible for public school budgets (governing bodies) should have knowledge of elementary financial accounting principles. This will enable them to understand the Norms and Standards for Funding and SASA with regard to fund allocations, budgeting and expenditure percentage split.

The challenge, in this case, is that in rural governing bodies' elections parent communities may not necessarily consider whether the candidates have knowledge of general accounting principles since majority of parents may either be too uneducated or illiterate to even understand how

governing bodies function according to SASA. It follows that the parent subcomponent in governing bodies may also not be able to follow robust school budget debates.

In addition, SASA section 32 (1) and (2) states that no members of governing bodies who are minors may contract or vote on resolutions of governing bodies which impose liabilities on third parties or on schools. With the illiterate parent subcomponent out of the way section 32 aggravates the situation by eliminating the role of the learner subcomponent in school budget decision-making processes. It is also very unlikely for the non-educator staff subcomponent to be conversant with the prescripts for school financial management or any related document for that matter.

This situation may leave governing bodies under complete control of the educator subcomponent. In other words, the convenient advantage of the educator subcomponent of being equipped with general accounting skills and knowledge of the prescripts for school financial management may accord them a position of dominance over governing bodies' financial decisions. The most likely result may well be that the educator subcomponent may be too influential in majority of governing bodies' financial decision-making processes.

Situations where one group dominates financial decisions may lead to the emergence of ethics and accountability gaps. To put it in the words of Burgers et al (1996: 64) lack of accountability may lead to secrecy and corruption in public offices.

The literacy and constitutional gaps examined above suggest that the composition of governing bodies seems to succeed in scoring points of democratic legitimacy. It focuses on being representative of the whole school communities. However, there is no provision for the monitoring of the effectiveness and efficiency of all its subcomponents particularly in decisions affecting infrastructural maintenance and curriculum capacity development budgeting.

It has already been indicated that school principals are accounting officers who serve in governing bodies under the authority of the Provincial Head of Department. Simply put, principals are the eyes and ears of the Provincial Head of Department. However, their accounting authority is curtailed in the sense that they may only operate in governing bodies on an ex officio capacity. Their limited role may stifle their capacity to actively monitor governing bodies' effective and efficient use of financial resources.

Another challenge is that there does not seem to be any effective checks and balances to regulate the powers of the different subcomponents of governing bodies.

2.5. Infrastructural maintenance

Infrastructural maintenance entails the maintenance of school's property, buildings, furniture and grounds occupied by schools, including school hostels, where applicable, and payment of services such as water, telephone and electricity (SASA Section 5). The 12% of the allocated funds is to be spent on the maintenance of school property and 28% on the payment of services (Prescripts for Management of School Funds in Public Schools 2011: 07). Conclusively, a total of 40% is to be spent on infrastructural maintenance.

This categorically includes the following minimum standard requirements for all public schools as listed in the Prescripts for Management of School Funds in Public Schools (2011: 5-6):

- repair of broken windows and doors, electrical and gas fittings, filling cracks, painting and other related repairs;
- provision of fencing;
- provision of clean water or borehole;
- payment of operational expenses such as leasing of copiers, water, electricity and telephone
- annual servicing of fire equipment;
- eradication of termites and other pests after every three years;
- annual maintenance of ablution blocks including the speeding up of digestion in toilets and emptying toilets;
- annual painting and treatment of outdoor equipment to prevent rust and damage to metal works;
- schools could be allowed to erect ablution facilities, provided approval is granted. The Department will assist schools with the specifications of such structures. The norm of one toilet

- seat per classroom should apply. The allocation should not exceed 8% of the total allocation;
- as contemplated in paragraph 99 of amended Norms and Standards the schools allocation may not be used to cover cost of personnel and new buildings e.g. new classrooms or admin blocks;
- annual repairs and maintenance of roofs to prepare for the rainy season, treating roof trusses and replacement of gutters;
- Quarterly cleaning, weeding and maintenance of gutters, channels and other storm water drains to prevent flood damage to foundations and other facilities;
- Travel claims are to be minimized and payments should be as per individual governing body`s approved rates. The rates claimed should not exceed the applicable Government Tariffs issued on a monthly basis. Transport budget should not exceed 5% of the total allocations with no option for virement (budget shifting); and
- Travel claim forms for principals must be authenticated by the Circuit Manager and governing body chairperson before payment can be effected.

Public schools will finance these requirements from the allocations received and priorities should be determined on annual basis.

When determining priorities, public schools should guard against losing sight of the standard financial percentage split accorded to each main allocated function. For instance, the maintenance and improvement of school`s property, buildings and grounds has been accorded 12% of the total financial allocation. As such, the erection of a capital project such as an unreasonably ambitious ablution block the cost of which, by far, exceeds the limit set in the Prescripts is more likely to exhaust the percentage split before its completion.

Public schools should use their allocations to maintain and repair infrastructure. Paragraph 99 of the Amended Norms and Standards prohibits the use of allocations to cover the cost of personnel and new buildings. This means that allocations should not be spent on the remuneration of

educators and the building of classrooms or new administration blocks. These remain the exclusive responsibility of the Education Department.

The minimum requirements of all Section 21 and non-section 21 public schools include the question of travel claims. Since transport is part of infrastructure, it would appear that the issue of travel claims is not dismissable from this discourse.

Governing bodies have the authority to determine the rates for travel claims provided such rates do not exceed the applicable government tariffs on a monthly basis. It is interesting to note that this minimum requirement suggests that government travel claim rates are not static as they are determined on a monthly basis. This means that they fluctuate in concurrence with the inflation rate.

Now, interesting ethics and accountability questions may arise: it remains to be seen if governing bodies keep themselves updated with government's monthly readjustments of travel claim rates. If they do, it also remains to be seen if they observe such readjustments.

2.5. 1. The challenges of infrastructure in Vuwani public schools.

The provincial projection for the provision of classrooms hereunder, will provide a macrocosmic perspective of the challenges of infrastructure faced by Vuwani public schools:

Figure 3

*Number of learners in classrooms of a ratio above 50 in Primary schools.

*Number of learners in classrooms of a ratio above 45 in secondary schools.

GOAL 15: Reducing overcrowding in classrooms.	2010	2011	2012	2013	2014
Number of classrooms built in public ordinary schools	754	870	870	900	900

Turn-around strategy to improve education in Limpopo: Basic Education & Further Education and Training System (2011: 25).

This projection clearly illustrates that though the building of classrooms is the responsibility of the Provincial Education Department, the project seems too cumbersome to achieve in a few years. If the projected number of classrooms to be built in 2012 is 870 for the whole province, it

follows that the challenges are even more serious at Vuwani cluster in particular. Even more cumbersome may be the provision of adequate furniture for the classrooms since the financial implications may be too huge.

From a more focused perspective, the interviews conducted with Vuwani Circuit Managers confirmed these findings in Vuwani Cluster in particular.

According to the interview conducted with the Vhuronga I Circuit Manager, (September 2011), the challenge of shortage of infrastructure such as classrooms and furniture covers 71% and 86% respectively of the public schools in his circuit. In the interview conducted with the Vhuronga II Senior Education Specialist (September 2011) classroom and furniture shortage covers 49 % and 51% respectively. In another interview with the Dzindi Circuit Manager (September 2011), classroom and furniture shortage covers 65% and 50% respectively of the public schools in her circuit. In the interview with the Dzondo Circuit Manager (September 2011), the same shortage communicated above dramatically came down to 29% and 47% respectively for her circuit.

Comparatively speaking, the figures above show that Vhuronga I circuit is the hardest hit in so far as the challenge of the provision of infrastructure is concerned in Vuwani cluster. This may be explained by the rural nature of the area with sparsely distributed villages in some areas. Majority of schools are situated at fairly long geographical distances apart. To avoid walking long distances to schools, learners take recourse to overcrowding the nearest schools. However, Dzindi and Dzondo seem to be better than Vhuronga I in this regard and there is a reason to this effect: First, their feeder villages are situated along the Punda Maria road with dense settlement patterns which necessitated the building of schools at reasonably close distances from one another. The geographical closeness of schools seems to have reduced the need for more classrooms and furniture to a certain level.

2.6. Curriculum capacity development

According to requirements (i and ii) of the Prescripts for the Management of School Funds in Public Schools (2011: 07):

- i. 60% of the total allocation must be spent on curriculum needs.

- ii. Supplementary LTSM (Learner-teacher Support Materials) to address curriculum needs e.g. teaching aids, educational toys, charts, science kits.

SASA section 5A states that the Norms and Standards for basic infrastructure and capacity in public schools prescribe the following learning and teaching support materials to be purchased out of the allocations:

- i. Stationery and supplies;
- ii. Learning materials;
- iii. Teaching materials and equipment;
- iv. Science, technology, mathematics and life sciences apparatus;
- v. Electronic equipment; and
- vi. School furniture and other school equipment.

SASA section 5A (3) adds that governing bodies should determine their policies in compliance with the Norms and Standards determined by the minister in consultation with the Council for Education Ministers. In this regard this means that their expenditures should not exceed the parameters set by the political and administrative level of decision-making.

