

**CONTROL AS AN INSTRUMENT OF  
EFFECTIVE EDUCATION MANAGEMENT  
IN SIX SELECTED SECONDARY SCHOOLS IN  
THE BRITS DISTRICT (NORTH WEST PROVINCE)**

**BY**

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M O L O

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## DECLARATION

I, **NKOBO PRINCE JACOB MOLOKO** solemnly declare that this research on

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is my work, that all the sources used or quoted have been indicated and acknowledged by means of complete references and that this dissertation was not previously submitted by me for a degree at another university.



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SELECTED SECONDARY SCHOOLS IN THE BRITS DISTRICT (NORTH WEST  
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I hereby request an evaluation of my mini dissertation.



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## **SUMMARY**

### **CONTROL AS AN INSTRUMENT OF EFFECTIVE EDUCATION MANAGEMENT IN SIX SELECTED SECONDARY SCHOOLS IN THE BRITS DISTRICT (NORTH WEST PROVINCE)**

The essence of this study is to investigate the significance of control as an essential and effective instrument of education management, to examine in detail the concept of management control, to identify the role of educators and other stakeholders in education, gather and analyse data in order to examine the influence of proper control in effective education management and to present suggestions and recommendations for the implementation of control in order to effect good education management.

Furthermore, it is hoped that this research will provide the school managers with the knowledge and skills required to :

- understand the significance of human resource management;
- identify the problems of new staff members;
- design and implement an induction programme for new teachers; and
- understand the purposes of staff development and develop appraiser skills.

In conclusion recommendations regarding control as an essential instrument of effective education management for South African schools are presented.

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# Chapter 1

## **INTRODUCTION, STATEMENT OF THE PROBLEM AND BACKGROUND STUDY ON CONTROL AS AN INSTRUMENT OF EFFECTIVE EDUCATION MANAGEMENT IN SIX SELECTED SECONDARY SCHOOLS IN THE BRITS DISTRICT (NORTH WEST PROVINCE)**

### **1.1 Introduction**

The fundamental goals and objectives in the school and the methods for attaining them are established in the planning of the school's activities. The control process measures progress towards established goals and enables educational managers to detect deviations from the plan in time and to take corrective action. (Mullins 1990 : 340). Therefore, the educational leader must ensure by means of control that all inputs are being used optimally to achieve the set objectives of the school and that planning, organising and leading are correctly implemented. Positive control will ensure that teachers do their preparation thoroughly, that pupils are taught correctly and evaluated effectively.

Maddux (1997 : 50) maintains that "once you have a qualified staff, properly trained and focussed on organisational goals, you have accomplished a great deal, but you still have not finished". I believe that managers should place control high on their list of priorities.

Stoner and Wankel (1986 : 576) maintain that control is a cyclical managerial function and it takes place at all levels throughout the school, and may also take place in a hierarchical manner. This means that the principal is responsible for all control but this function may be delegated to the person in control lower down such as the deputy principal or head of a department. The principal would thus make use of delegated control or direct control, for example by visiting classes to evaluate the work of teachers. However, the subject teacher will exercise daily control in the classroom.

According to Beare (1990 : 13) one cannot have an effective school unless it has specific aims and progress is monitored in some way. Therefore I believe that an effective control system would address many of the management problems. I propose that the control system outlined in this study would ensure that the project delivers expected benefits and so would justify the money spent on its implementation.

Through the control system, teachers will be motivated to attend their classes regularly and to prepare their work thoroughly. This would increase the standard of education, and the high failure rate among the matriculants could be reduced.

Proper control is an essential tool to restore the culture of teaching and learning and to enhance production, efficiency and effectiveness. In order to effect a proper control system, school managers should understand the importance of human resource management. They should understand the purpose and aims of human resources, induction programmes for new teachers as well as the fundamental purposes of staff development. Managers must be able to apply the steps in a staff development programme, organise staff training days, develop appraiser skills and understand the managerial role of the education manager in the process of staff orientation.

## **1.2 Justification of the research**

This research aims to determine the impact and extent of control as an instrument of effective education management. According to Sergiovanni and Starratt (1979 : 10), the purpose of control is to encourage progress on the part of teachers and pupils. They maintain that control centres on what teachers do in the performance of their allocated roles, and that it is primarily concerned with a continual search for improvement in the performance of teachers. This study therefore aims to identify patterns of operation which embody new ideas of control in order to enhance effective school management.



Beare, (1990 :13) asserts that there cannot be an "effective" school unless it has specific aims and unless progress is monitored in some way. Educators in secondary schools are currently confronted with demands for accountability, productivity, contraction of the curriculum to a core or to essential skills and concepts, and return to basic learning. These demands are frequently made by shrewd politicians who tend to disregard the different problems such as overpopulated classrooms and poor resources.

Several writers have expressed disquiet that "effectiveness" depends so heavily on test scores. (Brand 1992 : 3).

According to Beare (1990 : 15) school effectiveness requires the continuation of schools and schooling in their current form and present institutional framework. Following from this argument I propose that control can be used as an instrument to enhance effective management. While poor school performance, for example, poor matric results, is often attributed to lack of resources or social inequalities, I argue that this problem lies with a lack of proper control. I therefore believe that there is a need for a support system which enables teachers at secondary schools to be more accountable and to be more productive.

Heese (1992 : 11) argues that the South African education picture is dominated by the fact that the process of education has largely broken down. He cites the following reasons for the breakdown:

- In many schools teachers are not teaching and are often not even present in the classroom to teach.
- In many education environments shortages of required educational material make it very difficult for teaching of any significance to take place.
- The reduction of morale has led to the virtual discontinuation of meaningful education in many schools.

However, Mlangeni (1997 : 6) claims that “in view of the above information, the dramatic shift of leadership from the hands of the youth to those of older politicians has left a void”.

The politicisation of education for the people becomes increasingly evident and while the reasons for the struggle are understandable, such politicisation has left many children in the township illiterate and totally disoriented.

According to Puth (1994 : 20), if people are creative and are in the right working environment, their creativity will be unleashed. Furthermore, he maintains that motivated teachers will be eager to assume responsibility and exercise discipline in carrying out their jobs.

### **1.3 Problem statement**

How can control help to enhance effective educational management in secondary schools? In recent years, there has been a tremendous decline in the matric pass rate. This decline has often been attributed to overloaded schools, inadequate facilities, teachers who are accepting packages rather than struggling to cope with ever more difficult conditions, as well as an increasingly hostile student body. Gillian (1997 : 11). However, in spite of these numerous problems, certain schools in some provinces have been doing extremely well. This seems to suggest that despite the minimal education resources at our disposal, schools can exploit these in some way to maximise production.

Mallach (1997 : 30) suggests that these problems are not insurmountable, as in other regions throughout the world.

### **1.4 Aim of the research**

The aim of the research is to analyse and describe the way in which control can help to enhance effective education management.

## 1.5. Objectives of the study

This study aims to :

- investigate control as an essential instrument of effective education management;
- examine in detail the concept management control;
- identify the role of educators and other education stakeholders to effective school management;
- provide an overview of effective education management in certain parts of the world;
- gather and analyse data in order to examine the influence of proper control in effective education management; and
- present suggestions and recommendations for the implementation of better control in order to effect good education management.

Furthermore, it is hoped that this research will provide school managers with the knowledge and skills required to :

- understand the importance of human resource management;
- understand the purpose and aims of human resource management;
- identify the problems of new staff members;
- design and implement an induction programme for new teachers;
- understand the fundamental purposes of staff development;
- know and apply the steps in a staff development programme;
- organise staff training days;
- develop appraiser skills; and
- understand the managerial role of the education manager in the process of staff orientation.

## 1.6 Research programme (Outline)

Summary of Chapter 1 - 5 :

### Chapter 1

Introduction , statement of the problem; background study of the investigation; aims and objectives of research.

### Chapter 2

Chapter 2 presents the literature study on the significance of control in education management as well as the role of school managers and other education stakeholders in education.

### Chapter 3

Chapter 3 describes the design of the research instrument and the description of the empirical investigation.

### Chapter 4

Chapter 4 presents the analysis and interpretation of data.

### Chapter 5

Chapter 5 contains the review of the subject and recommendations made on the basis of the findings..

## 1.7 Limitation of the study

The research is conducted across six selected secondary schools. The selected schools range from model C schools to public schools. Although the education management control is influenced by changes at macro and micro levels, this study is confined to management control at school level.

## **1.8 Research procedure and method**

### **1.8.1 Design of the research**

The design of this research is based on the argument that proper control is essential for effective education management. The principal, educators, learners and other stakeholders are interviewed in order to determine the influence of control in education management.

### **1.8.2 Research procedures**

#### **1.8.2.1 Sources of literature**

Literature sources provide theoretical background to this study. The resources include books, newspapers, reports, articles and both local and overseas journals.

#### **1.8.2.2 Primary source documents**

Educational journals, government gazettes, acts of parliament, department circulars, annual reports, newspaper articles, magazines, periodicals, television programmes and news articles are used to determine how control can help to enhance effective education management..

#### **1.8.2.3 Interviews**

An interview is a conversation between individuals with the aim of exchanging views about a particular topic. (Gerber 1992 : 95).

This is done in the following ways :

- i **Focus group interviews** : These are discussions during which a small number of respondents, usually more than four and not more than twelve, talk about a topic under the guidance of a moderator. (Basch 1987: 411 and Kruger 1994 : 18). It is conducted as an open conversation in which participants may comment, ask questions or respond to questions posed by others
  
- ii **Sampling** : The sample is taken from the population in which the phenomenon is explored. Respondents are chosen as representative of a target population (Lincoln and Guba 1985 : 20). Population samples were selected on the grounds of the following criteria :
  - Educators in rural secondary schools. Twelve educators teaching in rural secondary schools around the Brits District were identified and of these eight will be randomly included in the study.
  - Educators from heterogeneous secondary schools, twelve of whom were identified.
  - Educators from predominantly Afrikaans medium, urban secondary schools, twelve of whom were identified.
  - Principals of these schools.
  - The governing body at these schools

### 1.8.3 Data collection

Data will be collected through the interview process.

#### 1.8.3.1 Pilot study

"The pilot study is essentially a pre-test of the survey instrument" (Guy 1987 : 235). It is conducted to test the instrument for ambiguous or misleading questions and to offer the researcher an opportunity to evaluate the performance of the survey instrument prior to its general distribution.

### **1.8.3.2 Field notes**

As the respondents react to interviews, field notes will be made directly thereafter to describe underlying themes and dynamics (Kerlinger 1986 : 480). These notes will include both observation and theoretical notes (Wilson 1989 : 434 - 436).

### **1.8.3.3 Data analysis**

Data collected in the form of notes, verbatim transcriptions and words in hesitation are listened to. This is done to generate a list of key words and ideas. (Basch 1987 : 417). Thereafter ideas are used to formulate categories and place them in appropriate sections (Raikane 1996 : 45).

### **1.8.3.4 Qualitative research**

The interview technique will be used to gather data, employing strategies such as observation and interviews with department officials and other members of school communities. This research is therefore descriptive and exploratory.

### **1.8.3.5 Questionnaires**

According to Baker (1988 :166) "a questionnaire is a data collection instrument containing a select group of questions chosen because of their relevance and carefully worded for clarity".

## **1.9. Importance of the study**

According to references both school managers and classroom practitioners rely on educational researchers to find more effective methods of teaching and



learning (Eveleth 1997 : 6). Therefore, given the backlogs that exist in the South African education, I believe that it is both essential and imperative to conduct this study.

It is against this background that this study aims to investigate and examine control as an essential instrument of effective education management together with the role of educators and other education stakeholders in enforcing control. As part of this study I provide an overview and analysis of effective education management in certain parts of the world. I gather and analyse data in order to examine the influence of control on effective education management. In conclusion I present suggestions and recommendations for the implementation of better control in order to effect good education management.

Furthermore, this study aims to equip both the school manager and the classroom managers with the knowledge and/or skills required to :

- understand the importance of human resource management;
- understand the purpose and aims of human resource management;
- identify the problems of new staff members;
- design and implement an induction programme for new teachers;
- understand the fundamental purpose of staff development;
- know and be able to apply the steps in a staff development programme;
- develop appraiser skills; and
- understand the managerial role of education manager in the process of staff orientation.

## **1.10 Definitions**

### **1.10.1 Effectiveness**

"Effectiveness implies the existence of outcome measures, often the standard achievement scores" (Hedly 1990 : 15).



Mullins (1990 : 130) asserts that<sup>6</sup>control is seen as a feature of interpersonal and takes place within a network of interaction and communication.” He further maintains that while the need for some form of control is consistent, the extent and manner of control is variable.

### **1.10.2 Management control**

Management control is a systematic effort to set performance standards with planning objectives in order to design an information feedback system. Management control aims to compare actual performance with these predetermined standards, to determine whether there are any deviations and to measure their significance, and to take any action required to ensure that all corporate resources are being used in the most effective and efficient way possible in achieving corporate objectives (Stoner and Wankel 1986 : 574).

### **1.11. Chapter summary**

This chapter presented an introduction to the study, justification of the research programme, the primary limitation of the study, the research procedure and the method used to gather and analyse data.

## Chapter 2

### REVIEW OF LITERATURE ON THE SIGNIFICANCE OF CONTROL IN EDUCATION MANAGEMENT

#### 2.1 Introduction

In Chapter 1 of this study, I propose that the fundamental goals and objectives of every educational establishment as well as the methods for attaining them are laid down established in the planning of the school's activities. On these grounds I maintain that the control process is central to the planning of the school's activities since it measures progress towards established goals and enables educational managers to detect deviations from the plan in time to take corrective actions.

