

**THE IMPACT OF SECTION 21 OF
SOUTH AFRICAN SCHOOLS ACT NO 84 OF 1996
ON FINANCIAL SCHOOL MANAGEMENT**

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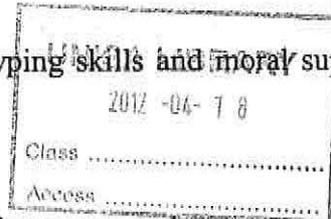
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MAY THE ALMIGHTY RICHLY BLESS YOU.



DECLARATION

“I declare that:

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1996 ON FINANCIAL SCHOOL MANAGEMENT

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.”



S Lowan

DEDICATION

**This dissertation is gratefully dedicated to my late loving
mother *Bertha Lowan.***

ABSTRACT

This study is an investigation into an impact of Section 21 of SASA, Act No 84 of 1996 on Financial School Management.

The literature review revealed that much has not yet been done pertaining School Financial Management as laid down by SASA.

For this research, qualitative research on learners, educators, parents, and the principals from Aurora Girls, Kwadedda-Ngendlale and Lavela Secondary Schools who are members of the SGB was conducted. The three schools were considered representative of the population.

The researcher used interviews, notes taking, and observation to collect data. The findings disclosed that most of the SGB members had no knowledge about Section 21 status as laid down by SASA. They are not aware of their rights and limitations due to lack of training.

Financial School Committee is non-existence in some schools. Where the committee exists it is not functional. The principal does the job of the committee.

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CHAPTER 1

1. INTRODUCTION AND GENERAL ORIENTATION OF STUDY

1.1 INTRODUCTION

The South African Schools Act 84 of 1996 henceforth SASA, ushers the South Africans in a new era for a democratic South African Education System. The above act provides for a new uniform system for organization, governance and funding of schools based on equity, which brings to an end the past system based on racial and segregation.

According to African National Congress (1994:64) almost every part of education has changed. Due to changes that take place in our country, which is characterized by ever accelerating changes, technological advance, knowledge exposition, a change in economic, cultural diversities and social realities, financial school management has become an important part of a school leader's task. Hence this study aims at investigating the key issues related to the impact of section 21 of the South African Schools Act 84 of 1996 (South African Schools Act 84 of 1996).

Research by Dekker and van Schalkwyk (1995:81) indicates that a democratic society demands that the schools should make their own decisions about their internal matters such as drawing up a budget, buying support learning material and opening its current banking account with financial institutions.

The changes suggest new development, which all South Africans public schools have to undergo. The Department of Education is aiming at making all public schools to be self-sufficient by giving them obligation of managing their finances through the School Governing Body (SGB), where they attain Section 21 status, which give them a lot of authority to run their schools affairs, especially when it comes to finances (Department of Education, 2000:19).

“The move to set up SGBs is about placing schools centres and pillars of change, as well as laying the foundation for the democratization of South Africa” (Gauteng Department of Education, School Governance Update. Issue 1:School Governance Talk: September 1998:2)

The new constitution of education gives most power to manage the school to the governing bodies. According to the new framework of the constitution, the new structure of education should create the following conditions in school governance:

- A coherent integrated system
- Flexible national system which advances redress
- The equitable use in quality across the system
- Democratic governance and
- School-based decision making with provincial guidelines (South African Republic Constitution Act 108 of 1996) (Government Gazette).

According to the Department of Education, democratization of education includes the idea that stakeholders such as parents, learners, educators, non-teaching staff, and members of the community should be in the position to participate in school's activities. Due to changes that are brought about by SASA, Section 21 status should be applicable to all public schools.

According to Potgieter, M.J Visser,P.J ,Van der Bank, A.J Mothana, M.S, Squelch, J.M (1997:23), the general purpose of the governing body is to perform its functions efficiently in terms of the Schools Act on behalf of the school and for the benefit of the school community as a whole. The above authors also contend that the SGB is therefore placed in a position of trust towards a school. In other words, the SGB 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.