2.6.1. The challenges of curriculum materials in selected Vuwani public schools

According to the interview conducted with the Vhuronga I Circuit Manager (September 2011) and the Vhuronga II Senior Education Specialist (September 2011), 90% and 93% of the public schools in these respective circuits, lack curriculum needs such as textbooks and teaching aids.

Another communication by the Circuit managers for Dzondo and Dzindi (2011) has yielded 50% and 76% of Dzondo and Dzindi public schools respectively that lacked textbooks. The shortage manifests itself particularly in subjects such as Languages, Maths, Natural Sciences, Social Sciences and Accounting. This shortage takes different magnitudes in different subjects, grades and schools.

For instance, the Vhuronga II Senior Education Specialist (September 2011) cites an example in English language GET Band (General Education and Training with specific reference to Grades

8 and 9) Since the introduction of the NCS (National Curriculum Statement), the band has gone without prescribed English literature texts as a result of the misconceptions that accompanied the new approach in Limpopo in general. This was attributed to the fact that there was no assessment policy for this band. In the FET Band in Grades 10 and 11 there has not been a common understanding on the official prescribed literature texts to offer. The result was that individual educators offered different texts for different reasons. The main challenge being encountered is that majority of public schools lack the individual learners' copies of the different texts being offered. Under these circumstances teaching and learning has to rely on only two resources - teacher and chalk. This is a retreat to the traditional teacher-centredness where a teacher is the sole transmitter of knowledge and learners are mere passive recipients.

The interview has also revealed that in subjects such as Maths, Science and Accounting the shortage of textbooks and teaching aids may not affect the whole grade as some schools have managed to receive a few copies. Again the magnitude of shortage varies from one school to another or one grade to another. This may mean, for instance, that majority of Vuwani Science learners may be subjected to two options: they may have to rely on their educators' theoretical explanations of experiments or queue for their turn to conduct such experiments at University of Venda Science Centre in Vuwani - which happens to be the only effectively equipped science centre in Vuwani cluster. Either way, effective teaching and learning cannot be guaranteed under these circumstances.

Even more challenging is the shortage of auditory and visual teaching media such as CDs, DVDs and overhead projectors in some of schools. In a communication by the Dzondo circuit manager and Dzindi circuit manager (September 2011) a confirmation was made that 90% and 80% of Dzondo and Dzindi public schools respectively have had to be assisted by their circuit offices to access curriculum information in an electronic form. This means that the educators in these schools lack the necessary technological skills to supplement their teaching strategies. This implies that there is a need for such educators to be offered a training course in computer skills.

2.7. The procurement process

Zenz (1981: 06) and Hugo, Badenhorst-Weiss, Van Biljon and Van Rooyen (1990: 04) agree on the definition that procurement constitutes:

“buying materials of the right quality, in the right quantity, at the right time, at the right price, from the right source with delivery at the right price.”

Van Weele (2002: 15) lends credence to the aforestated definition by adding that procurement activities should be accompanied by the act of organizations receiving invoices from suppliers.

Zenz (1981: 10-13) clearly spells out the measures to be taken during the procurement process. They are:

- recognition of the need;
- description of the need;
- selection of sources and price determination
- verification of invoices; and
- maintenance of records.

2.7.1. Recognition of the need

To relate the procurement discourse to a public school context, it is the task of governing bodies to identify the needs in their schools. By virtue of the allocated functions they obtained from the Provincial Head of Department they have to determine the infrastructural and curriculum needs of their schools. Although SASA section 21 accentuates these responsibilities of governing bodies, section 16A states that governing bodies should enlist the assistance of school principals in these governance matters.

2.7.2. Description of the need

Governing bodies should purchase the right quality of goods or services. This means that they should have comprehensive knowledge of the merchandise or services and their functions in their schools.

2.7.3. Selection of the source and price determination

The right kind of source should be selected by governing bodies. The Prescripts for the Management of School Funds in Public Schools (2011: 11) recommends that governing bodies may establish bid adjudication committees. These committees may, under the authority of governing bodies, recommend the appointment of service providers. The recommendations have to be submitted to governing bodies for approval, acceptance and appointment.

Coupled with the selection of sources is the price determination. Zenz (1981: 10) says that direct negotiation or competition bid may be used in price determination. He adds that competition bid is often used in government procurement because of statutory requirements. In the same line the Preferential Procurement Policy Act 1 of 2000 states that the selection of service providers for public institutions should be based on a tender system. The same act filters down to public school procurement in the form of the Prescripts for Management of school funds in Public schools (2011:11). Thus, it concurs that “all procurement should be done on a minimum of three quotation basis.”

However different these procurement systems may seem, they all boil down to the fundamental concept of a competition bid.

2.7.4. Withdrawals from school funds

The following prescripts have to be observed in the withdrawal of funds from public school accounts (Prescripts for the Management of School Funds in Public Schools (2011:10):

Withdrawals from school funds in the form of cheques should be counter-signed by two persons. The SGB vice- chairperson, vice-treasurer and a third member are eligible for signing such cheques. Under no circumstances shall a school principal, a SGB chairperson and a finance officer be appointed signatories for such cheques. The school bank account must never be overdrawn.

Cash or blank cheques must never be issued. The school principals will be held accountable for any violation in this case. Private cheques must not be cashed from school funds even if they were issued by the same school. All cheques must be crossed and marked “not transferrable” and

must be paid to the payee only. The only exception to this prescript is salaries and stipend cheques for food handlers. These should not be crossed and marked “not transferrable” as this may cause unnecessary complications when such cheques are cashed.

Loans should not be made from school funds. Any unforeseen expenditure in the annual budget should first be closely examined by governing bodies and ratified by parents` general meeting before it is effected. Finally, all cheques issued should reconcile with an approved payment voucher with adequate documentation.

2.7.5. Monitoring and control of public school funds

Hugo et al (1990:08) says that it is the buyer`s function to perform the accounting function of verifying all invoices received during procurement. There are several reasons for invoice verification to be done.

In a public school context, invoices may be verified to ensure that orders have been accurately filled and billed. Verification also accords governing bodies the opportunity to make necessary corrections and adjustments. In concurrence to this the Prescripts for Management of School Funds in Public Schools (2011: 11) states that governing bodies should:

- receive at each meeting the latest financial report;
- inspect all supporting vouchers to ensure that they correspond with all Prescripts or other Departmental directives;
- satisfy themselves that the expenditure is in accordance with the approved budget and Public Finance Management Act (PFMA) regulations;
- monthly expenditure and a financial reports should be reported to governing bodies; and
- quarterly reports are to be submitted to the Circuit Manager on or before the 7th of the following month.

2.7.6. Maintenance of records

Zenz (1981: 12) says that it is important that procurement records be kept because they are legal contracts which have a legal significance. They constitute the authority on which the

procurement department took its actions to buy a given item. Previous records can also be referred to for guidance in current relations with suppliers. In addition, they can also serve as crucial evidence during the audit of financial records.

In the same line, governing bodies have to keep proper documentation reflecting:

- the name of the person to whom payment is to be made;
- the amount to be paid;
- the nature of the goods supplied and services rendered;
- keep vouchers in a safe for audit purposes;
- prepare cash flow statements;
- provide monthly bank reconciliation;
- keep records of assets, liabilities and financial transactions and draw annual financial statements;
- present annual audited financial statements to the parents meeting not later than 31 March the following year;
- develop a filing and record system;
- present all financial transactions and supporting vouchers at the next meeting; and
- submit a copy of the audited annual financial statement to the Head of Department on or before 30 June each year (Prescript for the Management of School Funds in Public Schools 2011:12).

Over and above, previous financial records should be kept in a safe place as they may serve as crucial evidence during the annual audit of financial records.

2.8. Conclusion

South African publican schools have legislation and policies, such as SASA and Norms and Standards for Funding, which govern their budgetary function regarding the maintenance of

infrastructure and curriculum capacity development. In addition, Limpopo province, in particular, has provided its public schools with Prescripts for Management of School Funds in Public Schools which clearly spell out how school funds should be managed in the execution of the allocated functions. It is the responsibility of governing bodies to see to it that public school funds are spent effectively to maintain infrastructure and provide curriculum needs.

This chapter will focus on research design. Bryman & Burgess (1999: 26) define research design as "the overall plan for relating the conceptual research problem in relevant and doable empirical research." In other words, it is a strategy to conduct research on a particular issue. The research design clearly illustrates the population under study, sampling, methodology, data collection, and data analysis.

3.2. Methodology- Qualitative methodology

A qualitative methodology was used because of the limited nature and timeframe of the study. This methodology was chosen for this study because it offers the researcher the opportunity to study a social process such as behavior, organizational functioning, interactions and relationships (Glaser et al 1975:64). This means that qualitative methodology is more appropriate when studying human behavior and functioning.

Bryman and Burgess (1999: 37) stated that one of the advantages of qualitative methodology is that it allows the researcher to perceive "the world from the point of view of the actor or participant." In other words, the researcher sees through the eyes of his subjects so that his role becomes one of understanding rather than exploiting.