The question of control as an element which aids education and has been obscured for many years. Many managers of secondary schools are often confused to realise at the end of the year that although there has been adequate teaching with minimal absence of teachers during the year, many schools remain "trapped" or continually subjected to poor matric performance. However, after remedial work and other forms of professional intervention, it has become clear that such poor performance was the result of poor or no control at a particular school.

There are other contributory factors to poor performance in some secondary schools, such as ;

- teachers who do not teach effectively;
- shortages of required educational material and other resources;
- social inequalities; and a reduction in morale structure which often leads to the discontinuation of education.

Despite these contributing factors, I believe that proper control in a school is essential and remains a vital instrument of effective education management. Control is also an important instrument with which quality in education can be gauged.

Campbell (1990 :15) argues that while teaching and learning are the main business of the school, many activities are required to carry out these functions. These activities include :

- goal determination;
- curriculum planning;
- personnel selection and supervision;
- organisation of students into instructional groups;
- provision for physical facilities; and
- financial management.

There are many factors within the school which make control a necessary managerial function to be executed. These factors include :

- the changing environment inside and outside the school;
- the level of complexity of the school as an organisation;
- the fallibility of teachers and pupils in the school; and
- the need of the principal to delegate authority.

Furthermore, the purpose of control is to encourage progress on the part of the teachers and pupils.

Sergiovanni and Starrat (1979 : 30) assert that control centres on what teachers do in the performance of their allocated roles. They argue that control is primarily concerned with a continual research for improvement in the performance of teachers. This search is destined to suggest patterns of

operation which might embody the new ideas of controlling order to enhance effective school management.

## **2.2 The significance of control in education management**

Management of the school's finances is one of the most important areas in school management. Although most of the financial management functions are taken care of by the principal and the financial committee, teachers are also closely involved with the financial matters of a school. They not only handle money in the classroom but are also involved in planning and controlling certain aspects of the school's budget. Since schools request money from parents and from other sources, these monies have to be accounted for. For this reason every teacher should have a basic knowledge of financial management.

The Department of Education in the North West Province is demarcated into various education districts. Each education district is headed by a district manager. The district is further divided into circuits and each circuit office has its own circuit manager. Administrators who occupy these posts are held responsible for all or most of the functions pertaining to school operations. The sub unit for each circuit education department is the school. The school manager is placed in charge of each unit.

In contrast with these line positions, secondary schools in the Brits district often establish administrative positions which are essentially advisory in nature. Administrators or heads of departments in some of these posts are often specialists. For example the head of department for physical science in a secondary school should be a specialist assigned to assist the principal and the entire school community.

Various school staff are directly answerable to school manager, including

- the deputy principal;
- the head of department;
- the teachers in the school;
- the students and the parents .

In turn, the deputy principal expects reports on school progress. Teachers expect the principal to provide materials and conditions which make better teaching possible. Pupils expect the principal to be friendly and available and parents expect the principal to listen sympathetically when they raise questions about school policies.

The development of control mechanisms for schools of South Africa, the North West Province and the Brits district in particular, have undergone various changes in shape and format. These shapes and formats also differ from one school to another depending on the nature of the school that is whether it is a public school or private school.

I propose that in order to maximise production in every school, the school must have a proper control mechanism to assess whether the fundamental goals and objectives are likely to be attained and if not, what corrective measures can be put in place.

Beare (1990 : 13) argues that one cannot have an effective school unless it has specific aims and progress is monitored in some way.

It is imperative that control and control systems are in place to detect mistakes before they become critical since the school manager, the heads of departments, the teachers and pupils can make mistakes. Mistakes made in the school, could influence the lives and futures of a large number of pupils if there is no effective control within the school management.

Control is an essential part of the school management function. It is a yardstick by means of which the set objective and standards can be measured or achieved.

Various factors in the school necessitate effective control such as:

- the changing environment inside and outside the school;
- the increasing complexity of the school as a organisation;
- the fallibility of teachers and pupils in the school;
- the need for the principal to delegate authority, responsibility and tasks to teachers in the school.

I therefore believe that it is important to consider behavioural factors together with other forms of control and to provide motivation for people to improve their performance. In order to achieve this, the school management must take account of individual, social and organisational factors which determine people's patterns of behaviour.

Different approaches to organisations and management have illustrated different approaches to the nature of control. However, the essential elements in an organisational control system are:

- planning what is desired;
- the establishment of standards of performance;
- monitoring actual performance;
- comparison with planned targets and taking corrective action.

Control can also serve a number of functions and take a variety of forms. Besides those outlined above, there are a number of important characteristics of an effective control system. For example, the system should:

- be understood;
- conform with the structure of the organisation;
- report deviations quickly;
- draw attention to critical activities of the organisation;
- be flexible;
- consistent with the activity to which it relates; and
- subject to continuous review.

Given these requirements if control systems are to be successful in leading to improved performance then attention must be given to the factors which influence human behaviour.

Control systems can help fulfil people's needs at work. Since control over behaviour may be viewed as a threat and therefore resented, the manager should enlist the co-operation and commitment of staff. The manager should also encourage participation in different control systems such as:

- the motivation of staff;
- the operation of groups and the organisation;
- organisational structure;
- leadership style; and
- systems of management.

Effective control enables the educational leader to be well informed about every aspect the school. The results of such effective control assist the educational leader with further planning for the school.

Through sound control measures, the educational leader should be informed about:

- the general standard of work done in the school;



- which subjects in which classes are not up to standard;
- which teachers do commendable work and have the potential to be promoted;
- which teachers shirk their duties regularly;
- what problems exist in the general administration of the school; and
- what needs exist for in service training of teachers.

The control mechanism is designed to monitor activities within the school on an ongoing basis so that essential changes and attentions can be made.

Winograd and Pavis (1991 :129) argue that proper control and assessment can help:

- students to become more self-reflective and to control their own learning;
- parents understand more about their children's progress as learners; and
- administrators understand how group of students in their schools are progressing as learners.

### **2.3 The role of different stakeholders**

Different stakeholders who entrusted with control responsibilities to ensure that school produce good results at the end of the year and that students who graduate, become responsible and accountable members of the community.

These stakeholders frequently plead for greater relevance and higher standards of attainment in education. These stakeholders include:

- the school managers;
- the circuit managers;
- the district managers;
- the educators;



- the educator's unions;
- the school governing bodies;
- the subject advisors; and
- the non-governmental organisations etc.

Continuing the analysis, I now examine some examples from the list of stakeholders to establish the role that each stakeholder plays; what problems are evident and what conclusions may be drawn regarding the current and future role of each stakeholder.

### **2.3.1 School manager**

According to Roe and Drake (1980 : 14) an analysis of the work of the school manager leads to a two-dimensional division, namely:

- the administrative-managerial emphasis; and
- the educational and instructional leadership emphasis.

The administrative-managerial functions relate to the smooth operation of the school and include the following duties:

- maintaining adequate school records of all types;
- preparing reports for central office budget development and budget control;
- personnel administration, and student discipline;
- scheduling and maintaining a schedule,
- building administration; as well as
- administrating supplies and equipment;
- monitoring programmes and instructional processes prescribed by the Department of Education; and

- communicating to the students, staff and the school's community as spokesperson for the department.

The educational and instructional leadership is concerned with:

- changing the behaviour of the persons involved in the teaching learning situation, in order to achieve the aims of the school; and
- building a cohesive social system in which all staff and pupils co-operate to achieve the school aims. This involves the implementation of educational processes that will create a stimulating and productive learning environment for all pupils.

According to Van Rooyen (1986 :11) the complex managerial task of the Principal can be sub-divided into the following task areas:-

- a. Pedagogic terrain
  - academic development of the child;
  - cultural development of the child;
  - social development of the child;
  - psychological development of the child; and
  - physical development of the child.
  
- b. Personnel management
  - job analysis;
  - job description;
  - staff recruitment;
  - selection of staff; and
  - staff development.
  
- c. Administration
  - organisational; and
  - administrative infra-structure.

- d. Physical facilities
  - buildings;
  - furniture;
  - stock; and
  - apparatus.
  
- e. Financial management
  - budgeting
  
- f. Public relations
  - pupils;
  - personnel;
  - parents;
  - community; and
  - department.
  
- g. Professional terrain
  - teachers' council; and
  - teachers' associations

One of the functions of the principal is to develop his or her staff to their fullest potential. Unfortunately, effective staff training and development has become a problem for educational managers who do not have the necessary academic professional training in this field. The principal must be flexible that is, have the potential to be effective in any number of situations as well as adaptable, which entails using the correct style at the right time.

A common problem that occurs in the school evaluation system is that many School Managers are usually effective in letting staff members know that performance problem exist. This suggests that principals need to become more effective in problem analysis and diagnosis. There is also a need for effective management training of individuals in promotional posts. It is of paramount importance that education leaders realise their responsibility to develop the task-relevant maturity of the teachers on their staff.

The school manager should also allow and encourage subordinates to participate in important as well as routine decisions. His or her basic task is to create an environment in which subordinates can contribute their full range of talents to the accomplishment of school goals.

Each employee will feel part of the team if the school manager is willing to explain his or her decisions and to discuss any issues arising from these decisions.

Sharing information with subordinates and involving them in school decision-making help to satisfy their basic needs to belong and to gain individual recognition. Satisfying these needs improves staff and student morale and reduces resistance to formal authority which may lead to improved school performance. It will at least reduce friction and make the school manager's job easier.

According to Sergiovanni and Starrat (1979 : 94) the overall quality of decision-making and performance will improve as school managers and educators make use of the full range of experience, insight and creative ability which exists and their school subordinates will experience responsible self-direction and self-control in the accomplishment of worthwhile objectives that they understand and have helped establish.

Staff and student satisfaction will increase as a by-product of improved performance and the opportunity to contribute creatively to this improvement. Although to a limited extent, the entire staff or individual teachers should be allowed to exercise self-direction and self-control in carrying out plans, educators and learners often share a common set of needs that is to belong, to be liked and to be respected. In addition to these, they want to feel useful to the school and to their own peer group. If their important needs are satisfied, they tend to co-operate willingly and comply with school goals. The school manager

therefore has an important role to play. He or she must create a condition conducive to learning and teaching.

Teachers who are unhappy with school policies, the kind of supervision they are getting, money matters and class scheduling will move to a state of satisfaction and motivation if these deficiencies are remedied Sergiovanni and Starrat (1979 :144). Furthermore, the school manager should formulate staff development programs. These programs are designed to help teachers increase their capacity for knowing more about their work and be able to use this know-how so that they can perform without direct supervision.

Staff development objectives are usually of four kinds:

- presenting information of one kind or another;
- helping teachers understand this information;
- helping teachers apply this understanding in their teaching; and
- helping teachers to accept and to be committed to these new approaches.

School managers and the entire management of the school can motivate educators by:

- delegating responsibility and providing people with freedom to act in an atmosphere of approval;
- providing access to information and making available whatever information teachers need for successful achievements;
- subscribing to free and informal choice which permits teachers to act on their own initiative without interference and close supervision;
- developing and maintaining an atmosphere of support and approval based on confidence and trust in the integrity of educators;
- interviewing educators as individuals with much to contribute in

- identifying and selecting goals, planning and problem solving;
- providing mechanisms to obtain feedback about the effectiveness of goal setting, planning and performance; and
- arranging the work of the school so that teachers' talents are fully utilised and their desires and capacity for growth are fulfilled. (Sergiovanni and Starrat 1979 :154)

A sound staff development program is based on the assumption that we can expect educators to exhibit know-how in relation to their work, demonstrate this know-how, perform without excessive supervision and continue to grow personally and professionally. At the same time the school has an obligation to provide opportunities for teachers to increase these capabilities.

### **2.3.2 Team management**

According to Neal (1991 : 36) when teachers and principals are given more opportunity to run the schools, they are forced to reckon with a host of responsibilities previously handled by the central office. They must become familiar with the budget process, learn about purchasing and generally become more accountable. They need to learn how to function in the school in a collaborative manner. In-service programmes must be completed on financial control. All of these new-found challenges create great opportunity for intensified professional growth.

With decentralisation of the school's financial control comes "ownership" by parents, students and teachers. As owners, their views are sought, considered and weighed heavily. However, decentralisation of financial control initially creates a degree of anxiety for some principals. They are uncertain how to manage the additional work which they believe the introduction of the finance committee will create. They are also concerned with unfamiliar budget responsibilities. However, despite these concerns, the principal should view financial control as an opportunity for professional growth.

Two students are often invited to join the finance committee and meet with the members of staff on the committee. The school governing body sort out their own criteria for electing people into the committee. Although the students are aware that their experience is limited, they feel it is important that they are involved in decision-making.

The principal sees all personnel employed at the college as his staff, and both the teaching and non-teaching staff play an important role in the management of the financial delegation scheme.

### **2.3.3 Care and maintenance of school buildings, furniture and equipment**

Neal (1991 : 37) asserts that most school system budgets are "program" budgets which display the amount of money set aside for certain programs like personnel, maintenance, textbooks, utilities, supplies and transportation. Such program budgets, however, seldom show how much money is actually being spent on behalf of the individual department in the school for example science or languages.

For the purpose of school financial management it should be noted that all immovable assets in public schools, that is the land and buildings, are the property of the state and will thus not be reflected in the school's final accounts. It is therefore the responsibility of the principal and his or her staff to supervise the maintenance of the school buildings and furniture. The learners should also be involved through the school's representative council. In this way, the learners will be able to assist with general maintenance. The staff and learners should be encouraged to report any defect such as broken window panes, broken door locks or leaking roofs to ensure that repairs are carried out promptly.

A school manager must ensure by means of control that all inputs are being used optimally to achieve the objectives of the school and that planning, organising and leading are correctly implemented. Proper control will ensure



that teachers do their preparation thoroughly and pupils are taught effectively.