1.2 STATEMENT OF THE PROBLEM

Due to transformation and development based on the new constitution, the SGBs of public school are empowered through the legislation to make sure that teaching and learning takes place in schools (SASA, 1996:21). The constitution, which is the highest law in the country, has made the provision for the governing body to take charge of the finances of the schools, this is mirrored in section 21 of the south African Schools Act 84 of 1996. The Section states that the Member of the Executive Council (MEC) of the Provincial legislature must provide public schools with education for all learners in her/his province, out of the funds appropriated by the provincial Legislature (SASA, 1996:6).

SASA reveals that the SGB must help the principal to govern the school well, and also to manage the finances. Unfortunately due to lack of knowledge, thorough training, and illiteracy among the SGBs especially in the township schools where most parents are not familiar with management of finances of the school, the act is not properly applied.

Most SGB members are not able to perform their duties as required, due to lack of information, and the level of literacy. They don't know where they are, where they want to be as an institution, and also how to get where they should be. This lead to the mission and vision of the school to be drawn up by the school management team and the educators only.

According to Bisschoff (1997:77) the mission of the school can come to fruition through a budget. The budget in this sense reflects the mission of the school in monetary terms. The mission and the objectives derived from the vision can only be implemented if the funds are available. Funds are limited at any school, and priorities must be determined when a school wants to put its objectives into operation to become concrete activities.

According to Potgieter et al (1997:23), the general purpose of a governing body is to perform its functions efficiently in terms of SASA on behalf of the school and to the

benefit of the school community as whole. The SGB is expected to act in good faith in carrying its duties and functions as most of the logistics are vested upon its shoulders.

All these need a governing body, which should be well trained, well informed, knowledgeable about SASA especially the section, which affect the SGB directly. Governance and professional management cannot be separated, the financial record of the school, which is part of governance that include the opening, and maintenance of the current cheque account of the school, suggest good knowledge of financial management. It is the responsibility of the SGB to have knowledge of the above, in order to be efficient in governance.

1.3 MOTIVATION FOR THE RESEARCH

The researcher, who was once a teacher in a black township school in Soweto, has gained interest in the investigation of the roles played by the governing bodies in school financial management. The main area of interest for the researcher is the impact of Section 21 of South African Schools Act No 84 of 1996 on financial school management.

The major problem identified by the researcher so far, is the lack of capacity and knowledge of governing bodies in the execution of their new roles as finance managers for the school, especially to the following randomly chosen high schools in Soweto, Zola namely: Aurora Girls, Kwadeda-Ngendlale, Dr Vilakazi and Lavela. This research proposes to look at the above mentioned problem as the members of governing bodies are drawn from the ordinary members of the community and have not been professionally trained to perform school governance, which includes financial management.

1.4 AIMS AND OBJECTIVES

The aim of this study is to explore the impact of Section 21 of SASA 84 of 1996 on financial management. Provision has been made that the SGBs of all public schools be empowered to assist school principals to organize and manage the school activities in an effective and efficient way.

The SGBs are to do the following:

- To maintain and improve school properties such as buildings, grounds,
- Buy textbooks, educational materials, equipment and all learner support material (LSM) and
- To pay services for the school

1.5 OBJECTIVES OF THE STUDY

The main objective of conducting this research is to identify the impact of allocated functions in public schools management.

- To explore Section 21 of South African Schools Act of 1996.
- To describe the problems and frustrations experienced by SGBs in school financial management of public schools.
- To highlight the impact of Section 21 on financial school management according to SASA 84 of 1996.
- To develop guidelines to involve parents in financial matters of the school.
- To educate the SGBs about the financial matters of the school based on Section 21 of SASA.