3.3. Study area

The study was conducted in Vuwani public schools. For convenience and economy, the participants were located within a reasonably small geographical area so that the data collection process could be facilitated by easy access to the subjects under study.

3.4. Population

According to Bryman and Burgess (1999: 55) a population means a group in the universe which possesses specific characteristics. De Vaus (1986: 52) generally defines a population as "all members of a group." Simply put, these are the subjects who share specific qualities to be

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

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studied. Certain characteristics have to be considered in order to demarcate a population from the rest of the universe. In other words, it is practically impossible to study all members of governing bodies of South Africa in general. Therefore, this study was conducted on members of governing bodies of 50 Vuwani public schools.

3.5. Sampling

Since it may be too cumbersome to study the whole population group identified for the purpose of this study, sampling will be used to identify a manageable group of respondents. Warwick and Lilinger (1975: 69) view a sample as “some part of a larger body specially selected to represent the whole.” In the same vein, it would be more appropriate to view sampling as a technique employed to select a small group which will be representative of the characteristics of a larger group. Brynard and Hanekom (1997: 54) list the following advantages of a sampling technique in a research:

- it simplifies the research;
- it cuts costs which may be incurred in travelling and questionnaire stationery in the data collection process; and
- it saves time, particularly in the case of a population which is distributed over a large geographical area

3.5.1. Sample size

Vuwani cluster comprises 50 public schools. Brynard and Hanekom (1997: 56) say that despite the fact that:

“the sample should be sufficient to reflect all the characteristics of the population, it is better to opt for a larger sample than the sample size generally considered to be adequate.”

Each sampled school consisted of a governing body which comprises five members. From each sampled school one educator governing body member was selected for the sample required. This brought the sample size to a total of 50 respondents. The sample size was representative because

it was drawn from the homogeneous population group which specifically constituted governing body members.

3.5.2. Sampling method

The purposive sampling method was used. Leedy and Ormrod (2005: 206) define purposive sampling as a sample where participants are chosen for a particular purpose. Welman and Kruger (2001: 47) state that purposive sampling is “often used for reasons of convenience and economy.” In concurrence to both viewpoints, the sample will specifically constitute educator members of governing bodies as they are responsible for managing school finances. First, the purpose for this particular choice of sample was that the participants’ financial management experience helped to share better insights with the researcher into the level of effectiveness and efficiency of infrastructural maintenance and curriculum capacity development budgeting in Vuwani public schools. In addition, their literacy skills, access to legislation, policy and prescripts governing public school finance budgeting and knowledge of general accounting skills should enable them to shed more light into the study.

3.6. Data collection – Questionnaire

A questionnaire was used to gather data from respondents on the effectiveness of infrastructural maintenance and curriculum capacity development budgeting by Vuwani public schools. This means that a total of fifty questionnaires were distributed among the respondents in order to collect data in this study. Booysen (2009: 17) defines a questionnaire as a formalized schedule for the collection of data from respondents.

Leedy and Ormrod (2005: 184) state that the advantage of the questionnaire instrument is that:

“participants can respond to questions with assurance that their responses will be anonymous, and so they may be truthful than they would be in a personal interview, particularly when they are talking about sensitive or controversial issues.”

Brynard and Hanekom (1997: 38) add that a questionnaire gives respondents time to think about their answers.

The respondents were given closed questions in a Likert five-point scale. This scale ranks items according to the degree to which respondents agree or disagree with the contents of the questions (Welman & Kruger 2001: 204). For instance, in response, respondents may choose any option from strongly disagree, disagree, undecided, agree or strongly agree. Alternatively, the respondents may select their responses from the following options: excellent, good, fair, poor or extremely poor.

Welman and Kruger (2001: 150) advance two reasons for the popularity of this scale: First, It is easy to compile than any other attitude scale. Second, it is employable in multi-dimensional attitudes but the same cannot be said about other attitude scales.

Data comprised the following issues:

3.6.1. Maintenance of infrastructure, for instance, buildings and furniture.

3.6.2. Provision of curriculum capacity development materials such as textbooks and teaching aids.

3.6.3. Level of understanding of members of governing bodies of procedures, policies and legislation governing public school financial budgeting.

The researcher requested for permission to conduct interviews from Circuit Managers and school principals. The governing bodies of the sampled schools were given questionnaires to answer since these structures were responsible for school financial management.

3.7. Data analysis - SPSS (Statistical Package for the Social Science)

In order to reach conclusive and verifiable answers to the aim, objectives and hypotheses of the study, data analysis and interpretation are critical.

In this study the Statistical Package for the Social Science (SPSS) was used to analyze data. The advantages listed below by Leedy and Ormrod (2005: 275) have influenced the choice of this data analysis software package. The SPSS:

- allows the researcher to summarize and display data in tables.

- accomplishes the challenging task of data manipulation and analysis fast.
- is more accessible and user-friendly.
- is logical and easy to follow.

The SPSS performs a vital task of serving as an agent of change by, under the instructions of researchers, immensely contributing to knowledge development. Unlike human analysts, the SPSS has no emotions and thus is able to analyze data without losing its objectivity throughout the research process.

3.8. Ethical considerations

Robbins in Mafunisa (2000: 68) “defines ethics as a practical, normative, philosophical science that studies and evaluates the rights and wrongs of voluntary actions of human beings.” Babbie and Mouton (2001:520) define ethics as an issue associated with morality as it deals with matters of right or wrong. From these definitions it is clear that ethics are standards which guide behavior or actions of people. Brynard and Hanekom (1997:85) throw their weight behind this definition by saying that researchers have a non-negotiable moral contract to search for and report the verifiable truth. To honour this assertion, the respondents were fully informed about the aim of the research. Confidentiality was maintained by ensuring that anonymity is adhered to. Appropriate documentation for permission to conduct research in Vuwani public schools was obtained from the Limpopo Department of Education. An ethical clearance was also obtained from the University of Venda to conduct this research under its auspices.

The ethical standards observed during the research are dealt with below:

3.8.1. Protection from harm

Respondents will not be subjected to emotional, physical or psychological harm. In the event of the research subjecting them to any psychological stress, they will be advised in advance so that they can make an informed decision on whether or not to participate.

3.8.2. Right to privacy

Responses were kept in the strictest confidence to prevent participants from knowing about other participants' responses. Pseudonyms or code numbers were used in the place of names particularly where responses touch on other respondents' personal behavior. These measures were taken to respect respondents' right to privacy.

3.8.3. Informed consent

Respondents were informed about the aim of the study. They were also furnished with details such as activities involved in the research, duration, risks involved and the researcher's name and contact details. Respondents were informed that participation was free and voluntary and that withdrawal from research was guaranteed. Respondents were informed of their right to refuse to answer particular questions.

3.8.4. Neutrality and integrity

The researcher avoided making compromises which might downplay the validity and reliability of the study. Personal interests and undue influence from whatever quarters were put aside to avoid bias. Transparency was also maintained throughout the study.

3.9. Conclusion

In conclusion, the effective and efficient use of the foregoing research methodology, research instrument, sampling method and data analysis method might provide valid and verifiable answers to the questions posed by the aim, objectives and hypotheses of the study.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

In this chapter, qualitative data was presented in order to attain answers to the questions posed by this study. The precise and qualitative nature of data enabled its analysis and interpretation to achieve this goal. In addition, the frequency distributions assisted in shedding more light to the relationship among the aim, objectives, hypotheses and challenges brought forth by the literature review.

4.2. Analysis and interpretation

Respondents' biographical information

Table 4.2.1. Respondents' gender distribution

		Frequency	Percent
Valid	Male	33	66,0
	Female	17	34,0
	Total	50	100,0

The male respondents constituted the majority with 66% while the females were in the minority with 34%. This confirms that a gender-balanced representation in decision-making institutions such as School Governing Bodies and other levels of governance has to be maintained in order to attain genuine democratic legitimacy.

Table 4.2.2. Age of the respondents

		Frequency	Percent
Valid	20-30 years	1	2.0
	31-40 years	4	8.0
Valid	41-50 years	27	54.0
	51-60 years	18	36.0
	Total	50	100.0

The age group between 41-50 years constituted the majority of the respondents with 54%. The age group of between 51-60 years came second with 36%. The relatively youthful age groups between 31-40 years and 20-30 years were in the minority with 8% and 2% respectively.

Table 4.2.3. Respondents` highest standard passed

		Frequency	Percent
Valid	Graduate	30	60.0
	Post-graduate	20	40.0
Total		50	100.0

The graduate group consisted of 60% of respondents. The post-graduate group had 40%. Those respondents who could not go beyond the secondary level were in the minority with 20%.

Overall, 80% of the sample constituted individuals who attained higher education qualifications.

The findings confirmed that the significant majority (80%) of graduate and the minority (20%) of post-graduate members of SGB members of Vuwani public schools had the capacity to peruse, interpret and apply the legislation, policies and prescripts governing public school finance budgeting.

Table 4.2.4. Employment status

		Frequency	Percent
Valid	Unemployed	1	2.0
	Employed	49	98.0
	Total	50	100.0

The employed respondents constituted a clear majority of 98% while the unemployed constituted only 2%.