The principal, although an accounting officer for the department, is responsible for maintaining discipline through proper and effective control. This responsibility warrants co-operative governance. This means that the school manager is responsible for all control but this function may be delegated to the person in control downwards, i.e. the deputy principal or head of department.

People dislike being controlled. Therefore the school manager should motivate his staff by involving them in decision making, setting and clarifying expected standards to teachers. The school manager should ensure that there is a two-way communication between the teachers and the management. Fair and reasonable standards should be set in order to ensure maximum co-operation and commitment of all the stakeholders.

The staff should therefore be trained and counselled frequently in order to update them of what is expected of them.

Proper control at a school cannot happen in an unconducive situation. Therefore the principal as an accounting officer of the department has a very important duty to perform to ensure that the situation and conditions are conducive to learning and teaching. These can be achieved by:

- providing opportunities for students to learn the democratic process;
- providing opportunities to develop leadership abilities;
- providing opportunities for students to participate in the management of the school;
- providing opportunities for better relationship between students and school personnel;
- providing opportunities for better co-ordination of all school activities
- providing a better atmosphere for learning;



- providing ways for new students to become better oriented in the school; and
- assisting the student body in its evaluation of the class program (Campbell 1990 : 282)

The direct action of student protesters in 1976 had significant impact upon school policy in many areas. It led to court decisions and changes in school rules and practices. Students therefore continue to influence the interpretation and enforcement of school rules and policies through their informal interaction with teachers and administrators.

Campbell (1990 : 290) maintains that the ways in which students both individually and collectively reinforce and discourage particular teacher behaviours constitutes a subtle form of control by students. Thus in order for school managers to maximise control mechanisms, they should take the role played by students within the school into account.

A school as an educational establishment has an important role to play in the community. The influence of the school on the community is reciprocated by the community also has an influence on the school. The impact of the school control in the community is often manifested in its mission, vision and goals. The school manager therefore has an important role to ensure that all the goals are fully realised. Such school goals include:

- a. expecting a high level of achievement from all students;
- b. developing the student's abilities to:
  - i become self sufficient.
  - ii become responsible members of the family, community and work group, including demonstrating effectiveness in community service.
  - iii think and solve problems in school situations and in a variety of the situations that they will encounter in life.

- iv connect and integrate experiences and the knowledge gained from their range of subjects with what they have previously learned and build on past learning experiences to acquire new information through various media sources.
- c. reducing student dropout rates.
- d. reducing physical and mental health barriers to learning.
- e. enabling a high proportion of students to make a successful transition to work (Guskey 1994 : 39)

It is imperative that the school manager should put an effective control mechanism in place to ensure that all goals are realised and that educational obstacles are removed or dealt with. Therefore effective control measure remains a prerequisite.

Besides the staff control, the school manager is responsible for the finances of the school. Therefore he is fully engaged in financial control. Financial control involves the control over cash flow, purchases and expenditure.

Financial planning and control is one part of a larger planning process within an organisation. A complete planning and control system begins at the highest level of policy with the school's basic goal or purpose usually stated in mission-oriented terms. Solomon and Pringle (1998 : 13) maintain that the extent to which financial planning is formalised with detailed planning and budgeting systems in each department or area depends in part on the school's size and the complexity of its operations. The basic elements of the financial plan and control are the projected income statement and balance sheet. Supporting elements may include a cash budget, personal budget, production budget, purchasing budget as well as income and expense budget.

However, the financial management and control is not the sole responsibility of the school's principal. The school governing body remains a key role player.

#### **2.3.4. Role of the educators**

Di Guilio (1995 : 50) asserts that the teacher should provide evaluation that is realistic and feedback that is immediate and detailed. Realistic evaluation helps students to connect what they have learned with the real world.

An evaluation is an important form of control. As with other forms of control, evaluation must be immediate in that students' assignments and examination papers are graded and returned as soon as possible, describing what was done well and what did not meet the requirements of the task.

Through proper and effective evaluation, teachers can empower students by involving them more fully in what they are learning. In many instances where teachers are more involved in instructional work, students remain passive observers rather than becoming active participants.

Di Guilio (1995 : 48) also maintains that if you do too much for students you rob them of the chance to do things for themselves. Although some teachers find it extremely difficult to couple teaching instruction with some form of control, it is in actual terms a relatively easy exercise. Teachers should learn to involve students in decisions that affect their school day. They should be comfortable talking to their students as a group and should talk in a way that involves them in planning their day.

Di Guilio (1995 : 49) suggests contracting as one technique to help students take responsibility for their learning. In this case, the students and the teacher draw up a contract, which spells out certain requirements and the time for completion. This contract is then signed by the students and the teacher. The teacher who is introducing new subject matter will at irregular intervals ask questions to check that they are listening and that they understand the new content.

However, in many instances the impact of proper control falls short because of inadequate supervision by the teacher. For example, the teacher who has marked the students tests may instruct the students to correct their tests without verifying whether the corrections have been done properly. Many students take advantage of such negligent teachers and merely rewrite the work they got correct knowing that the teacher will merely append his signature.

In many schools where this malpractice is a habit, students usually fail tests even the test questions are a repetition of what they did in class. Teachers should therefore always ensure that their control is adequate and that they leave no room for cheating students. It is also the teacher's responsibility to make sure that control has positive impact on the students.

Di Guilio (1995 : 52) maintains that control is vital to teachers since it helps them to adapt to a manageable pace. He further asserts that the best control technique is to ask questions as you teach as these allow a time out.

Through posing questions at irregular intervals, the teacher should be able to determine whether he or she is losing some of the class to boredom. Some of the questions, are essential control techniques because they do not only provide the teacher with feedback, but they require students to respond. Effective questioning during the lesson can banish boredom.

Furthermore, it is imperative that the teacher and students agree on a set of rules pertaining to behaviour. These rules should be attached to the wall. The teacher should ensure that there is a joint effort to enforce compliance and adherence to the rules. This measure will help to legitimise these rules.

However, Di Guilio (1995 :15) cautions teachers against excessive use of rules as they can give the teacher a false sense of security and foster a distorted sense of justice. He further discourages teachers from punishing students on

the grounds that exempts students from learning prosocial behaviour and it relieves the student from an obligation to behave prosocially.

Although teachers may refer some recurring problems to the school manager, Di Giulio (1995 : 18) cautions that the principal should not be used as an enforcer because the teacher's leadership will be compromised if he or she relies on the principal to handle classroom management.

### **2.3.5 Role of school governing body**

According to The South African School's Act 84 of 1996 : 14, authority for education should be devolved from the state and given to the schools. This authority is vested in the school governing body that comprises the following stakeholders :

- parents of educators;
- learners;
- non educators; and
- members of the community.

The purpose of the governing body is to perform its functions efficiently in terms of the Schools Act.

Section 20 of The South African Schools Act 84 of 1996 :19 stipulates that the governing body must:

- promote the best interests of the school and ensure its development;
- adopt a constitution;
- adopt a code of conduct for learners at the school;
- help the principal, educators and other staff perform their professional functions;

- decide on school times which must be consistent with the conditions of employment of the staff;
- administer and control the school's property, buildings and grounds, including school hostels;
- encourage parents, learners, educators and other staff at the school to offer voluntary services to the school;
- make recommendations to the heads of departments on the appointment of educators;
- make recommendations to the heads of departments on the appointment of non-educators
- at the request of the heads of departments. and under fair conditions, allow the school facilities to be used for educational programmes not offered by the school;
- carry out all other functions given to governing bodies by the Schools Act; and
- carry out functions that are set out by MEC in a Provincial Gazette.

Furthermore, the governing body is entitled to apply to the heads of departments for additional functions. The heads of department may then allocate these functions in writing to the governing body if he or she is satisfied that the governing body can perform them adequately. These allocated functions include:

- maintenance and improvement of the school's property, building and grounds;
- determining the extra-mural curriculum of the school and the choice of subject options according to provincial curriculum policy;
- the purchase of textbooks, education materials or equipment for the school; and
- paying for services to the school.



The general purpose of the governing body is to perform efficiently its functions in terms of the School Act on behalf of the school and for the benefit of the school community. It is expected to act in good faith, to carry out all its duties and functions on behalf of the school and be accountable for its actions.

The rights and duties of a member of a governing body who is a minor or under the age of 18 are limited. For example, a minor may not conclude contracts on behalf of the school and cannot vote on decisions that force a legal obligation on the third party or the school. Furthermore a minor can also not be held personally liable or responsible for any consequence that occurs from his or her membership of the governing body.

The governing body must control and take care of the school's money and property. The South African Schools Act No.84 of 1996 : 18 maintains that the governing body has to find ways to obtain funds for the school. It must take all reasonable steps to supplement or add to the amount of money that the state can afford to give a school. For example money can be raised by approaching people in business to sponsor events at the school. Members of the public or parents may also be asked to make donations to the school. It may organise a market, hold a concert or collect goods and sell them for the school. The School's Act further allows the governing body to use the school facilities in a reasonable manner in order to obtain further income for the school.

It must also make sure that a proper contract is drawn up and that measures are taken to ensure that the facilities of the school are not misused. The governing body must consider the financial situation of their school carefully and decide whether or not it is going to recommend to parents that school fees should be paid. It must take into account the actual needs of the school, the amount the state can afford to give the school and the financial position of the parents.

In addition, the governing body of a school has to open and maintain a bank



account in the name of the school at any registered bank. It must ensure that movable property such as furniture, books and computers, are well maintained.

However, although the governing body of a school has duties to perform, it also has limitations. For example, the school governing body cannot approve the budget that it has prepared. It must first refer the budget to a general meeting of parents at the school. In practice, the parents may approve the budget as prepared by the governing body or reject it for certain reasons. If the parents

reject the budget, the governing body must make the changes desired before resubmitting it to the parent body for approval.

The governing body must keep written records of everything to do with the financial matters or property of the school. This means that all money that the school receives must be written into a financial statement or record. If the school pays out money to anyone, it must also be recorded in the same way.

It must also keep a register in which all property belonging to the school is recorded. It is furthermore the duty of the school governing body to draw up financial statements each year. These financial statements should be submitted to the registered accountant or auditor to check whether they are in order. Financial statements are also sent to the heads of departments of the school's governing body within six months after the end of a particular year.

The school's governing body may also determine the language policy of the school.

Furthermore, the governing body determines the admission policy of the school. Although the principals and teachers are responsible for the day-to-day discipline at the school, the governing body has a duty to make sure that the school adopts a code of conduct.

## **2.4 The control process**

Sergiovanni and Starrat (1979 : 11) maintain that there are four steps in the control process:

- The first step involves the establishment of standards and criteria as well as methods to measure performance. For this step to be effective, the standards must be specified in meaningful terms and be accepted by all teachers and pupils involved.
- The second step is to measure or evaluate the performance. This should be an ongoing or repetitive process. As far as pupils are concerned, it is important not to allow a long period of time to pass between performance evaluation.
- Step three involves comparing the evaluation results with the standard and criteria previously set. The educational manager can therefore assume that everything is under control if the performance matches the standards set.
- The final step is to take corrective action if the performance falls short of the set standards and criteria. However, the emphasis must be on constructive ways to bring performance up to standard.

### **2.4.1 The prerequisite of control**

- a. Control requires planning:

The control must be based on plans before a control technique can be applied or a control system can be devised. Sergiovanni and Starrat (1979 :13) assert that the clearer, more complete and more integrated plans are, the more effective control can be. Since the educational manager plans, the plan becomes the standard by which desired actions are measured.

effective control can be. Since the educational manager plans, the plan becomes the standard by which desired actions are measured.

b. Control requires clear organisational structure:

It is essential to know where in the school organisation responsibility for deviating from plans and taking actions to make corrections lies since the purpose of control is to measure activities and to ensure that plans are executed. Therefore a major prerequisite for control is the existence of an organisational structure. The clearer, more complete and more integrated this structure is, the more effective control action can be.

#### **2.4.2 Factors which create the need for control within the school**

There are many factors within the school which make control a necessary managerial function to be executed. These factors include:

- the changing environment in and around the school;
- the increasing complexity of the school as a organisation;
- the fallibility of teachers and pupils in the school; and
- the need of Principals to delegate authority, responsibility and tasks to teachers in the school.

#### **2.4.3 Financial control**

Financial control is about planning, organising, activating and controlling the finances of the school. The task of managing the finances is often entrusted to different stakeholders such as the parents, the principal, learners, and members of the school governing body and the school's finance committee. However, although these different stakeholders participate in the school's financial management, the school's governing body remains the key role player. In its

attempt to accomplish effective and proper financial control, the school's governing body confines itself to the mission, objectives and policies of the school. These objectives and policies are subject to the national norms and standards for school funding.

Accounting systems of control such as budgeting are often used to effect proper financial control. According to Droms (1992 :105), financial control is seen as a feature of interpersonal influence and takes place within a network of interaction and communication. The author further maintains that while the need for some form of control is constant, the extent and manner of control is variable. The school's financial control implies the controlling of the school's assets including:

- the control of received accounts;
- the control of stock;
- the care and maintenance of school buildings, furniture and equipment;
- and
- the control of cash.

Although the principal is an accounting officer for the department at school level, the task of financial control is a complex one and it requires the active participation of all the stakeholders, that is, the parents, the staff, the learners as well as experts from non-governmental organisations. It is therefore the task of the principal to ensure that all the stakeholders are provided with the relevant financial information. Bisschoff (1997 :109) supports the above argument in maintaining that democratising the manner in which financial information is compiled, interpreted and used becomes a necessity in order to enforce effective financial control. Bisschoff (1997 : 103) asserts that the learner should understand the need for competent control of the assets of the school and be able to demonstrate the knowledge, skills and attitudes needed to competently handle the control of financial school management.