1.6 RESEARCH STRATEGY

The study will be exploratory and descriptive. Hence a qualitative design would be suitable for the study, in order for the researcher to attempt to give a detailed description of the impact of Section 21 on financial schools management based on of SASA 84 of 1996 Vockell and Asher (1995:452) define qualitative design as a paradigm in which a researcher counts or measures behaviors or in some other way assign scores as a result of a data collection process and use these scores as a basis for making comparison and drawing conclusions. The design would give an opportunity to provide a clear

explanation of the strategies that can be used to encourage Zola (township) public schools to opt for Section 21 status.

1.7 THE QUALITATIVE RESEARCH DESIGN USED IN THIS STUDY

The researcher intends to focus on qualitative design. The reason for implementing this method is that the topic to be researched is still new and has not yet been broadly studied by various researchers in the Zola Township, which is in Gauteng Province. The researcher will use the qualitative design to collect information about the characters of a person, group, program, or other educational entity (Vockell & Asher, 1995:21).

1.8 DEMARCATION OF RESEARCH

The research delimits itself to three high schools in Soweto, namely, Aurora Girls, Kwadeda Ngendlele, and Lavela. The schools have been randomly selected and are not very far from one another. The population will comprise of a learner, a parent, and an educator for all three schools in Zola, including the principal as an accounting officer of the institution.

The following few research strategies will be employed in order to accomplish the objectives of the study:

- Literature survey of the impact of Section 21 of SASA 84 of 1996 based on financial school management
- Interviews to determine whether the SGB understands the benefits of Section 21 status as lay down by SASA.
- Data analysis on Section 21 functions.

1.9 DEFINITION OF BASIC CONCEPTS

It is essential to define some of the concepts to be used in this study due to the fact that the topic to be studied has not been widely researched. Explanation of the words to be

used will assist the reader(s) to understand the contents of this study easily. Most of the terms are found in SASA No 84 of 1996.

1.9.1 SCHOOL

School can be defined as an institution where learners receive education through teaching and learning. The SASA defines a school as a public school or an independent school that enrolls learners in one or more grades between zero and grade twelve [(RSA, 1996: xix)].

1.9.2 GOVERNING BODY

Governing body in relation to any public or independent school means the person or body controlling and maintaining that school.

SASA (Section 16(1)) stipulates that the governance of every public school is invested in its governing body (RSA, 1996:7).

1.9.3 GOVERNANCE

This concept refers to governance with regard to the school governing body functions, and rules by which the school is to be organized and controlled. It includes ensuring that such rules and policies are carried out effectively in terms of the law and the budget of the school (Potgieter et al, 1997:11).

1.9.4 PARENT

The South African Schools Act defines "Parent" as:

- The parent or guardian of a learner.
- The person legally entitled to custody of a learner or
- The person who undertakes to fulfill the obligations of a person referred to in the above lines.

1.9.5 LEARNER

The term “learner” is used in the new South African Schools Act. It refers to any person receiving education or obliged to receive education in terms of this Act. The term also refers to all learners, ranging from early childhood through to adult education. The term “pupils” or “students” at school and higher education levels are therefore replaced by the term “learner” (Department of Education, 1998:vii).

1.9.6 EDUCATOR

The term “educator” refers to teachers who teach learners in the school. The South African Schools Act refers to educator as someone defined in the Educators Employment Act, 1994 (Proclamation No. 138 of 1994 (xiii)). An educator is therefore a person whose work involves educating others at all levels of education in any type of education or training context, including formal and informal (Department of Education, 1998:vi)

1.9.7 NON-EDUCATOR

In this study, the term “non-educator” refers to all staff members other than those mentioned in paragraph 1.9.6 above, who are employed at the school not for teaching and learning purposes. They are employed to help in the smooth running of the school. The term includes gardeners, night watchmen, cleaners and the school secretary or typist. Non-educators assist the school by giving support so that there is effective teaching and learning at a school.

1.10 PROGRAM OF STUDY

The study is structured as follows:

Chapter one provides an introduction and orientation, statement of the problem, motivation for the research, aims and objectives, research strategy, research design, definition of study as well as the program of study.

Chapter two will focus on literature survey, that is the theoretical framework of the financial school management impact of Section 21 of SASA No 84 of 1996.