Table 4.2.5. Place of residence

		Frequency	Percent
Valid	Rural	39	78.0
	Semi-urban	6	12.0
	Urban	5	10.0
	Total	50	100.0

The respondents who reside in rural areas constituted 78%. Those from semi-urban areas were 12% while the urban residents in the sample constituted 10%.

While these findings confirmed that the SGB parent subcomponent was predominantly rural, it also suggested that their socio-economic status would hardly afford to supplement Vuwani public schools' resources such as textbooks. As such, the low academic performance in this area attested to the existence of a relationship between socio-economic status and learners' scores.

Table 4.2.6. SGB portfolio

	Frequency	Percentage
Valid Chairperson	5	10.0
Vice-chairperson	1	2.0
Secretary	17	34.0
Vice-secretary	10	20.0
Treasurer	17	34.0
Total	50	100.0

The SGB secretaries constituted 34% and the treasurers also consisted of 34% of the respondents. The vice-secretary category was the second runner-up with 20%. This meant that the overall majority of 54% were responsible for administrative and secretarial functions. In other words, the treasury and secretarial portfolios constituted the backbone of SGB financial decision-making processes inasmuch as they were the central machinery in SGB budgetary functioning.

The chairperson and vice-chairperson categories played a leading role in SGBs and they were in the minority with 5% and 1% respectively. Despite their minority status, the sample appeared to have been more purposive towards the main aim of the study –which was to assess the infrastructural maintenance and curriculum capacity development budgeting in selected Vuwani public schools. This was so because the administrative muscle of SGBs was in the majority.

THEME 1: LEVEL OF UNDERSTANDING OF LEGISLATION, POLICY AND PRESCRIPTS GOVERNING PUBLIC SCHOOL FINANCE BUDGETING.

Table 4.2.7. Level of understanding of (SASA) South African Schools Act of 1996 (Act no 84 of 1996) with regard to public school finance budgeting.

	Frequency	Percentage
Valid		
Excellent	8	16.0
Good	25	50.0
Fair	16	32.0
Poor	1	2.0
Very poor	0	100.0
Total	50	

Standards for the Funding of Public Schools (1996). A significant percentage (54%) rated their understanding of the South African Schools Act of 1996 (Act no. 84 of 1996) as good or excellent. Half the respondents (50%) had a good understanding of the South African Schools Act of 1996 (Act no. 84 of 1996). Better still, 16 % rated their understanding of the same Act as excellent. Overall, 66% of the respondents had an adequate understanding of this Act. 32% of them judged themselves as having a fair understanding while 2% indicated poor understanding of the Act.

These statistics lent credence to the notion that majority of SGB members have an adequate understanding of the South African Schools Act of 1996 (Act no. 84 of 1996). However, an overall 34% of SGB membership which constitute a fair and poor understanding of the basic legal framework of public school finance budgeting (SASA) sounds far from negligible. This suggests that more attention has to be given to SGBs` competence.

Table 4.2.8. Level of understanding of the Norms and Standards for the Funding of Public Schools (1996a).

		Frequency	Percentage
Valid	Excellent	6	12.0
	Good	27	54.0
	Fair	13	26.0
	Poor	2	4.0
	Very poor	2	4.0
	Total	50	100.0

12% of the respondents indicated that they had an excellent understanding of the Norms and Standards for the Funding of Public Schools (1996a). A significant percentage (54%) rated their understanding of the same procedures as good. Overall, there were 66% of the respondents who viewed their understanding of the Norms and Standards in positive terms. A further 26% judged their understanding as fair in this regard. Only a minority of 4% rated their understanding of the Norms and Standards as poor while 4% rated themselves very poor. School budget debates could be very technical. Therefore, there is a need for the improvement of SGBs' competence in this area as well.

From these findings it would appear that majority of the respondents conclusively had a satisfactory understanding of the financial allocation procedures in question.

THEME 2: PROVISION OF CURRICULAR NEEDS

Table 4.2.9. Level of understanding of the *Prescripts for the Management of School Funds in Public Schools (2011)*.

Valid		Frequency	Percentage
	Excellent	5	10.0
	Good	24	48.0
	Fair	19	38.0
	Poor	2	4.0
	Very poor	0	0
	Total	50	100.0

Almost half the respondents (48%) rated themselves as good with regard to their understanding of the *Prescript for the Management of School Funds in Public Schools (2011)*. 10% of the sample indicated an excellent understanding of the prescripts. 38% had a fair understanding and only 4% of the sample had a poor understanding of the Prescripts. No respondent rated himself or herself as having a very poor understanding of the Prescripts.

Overall, 58% of the respondents had a sufficient understanding of the Prescripts in question. The statistics threw their weight behind the view that majority of the SGB members had an adequate understanding of the *Prescripts for the Management of School Funds in Public Schools (2011)*.

However, the overall 42% of the responses ranging from neutral to negative could pose challenges regarding the interpretation and application of the prescripts in question. Policies and procedures regarding public school finance budgeting may require much more than a fair or poor understanding if public accountability is to be taken seriously.

THEME 2: PROVISION OF CURRICULUM NEEDS.

Table 4.2.10. 60% of the allocated funds were spent on curriculum needs such as textbooks, stationery and teaching aids in your school in 2010.

	Frequency	Percentage
Valid		
Strongly agree	10	20.0
Agree	29	58.0
Unsure	7	14.0
Disagree	3	6.0
Strongly disagree	1	2.0
Total	50	100.0

58 % of the respondents agreed and 20% of them strongly agreed that 60% of the allocated funds were spent on curriculum needs. This meant that a significant majority of 78% responded in the affirmative to the question on the observance of the required financial percentage split for the provision of curriculum needs. A minority of 14% were undecided on this question while a negligible 8% denied that the percentage split was observed.

From these findings it was clear that majority of Vuwani public schools had spent the required amount of funds on the provision of learner-teacher support materials (textbooks).

Satisfactory	30	60.0
Unsure	11	22.0
Poor	4	8.0
Very poor	1	2.0
Total	50	100.0

An overall percentage of 68% were satisfied with the provision of Mathematics textbooks, 22% were unsure while an aggregate of 10% responded in the negative.

This confirms the notion that majority of Vuwani public schools made adequate provision of Mathematics textbooks. It is important to note that the overall 32% neutral to negative responses

Table 4.2.11. Availability of languages textbooks

	Frequency	Percentage
Valid More satisfactory	4	8.0
Satisfactory	34	68.0
Unsure	8	16.0
Poor	3	6.0
Very poor	1	2.0
Total	50	100.0

A significant percentage (68%) were satisfied with the availability of language textbooks and a fraction of 8% were more satisfied in this regard. 16% of the respondents were undecided on this issue. An aggregate of 8% viewed the provision of these textbooks as poor and very poor.

The findings supported the view that the provision of languages textbooks in majority of Vuwani public schools is adequate.

Table 4.2.12. Availability of Mathematics textbooks.

	Frequency	Percentage
Valid More satisfactory	4	8.0
Satisfactory	30	60.0
Unsure	11	22.0
Poor	4	8.0
Very poor	1	2.0
Total	50	100.0

An overall percentage of 68% were satisfied with the provision of Mathematics textbooks. 22% were unsure while an aggregate of 10% responded in the negative.

This confirmed the notion that majority of Vuwani public schools made adequate provision of Mathematics textbooks. It is important to note that the overall 32% neutral to negative responses

may mean that 16 out of 50 public schools would experience a negative impact of the shortage of Mathematics textbooks. Therefore, more attention is needed in this area.

Table 4.2.13. Availability of Natural Sciences textbooks.

		Frequency	Percentage
Valid	More satisfactory	2	4.0
	Satisfactory	27	54.0
	Unsure	12	24.0
	Poor	7	14.0
	Very poor	2	4.0
	Total	50	100.0

The statistics indicated that 58% of the respondents were satisfied with the availability of Natural Sciences textbooks. A further 24% were not sure whether their schools had adequate textbooks. 18% rated this provision poor and very poor.

The findings in the table above reflect that majority of Vuwani public schools had adequate Natural Sciences textbooks. However, a seriously worrying factor is that 42% of the respondents had their responses ranging from neutral to negative in this regard. Natural Sciences is one of the most significant fields of study. Educators' notes and oral explanations do not constitute much for the learners to work on. Educators and learners have to be provided with all necessary resources to ensure optimal output. Therefore, these statistics indicated that more attention needed to be paid to the provision of adequate Natural Sciences textbooks in Vuwani public schools.

Table 4.2.14. Availability of Accounting textbooks

		Frequency	Percentage
Valid	More satisfactory	1	2.0
	Satisfactory	25	50.0
	Unsure	10	20.0
	Poor	9	18.0
	Very poor	5	10.0
	Total	50	100.0

Just a fraction above half the respondents (52%) was satisfied with the provision of Accounting textbooks. 48% of the remaining responses range from neutral to negative. It is interesting to note that the statistics contained in this table have a slightly similar distribution pattern to those in table 4.2.12.