According to the public service regulations, a school may have only one general financial account, namely the school fund account. This means that all money collected on behalf of a school by the teachers, pupils or parents must be paid into this account (Badenhorst, 1996 : 39). The annual school fund and other items of revenue received primarily from parents such as class collections or tuck shop sales are not the only sources of school finances. According to Berkhout and Berkhout (1992 : 4), school finances may also be obtained from the following sources:

a. The State:

The state finances schools in various ways. The most important contribution to the school's fund is the per capita allocation that is made annually to all schools.

b. Businesses;

Some businesses contribute to a school's fund by means of donations as well as by financing some aspects of the school, for example books for the library, sports equipment etc.

c. Interested bodies

Certain groups having an interest in education such as community organisations and trade unions, also occasionally contribute towards the school's funds. Badenhorst (1996 :102) maintains that the sensible use of a school's available funds to the benefit of and in the interest of the students, brings about a positive attitude towards the school among the parents and the community in general.

#### **2.4.3.1 The School Financial Plan and Policy**

A school should have a school policy. This policy should set out the mission of the school in operational terms. The financial policy should either form an integral part of the school policy, or be a separate policy as in the case of a subject policy. The process of drawing up the school policy should be as inclusive as possible.

Berkhout and Berkhout (1992 : 75) regard budget control as a specific multiple control duty and suggest that the following five functions should be performed where necessary:

- a comparison between the amounts budgeted and the results achieved;
- analysis and interpretation of discrepancies;
- auditing calculation
- accounting and reporting; and
- implementing corrective measures

The financial planning and programming phases of the school must be designed to suit the unique nature of the organisation and its environment and mission. Since the planning cycle is concerned with deciding on and realigning the basic mission and goals of the organisation, it is clearly a top management responsibility. The school principal, the entire management team and the school's governing body usually join hands to facilitate this task. However, the principal must provide the leadership. He must ensure that all planning tasks are completed in time, for the arrangement all meetings and review sessions as well as for overall co-ordination. The planning phase of financial control is designed to obtain the school manager's commitment to the short and long term objectives of the school.

The primary responsibility of the school's management and financial committee is to develop annual school plans with the accompanying annual school budget. The annual school plan provides an operating structure for the school for the coming academic year, while the annual school budget shows how funds will be spent carrying out this plan. However, both the plan and the budget should be displayed in a manner that is easily understood by parents, students and others not familiar with such documents. All school plans and budgets should be public and available to anyone interested in reviewing them.



Neal (1991 : 93) argues that in developing the annual school plan and budget, the management and financial committee should review the following suggestions:

- The school plan and budget must fit in with the planning and budget cycles of the school system.
- This means that the local school plan therefore cannot be started until the local school has been informed of goals set by the school's governing body. The local school must also have an estimate of their allocations in advance in order to develop budgets for their school plans.
- The school plan should clearly describe what will be happening in the school during the coming school year. Although the plan should not include routine management operations such as the cleaning of the cafeteria floor, it should describe the major program activities the school.
- The format of the school plan should be standardised.

Each section of the plan should contain certain essential information including:

- a. A statement of the problem which outlines the problem being addressed.
- b. The proposed solution to the problem which describes how the problem will be solved.
- c. An analysis of the problem which describes why the problem exists, the impact that the problem is having on the school.
- d. The operational plan for the solution. This explains how the problem will be approached.
- e. The cost of the project:
- f. Every program described in the annual school plan should include a breakdown of costs.
- g. Formal approval of the annual school plan and budget.

Before the annual school budget is finalised, it must be approved by the school governing body, the financial committee and the school's management.



Approved budgets should not be changed-

Although school plans and school's budgets are not fixed and binding documents, they are the best description of what a school plans to do and how a school plans to spend its funds. The plans and budgets should be observed unless there are unexpected and uncontrollable events which could not reasonably have been provided for.

As soon as the mission and objectives, the planning policy and the organisational structure of the school have been decided on, the means to provide the educational service must be established. Staff must be appointed to execute the work at different levels. A system of staff provision, development and control must be implemented.

The staff must be properly directed, instructed and controlled to ensure that instructions are carried out according to plan. While work is expected from the staff, they must be fully informed about the mission and objectives, the policies and strategies of the school in order to do their work well. Motivation often comes into play because the ultimate objective is to reconcile the personal ideals and welfare of the staff with the objectives of the school. Good staff management, necessary guidance, and communication are required to ensure that proper motivation.

#### **2.4.3.2 The management of cash**

Since the school is an economic institution it is imperative that the cash should be controlled in such a way that productivity will be enhanced . Bryce (1987 : 50) supports this argument in stating that what is central in the definition of the economic institution is the transformation of input into goals and services that have value. A school takes the input of teachers (labour) capital (buildings and books) and land (the school premises) and transforms these into something called an educated student who is valuable to society. Whether or not a price is

charged for the goods or services produced by the school is not what matters in the definition. The price serves to measure the value of the output of the institution rather than to determine if the institution is an economic entity. However, what makes an institution an economic entity is that it uses society's scarce resources (land, labour and capital) to produce a product or service of value. Therefore as an economic institution, the school's purpose for producing the goal or service must be to inspire public or community welfare and to be motivated by community welfare rather than by private projects.

Bisschoff (1991 : 120) asserts that considerable unhappiness can be caused by the poor management of cash at a school. He further maintains that the governing body must receive regular reports on:

- the cash flow position on a monthly basis;
- unexpected and sudden changes in the cash flow and the precautionary balances; and
- projections of the expected cash requirements and the corresponding cash flow.

All monies received by the school must be paid into the school's bank account. These monies must be collected by the class teacher at specified times and handed over to the principal. The class teacher issues a receipt to each learner and enters the particulars into the attendance register. All contributions received and the amounts paid out must be entered into the school funds account.

Bisschoff (1991 : 121) further recommends the following points in controlling and administering school funds:

- Receipts must be issued for all monies received and must also be obtained in respect of all amounts spent.

- No expenditure should exceed the amount laid down by the governing body without permission from the governing body or its financial committee.
- No loans should be made from the school funds.
- The school funds account should never be overdrawn.

Furthermore, the school funds must be audited or examined annually. It is also suggested that copies of the audited or examined statement of income and expenditure, as well as the balance sheet be sent to parents. A copy of this statement must also be sent to the department.

There are several measures designed to ensure that any cash collections is to the advantage of the school; including:

- depositing all cash receipts immediately;
- send out statements of accounts strictly according to the debt collection policy;
- making all payments by cheque; and
- Settling the accounts of creditors on the due date.

#### **2.4.3.3 Budget control**

The budgeting system is basically concerned with the allocation of funds and means in accordance with the activities anticipated by the governing body of a public school. A budget is a plan of action by means of which the use of the allocated resources is co-ordinated. The budget creates the opportunity for continuous financial control through which adaptation and corrective actions can be effected in good time so that set goals may be reached.

Berkhout and Berkhout (1992 : 75) regard budget control as a specific multiple control duty and suggest that the following five functions should be performed where necessary:

- a. A comparison between the amounts budgeted and the results achieved.
- b. Analysis and interpretation of discrepancies.
- c. Auditing and calculation.
- d. Accounting and reporting.
- e. Implementing corrective measures.

Mullins (1990 : 290) asserts that budgets are accounting techniques designed to control costs through people. He further maintains that budgets are used as a medium for personality expression and may also be used as a pressure device. I would argue that the budget is vital to the realisation of the school mission. The mission and objectives derived from the mission can only be implemented if the funds are available. Since funds are not always readily available, it is imperative that objectives are given first priority. Determining the financial objectives of the school should precede budgeting since it is these objectives that should serve as the guideline when budgeting.

Every school should have a financial policy. This policy should clearly spell out the mission of the school. Bisschoff (1997 : 78) asserts that before the mission statement of the school can be formulated, consideration should be given to several issues, including spending and performance.

The budget facilitates decision-making on spending. Once the budget has been passed by the parents, financial management has grounds to deny a specific request for spending on an item which was not approved in the budget.

The budget evaluates performance and measures effectiveness of financial management. As a rule, the amount allocated for specific items and the real expenditure on such amounts, provides an idea of the capacity of financial management to control the financial matters of the school.

#### 2.4.3.4 Drafting the budget

The financial committee's relative contribution towards realising the school's aims and objectives, includes determining the need for certain expenditure.

##### i Prioritising expenditure

The financial committee has the task of facilitating the requests of the different role players as far as possible within the constraints of the budget. In addition, the financial committee must ensure that the expenditure facilitates the mission of the school. Prioritising expenditure does not only entail decisions on which items to include and which to exclude, but also the assessment of values accorded to each item that will in the final instance be included in the budget.

Prioritising expenditure does not mean that the most important service to be entertained is the one that will have the biggest budget. For example, if the telephone services are considered priority number four it does not mean that the amount allocated for this item will be the fourth largest expenditure amount of the budget. In a democratic society, it is often sufficient to allow enough time for deliberating on expenditure. However, if consensus among stakeholders is not possible, the financial committee must intervene and decide on priorities. Since auditors normally have insight into business trends and legal discourses and can offer invaluable advice, their attendance at the meeting in which the draft budget is finalised is highly recommended.

The South African Schools Act of 1996 : 21 clearly describes the route to be followed to get the draft budget approved as official financial policy for the next year. The South African Schools Act further determines that the budget must be presented to a general meeting of the parents, convened on at least 30 days notice for consideration and approval by the majority

of the parents present. The parents not only approve the expenditure side of the budget but also the amount of school fees to be charged.

The South African Schools Act (Section 39) : 16 stipulates that school fees may be determined and charged at a public school only if a resolution to do so has been adopted by a majority of parents attending the meeting referred to in Section 38 (2). A resolution contemplated in subsection (1) must provide for the amount of fees to be charged as well as equitable criteria and procedures for the total, partial or conditional exemption of parents who are unable to pay school fees. The governing body should implement a resolution adopted at the meeting contemplated in subsection (1).

Once the budget for posts in the school has been determined, and priorities allocated to individual posts, amounts can be designated to each post.

ii Expenditure

Item	Budget post	Annual budget
1	Cleaning materials	1 000.00
2	Duplicating costs	3 000.00
3	Sports activities	1 500.00
4	Stationery	2 000.00
5	Telephone	900.00
	<b>TOTAL</b>	<b>R 8 400.00</b>

The posts listed in this table are placed in alphabetical order for easy reference. However, the expenditure in the budget is listed in order of priority. It is then easy to determine which expenditure would be cut if the need arose to reduce the budget.



### 2.4.3.5 Financial statements

The cycle of financial record keeping and reporting for a school starts with the preparation and approval of the budget. It is then followed by the receipt of income, payment of accounts as well as the accompanying bookkeeping and accounting procedures. Eventually, the results of the financial activities of the school are presented in income and expenditure statements and balance sheets. According to the South African Schools Act (SASA) of 1996, the final financial statements must be audited annually and copies of the auditor's report must be submitted to the head of department. Financial statement is very important because it reflects the summary of the financial activities of a specific period and indicates whether a surplus or a deficit was realised for that period.

Financial statements must be published once per annum at the end of the book year. However, from a managerial point of view, it is a better arrangement to prepare financial statements on a monthly basis.

An example of financial statements is provided below in Table 2.2.:

Table 2.2

<b>FINANCIAL STATEMENT OF THABO SECONDARY SCHOOL FOR THE PERIOD 01.01.99 - 31.12.1999</b>	
<b>Source of Income</b>	<b>Real Income</b>
School fees	R 80 000.00
Donations	5 000.00
Department subsidies	40 000.00
	-----
Total income	R 125 000.00
<b>Budget Post</b>	<b>Expenditure</b>
Bank charges	150.00
Cleaning materials	2 000.00
Sports activities	900.00
Stationery	1 200.00
Telephone	900.00
Text books	1 100.00
	-----
Total expenditure	R 6 250.00
<b>Surplus</b>	<b>R 118 750.00</b>



Although the schools governing body and the finance committee are the key players in budgeting, contributions from other stakeholders should be encouraged. Responsible and knowledgeable people should participate in the setting of budgeted levels of performance otherwise stakeholders may not agree that budgeted targets are reasonable (Bisschoff 1997 : 49).

- i The national norms and standards for budgeting introduce a new system of budgeting and spending for schools.

Although each province determines its own level of spending on education, the assessment of needs should be done according to the prescribed procedures (Mbigi 1997 : 110).

- ii To effect redress and improve equity, public spending on schools must be targeted to the needs of the poorest.
- ii Ordinary public schools will be allocated an amount per learner according to the quintile in which they are ranked. Expenditure is often done on requisition basis with the monetary control in the hands of their district offices.

#### **2.4.3.6 Aim of accounting**

The aim of accounting is to fulfil the need for financial information by measuring the financial position of the school and reporting this to interested parties (Bisschoff 1997 : 26).

Mullins (1990 : 789) maintains that management control systems are frequently thought of in terms of accounting systems. Furthermore, in an attempt to substantiate this view, he assess that the stewardship of financial resources is of vital concern to the majority of organisations. Control systems are often geared to highlight easily identifiable performance of sale, costs and profit. Accounting systems provide a fundamental way of handling a high level of complexity by the imposition of a set of standard operating procedures. This does provide a major strength of accounting as a control system.

Financial control is an integral part of the process of management. According to Mullins (1990 : 793) control is not only a function of the formal organisation, but is also a function of interpersonal influence. The essential elements in an organisational financial control system are: planning what is desired; the establishment of standards of performances; monitoring actual performances; comparison with planned targets and taking corrective action. There are a number of important characteristics of an effective school financial control system. The system should be understood, conform with the structure of the organisation, report deviations quickly, draw attention to critical activities of the school, be flexible, be consistent with the activity to which it relates and be subject to continual review. Furthermore, Bisschoff (1997 : 26) maintains that accounting measures the money value of the flow of service between the school on the one hand and the learners on the other hand over a specific period.