Chapter three deals with research methodology where an in-depth description of the methods and procedures of collecting and recording data will be done.

Chapter four deals with presentation of data, which will also give a detailed description and discussion of data.

Chapter five deals with synthesis and discussion of findings. Recommendations and summary will be provided.

CHAPTER 2

LITERATURE REVIEW ON SCHOOL FINANCIAL MANAGEMENT

2.1 INTRODUCTION

A literature review will be undertaken in this chapter, in an attempt to explain the functions as well as the impact of Section 21: Financial School Management in at least three secondary schools in the Zola township. The names of the schools are Aurora Girls, Kwadeda-Ngendlale and Lavela. It is in this chapter in which the impact of Section 21 functions will be discussed, the effect of school funding norms and standards be recognized, the members of School Governing Bodies (SGBs) as well as the importance of their training will be explored.

South African Schools Act (SASA) requires that every public school must establish a school governing body to represent the community, in the management of the school in which they / it must promote the best interest of the school and ensure that the learners at the school receive the best education possible (Malherbe, 1998:10).

The government is investing and spending a significant amount of the taxpayers' money on education, hence accountability and responsibility are expected of people who receive this money and spend it. One of the significant changes in the role of school management in democratic society has been management of school's finances and other resources (Gold & Evans, 1998:79).

2.2 THE COMPOSITION OF THE GOVERNING BODY

According to SASA of 1996 Section 23(1), the membership of the Governing Body comprises the elected members, the principal in his official capacity (as a manager) and the co-opted members. Sub-Section 2 further states that elected members of the Governing Body shall comprise members of each of the following categories: Members

of staff who are not educators, who are called the non-teaching staff, parents of learners at the school, educators and learners in grades eight to twelve at the school (Oosthuizen, 1998:69).

It would also be helpful to say something with regard to the formation of the SGB, as most institutions will be favoured because they will be given powers to decide on priorities with programmes, particularly with regard to the maintenance of the buildings and the surroundings, as it will be regarded as an opportunity to respond to their own perceived needs if and when they arise (Muro, 1995:11).

2.3 THE FORMATION OF THE SGBs

According to SASA (1996) the SGB of the public school is composed of five groups of people namely:

- Parents of the learners at the school excluding parents who are employed at the school.
- Educators at the school.
- Learners at the school who are in grade eight or higher.
- The non-teaching staff (supporting staff).
- The principal.

The above categories can be unpacked as follows:

- **Parents**

Parents represent other parents and are elected by other parents. They need to be aware of what other parents at the school are thinking and need to find ways of consulting and reporting back to other parents at the school (Interim Unit on Education Management, 1997:9).

- **Learners**

The learners represent and are elected by other learners. The Learners Representative Council of learners (LRC) elects them. They bring to the Governing Body the thoughts and views of learners. They should also make sure that valid information is shared between the Governing Body and the learner community (Interim Unit on Education Management, 1997:9).

- **Co-opted members**

These are chosen for their experience and skill. They are there to widen the experience of the Governing Body, in order to reflect the local authority.

- **Non-teaching staff**

They represent the non-teaching staff of the school who chooses them. They are employed by either the Department of Education or by the SGB of school.

- **Educators**

According to Interim Unit of Education Management (1997:9) they represent and are elected by other educators. They bring knowledge of teaching and learning to the Governing Body. They should report back to the staff after Governing Body meetings (Interim Unit on Education Management, 1997:9).

The above body is the heart organ of the school, because it has been empowered by the HoD to govern the school aiding the principal, in the smooth running of the institution. As mentioned earlier, the country is changing dramatically, we are in the beginning of major paradigm shift, and add-on changes to existing schools are inadequate. According to Gold and Evans (1998:15) there must be a meaningful educational change of culture of

the school, where the community has to take control of the schools. The community must have a feeling of possessing the school in order to reap the reward of the school.