On the one hand, both tables revealed that majority of Vuwani public schools were generally satisfied with the provision of Natural Sciences and Accounting textbooks respectively. On the other hand, table 4.2.12., with its 42% neutral to negative response range and this table, with its 48% neutral to negative response range would suggest a lack of commitment to the optimal provision of textbooks for two of the most challenging subjects, namely, Natural Sciences and Accounting. These inadequacies would require a concerted effort to maximize provision of these textbooks in order to make a noticeable difference in learners' scores.

Poor	10	20.0
Extremely poor	2	4.0
Total	50	100.0

40% of the respondents were satisfied with the provision of teaching aids such as maps, kits, charts, CDs and DVDs. 36% were neutral in their response while a further 24% were negative. This means that an overall of 60% of the responses ranged from neutral to negative while a minority of 40% appreciated the provision of the aforementioned teaching aids. These findings

Table 4.2.15. Availability of Social Sciences textbooks.

		Frequency	Percentage
Valid	More satisfactory	2	4.0
	Satisfactory	23	46.0
	Unsure	11	22.0
	Poor	10	20.0
	Very poor	4	8.0
	Total	50	100.0

46% of the respondents answered in the affirmative with regard to the availability of Social Sciences textbooks. However, 54% of them had their responses ranging from neutral to negative in this regard.

This may well be a serious indication that more attention has to be given to the provision of Social Sciences textbooks in Vuwani cluster.

Table 4.2.16. Availability of teaching aids such as maps, kits, chalks, CDs and DVDs.

		Frequency	Percentage
Valid	Excellent	1	2.0
	Good	19	38.0
	Fair	18	36.0
	Poor	10	20.0
	Extremely poor	2	4.0
	Total	50	100.0

40% of the respondents were satisfied with the provision of teaching aids such as maps, kits, chalks, CDs and DVDs. 36% were neutral in their responses while a further 24% were negative. This means that an overall of 60% of the responses ranged from neutral to negative while a minority of 40% appreciated the provision of the aforementioned teaching aids. These findings

lent credence to the notion that majority of Vuwani public schools could do much better with an additional supply of teaching aids.

Table 4.2.17. The shortage of teaching aids such as Science kits, maps , CD ROMS and DVDs contributed to poor performance of learners in your school particularly in subjects such as Natural Science, Maths and Accounting.

		Frequency	Percentage
Valid	Strongly agree	14	28.0
	Agree	20	40.0
	Unsure	5	10.0
	Disagree	10	20.0
	Strongly disagree	1	2.0
	Total	50	100.0

A majority of 40% agreed that the shortage of the teaching aids cited above contributed to poor performance of learners at their schools. A further 28% felt that they strongly agreed with the same view. A minority of 5% were undecided on the matter while 20% disagreed with this viewpoint. 2% of the respondents felt that they strongly disagreed with the notion that insufficient teaching aids contributed to poor learners' scores.

A significant majority of 68% in the affirmative in this case confirmed that the employment of teaching aids in classroom delivery has a positive impact on learners' scores.

Table 4.2.18. Insufficient supply of individual learners` copies of textbooks as a contributing factor to the poor performance of learners.

		Frequency	Percentage
Valid	Strongly agree	12	24.0
	Agree	20	40.0
	Unsure	3	6.0
	Disagree	13	26.0
	Strongly disagree	2	4.0
	Total	50	100.0

64% of the respondents agreed that shortage of individual learners` copies of textbooks led to poor performance of learners at their schools. 6% were not sure, while 30% indicated that the insufficient individual learners` copies of textbooks had nothing to do with the performance of learners at their schools.

The findings concluded that majority of public schools in Vuwani experienced the negative impact of shortage of learners` textbooks.

24% of the respondents disagreed with this view and a minority of 4% strongly shared the same negative feeling. The overall percentage of the respondents who did not agree with the statement in table 4.2.31 is 34%.

Data as presented above - 46% agree and 20% strongly agree - suggested that adequate supply of educators' support materials would go a long way towards improving the educators' classroom delivery.

Table 4.2.19. Insufficient supply of educators` support materials such as reference textbooks and study guides as factors negatively affecting the educators` classroom delivery.

		Frequency	Percentage
Valid	Strongly agree	10	20.0
	Agree	23	46.0
	Unsure	3	6.0
	Disagree	12	24.0
	Strongly disagree	2	4.0
	Total	50	100.0

46% of the respondents agreed that insufficient supply of educators` support materials such as reference textbooks and study guides negatively affected the quality of educators` performance in the classroom. In the same vein, 20% supported them by strongly agreeing to the same effect. This brought the overall percentage of the affirmative respondents to 66% in this case.

There were 6% who felt unsure about the matter. 24% of the respondents disagreed with this view and a minority of 4% strongly shared the same negative feeling. The overall percentage of the respondents who did not agree with the statement in table 4.2.31 is 34%.

Data as presented above - 46% agree and 20% strongly agree - suggested that adequate supply of educators` support materials would go a long way towards improving the educators` classroom delivery.

Table 4.2.20. Poor budgeting as a contributing factor to the lack of curriculum needs

such as textbooks, and teaching aids in your school in 2010.

		Frequency	Percentage
Valid	Strongly agree	3	6.0
	Agree	18	36.0
	Unsure	6	12.0
Valid	Disagree	22	44.0
	Strongly disagree	1	2.0
	Total	50	100.0

42% of the respondents agreed that poor budgeting contributed to lack of curriculum needs such as textbooks and teaching aids while 46% disagreed with this notion. Only 12 % yielded neutral responses in this regard.

An overall of 58% responses ranging from neutral to negative refuted the claim that poor budgeting contributes to lack of curriculum needs such as textbooks and teaching aids.

THEME 3: MAINTENANCE OF INFRASTRUCTURE

Table 4.2.21. Observance of the percentage split prescribed for the maintenance of repairs to buildings and furniture such as cracked classroom walls, broken windows and doors.

		Frequency	Percentage
Valid	Strongly agree	5	10.0
	Agree	28	56.0
	Unsure	8	16.0
	Disagree	8	16.0
	Strongly disagree	1	2.0
	Total	50	100.0

A significant majority of the respondents (84%) agreed that broken windows, broken doors of repairs to buildings and furniture while only 34% of the responses ranged from neutral to negative.

These statistics threw their weight behind the view that majority of Vuwani public schools observe the recommended percentage of funds to be spent on the maintenance and repairs to buildings and furniture.

		Frequency	Percentage
Valid	Excellent	3	10.0
	Good	34	68.0
	Fair	7	14.0
	Poor	3	6.0
	Extremely poor	1	2.0
	Total	50	100.0

76% of the respondents were satisfied with the repairs done to the broken windows at their schools, 14% rated them fair while a further 8% found them poor and very poor.

These findings would support the view that majority of Vuwani public schools repair their broken windows efficiently.

Table 4.2.22. The repairs of damaged classrooms (broken windows, broken doors and cracked walls)

		Frequency	Percentage
Valid	Strongly agree	8	16.0
	Agree	34	68.0
	Unsure	3	6.0
	Disagree	5	10.0
	Strongly disagree	0	0.0
	Total	50	100.0

An overwhelming majority of the respondents (84%) agreed that broken windows, broken doors and cracked walls in their schools have been repaired. Only 8% of the responses ranged from neutral to negative.

The findings supported the view that majority of Vuwani public schools conducted adequate maintenance of their buildings.

Table 4.2.23. The ratings of the repairs done to broken windows

		Frequency	Percentage
Valid	Excellent	5	10.0
	Good	34	68.0
	Fair	7	14.0
	Poor	3	6.0
	Extremely poor	1	2.0
	Total	50	100.0

78% of the respondents were satisfied with the repairs done to the broken windows at their schools. 14% rated them fair while a further 8% found them poor and very poor. The overall of the respondents communicated a sense of dissatisfaction in this regard.

These findings would support the view that majority of Vuwani public schools repair their broken windows efficiently.

Table 4.2.24. The ratings of the repairs done to broken doors

Valid	Strongly agree	Frequency	Percentage
	Excellent	5	10.0
	Good	34	68.0
	Fair	7	14.0
	Poor	3	6.0
	Extremely poor	1	2.0
	Total	50	100.0

The repairs done to broken windows (Table 4.2.21.) and those done to broken doors (table 4.2.22.) had the same effect on the respondents: In both cases 78% were impressed with the repairs, 14% yielded neutral responses and 8% rated them poor and very poor.

The findings in these cases echo the same sentiment of satisfaction among the majority of Vuwani public schools with regard to the maintenance of school buildings.

Table 4.2.25. The ratings of the repairs done to cracked walls.

Valid	Strongly agree	Frequency	Percentage
	Excellent	4	8.0
	Good	25	50.0
	Fair	10	20.0
	Poor	6	12.0
	Extremely poor	5	10.0
	Total	50	100.0

58% of the respondents were impressed with the repairs done to wall cracks. 20% yielded neutral responses and 22% were dissatisfied with the repairs done in this regard. The overall of 42% neutral to negative responses communicated a sense of dissatisfaction in this regard.

The findings confirmed that majority of Vuwani public schools repaired their cracked walls.

Table 4.2.26. The damaged furniture (chairs and tables) have been repaired in your school.