#### **2.4.3.7 Recording of transactions**

The financial transactions should be recorded in accounts. For each transaction an account will be debited and another account credited.. When an expense increases, the account is debited and these two types of accounts decrease, the account is credited. Bisschoff (1997 : 28) assets that when a liability or income increases, the account is credited and when these amounts decrease, the account is debited.

Every transaction should be recorded in a specific journal and totals transferred to the ledger accounts at the end of the month.

The two most important journals are the cash receipts journal and cash payment journal. The cash receipts journal corresponds with the debit side of the bank account and therefore accommodates all receipts received in cash. The cash payments journal corresponds with the credit side of the bank account and therefore accommodates all cash payments.

Since the school has all parents as debtors, a debtors journal is used to record all transactions with people who owe the school money. A creditors journal is to record the purchase of goods and services on credit.

To facilitate the control of cash in a school, all cash received during the day should be deposited in the bank early the next day. All payments should be made by cheque. However, it is advisable to keep small amounts of cash in the office to pay for petty expenses. Only one person should be placed in charge of this money and he or she should be responsible for payment and recording of these transactions.

#### **2.4.3.8\_ Financial control (audit or examination)**

The books of public schools must either be audited or examined annually. Section 43 (1) clearly mandates the governing body of a public school to appoint a person registered as an accountant and auditor in terms of the Public Accountants and Auditors Act, 1992: (No 80 of 1991) to audit the records and financial statements.

The act further stipulates that if the audit is not reasonably practicable the governing body of the public school must appoint a person to examine and report on the records and financial statements. The appointed person should be qualified to perform the duties of an accounting officer in terms of Section 60 of the Close Corporations Act, No. 69 of 1984 : 20 or this member should be approved by the executive council for this purpose.

Any person who has a financial interest in the affairs of the public school may not be appointed.

Financial control is a complex task that involves recording transactions, accounting equation, financial reporting, understanding the relations between education and politics as well as between education and economics. This process is also about planning, organising, activating and controlling the finances

of the school. This task is entrusted to different stakeholders such as the parents, the staff as well as learners at the school. However, although the different stakeholders play an important role in financial school management, the school governing body of a public school remains a key role player in financial management.

In its financial administration the governing body should confine itself to the mission, objectives and policies of the school. However, these policies and objectives should be subject to the national norms and standards for school funding.

All the money collected by the school, including school fees and voluntary contributions, must be paid into the school fund. The school governing body should open and maintain the school account.

## **2.5 Summary**

The significance of control in education management was discussed in this chapter. In Chapter 3, the design of the research instrument and the description of the empirical investigation are presented.

## **Chapter 3**

### **THE DESIGN OF THE RESEARCH INSTRUMENT AND THE DESCRIPTION OF EMPIRICAL INVESTIGATION**

#### **3.1 Introduction**

The main aim of this chapter is to outline the method of research and the rationale behind the method used. This chapter outlines and clarifies how the research was conducted and what strategies were used to ensure reliability and validity. The literature study in Chapter 2 forms the theoretical framework for the empirical study.

The empirical investigation is intended to determine the significance of control in the six selected secondary schools in the Brits district.

#### **3.2 The research instrument**

##### **3.2.1 Definition of interview**

An interview is one of the most vital instruments of research used to secure information and impressions about the subject under investigation. It provides information about the subject which other research instruments may not do.

The aim of an interview is to secure sufficient information from the respondent or interviewee (Legotlo 1994 :16).

An interview is a conversation between individuals with the aim of exchanging views about a particular topic. It is a technique that should be used together with other techniques for balanced results. In an interview the informant comes face to face with the researcher. The informant therefore has a chance to impress the researcher with how knowledgeable he or she is (Gerber 1992 : 195; Castello 1992 : 82).

The two most critical features for successful research are the sample and the survey instruments. A sample survey is only as good as the design of the questionnaire or interview schedule no matter how carefully the sample is selected. The researcher has to select the area of study and subjects and combine them creatively (Singleton 1993 : 282).

The researcher has to weigh the various procedures for collecting evidence and determine which approach yields the form and the kind of data necessary to test his or her hypothesis. The researcher then eventually chooses the tools that are most appropriate for his or her purpose. The nature of the hypothesis governs the selection of the tools. Each tool is appropriate for acquiring particular data. As a researcher, one has to be aware of the advantages and limitations of each instrument, its reliability, objectivity and validity (Van Dalen 1979 :127).

### **3.2.2 How to prepare for an interview**

The interviewer should prepare thoroughly for an interview and should set the correct tone from the start. The interview should be made an important function of the research and how people may be interviewed. The interviewer makes a good impression thereby establishing a good rapport with the subjects. The interviewer should only ask questions that clarify issues and should not dominate the session (Fraser 1992 : 5; Nkone 1995 : 7; Van Dalen 1979 :160). The interviewer should not create a friendly, permissive atmosphere, but should direct the discourse into desired channels and encourage the interviewee to reveal more information. The interviewer should establish a good rapport with the interviewee. The interviewer should know which areas of information to cover and should prepare appropriate and relevant questions related to the research topic (Van Dalen 1979 : 160).

The reliability and validity of the interview should be taken into consideration just as is the case with the questionnaire. The interpretation of the interview results should not vary much from one interview to another. The questions presented



to different interviewees should be practically identical. The responses should be recorded systematically. The interviewer should know exactly which questions to ask and when to ask them, and should avoid bias and errors during interview session (Frase 1992 : 5; Werther, 1991 :193).

### **3.2.3 Types of interviews**

There are three basic types of interviews, namely: structured, unstructured and semi structured interviews.

#### **3.2.3.1 Structured interviews**

In a structured interview, the questions are pre-determined. The basic aim of the interview is to get information from the interviewee. The questions may be put in a specific sequence and the responses to precise questions are recordable. Questions asked are directly relevant to the topic in order to establish the interviewees full knowledge about the topic or subject (McBeath 1994 :195). It is rigidly standardised and formal. Questions are always presented in the same manner and the choice of alternative answers is restricted to a pre-determined list. According to Van Dalen (1979 :159), structured interviews are more specific in nature than unstructured interviews.

A structured interview has certain limitations. There is a rigidity to the investigative procedure that may prevent the investigator from obtaining sufficient data. The structured interview leaves little freedom for judgement. The interviewee is not given enough time to expand on his or her answers. Salient information is not taped (Gerber 1992 : 195).

Little probing is done in this interview. The interviewer may be more concerned about completion of the information rather than probing the interviewee for ideas (Baker, 1988 : 188).



### **3.2.3.2 Unstructured interview**

This style of interview is flexible with few restrictions. The order of questions may be altered to suit the situation and subjects.

The interviewee is encouraged to talk freely and fully concerning a particular issue, incident or relationship. The interviewer serves as a good listener and shows interest during the process. The interviewer may only ask direct questions towards the end of the programme to fill in any gaps and to round up the discussion. Following this procedure the interviewer may gain insight into the character and attributes of the respondent. He or she may detect underlying motivations, unacknowledged attitudes and penetrate behind initial answers. The interviewer is able to follow unexpected clues and redirect the enquiry into more fruitful channels on the basis of emerging data (Van Dalen 1979 :160).

This type of interview does not require any form of preparation. The interviewer has the chance to dealing with each individual in accordance with their situations. There is little chance of objectivity in this type of interview (Gerber 1992 :195).

### **3.2.3.3 Semi structured interview**

A semi structured interview forms part of the structured and unstructured interview. In this type of interview, only important questions are pre-determined. There is flexibility in the questioning of the interviewee (Gerber 1992 :195).

A respondent has the opportunity to be judged fairly on the basis of reasonable requirements. The interviewer should ensure equal opportunities for all interviewees (Castetter 1986 : 227). The interviewee is given the opportunity to give more concrete evidence, follow crucial clues and stay within the fruitful lines of questioning. The interviewer probes indepth and avoids censoring the respondents (Van Dalen 1979 :161).

### **3.2.4 Advantages of an interview**

The respondent talks while the interviewer listens and observes. The interviewer therefore has a good chance of interpreting the tone and the facial expressions of the interviewee. The interview is less time consuming in so far as the arrangement of venue is concerned. It provides quantifiable data and can also be used to supplement other methods of data collection, such as questionnaires. It may be used to close gaps and loopholes in other tools of research (Ramajan 1994 :12).

It is helpful to these respondents with weak writing skills and those who are less motivated to make the effort to respond fully. There is more flexibility in an interview than in most other research tool as the interviewer has the chance to restate questions that the respondent did not at first understand.

The interviewer may also help the respondents clarify their answers by using probes. The interviewer has the opportunity to ensure that all items in the questionnaire are answered (Singleton 1993 : 260-261; Ramajan 1994 :12).

An interview provides the opportunity to deal with a wide range of issues. It allows for a broad spectrum of expressions on the part of the respondents and reveals which points are regarded by the respondents to be most important. It may also reveal to the interviewer that the respondent lacks certain information or is misunderstanding certain concepts or words (Ramajan 1994 :12).

The interviewer stands a chance of building rapport and trust with the interviewee. Furthermore, one may easily adapt to new situations easily through an interview as the interviewer is in a position to ask different questions at appropriate times (Gay 1990 : 203; Nachmias 1987 : 240).

There is an intrinsic attractiveness to being interviewed and it is difficult to say no to someone asking for something in person. The importance and credibility

of the research is conveyed best by a face to face interviewer who presents identification and credentials (Singleton 1993 : 261).

There is greater control over the interview situation. The interviewer can ensure that the respondent answers the questions in an appropriate sequence. It is also possible to standardise the environment in order to ensure that the interview is conducted in privacy. The time factor may be controlled and recorded accordingly. The interview may also be used to collect supplementary information about the respondent, such as their background information (Nachmias 1987 : 240 - 241).

Furthermore, the interviewer may ask penetrating questions that may help the respondents to recall information, amplify statements, rectify facts and give concrete evidence. The interviewer may extract all useful information through questioning and probes. Facial expressions may play an important role in extracting information from the respondents (Van Dalan 1979 :161-162).

### **3.2.5 Disadvantages of an interview**

The interview is costly and time consuming. It involves a great deal of travel expenses, training, supervision of personnel, interviewer wages, lodging and meals in some cases. There is also the problem of locating respondents who are not at home when the interviewer calls. It is also difficult to which will suit both parties, especially when the respondents work full time. Fears of strangers and a desire for privacy is a key problem. Researchers are also faced with the problem of supervising staff. Some interviewers may become dishonest and interview people outside the required population sample (Singleton 1993 : 262; Guy, 1987 : 245).

The interview lacks anonymity, which the mail questionnaire provides. Often the interviewer knows all or many of the potential respondents, by name and has access to their addresses. The respondents may feel threatened or intimidated

by the interviewer especially when some of the questions are sensitive. Sometimes an interviewer's race or gender may influence the respondents to give the desirable answers (Nachmias 1987 : 241).

Interviews may require skills beyond the capabilities of a beginning researcher. The interviewer's interpersonal skills may influence the behaviour of the respondents. The interviewee may become hostile and uncooperative during the session and make it impossible to produce the in-depth data needed for the research for example (Guy 1987 : 203).

It is not always possible to employ interviewers who appear professional (Baker 1988 : 178). The researchers was able to consider all factors that may affect interviews negatively and use the information to the advantage of the interview and research in general.

### **3.3 How the research was conducted**

A total of 96 respondents were interviewed at six selected secondary schools in the Brits district of the North West Province of South Africa . The respective positions of the respondents are identified below:

- 6 school managers - one principal from each secondary school
- 6 deputy principals
- 24 heads of department - 4 from each school
- 60 educators - 10 educators from each school

The majority of the respondents were 28 to 50 year age group.

For this research, I used a direct approach as part of a qualitative research procedure i.e. a type of qualitative research in which the aim of the study is disclosed to the respondent. As a result, focus groups and in-depth interviews were the primary techniques used to obtain data.

According to Malhotra (1994 : 166), a focus group is an interview conducted by a trained moderator in a non-structured and natural manner with a small group of respondents. The main purpose of focus groups is to gain insights by listening to a group of people from the appropriate target market talk about issues of interest to the researcher.

The researcher used a focus group of 12 members since groups of fewer than eight are unlikely to generate the momentum and group dynamics necessary for a successful session. Groups of more than 12 may be too crowded and may therefore not be conducive to a cohesive and natural discussion.

In terms of physical setting the researcher established a relaxed and informal atmosphere in which spontaneous comments from the respondent were encouraged. The researcher tried to establish a rapport with the participants in order to explore in-depth their beliefs, feelings, ideas, attitudes and insights regarding the topics of concern.

The respondents were presented with carefully selected and ordered open-ended questions for interview. Open-ended questions permit the respondents to answer freely and fully in their own words and in their own frame of reference. This method of collecting data gives the respondents the opportunity to reveal their own motives and attitudes (Van Dalen 1979 : 155).

Open-ended questions also provide an opportunity for the interviewer to ascertain any reluctance to impart information on the part of the respondents. These questions are preferable in situations where the respondents have not yet crystallised their opinions since they will provide a clear idea of the respondent's perceptions (Nachmias 1987 :258).

The respondent is expected to give more authentic information in response to a question. Through open-ended questions, the researcher is able to determine the level of information available from the respondents. However, the



researcher should be careful not to overuse this interview technique because it may lead to distortion of the validity and reliability of the research (Adams 1985 :202). The researcher isolated specific questions for consideration and objectified, intensified and standardised the observations made by the respondents. Since some respondents were not free, willing or qualified to divulge the information, ignored certain questions or falsified their answers. I gave careful consideration when designing the interview.

Questions for the interview were carefully structured to obtain reliable data since the respondents could tailor replies to conform to their biases in order to protect their self interest, place themselves in a more favourable light or conform to socially accepted norms.