Dimmock (1993:115) suggests that the government has focused upon the idea of empowerment giving the principal, educators, parents and local citizens to participate in schools decision making hence Section 21 allocated functions. Such empowerment, which usually involves delegation of financial management, which has to be transferred to the SGB with the hope that the SGB has the financial knowledge and skills. According to Gold and Evans (1998:119) financial delegation highlights the need for efficient governance. Governance deals with the management of the school, which also includes the management of the fiscal resources, in the public education. The parents must be informed that school finance studies consist of three basic functions namely:

- How revenues are generated.
- How they are distributed and.
- How they are managed.

Financial delegation highlights the need for efficient school management, because the governing bodies' responsibilities have been expanded, they have been given an enhanced role (Dimmock, 1993: 119). Dekker and Van Schalkwyk continue, stating that the SGB has been empowered to carry out some functions, which lead to the smooth running of the school, which will have an effective output in the end (1995:422). As the SGB is the perfect example of the new understanding of governance, which at the same time is the center of the new education system, the roles and responsibilities of the SGBs must also be part of this discussion, as the research is based on the impact of Section 21: Financial School Management.

2.4 ROLES OF THE SGBs AS DEFINED BY SASA

The Schools Act stipulates that the SGB is responsible for governing the school. This excludes the day- to- day- routine, which is performed by the teaching staff and the head of the institution, but that it must do the following:

- To ensure quality education.
- To decide on school times.
- To support educators, principals and staff in professional functions.
- To decide on extra-mural curricula and to choose subjects for the school.
- To buy Learner Support Material (if it has gained Section 21 status).
- To raise and administer funds, control records, prepare budgets and collect fees.
- Control and maintain buildings and properties (if they have Section 21 status).
- Promote the school's best interest, to develop a mission, adopt a code of conduct as well as a constitution.
- Recommend appointments (state employees) and employ SGB- paid employees (Section 21: 1996).

The SGBs are in the frontline of the struggle to develop new policies, that is, new ways of managing and governing schools, hence the areas of their responsibilities to be mentioned as they form part of the research.

2.5 RESPONSIBILITIES OF THE SGB AS DEFINED BY THE DEPARTMENT OF EDUCATION

The following responsibilities are in the jurisdiction of the SGB for the schools. This idea interact with the functions of the SGBs and for that matter it will still be elaborated under the functions of the SGBs (2.9) below .

- Curriculum, the SGB of the school decide on the curriculum of the school.

- Textbook material and equipment, it is the responsibility of the SGB to buy the learner material of the school especially if the school has gained Section 21 status.
- Financial planning and management, the SGBs decides on the amount to be paid by each learner and also how to collect and how to spend it.
- Property, building and grounds, maintenance of the buildings and improvement of the schools surroundings it is the responsibility of the SGBs.
- Mission code of conduct welfare of learners.
- Personnel.

(Department of Education, 2000:3).

The above skeleton has to be elaborated by indicating that when the school has gained Section 21 status, there are benefits, which are gained, by the SGBs.

For Section 21 of SASA No 84 of 1996 to function accordingly, the Learner Support Material Committee (LSMC) concern must have a knowledge of bookkeeping (accounting), financial knowledge and skills. In chapter 1 it has been indicated that the majority of the SGBs in Soweto, Zola Township are not knowledgeable of the above, as the principals are doing the job of the SGB.

2.6 THE IMPACT OF FINANCIAL SCHOOL MANAGEMENT

In order to qualify for Section 21 (allocated functions) the school has to apply to the Head of Department (HoD) of the Province in writing to be allocated the above functions. This can only be done if the governing body can demonstrate that they have the capacity to perform such functions effectively and efficiently (SASA 1996:18).

The government has focused on the idea of empowerment, giving the principal, educators, parents, and local citizens to participate in school decision-making. Such empowerment usually involves delegation of financial management, which has to be transferred to a Governing Body that has knowledge and skills (Dimmock, 1993:115).

As mentioned earlier, finance plays a major role in education, hence financial delegation highlights the need for efficient governance (Gold and Evans, 1998:119).