		Frequency	Percentage
Valid	Strongly agree	4	8.0
	Agree	25	50.0
	Unsure	7	14.0
	Disagree	12	24.0
	Strongly disagree	2	4.0
	Total	50	100.0

58% of the respondents agreed that the damaged furniture (chairs/table) have been repaired in their schools. However, 42% had their responses ranging from neutral to negative.

Despite the fact that the findings indicate that majority of Vuwani public schools maintain their furniture, the 42% contrast suggested that much needs to be done in this area.

Table 4.2.27. The ratings of the repairs done to broken chairs.

		Frequency	Percentage
Valid	Excellent	4	8.0
	Good	22	44.0
	Fair	14	28.0
	Poor	7	14.0
	Extremely poor	3	6.0
	Total	50	100.0

Good and excellent repairs of chairs were experienced by 52% of the respondents. 28% found them fair while 20% rated them poor and very poor.

Although the respondents who were satisfied with the repairs done to chairs (52%) did not constitute a very convincing majority, the findings confirmed that the chairs were efficiently maintained in Vuwani public schools.

Table 4.2.28. The ratings of the repairs done to broken tables.

		Frequency	Percentage
Valid	Excellent	5	10.0
	Good	22	44.0
	Fair	14	28.0
	Poor	6	12.0
	Extremely poor	3	6.0
	Total	50	100.0

54% of the respondents rated the repairs done to broken tables good and excellent. A further 28% found it fair while 18% rated it poor and very poor. This meant that 46% of the respondents did not find the repairs done to tables impressive.

Although 54% was not a convincing majority, the findings confirmed that majority of Vuwani public schools efficiently maintained their tables.

However, it was noteworthy that a discontented 46% of the respondents were not impressed with the repairs done to broken tables. A slightly similar response pattern was observed in the ratings in table 4.2.25 where 42% of the responses were recorded within the neutral to negative range with regard to the ratings of the repairs done to cracked walls. An even worse discontent was noticed in Table 4.2.27 where just under half of the respondents (48%) also had their responses ranging from neutral to negative with regard to the ratings of the repairs done to broken chairs. Therefore, the findings in these two tables suggested a growing concern for efficient maintenance of buildings and furniture in Vuwani cluster. Serious attention needs to be given to improving this area of infrastructural maintenance in Vuwani public schools

Table 4.2.29. Lack of classroom repairs led to poor performance of learners at your school.

		Frequency	Percentage
Valid	Strongly agree	4	8.0
	Agree	16	32.0
	Unsure	5	10.0
	Disagree	19	38.0
	Strongly disagree	6	12.0
	Total	50	100.0

The respondents who disagreed and strongly disagreed with the view that there was a direct relationship between lack of classroom repairs and poor performance of learners constituted 50%. Those who agreed and strongly agreed with the same view constituted 40%. 10% were unsure.

Data as presented above, refuted the claim that there was any direct relationship between lack of classroom repairs and poor learners' scores.

Table 4.2.30. Payments of water services are done in time so that teaching and learning is not affected.

		Frequency	Percentage
Valid	Strongly agree	21	42.0
	Agree	26	52.0
	Unsure	2	4.0
	Disagree	0	0.0
	Strongly disagree	1	2.0
	Total	50	100.0

An overwhelming percentage (94%) of the respondents agreed that payments for water services are done in time so that teaching and learning is not affected. Only 6% of the responses went from neutral to negative.

The findings supported the view that payments for water services are done effectively and efficiently.

Table 4.2.31. The ratings for the water supply.

		Frequency	Percentage
Valid	More satisfactory	14	28.0
	Satisfactory	29	58.0
	Unsure	0	0.0
	Poor	3	6.0
	Very poor	4	8.0
	Total	50	100.0

A significant majority (86%) of the respondents were satisfied with the rate at which water was supplied and only 14% were dissatisfied with this service.

These findings confirmed that majority of Vuwani public schools have adequate water supply.

Table 4.2.32. Payments of electricity services are done in time so that teaching and learning is not affected.

		Frequency	Percentage
Valid	Strongly agree	23	46.0
	Agree	26	52.0
	Unsure	1	2.0
	Disagree	0	0.0
	Strongly disagree	0	0.0
	Total	50	100.0

Almost all respondents (98%) agreed that payments for electricity services were done in time so that teaching and learning was not affected. Only one respondent who constitutes 2% of the sample was unsure in this regard.

The findings would indicate that majority of Vuwani public schools efficiently maintain this infrastructure.

Table 4.2.33. The ratings of the electricity supply.

Valid	Frequency	Percentage
More satisfactory	17	34.0
Satisfactory	30	60.0
Unsure	0	0.0
Poor	1	2.0
Very poor	2	4.0
Total	50	100.0

76% of the respondents agree that payments for telephone services were always done in time so 94% of the respondents were satisfied with the rate at which electricity was supplied. Only 6% judged it poor and very poor.

Just like in tables 4.2.31 and 4.3.2 the findings in this case confirmed that majority of Vuwani public schools receive adequate electricity supply.

Table 4.2.34. The ratings for the supply of telephone services

Valid	Frequency	Percentage
More satisfactory	12	24.0
Satisfactory	27	54.0
Unsure	3	6.0
Poor	3	6.0
Very poor	5	10.0
Total	50	100.0

A significant majority of 78% of the respondents were satisfied and more satisfied with the provision of telephone services, 6% were unsure while 8% rated it poor and very poor.

Table 4.2.34. Payments for telephone services are done in time so that teaching and learning is not affected.

		Frequency	Percentage
Valid	Strongly agree	16	32.0
	Agree	22	44.0
	Unsure	5	10.0
	Disagree	4	8.0
	Strongly disagree	3	6.0
	Total	50	100.0

76% of the respondents agree that payments for telephone services were always done in time so that teaching and learning was not affected. 10% were not sure whether these services were efficiently maintained. 14% felt that telephone services were inefficiently maintained.

The findings confirmed that in majority of telephone services were maintained efficiently in Vuwani public schools.

Table 4.2.35. The ratings for the supply of telephone services

		Frequency	Percentage
Valid	More satisfactory	12	24.0
	Satisfactory	27	54.0
	Unsure	3	6.0
	Poor	3	6.0
	Very poor	5	10.0
	Total	50	100.0

A significant majority of 78% of the respondents were satisfied and more satisfied with the provision of telephone services. 6% were unsure while 8% rated it poor and very poor.

These findings confirmed that majority of Vuwani public schools were provided with effective and efficient telephone services in their daily running.

4.3. Conclusion

The qualitative methodology has enabled the respondents to share their opinions and experiences with the researcher with regard to the assessment of infrastructural maintenance and curriculum capacity development budgeting by selected Vuwani public schools. The respondents' views and perceptions were elicited at various frequencies. Through the aid of Likert's five-point scale, the answers to various questions posed by the aim, objectives and hypothesis of the study were reached at various levels.

5.2. Summary of findings

65% of the respondents had an adequate understanding of (SASA) South African Schools Act of 1996 (Act 84 of 1996). 34% of the respondents constituted fair and poor understanding of SASA. Agala, a similar 66% of the respondents rated themselves good and excellent in their understanding of the Norms and Standards for the Funding of Public Schools while the remaining 34% yielded the responses ranging from neutral to negative. A further 58% judged their understanding of *The Prescripts for the Management of School Funds in Public Schools (2011)* as good and excellent. However, 42% had their responses ranging from neutral to negative in this regard.

The question of the provision of curriculum needs such as textbooks and teaching aids yielded interesting findings.

A significant 78% of the respondents agreed that 60% of the allocated funds were spent on curriculum needs. A deeper probe revealed various degrees or levels of responses to the provision of textbooks from one subject to another. An overall 76% were satisfied with the availability of languages textbooks and 68% were satisfied with the availability of Mathematics textbooks.

However, when it came to the question of the availability of Natural Sciences, Accounting and Social Sciences textbooks and teaching aids the percentages of the positive responses decreased

CHAPTER 5

SUMMARY OF THE FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1. INTRODUCTION

This chapter is based on the data analyzed and interpreted in the previous chapter. Its focal points are the opinions and perceptions of the respondents with regard to the effectiveness of infrastructural maintenance and curriculum capacity development by sampled Vuwani public schools. In addition, it summarizes the findings, provides recommendations and gives conclusions which may offer better insight into effective infrastructural maintenance and curriculum capacity development not only in Vuwani cluster but elsewhere as well. The findings may also stimulate further research in this area.

5.2. Summary of findings

66% of the respondents had an adequate understanding of (SASA) South African Schools Act of 1996 (Act 84 of 1996). 34% of the respondents constituted fair and poor understanding of SASA. Again, a similar 66% of the respondents rated themselves good and excellent in their understanding of the Norms and Standards for the Funding of Public Schools while the remaining 34% yielded the responses ranging from neutral to negative. A further 58% judged their understanding of *The Prescripts for the Management of School Funds in Public Schools (2011)* as good and excellent. However, 42% had their responses ranging from neutral to negative in this regard.

The question of the provision of curriculum needs such as textbooks and teaching aids yielded interesting findings.