The researcher also used a depth interview to collect data. According to Malhotra (1994 : 174) a depth interview is an unstructured, direct, personal interview in which a single respondent is probed by a highly skilled interviewer to uncover underlying motivations, beliefs, attitudes and feelings on a topic.

I provided 30 to 40 minutes for the depth interview. The interviewer would begin by asking general questions such as "How do you feel if you have to submit your work to your senior for control?" The researcher then encouraged the respondent to talk freely about his or her attitude towards controlled work.

The subsequent direction of the interview was determined by the respondents's initial reply, the interviewer's probes for elaboration and the respondent's answers to these probes. For example, suppose that the respondent replies to the initial question by saying, "Control is not necessary anymore", the interviewer would then ask a follow-up question such as, "Why do you think control was necessary in the past?"

### 3.4 Interpretation

The results of this study indicate the significance of control at all levels in the school to ensure efficiency of education management. According to these findings, there is a dire need for control by educators. This control will make it possible for teachers to:

- engage in class teaching in a manner which will foster purposeful progression in learning and which is consistent with pre-determined learning areas and programmes;
- prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation and aids in their fields;
- take on a leadership role with respect to the subject, learning areas or phase if required;
- plan, co-ordinate, administer, evaluate and report on learner's academic progress;
- recognise that learning is an active process and be prepared to use a variety of strategies in order to meet the outcomes of the curriculum;
- establish a classroom environment which stimulates positive learning and actively engages learners in the learning process;
- consider and utilise the learner's own experiences as a fundamental and valuable source;
- assist the head of department to identify aspects which require special attention and assist in addressing them;
- assist the principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners;
- share in the responsibilities of organising and conducting extra and co-curricular activities;
- co-ordinate stock and equipment which is used and required;
- meet parents and discuss conduct and progress of their children; and
- implement systems and structures and present innovative ideas that are congruent with policy frameworks and plans.



Many respondents also maintained that control by heads of departments is vital in order to:

- assess and record the attainments of learners taught;
- jointly develop the policy for that department;
- co-ordinate evaluation, homework and written assignments of all the subjects in that department;
- provide and co-ordinate guidance on methods, techniques, aids, and assessment in their fields;
- share in the responsibility of organising and conducting extra and co-curricular activities;
- advise the principal regarding the division of work among the staff in that department;
- assist with the planning and management of school stock, textbooks and other equipment for the department; and
- collaborate with educators of other schools in developing the department and conducting extra-curricular activities.

Just like the educator and heads of the department, the deputy principal cannot execute his or her duties effectively without proper control. Proper control enables him or her to determine whether the envisaged objectives will be realized and if not, to resort to alternative strategies. Furthermore, proper control enables the deputy principal to:

- participate in departmental and professional committees, seminars and courses in order to contribute to and update one's professional views;
- guide and supervise the work performance of staff and where necessary, discuss and write or countersign reports;
- maintain contact with sporting, social, cultural and community organisations; and
- assist the principal in liaison work with all organisations, structures, committees which are crucial to the school administration.

Proper control can assist the school principal to:

- ensure that the education of learners is promoted in a proper manner and in accordance with approved policies;
- ensure that the school is managed satisfactorily and in compliance with applicable legislation, regulations and administration measures as prescribed;
- give proper instruction and guidelines for timetabling, admission and placement of learners;
- have various kinds of school accounts and records properly kept and to make the best use of funds for the benefit of the learners in consultation with the appropriate bodies;
- make regular inspections of the schools to ensure that the school premises and equipments are being properly utilised and that good discipline is being maintained;
- ensure that departmental circulars and other information received which affect members of staff are brought to their notice as soon as possible and are stored in an accessible manner;
- observe class teaching and offer professional advice to educators where necessary;
- ensure that the workloads are equally distributed among the staff;
- ensure that all forms of assessment conducted in the school are properly and efficiently organised;
- serve on the governing body of the school and to render all necessary assistance to the governing body in the performance of their functions in terms of The South African School Act, 1996;
- liaise with other relevant government departments, for example Department of Health and Welfare, Public Works;
- co-operate with members of the school governing body in maintaining an efficient and smooth running school; and
- participate in departmental and professional committees seminars and courses in order to update one's professional views.

### **3.5 Summary**

In this chapter, the empirical investigation was described. In chapter 4, the validity and reliability of the research instrument are considered and the results of the study are discussed.

## Chapter 4

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

The primary aim of this chapter is to report on the results of the empirical investigation conducted to determine the significance of control as an effective instrument of management in six selected secondary schools in the Brits district of the North West Province.

In the course of my research, I weighed the merits of various procedures for collecting evidence and determined which approach would yield the form and kind of data necessary to test the hypothesis. In this way I selected the tools that are most appropriate to this study.

Data collection was done through observation, standardised interviews and literature study of relevant kinds of sources. The interview technique was therefore chosen as it provides a particular type of information which other research instruments not necessarily provide.

In an interview, the informant has a chance to impress the interviewer and to state how knowledgeable they are about the topic (Gerber 1992 : 19; Castello 1992 : 82). I avoided emotional involvement in order to be as objective as possible. The researcher was mainly concerned with reliable and valid reports of the people's experiences.

#### 4.2 Reliability

Reliability is concerned with the question of stability and consistency. It is the operational way of measuring something consistently. It should be noted that the operational definition yields the same results and whether or not the components are consistent with each other (Schwarz 1992 : 117).

The interview questions should be reliable in order to produce good results. A measure is reliable to the extent that an individual score remains almost the same in the repeated measurement (Thorndike 1977 : 75).

The data collected is reliable since a single researcher interviewed the individual respondents. The researcher had the opportunity to explain the purpose and significance of the study, clarify certain points and encourage the respondents to give accurate information. He also had the chance to clarify the questions asked by respondents. Where necessary, the researcher used private conversation to elicit personal and confidential information and therefore gained knowledge about motivation, feelings, attitudes and beliefs of the respondents Mabena (1994 : 47), and Van Dalen (1979 : 153).

### **4.3 Validity**

Validity is the extent to which the interview questions assess what they are set out to assess. The questions should be constructed in such a manner as to satisfy the purpose for which they are required. The questions should be judged for adequacy (Labuschagne 1994 : 51).

However, validity is more likely to be achieved if the answers obtained from the respondents are honest and reliable. The validity of a measurement depends upon the correspondence between a concept and the empirical indicators that are supposed to measure it. It measures the critical points between the concept and the indicator. Validity is not synonymous with reliability. Reliability addresses the consistency in measurement. The measuring instrument should measure the underlying concepts (Baker 1988 : 119).

Furthermore, validity refers to the extent of matching congruence or accuracy. It should be a measure of the degree to which the results fluctuate. (Straits 1993 : 115).

The data collected is therefore valid since the researcher explored his hypothesis, and respondent's experiences literature thoroughly by means of questions. He measured the precise variables under investigation and probed the crucial issues in depth. The interviewer ensured that the respondents answered the questions in an appropriate sequence. Furthermore, the interviewer asked penetrating questions that helped the respondents to recall information, amplify statements and give concrete evidence. The interviewer extracted all useful information through questions and probes. As Van Dalen (1979 :161) has indicated, facial expressions played an important role in extracting information from the respondents.

#### **4.4 The findings of research**

It is essential to briefly review the respondents before. Of 96 respondents who were interviewed, 98% responded positively.

These respondents were unanimous in their response that no school or department could run smoothly or attain the envisaged objectives without proper control. According to these respondents, effective control can help to enhance effective participation and the co-operation of different stakeholders.

Forms of control such as evaluation through continuous assessment are essential because new strategies and techniques can be adopted.

According to my research, three of the six secondary schools in the Brits district have continued to produce poor matric results for a period of 8 years. Most of the respondents attributed this to poor management, lack of control as well as ineffective management strategies. The failure of the manager to co-ordinate activities has also contributed to poor performance.

Proper control enhances effective participation and the co-operation of different stakeholders. Eighty percent of the respondents interviewed maintain that control can also help to inculcate a sense of joint ownership and a strong sense of belonging. Through proper and effective control systems, many management flaws can be detected and corrected in time.

If the school manager has no proper control mechanisms, the educators will often take advantage of the situation and either come to school late or unprepared to impart content as it is expected of him or her. The three schools known for poor matric results are characterised by managers who perceive themselves as bosses, are not open for advice and are predominantly authoritarian. When they give directives, they expect these directives to be implemented without further question.

They often embrace a "top down" strategy, i.e. a management system where the directives only come from the highest echelons downwards until to the educators at post level one. They perceive consultation and joint decision-making as a threat. There is absolutely no partnership or co-operative governance.

Ninety eight percent of the respondents interviewed attributed the authoritarian approach by managers lack of consultation and centralization of power to a negative self image and a lack of self confidence. Co-operative governance and a participative management style often expose the weaknesses and flaws in the management. These flaws and weaknesses, if not detected and addressed in time, will always gravitate to lack of discipline among the educators and eventually among the learners. For this reason lack of proper and effective control in a school often leads to the breakdown of discipline. Three school managers from the under performing schools were always hostile and uncooperative when they were interviewed. Posing questions about the significance of control in the school to them was unacceptable. In most instances their responses were invalid, unreliable and could not be trusted.



They attempted at all times to place themselves in a favourable light. As Guy (1987 : 203) argues that such hostile behaviour makes it extremely difficult for the interviewer to produce the indepth data needed for research.

During this study, more control problems were detected from the predominantly black schools as compared to the predominantly white schools. However, this factor is attributed to the smaller classes in white schools as compared to black schools. There are almost 50 learners in a class in the predominantly black schools, while there are almost 30 learners per class in the predominantly white schools in the Brits district.

Furthermore, predominantly white schools have more resources such as computers where the data about learners is stored and retrieved with ease when needed. The management from two of the predominantly black schools still rely on the outdated filing system where files are kept in the school manager's office. Highly qualified secretaries at predominantly white schools make the administrative control relatively easy. Records of school equipments are often computerised which makes the process of stock-taking far simpler.

Ninety percent of the sixty educators interviewed at post level one agreed that control is essential and that control helps the teacher to take a leadership role with respect to the subject learning area or phase. In addition the teacher agreed that besides helping them to use a variety of strategies to meet the outcomes of the curriculum, control helps them to share in the responsibilities of organising and conducting extra and co-curricular activities.

However, of the six school managers interviewed only sixty percent of them attributed excellence (in the questionnaire) as the correct scale for the statement that control in management can encourage an educator to participate in education appraisal processes in order to review their professional practice with the aim of improving teaching.

The findings indicated that effective control is necessary at all levels of management in order to ensure the efficiency of the entire school management. The findings also indicate that there is a desperate need for control by educators in the classrooms to ensure that all learners attend school regularly, arrive at school on time, do their homework and do their corrections once their work has been corrected.

Furthermore, there was unanimous agreement from the respondents regarding the need of effective control by the heads of different departments to ensure that educators do their work effectively, comply with the syllabi and the subject policy, prepare their work accordingly and engage in class teaching as the relevant post level and the needs of the school.

Although twenty percent of the respondents were non-committal, eighty percent maintained that control could encourage an educator to collaborate with other schools in organising and conducting extra and co-curricular activities. Teachers are able to monitor the school's teaching aids through control and liaise with educators from other schools in order to obtain the teaching aids which they do not have.

Through proper control, the educators can meet with parents and discuss with them the conduct and progress of their children. Furthermore, the teacher can establish contact with the public on behalf of the principal.

The educators are also able to identify, assess and meet the needs of the learners.

Management can only disseminate and encourage the application of good practices in all areas of work if there is proper control in the school. Teachers who take pains to prepare their work and come to school in time can be identified and where possible, be merited accordingly.

Proper control can therefore assist the management to create and maintain sound human relations among colleagues and enhance a spirit of cooperation at all levels. Upper management would also be able to explain the objectives of any intervention to learners as well as educators. Members of management would be able to serve on recruitment, promotion, advisory and other committees as required.

Although two percent of educators at post level one were uncertain, ninety eight percent of educators and one hundred percent of the school managers and heads of departments agreed that control could help the management to prioritise activities in terms of costs and educational needs in preparation for strategic planning, helping management to plan the budget and administer projects within the set budget.

However, all the respondents were unanimous that through proper control the management would be able to prepare management plans to achieve targets, cater to the needs of clients, provide guidance to institutions on strategic planning and maintain a database of learners' needs. Management could further undertake small as well as large-scale research to improve service delivery and policy formulation, deploy staff and resources more equitably to facilitate teaching, monitor and record progress made by learners towards achievement of targets set and provide guidance in learners assessment.

Furthermore, the respondents concurred that, besides helping the school manager to ensure that the school is managed satisfactorily and in compliance with applicable legislation, proper control could also enable the manager to give proper instructions and guidelines for time-tabling admission and placement of learners. In addition proper control would enable the manager to ensure that school accounts and records were properly maintained.

The school manager would be able to make sure that departmental circulars and other information received are brought to the notice of other staff members, observe class teaching and offer professional advice to educators as well as ensuring that workloads are equitably distributed among the staff.

It is only through proper control that the school manager can be responsible for staff development programmes, ensure that all forms of assessment conducted in the school are properly and efficiently organised, plan major school functions and render all necessary assistance to the governing body.

Although twenty percent of the school managers interviewed were uncertain, eighty percent agreed with all other respondents, i.e. educators on post level one, heads of department and deputy principals that control enables school managers to liaise with relevant structures regarding school curricula and curriculum development, cooperate with universities, colleges and other agencies with regard to learners' records and performance and to maintain contact with sports, social, cultural and community organisations.

Furthermore, the control as an effective instrument of management enables the heads of departments to develop the policy of that department, to coordinate evaluation of all the subjects in that department, provide guidance on the latest ideas on approaches to the subject, methods and aids as well as to advise the School Manager regarding the division of work among the staff in that department.

The entire community of respondents also agree that besides helping the head of department to participate in regular education appraisal processes with the aim of reviewing their professional practise and assist with the planning and management of school stock and textbooks, control can assist the head of department to act on behalf of the school manager during his/her absence from school, to foster administrative efficiency, co-operate with further and higher education institutions in relation to learners' records.

According to the research, measure of control have proved to be a vital instrument for governance as well. All respondents agree that control enables the governing body to promote the best interest of the school and ensure its development. Control also enables the school governing body to adopt a code of conduct for learners at the school and to decide on school times which are consistent with conditions of employment of staff.

Through control, the governing body is able to administer the school's property, buildings and grounds and encourage parents, learners, educators and other staff at the school to offer voluntary services to the school. In addition control the school's governing body to make recommendations to the head of department on the appointment of educators as well as non-educators.

All the respondents also agree that control is vital as it enables the school's governing body to carry out all other functions given to it by the South African School's Act No. 84 of 1996, to determine the extra mural curriculum of the school and the choice of subject options according to provincial curriculum policy, buy textbooks and educational material for the learners at the school.

Furthermore, the deputy school manager, through measures of control, can supervise annual stock taking, exercise, assist and record the attainment of learners taught, oversee learner counselling and guidance, and to participate in departmental and professional committees.

Without proper control in management, the deputy school manager will not be able to liaise with relevant government departments on behalf of the school manager, plan and manage school stock, textbooks and the budget, monitor and evaluate policy implementation and develop systems for monitoring and recording progress made by learners towards achievement of set target.



According to the respondents, no deputy school manager can maintain an effective partnership between parents and school staff or promote effective teaching and learning without adequate control.

Therefore according to the findings of this research, control remains an essential instrument of proper management in six selected secondary schools in the Brits districts of the North West Province. No level of management in the school can function effectively without proper control. For the teacher at post level one in the school to manage his/her class effectively and to ensure maximum discipline, proper control must be made a priority.

Similarly, the heads of department as well must ensure that they are acquainted with all the control measures is necessary to effect staff development programmes. The proper control mechanism is essential for the head of department to identify those teacher who have problems in imparting the subject matter. Through control, these teachers can be appraised accordingly.

The complexity of the task of the school principal necessitates the delegation of tasks, authority and responsibility to teachers. Through implementing a proper control system, the school manager can determine whether teachers are accomplishing the tasks that have been delegated to them. Therefore, without this Controlling function principals are unable to check on the progress of teachers and on the realization of set goals and objectives.

Through proper management control, the school manager will be able to make use of the best human resource by :

- Planning to ensure that people with the right skills and abilities are in the right place at the right time. Planning assists us to work out which people are needed, in what positions, doing what kind of work and when. It involves understanding the numbers and skills profiles of people needed

by an organisation and then working out the best way to obtain them or to train them when they are needed. Planning enables managers to identify the impact of change on people in order to develop strategies for restructuring an organisation on a continuous basis.

- Employing people through fair and effective procedures, including those for recruitment, selection, promotion and deployment. Rational appointment procedures, consistently applied, ensure the best use of the skills that are available to the system. Quality in selection based on merit and equity is essential to performance and morale.
- Managing people to balance individual performance, attitude and aspiration with the overall goals, culture and values of the organisation people management must focus on improving individual and team performance in such a way as to contribute to the effectiveness of teaching and learning. Managing people is not just getting people to work harder, it involves helping people to work more effectively.
- Developing people to improve the effectiveness of each individual and of the organisation. This requires that people have opportunities for improving the skills required in their current jobs, for pursuing their career goals and for taking up new responsibilities in the education system. People development involves on-the-job training and support, career counselling, mentoring and self study, distance education and peer-group work so that the culture of learning is dispersed throughout the education community.
- Working together to foster recognition of the interdependence of everyone in the education community.



#### **4.5 The significance of communication in effecting proper control**

Communication permeates every aspect of school life. Teachers instruct by using oral, written and other forms of communication. The goals and objectives of the school become known and useful only when they are communicated. Communication then permits people to organize and co-ordinate their activities to accomplish common educational goals (Myers and Myers 1982 : 7).

In organisations like the school, the translation of goals into units of concrete action and subsequent goal accomplishment depends on communication. Establishing a communication network and process, therefore becomes the first task of the education manager.

Communication reveals as well as eliminates problems (Katz and Kahn 1991 : 429). For example, a conflict in values among teachers, students and administrators may go unnoticed until communication is attempted. The initiation of structure, the development of considerate relationships and the implementation of decisions become a reality through communication.

#### **4.6 Summary**

In this chapter, the data collected by the researcher was analysed and interpreted. The next chapter is confined to the review of the subject and recommendations based on the findings of the study.

## Chapter 5

### THE REVIEW OF THE SUBJECT AND RECOMMENDATIONS

#### 5.1 Introduction

I presented results of the empirical investigation in the previous chapter, this chapter will be confined to the review of the subject as well as recommendations.

#### 5.2 Review of the subject

The investigation of control as an effective instrument in school management suggests that control is an essential instrument and a prerequisite at every level of management. No level of management in the school can function effectively without proper control. Through proper and efficient control mechanisms the high failure rate among the matriculants could be reduced and under-performing educators appraised.

According to Stoner and Wankel (1986 : 36) there are different ways in which control can be exercised at different stages. These ways include direct control, indirect control, pre-action control, steering control and post-action control.

##### 5.2.1 Direct control

Direct control is achieved by means of personal discussion or observations by those in authority for example the principal. This means that the actual situation is observed and evaluated on the spot.

However, this control mechanism should be exercised with caution as teachers may feel that they are not trusted if it is exercised continuously.

### 5.2.2 Indirect control

Educators usually prefer indirect control since they feel that they are trusted and can correct their own mistakes without being told how to correct them. However, the best control measure is self-control especially by professionally trained and qualified people like teachers. If teachers are capable of controlling their own work according to set standards and criteria, they will derive greater satisfaction from their work.

Proper management control and leadership require the effective participation of both the external and internal stakeholders. Parents of learners at school, learners, the professional, academic and administrative staff should all join hands to ensure that the objective of the school is attained. Although proper control at the school requires the participation of all stakeholders their levels of responsibility differ. The school manager as the head of the institution often takes the leading role.

Bisschoff (1997 :102) also maintains that the school manager has the responsibility for making the staff and learners aware of the economic aspects of the school. He or she should guide, motivate and instill a sense of ownership among parents, staff and learners at the school.

People often dislike being controlled. Therefore the school manager should motivate his staff by involving them in decision making as well as setting and clarifying of expected standards for teachers. He or she should ensure that there is a two-way communication between the teachers and the management. Fair and reasonable standards should be set in order to ensure maximum co-operation and commitment of all the stakeholders. It is vital that the staff should be trained regularly in order to update them regarding what is expected of them.

Good control is often acceptable, beneficial and positive. Proper and effective control is designed in order to continuously monitor ongoing activities within the

school so that essential changes and alterations can be made in the school. Through the control process the school management is able to measure the actual outcome against the desired outcomes, collect data and measure performance, set performance standards and take corrective action. According to Sergiovanni and Starrat (1979 :11) there are four steps in the control process, namely :-

- a. Establish standards and methods for controlling performance.
- b. Measure or evaluate performance.
- c. Check if every performance measures up to expected or desired standards.
- d. If the performance measures up to the expected standard, continue with work and if performance does not measure up to the expected standard, take corrective action.

Sergiovanni and Starratt (1979: 11) suggest different controlling mechanisms. \*

- The first step involves the establishment of standards and criteria as well as methods to measure these performances. For this step to be effective, the standards must be specified in meaningful terms and be accepted by all the teachers and learners involved.
- The second step is to measure or evaluate the performance. This should be an ongoing or repetitive process. As far as learners are concerned, it is important not to allow a long period of time to pass between performance and evaluation.
- Step three involves comparing the evaluation results with the standard criteria previously set. The school manager can assume that everything is under control if the performance matches the standard set.
- The final step is to take corrective action if the performance falls short of the set standard and criteria. However, the emphasis must be on the constructive ways to bring performance up to standard.

The control must be based on plans before a control technique can be devised. The clearer, more complete and more integrated plans are, the more effective control can be.

Furthermore, control requires clear organisational structure. It is therefore vital to know where in the school organisation responsibility for deviating from plans and taking corrective action lies. Since the purpose of control is to measure activities and take action to ensure that plans are executed, a major prerequisite of control is the existence of an organisational structure, and the clearer, more complete and more integrated this structure is, the more effective control can be.

There are many factors within the school which make the school a necessary managerial function to be executed. These factors include :

- The changing environment in and around the school.
- The increasing complexity of the school as an organisation.
- The fallibility of teachers and pupils in the school.
- The need for school managers to delegate authority, responsibility and tasks to teachers in the school.

Special control structures are essential for changes in the school that affect curricula, syllabi, teachers, pupils, legislation, rules and procedures. Through proper and effective control the school manager and the entire management structure can detect changes that are affecting the performance of teachers, learners and the school.

Although small schools could be controlled on a reasonably informal and unplanned basis, today's large and complex schools require a much more formal and careful approach. The school manager as an accounting officer of the school should exercise the necessary control either directly or indirectly in order to be in control of all the different management structures within the school.

Since the school manager controls the finances of the school, he or she should be acquainted with guidelines pertaining to financial planning. Financial management is not only the responsibility of the school manager, however as both the school governing body and the educators through their representation in the governing body, also play a part. Although it is important to designate one person to be in charge of the financial well-being of the organisation, ultimately the financial responsibility lies with both the school manager and the school governing body.

Financial planning is one part of a larger planning process within an organisation. A complete planning system begins at the highest level of policy with the school's basic goal or purpose usually stated in qualitative, mission-oriented terms. Solomon and Pringle (1988 :13) maintain that the extent to which financial planning is formalised with detailed planning and budgeting systems in each department or area depends in part on the school's size and the complexity of its operations. The basic elements of the financial plan are the projected income statement and balance sheet. However, supporting elements may include a cash budget, personnel budget, production budget, purchasing budget as well as income and expense budgets.

Furthermore, the findings indicated the significance of control at all levels in the school in order to ensure efficiency of management. There is a dire need for control by educators in the classroom i.e. to ensure that all learners attend school regularly, arrive at school on time, do their homework and correct their work, once it has been reviewed by the teacher. There is also unanimity among all the respondents about the need for effective control by the heads of department to ensure that all educators do their work effectively, comply with the syllabi, and the subject policy prepare their work accordingly and engage in class teaching as required by the relevant post level and needs of the school.



### 5.2.3 Team approach

The effective implementation of control usually requires a team approach. Teams share a common goal and help to focus energy by emphasizing "self control" on the part of participants. Many problems are solved through team effort.

Teams that are cohesive, that interact co-operatively with members possessing compatible personality characteristics and that are operating under mild to moderate pressure are always most effective.

The leadership that is available affects the performance. A feeling of cohesiveness among members is the most influential determinant of behaviour. Cohesive groups experience a high degree of attraction to the group, feel good about their membership and tend to want to 'stick together'. Furthermore, members who are enthusiastic about the goals of the group or membership in a cohesive group must be identified because they increase the likelihood of member responses that are helpful in problem solving.

Cohesiveness generally increases :

- when the members feel they are highly valued by the group;
- when members are in a co-operative rather than a competitive relationship with each other;
- when they have full opportunities for social interaction; and
- when the group is small.

According to Row (1994 : 499) there are considerations which need to be taken into account prior to establishing strategic control. A few of these considerations are outlined below:



- The identification of critical factors using decision criteria as the basis for analysis or comparison between actual and desired performance.
- Before corrective action is taken, the costs and benefits should be examined to determine what the appropriate corrective action would be.
- Since the decision environment is an important concern, the Manager must take this into account when attempting to change or correct any aspect of performance.
- Corrective action is needed when performance is poor or decisions are wrong.
- Management control system must relate the needs of the organisation to the needs of the individual.

Financial control is an integral part of the process of management. According to Mullins (1990 : 739) control is not only a function of the formal organisation but is also a function of interpersonal influence. The essential elements in an organisational financial control system are:

- planning what is desired,
- establishment of the standards of performance,
- monitoring actual performance,
- comparison with planned targets and
- taking corrective action.

Therefore the school manager and the school's governing body should take these elements into consideration when managing the finances of the school.

Bisschoff (1997 : 26) maintains that there are important characteristics of an effective school financial system. These characteristics include the following:

- the system should be understood;
- conform with the structure of the organisation;

- report deviations quickly;
- draw attention to critical activities at the school;
- be flexible, consistent with the activity to which it relates; and
- be subject to continual review.

Therefore, in order for the school finances to be properly controlled, the school manager and the school governing body should be functioning with guidelines as entailed in the policies of the department.

## **5.4 Recommendations**

### **5.4.1 Planning and monitoring : the rational process of decision-making and control**

Stacey (1996 :103) asserts that managers must plan the activities of their organisation and monitor the implementation and outcomes of their plans. In order to do this, managers must first identify and agree upon the performance levels, both financial and operational, that they wish to achieve at some point in the future. That is, they must set out the quantitative and qualitative objectives they are going to strive for. Furthermore Stacey continues to argue that further organisational posture should be specified as well as the position that will produce the performance objectives (Stacey 1996 : 16)..

Therefore, the school manager and the managers of the different departments within the school should have clearcut goals and objectives of what is to be done and how. If the objectives are clear, then the appropriate control measures can be identified, implemented and monitored.