A significant 78% of the respondents agreed that 60% of the allocated funds were spent on curriculum needs. A deeper probe revealed various degrees or levels of responses to the provision of textbooks from one subject to another. An overall 76% were satisfied with the availability of languages textbooks and 68% were satisfied with the availability of Mathematics textbooks.

However, when it came to the question of the availability of Natural Sciences, Accounting and Social Sciences textbooks and teaching aids the percentages of the positive responses decreased

to 58%, 52%, 50% and 40% respectively. In this case, it would appear that the amount of discontent is far from negligible.

The findings thus confirmed the poor scores obtained by Vuwani learners in these subjects.

A majority of 68% of the respondents agreed and strongly agreed that the shortage of teaching aids such as Science kits, maps, CD ROMS and DVDS contributed to poor performance of learners in Vuwani public schools, particularly, in subjects such as Physical Science, Maths and Accounting. 10% were unsure and 22% disagreed and strongly disagreed in this regard.

On the question of whether poor budgeting contributed to the shortage of curriculum needs such as textbooks and teaching aids only 42% of the respondents agreed and strongly agreed. 46% disagreed and strongly disagreed with this question while 12% were unsure. This meant that an overall 58% did not confirm the hypothesis that poor budgeting contributed to the shortage of textbooks and teaching aids in Vuwani cluster.

66% of the respondents agreed and strongly agreed that the 12% financial split for the maintenance of infrastructure was spent for this purpose. However, various degrees of responses were recorded for each infrastructure item maintained.

An overwhelming 78% of the respondents for the broken windows and doors apiece agreed that these items were repaired at their schools. However, when it came to repairs done to wall cracks, broken tables and chairs the figures of positive responses waned to 58%, 54% and 52% respectively. In contrast, it then followed that 42%, 46% and 48% respectively of the respondents felt that the learners were subjected to a learning environment characterized by damaged walls, chairs and tables in this area. This classroom environment is not ideal for optimal teaching and learning to take place. This would support the hypothesis that ineffective budgeting promotes poor infrastructural maintenance in some Vuwani Public schools.

When it was probed whether lack of classroom repairs contributed to poor performances of learners, 40% of the respondents agreed and strongly agreed to this effect. 50% disagreed and strongly disagreed while 10% were unsure. Although damaged classrooms are arguably not ideal for teaching and learning, the findings in this case confirmed that there was no direct relationship between lack of classroom repairs and learners' scores.

The ratings for the maintenance of infrastructure such as water, electricity and telephone were overwhelmingly positive. A significant majority of 86% of the respondents were satisfied and more satisfied with the provision of water. Another significant majority of 94% was satisfied and more satisfied with the provision of electricity at schools and 78% were satisfied and more satisfied with the provision of telephone services.

On the question of whether the payment for water, electricity and telephone services were done in time so that teaching and learning was not affected, the responses were also overwhelmingly positive. 94% agreed and strongly agreed that the payment for water services were consistent so that teaching and learning was not negatively affected. Another significant majority (98%) agreed and strongly agreed that the provision for electricity services were adequate. In addition, 76% agreed and strongly agreed that the provision of telephone services was adequate so that teaching and learning was not negatively affected. Minority percentages of respondents for water (6%) and electricity supply (2%) were dissatisfied with these services. 24% had its responses to the rating of telephone services ranging from neutral to negative. These figures illustrated that water, electricity and telephone services were satisfactory in majority of Vuwani public schools.

5.3. Recommendations

On the one hand, the findings suggested that majority of the respondents had an adequate understanding of the legislation, policy and prescripts governing public school financial budgeting. On the other hand, the minority percentages of negative responses could be an indication that some SGB members were not just as competent with regard to interpreting and applying legislation, policies and procedures pertaining to public school financial budgeting. These inadequacies cannot be overlooked if public financial responsibility and accountability is to be taken seriously. There is a need for training to be conducted on annual basis in order to ensure that all SGB members have a maximum understanding of legislation, policies and procedures pertaining to public school budgeting.

Majority of respondents were satisfied with the availability of Languages and Mathematics text books. However, the positive responses for the availability of Natural sciences, Accounting and Social Sciences textbooks for learners dwindled in terms of percentages. In addition, the shortage of educators' support materials such as reference textbooks and teaching aids were

attested to by 66% of the respondents respectively. This meant that serious attention should go to the provision of these curriculum materials. Each individual learner should be provided with copies of the aforesaid textbooks so that they can improve their academic performance. Educators should also be provided with relevant reference textbooks and teaching aids in order to improve the quality of their classroom delivery. This can be achieved by ensuring that future textbook requisitions give first priority to Natural Sciences, Accounting and Social Sciences textbooks.

Table 4.2.19. depicted that 58% of the respondents had their responses ranging from neutral to negative to the question of poor budgeting being the contributing factor to the lack of curriculum needs. The findings suggested that there was no direct relationship between poor budgeting and the lack of curriculum needs such as textbooks and teaching aids.

Tables 4.2.26 and 4.2.27 confirmed that majority of respondents were dissatisfied with the maintenance of furniture such as tables and chairs. It thus suggested that furniture repairs be taken seriously inasmuch as they offer the learners the necessary comfort conducive to optimal learning in the classroom.

78% of the respondents rated the supply of telephone services as satisfactory and more satisfactory. 6% were unsure and 16% judged it poor and very poor. A significant majority of 94% was satisfied and more satisfied with the electricity services but a negligible 6% found it poor and very poor. A majority of 86% was satisfied and more satisfied with water supply while only 14% were dissatisfied with it.

It became clear that Vuwani cluster has been more successful in the maintenance of infrastructure such as water, electricity and telephone services. However, these services are essential for the effective and efficient running of public schools. The challenge of climate change has brought about adversely hot weather conditions so that the need for a consistent water supply is a matter of urgency in public schools. Electricity and telephone services are some of the most vital components of quality service delivery in schools. They promote communication and coordination of the teaching and learning activities. Therefore, the provision of these services should not be questionable.

It is also recommended that performance monitoring and evaluation be conducted to determine insufficient curriculum and infrastructural needs on an annual basis in Vuwani public schools. Where such needs stretch public school finance allocations to the limit, the Provincial Education Department should intervene and procure the required needs for the schools the same way as it is stipulated for the Non- section 21 schools in the Prescripts for the Management of School Funds in Public Schools. Unofficial deviations should be accounted for and corrective actions should be taken in accordance to the South African Schools Act 84 of 1996.

5.4. Conclusion

The study has yielded various opinions and perceptions regarding the effectiveness of infrastructural maintenance and curriculum capacity development by selected Vuwani public schools.

It has come out clearly that the maintenance of infrastructure such as the provision of water, electricity and telephone services were satisfactory in Vuwani public schools.

However, the insufficient maintenance of buildings and furniture, particularly, lack of repairs to wall cracks, broken chairs and tables have been evident as well. These shortcomings have rendered the maintenance of infrastructure questionable in this respect. Despite this, the findings could not establish any direct link between lack of maintenance of classrooms and furniture and the academic performance of learners.

The study has also confirmed that poor academic performance in this area is attributed to shortage of Natural Sciences, Accounting and Social Sciences textbooks. The shortage of the educators` support materials such as teaching aids, reference textbooks and study guides have also adversely affected the educators` classroom delivery. These shortages indicate that curriculum capacity development has not been very effective in this area.

With these few points the study comes to an end.



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Limpopo Department of Education Citizen`s Report. 1997.

Limpopo Department of Education Citizen`s Report. 1998.

Limpopo Department of Education. **Prescripts for Management of School Funds in Public**

Schools. 2011. Circular. Ref. no. 17/2/1/P.

Limpopo Department of Education. **A Prescript for Management of School Funds in Public**

Schools. 2001.

Limpopo Department of Education. **Turn-around strategy to improve education. Basic**

Education & Further Education and Training system. 2011.

INTERVIEWS

Interview with Mr Mafuna I.D. Vhuronga I Circuit Manager on 27/09/11.

Interview with Nedohe K.G. Dzondo Circuit Manager on 26/09/11.

Interview with Nkuzana T.J. Dzindi Circuit Manager on 28/09/11.

Interview with Rasimphi T.M. Vhuronga II Senior Education Specialist on 29/09/211.



APPENDIX A

Application letter to conduct research

ENQ: Mukwevho AC

Cell: 0820543977

PO BOX 6151

Thohoyandou

0950

16 September 2011

The District Senior Manager

P/Bag X 2250

Sibasa

0970

ATTENTION: GOVERNANCE SECTION

SUBJECT: REQUEST TO CONDUCT RESEARCH

I am currently registered for a Degree of Masters in Public Management (MPM) with University of Venda for Science and Technology under the Oliver Tambo Work Study programme.

I hereby request your permission to conduct an academic research as part of the fulfillment of the requirement for the completion of the degree. My research area is on **the effectiveness of infrastructural maintenance and curriculum capacity development budgeting by Vuwani public schools**. The information to be obtained from the research will be used for academic purposes only.

I pledge that the information will be handled in the strictest confidence.

Yours faithfully

Mukwevho A.C. SignatureDate.....

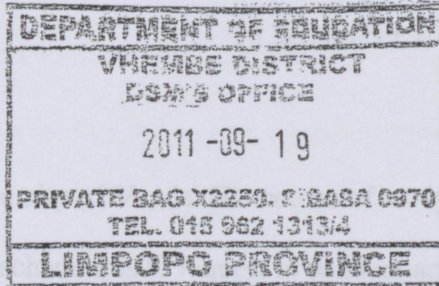


DEPARTMENT OF
EDUCATION

VHEMBE DISTRICT

Ref: 14/7/R
Enq: M.S Matibe
Tel: 015 962 1029

Mukwevho A.C
P.O.BoX 6151
Thohoyandou
0950



REQUEST TO CONDUCT RESEARCH

1. The above matter bears reference
2. Your request to conduct research in the district on the topic "the effectiveness of infrastructural maintenance and curriculum capacity development budget by Vuwani public schools " has been approved.
3. You are kindly requested to observe the following conditions:
 - 3.1 Inform the circuit manager and principals of schools prior to your visits.
 - 3.2 Ensure that your interactions with teachers and learners do not disrupt teaching and learning activities.
4. Wishing you the best in your academic endeavors.

19/09/2011

.....
DISTRICT SENIOR MANAGER

.....
DATE

UNIVERSITY OF VENDA

APPENDIX B: QUESTIONNAIRE SCHEDULE

QUESTIONNAIRE

The purpose of this questionnaire is to assess the effectiveness of infrastructural maintenance and curriculum capacity development budgeting by selected Vuwani Public schools. Your anonymity will be respected. The information from this questionnaire will be treated with confidentiality.

P O BOX 6151

Thohoyandou

0950

16 September 2011

SECTION A: PERSONAL INFORMATION OF RESPONDENT

Dear respondent

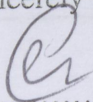
GENDER: (Indicate your answer by making a cross in an appropriate space provided)

The researcher is a student at the University of Venda. His course of study is Masters in Public Management (MPM). The aim of this schedule is to request to conduct academic research on **The effectiveness of infrastructural maintenance and curriculum capacity development budgeting by selected Public Schools in Vuwani cluster.**

The questionnaire herein is intended to obtain statistical data. Therefore, there is no need for you to provide your name or identification. Your responses will be confidential. The construction of this questionnaire has taken into account your time economy drive. As such, its completion should hopefully be brief and enterprising.

I would be much obliged to you if you could submit your completed questionnaire to your circuit office for my attention on or before 29 September 2011.

Your Sincerely



MUKWEVHO A.C. (MR)

Employed

3. PLACE OF RESIDENCE

QUESTIONNAIRE

The purpose of this questionnaire is to **assess the effectiveness of infrastructural maintenance and curriculum capacity development budgeting by selected Vuwani Public schools.** Your anonymity will be respected. The information from this questionnaire will be treated with confidentiality.

SECTION A: PERSONAL INFORMATION OF RESPONDENTS.

1. **GENDER:** (Indicate your answer by making a cross in an appropriate space provided)

Male	1
Female	2

1. **AGE:**

20-30 years	1
31-40 years	2
41-50 years	3
51-60 Years	4
61and older	5

2. **HIGHEST EDUCATIONAL QUALIFICATIONS:**

Graduate	1
Post-graduate	2

EMPLOYMENT STATUS

Unemployed	1
Employed	2

3. PLACE OF RESIDENCE

Rural	1
Semi-urban	2
Urban	3

4. SGB PORTFOLIO

Chairperson	1
Vice-chairperson	2
Secretary	3
Vice-secretary	4
Treasurer	5

SECTION B

INSTRUCTIONS

This section comprises five parts, namely, **A, B, C, D AND E.**

In each case below select and mark your single and honest answer with an **X**.

PART A: LEVEL OF UNDERSTANDING OF LEGISLATION, POLICY AND

PRESCRIPTS GOVERNING PUBLIC SCHOOL FINANCIAL BUDGETING.

1. What is your level of understanding of the **South African Schools Act 84 of 1996** with regard to public school finance budgeting?

5 Excellent	4 Good	3 Fair	2 Poor	1 Extremely poor
-------------	--------	--------	--------	------------------

2. Rate your level of understanding of the *Norms and Standards for the Funding of Public Schools*:

5 Excellent	4 Good	3 Fair	2 Poor	1 Extremely poor
-------------	--------	--------	--------	------------------

3. Rate your level of understanding of the *Prescripts for the Management of School Funds in Public Schools (2011)* with regard to Public school budgeting in Limpopo:

5 Excellent	4 Good	3 Fair	2 Poor	1 Extremely poor
-------------	--------	--------	--------	------------------

PART B: PROVISION OF CURRICULUM NEEDS

4. 60% of the allocated funds was spent on curriculum needs such as textbooks, stationery and teaching aids in your school in 2010:

5 Strongly agree	4 Agree	3 Unsure	2 Disagree	1 Strongly disagree
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5. Decide whether the Languages, Maths, Sciences, Accounting and Social sciences textbooks available for the learners in your school in 2010 were adequate or not by choosing from the options below:

SUBJECTS	5 More satisfactory	4 Satisfactory	3 Unsure	2 Poor	1 Very poor
Languages					
Maths					
Sciences					
Accounting					
Social Sciences					

6. Decide whether the teaching aids such as maps, science kits, chalks, CDs, and DVDs available for the educators in 2010 in your school were adequate or not by choosing from the options below:

5 Excellent	4 Good	3 Fair	2 Poor	1 Extremely poor
-------------	--------	--------	--------	------------------

7. Poor budgeting contributed to lack of curriculum needs such as textbooks, stationery and teaching aids in your school in 2010.

5 Strongly agree	4 Agree	3 Unsure	2 Disagree	1 Strongly disagree
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PART C: MAINTENANCE OF INFRASTRUCTURE

8. 12 % of the allocated funds were spent on maintenance of and repairs to buildings and furniture such as cracked classroom walls, broken windows, broken doors, broken chairs and broken tables.

5 Strongly agree	4 Agree	3 Unsure	2 Disagree	1 Strongly disagree
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9. The damaged classrooms (broken windows/or doors) have been repaired in your school:

5 Strongly agree	4 Agree	3 Unsure	2 Disagree	1 Strongly disagree
------------------	---------	----------	------------	---------------------

10. The damaged furniture (chairs or tables) have been repaired in your school:

5 Strongly agree	4 Agree	3 Unsure	2 Disagree	1 Strongly disagree
------------------	---------	----------	------------	---------------------

11. Rate the repairs done to buildings and furniture as indicated below: (i.e. only those applicable to your school).

Repairs done	5 Excellent	4 Good	3 Fair	2 Poor	1 Extremely poor
Wall cracks					
Broken Windows					
Broken doors					

Broken chairs					
Broken tables					

12. The payments of the services listed below are always done in time so that teaching and learning is not affected:

SERVICES	5 Strongly agree	4 Agree	3 Unsure	2 Disagree	1 Strongly disagree
Water					
Electricity					
Telephone					

13. Poor budgeting promoted poor payment for services such as water, electricity and telephone:

5 Strongly agree	4 Agree	3 Unsure	2 Disagree	1 Strongly disagree

14. Rate the supply of the services listed below in your school:

SERVICES	5 More satisfactory	4 Satisfactory	3 Unsure	2 Poor	1 Very poor
Water					
Electricity					
Telephone					

**PART D: THE IMPACT OF INADEQUATE PROVISION OF CURRICULUM NEEDS
ON THE PERFORMANCE OF LEARNERS.**

15. Insufficient supply of individual learners` copies of textbooks led to poor performance of learners in your school:

5 Strongly agree	4 Agree	3 Unsure	2 Disagree	1 Strongly
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16. Insufficient supply of educators` support materials such as reference textbooks and study guides negatively affected the quality of educators` classroom delivery:

5 Strongly agree	4 Agree	3 Unsure	2 Disagree	1 Strongly disagree
------------------	---------	----------	------------	---------------------

17. The shortage of teaching aids such as science kits, maps, CD ROMS, and DVDs contributed to poor performance of learners in your school particularly in subjects such as Physical Science, Mathematics and Accounting:

5 Strongly agree	4 Agree	3 Unsure	2 Disagree	1 Strongly disagree
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PART E: THE IMPACT OF INADEQUATE MAINTENANCE OF

INFRASTRUCTURE ON THE PERFORMANCE OF LEARNERS.

18. Lack of repairs to classrooms (broken windows, doors and chalkboards) led to poor performance of learners in your school:

5 Strongly agree	4 Agree	1 Unsure	2 Disagree	1 Strongly disagree
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19. Lack of repairs to furniture (broken chairs and tables) led to poor performance of learners in your school:

5 Strongly agree	4 Agree	3 Unsure	2 Disagree	1 Strongly disagree
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20. Indicate the impact of poor supply of water, electricity and telephone services on the performance of learners in your school:

SERVICES	5 More satisfactory	4 Satisfactory	3 Unsure	2 Poor	1 Very poor
Water					
Electricity					
Telephone					