If proper control mechanisms are in place the school manager will find it easier to manage conflict among members of the staff and to develop their potential through the appraisal system. The staff are more likely to develop a sense of

ownership and eventually, all the decisions that are taken at the school will enjoy joint support and implementation. The final objective of such control mechanisms is co-operative governance through the school. The teachers should prepare their lessons taking into account new approaches and techniques. Since all the Educators will be empowered, a spirit of co-operation rather than competition should develop. The Educators will be able to plan, co-ordinate and administer classes more effectively. These educators will be able to meet the outcomes of the curriculum since they will be encouraged to use a variety of strategies.

The teacher should be able to co-ordinate all the academic activities of each subject taught. The entire teaching staff will be encouraged to contribute to the development of colleagues by sharing knowledge, ideas and resources. Furthermore, through proper and effective control mechanisms, administrative efficiency will eventually be fostered within the school.

A more positive sense of self should develop among different educators because they will be empowered. These educators will collaborate with educators of other schools in organising and conducting extra and co-curricular activities. The management at the school will be in a position to disseminate and encourage the application of good practices in all areas of work.

Furthermore, the management will be able to implement systems and structures and present innovative ideas that are congruent with policy framework plans. The objectives of any intervention will be explained to both learners and teachers.

Through proper and effective control the management will be able to create and maintain sound human relations among colleagues and enhance a spirit of co-operation at all levels.

For these reasons the fundamental goals and objectives for the school and the methods for attaining them are established in the planning of the school's activities. The control process therefore measures progress towards those goals and enables the educational manager to detect deviations from the plan in time and to take corrective action before it is too late. The educational manager must ensure by means of control that all inputs are being used optimally to achieve the set objectives of the school and that planning, organising and leading are correctly implemented. I therefore argue that positive control will ensure that educators do their preparations thoroughly, and that pupils are taught correctly and evaluated effectively.

I agree with Maddux (1997 : 50) who states that once you have a qualified staff and a staff that is properly trained and focussed on organisational goals, you have accomplished a great deal, but have not yet finished. Managers must place control high on their list of priorities.

Although the principal is primarily responsible for all control mechanisms this function may be delegated to the person next in line such as the deputy principal or head of department. Stoner and Wankel (1986 : 576) maintain that control has a cyclical managerial function and it takes place at all levels throughout the school and may also take place in a hierarchical manner.

Beare (1990 : 13) agrees with Stoner and Wankel (1990 : 13) in maintaining that one cannot have an effective school, unless it has specific aims and progress is being monitored in some way. Following from this I propose that an effective control system would be an answer to many academic problems.

Through a system of control teachers can be motivated to attend their classes regularly and to prepare their work thoroughly. This should eventually enhance expected high standards in education and the high failure rate among the matriculants could be drastically reduced.

Furthermore, proper control remains an effective tool to restore the culture of teaching and learning and to enhance production, efficiency and effectiveness. Therefore it is vital that principals should understand the significance of human resource management as well as the aims and purpose of induction programme for new teachers if they are to effect a proper control system.

The findings of this research also ascribe a number of factors as the reason for poor performance in three of the six selected schools. These factors include lack of co-operation by members of staff, lack of or poor control by the school management, poor evaluation by management, lack of co-ordination by management and inability of the school management to participate in education appraisal processes, etc.

In the three secondary schools where the matric results were good, a number of factors were also evident. These factors include the ability of the school manager to plan, implement and control effectively, the capabilities of the different heads of department to foster administrative efficiency and to provide guidance on the latest ideas on approaches to the subject, teaching method and aids.

The ability of the school managers to inculcate a sense of ownership among members of the staff also contributed a great deal to a vibrant atmosphere in the three secondary schools which performed well. These secondary schools had also established a good system of financial control through their school governing bodies and school managers.

#### **5.4.2 Financial control**

Since the school managers are accountable for both staff control and financial control, there should be a clear accounting system and financial records should also be updated regularly. The aim of accounting is to fulfil the need for

financial information by measuring the financial position of the school and to reporting this to the interested parties (Bisschoff 1997 : 26).

Accounting systems provide a fundamental way of handling high levels of complexity by the imposition of a set of standard operating procedures. This does provide a major strength of accounting as a control system. Financial control is therefore an integral part of the process of management. Mullins (1997 : 793) maintains that control is not only a function of the formal organisation but is also a function of interpersonal influence.

The essential elements in an organisational financial control systems are: planning what is desired, the establishment of standards of performance, monitoring actual performance, comparison with planned targets and taking corrective action.

There are also a number of important characteristics of an effective school financial control system. The system should be understood, conform with the structure of the organisation, report deviations quickly, draw attention to critical activities of the school, be flexible, consistent with the activity to which it relates and subject to continual review.

Furthermore, Bisschoff (1997 : 26) maintains that for a specific period accounting measures the monetary value of the flow of the service between the school on the one hand and the learners on the other hand.

#### **5.4.3 Recording of transactions**

The financial transactions should be recorded in accounts. For each transaction an account will be debited i.e. on the left hand side and other account credited on the right hand side. When the expense increases, the account is debited and these two types of accounts decrease, the account is credited.



Every individual transaction should be recorded into a specific journal and at the end of each month only the totals are transferred to the ledger accounts.

The two most important journals are : Cash Receipt Journal and Cash Payment Journal. The Cash Receipts Journal corresponds with the debit side of the bank account and therefore accommodates all receipts received in Cash. The Cash Payments Journal on the other hand corresponds with the credit side of the bank account and accommodates all cash payments.

Since the school has all parents as debtors, a Debtors Journal is used to record all transactions with people who owe the school money. A Creditors Journal is used when a school buys goods and services on credit. In order to facilitate the control of cash in a school, all cash received during the day should be deposited in the bank early the next day. All payments should be made by cheque.

However, it is advisable to keep small amounts of cash in the office to pay for petty expenses. Only one person should be placed in charge of this money and he or she should be responsible for payment and recording of those transactions.

#### **5.4.4 Financial reporting**

Since all the activities of the school and ultimately its performance depends on soundly managed finance, financial information is very important. Bisshoff (1997 : 47) asserts that adequate financial information within the general information system is needed to ensure control of expenditure and to be certain that the entire school and its various activities are economically viable.

Mbigi (1997 : 106) outlines two forms of reporting i.e. external reporting and internal reporting.

#### **5.4.5 Internal reporting**

In the case of internal reporting, the entire school team, i.e. parents, learners and staff should be shown the interpretation of financial statements. The significance of monitoring the school's performance and results should be emphasised. However, Mbigi (1997 : 105) cautions that this system has its own flaws, since the focus is on numerical accuracy and not on the school and its strategic essence.

#### **5.4.6 Audit or examination**

The books of public schools must either be audited or examined in terms of . Section 43 (1) of the South African Schools Act 84 of 1996 : 26 the act clearly mandates the governing body of a public school to appoint a person registered as an accountant and auditor in terms of the Public Accounts and Auditors Act, (No 80 of 1991) to audit the records and financial statements.

The act further stipulates that if the audit is not reasonably practicable, the governing body of a public school must appoint a person to examine and report on the records and financial statements. The appointed person should be qualified to perform the duties of an accounting officer in terms of Section 60 of the Close Corporations Act, No 69 of 1984 or this member should be approved by members of the executive council for this purpose. Any person who has financial interest in the affairs of the public school may not be appointed.

I recommend that since any organisation like the school requires joint supervision and co-operative governance, financial school management should be as inclusive and as transparent as possible.

Financial records should always be kept and updated. The financial committee should have an expert who is well informed and knowledgeable about all financial transactions.

During the parents' meetings, all the complex financial jargon should be simplified to ensure that everybody clearly understands what is being discussed. Members of the schools governing body should be informed about the planning of the budget, the allocation of the budget, the implementation of budget as well as proper control of the budget.

The parents of learners at public schools should always make the final decision as to the actual amount of school fees to be paid, who is to be partially, or fully exempted from paying the fees and how the school fees are to be spent.

## **5.5 Conclusion**

Control in school management is a complex task that involves the recording of transactions, accounting equation, financial reporting and an understanding of relations between education and politics as well as education and economics.

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Date of Interview: \_\_\_\_\_ Topic : \_\_\_\_\_

Please answer the following questions according to this scale :

1. Poor                      2. Average                      3. Good                      4. Excellent

CONTROL IN MANAGEMENT		1	2	3	4
1.	Can help the teacher to prepare lessons taking into account new approaches and techniques.				
2.	Helps a teacher to take on a leadership role in respect of the subject, learning area or phase.				
3.	Assists the teacher to plan co-ordinate and administer.				
4.	Assists the teacher to be prepared to use to use a variety of strategies to meet the outcomes of the curriculum.				
5.	Assists the teacher to establish a classroom environment which stimulates positive learning.				
6.	Assists the teacher to consider and utilise the learners' own experiences as a fundamental and valuable resource.				
7.	Assist the teacher to cater for the educational and general welfare of all learners in his/her care.				
8.	Assists the teacher to share in the responsibilities of organising and conducting extra and co-curricular activities.				
9.	Assists the teacher to co-ordinate all the academic activities of each subject taught.				
10.	Assists the teacher to share in time tabling and fee collection.				
11.	Encourages an educator to participate in education appraisal processes in order to review their professional practice with the aim of improving teaching.				
12.	Encourage the teacher to contribute to the professional development of colleagues by sharing knowledge, ideas and resources.				
13.	Motivate the teacher to participate in the school's governing body if elected to do so.				

1. Poor                      2. Average                      3. Good                      4. Excellent

1. Poor                      2. Average                      3. Good                      4. Excellent

	1	2	3	4
14. Assists the teacher to remain informed in current developments in educational thinking and curriculum developments.				
15. Assist as educator to foster administrative efficiency within the school.				
16. Encourages an educator to collaborate with educators of other schools in organising and conducting extra and co-curricular activities.				
17. Encourages an educator to meet parents and discuss with them the conduct and progress of their children.				
18. Encourage the educator to participate in departmental committees in order to update one's professional standards.				
19. Assists the teacher to maintain contact with sporting, social, cultural and community organisations.				
20. Motivate the teacher to have contacts with the public on behalf of the principal.				
21. Assists educators to identify, assess and meet the needs of learners.				
22. Assists management to disseminate and encourage the application of good practices in all areas of work.				
23. Assists the management to implement systems and structures and present innovative ideas that are congruent with policy framework plans.				
24. Assist the management to create and maintain sound human relations among colleagues and enhance the spirit of co-operation at all levels.				
25. Helps the Leadership to consult with all stakeholders on decisions that affect them.				
26. Encourage the Leadership to explain the objectives of any intervention/s to learners, educators and others.				

1. Poor                      2. Average                      3. Good                      4. Excellent

	1	2	3	4
27. Helps to ensure timeous feedback from external instructions.				
28. Assists members of management to serve on recruitment, promotion, advisory and other committees as required.				
29. Motivates the Leadership to liaise with other education offices for the purposes of co-ordination.				
30. Assists the Leadership to maintain contacts with sports, cultural and community organisations.				
31. Helps the management to prioritise activities in terms of costs and educational needs in preparation for strategic planning.				
32. Assists the Leadership to identify the needs of clients (learners).				
33. Help the Leadership to plan a budget.				
34. Helps the Leadership to manage projects within the set budget.				
35. Assists the management to maintain records to disseminate information for financial accountability.				
36. Assists the management to prepare management plans to achieve targets as well as the needs of clients.				
37. Assists the Leadership to provide guidance to institutions on strategic planning.				
38. Assists the Leadership to maintain a database of learners needs.				
39. Helps the Leadership to undertake small scale as well as large scale research to improve service delivery and policy formulation.				
40. Helps the leadership in equitable deployment of staff and resources to facilitate teaching.				
41. Helps the Leadership to develop systems for monitoring and recording progress made by learners towards achievement of targets set.				



1. Poor                      2. Average                      3. Good                      4. Excellent

	1	2	3	4
42. Assist the management to facilitate curriculum development at institutions.				
43. Helps the Leadership to provide guidance in learner assessment.				
44. Helps the Leadership to maintain effective partnerships between parents and school staff to promote effective teaching and learning.				
45. Helps the School Manager to ensure that the school is managed satisfactorily and in compliance with applicable legislation.				
46. Helps the School Manager to ensure that the education of learners is promoted in a proper manner.				
47. Helps the School Manager to be responsible for professional management of a public school.				
48. Enables the School Manager to give proper instructions and guidelines for time tabling, admission and placement of learners.				
49. Assist the School Manager to have various kinds of school accounts and records properly kept.				
50. Assist the school manager to ensure that a good discipline is being maintained.				
51. Enables the School Manager to ensure that departmental circulars and other information received are brought to the notice of other staff members.				
52. Enables the School Manager to observe class teaching and to offer professional advice to educators.				
53. Enables the School Manager to ensure that workloads are equitably distributed among the staff.				
54. Enables the School Manager to be responsible for development of staff development programmes.				
55. To enable the School Manager to ensure that all forms of assessment conducted in the School are properly and efficiently organised.				

1. Poor                      2. Average                      3. Good                      4. Excellent

	1	2	3	4
83. Enables the School's Governing Body to pay for services to the school.				
84. Enables the Deputy School Manager to supervise annual stock-taking exercise.				
85. Enables the Deputy School Manager to assess and to record the attainments of learners taught.				
86. Enables the Deputy School Manager in overseeing learner counselling and guidance.				
87. Enables the Deputy School Manager to participate in departmental and professional committees.				
88. Enables the Deputy School Manager to liaise on behalf of the School Manager with relevant government departments.				
89. Enables the Deputy School Manager to assist with the planning and management of school stock, text books and budget.				
90. Enables the Deputy School Manager to have contacts with the public on behalf of the principal.				
91. Enables the Deputy School Manager to monitor and evaluate policy implementation.				
92. Enables the Deputy School Manager to maintain effective partnership between parents and school staff to promote effective teaching and learning.				
93. Enables the Deputy School Manager to develop systems for monitoring and recording progress made by learners towards achievements of targets set.				