According to Bisschoff (1997:77), the mission of the school can only come to fruition through a budget. The budget in this sense reflects the mission of the school in monetary terms. The mission and the objectives derived from the mission can only be implemented if the funds are available. Because funds are limited for any school, priorities must be determined when a school wants to put its objectives into operation to become concrete activities. Above all, there is a link between determining the school objectives and drawing up a budget.

2.7 THE OPEN-SYSTEM APPROACH

GDE Circular 64 of 1999 has a clear explanation with regard to the open system, which refers to the buying of the learning support material (LSM).

The GDE is encouraging the SGBs to opt for Section 21 status. The department is training the principals, parents, and educators in selecting the requisitioning of the LSM.

2.7.1 WHAT THE SCHOOLS NEED TO PREPARE

- The principal should know and understand that he/she is the accounting officer for all the school's resources
- The principal should set up an LSM management system, that is, a Learning Support Material Committee (LSMC). This committee should consist of all the relevant stakeholders, especially the SGB, as the latter is responsible for the purchasing function of materials as delegated by the HoD
- The committee has to be trained in both the processes of financial management as well as the purchasing function
- The guidelines and procedures on requisitioning have to be developed by the committee concerned i.e. the (LSMC) (Circular 64 of 1999:3-4) (GDE 27:28).

2.7.2 LEARNING SUPPORT MATERIAL AND OTHER EDUCATIONAL EQUIPMENT

Since 1997 the GDE has embarked on the process, which is aimed at the development of the Learning Support Material (LSM) provisioning system from a centralized process to one that is more school-, based. It is as the result of this development plan that some schools are called Section 21. The above - mentioned schools perform the following functions:

- Manage their budgets. This means that they decide how much to use for which materials and for which grades, this will be according to their needs.
- They are able to make their own choices for stationery.
- Choose their own textbooks from a GDE catalogue, which caters for all ex-HOR/D and DET schools. (Circular 64 of 1999).

The programme is benefiting the schools by the exposure, and they gain valuable experience. The schools choose their own supplier. Educators are also trained how to select LSM. (Circular 64 of 1999:3).

2.7.3 MAINTENANCE OF THE SCHOOL GROUND AND BUILDINGS

Dimmock (1993:127) argues that most principals enjoy what Section 21 allocated functions has brought about. This section is as good as school-based management, where principals and SGBs operate under fewer constraints than under centralization. They have realized that they can adapt to school needs with greater speed.

Thomas as quoted by Dimmock (1993:127) states that power autonomy is given in deciding priorities within programmes, particularly with regard to maintenance of the buildings and grounds. This opportunity helps by responding to their own perceived needs as soon as they arise. The SGB is in a position to use the manpower from their surroundings, and to boost their unemployed parents.

Financial delegation (SASA, 1996) is embarking on major breakthrough innovations as the SGB function has the following benefit when it comes to the maintenance of the ground and buildings:

- They are able to save money and time
- The school is also safe and secure as the people who render the services are known to the school
- The chance of using local expertise is very high, and
- The school ensures accountability (Dimmock, 1993:128).

2.7.4 PAYING FOR THE SERVICES

SASA also states that the SGB has the responsibility by virtue of being delegated with the financial functions. It is the responsibility of the SGB to collect the funds and manage them. Paying for the services is a necessity. Unlike personal finances, public funds must be accounted for; hence the opening of a bank account is essential by the SGB (SASA 1996). All money received must be deposited into the bank account and be withdrawn by means of a cheque.

According to Gold and Evans (1998:84) the freedom given to governing bodies, to employ their funds according to their assessment of the school's needs and priorities needs a proper budget.

The paying for services by the SGBs is one of the benefits of the SGB functions (SASA 1996). The following are some of the benefits enjoyed by Section 21 schools:

- The SGB is able to decide on the services they need
- They are in the position to monitor and control expenditure
- The SGB ensures that no wastage takes place

- They get into partnership with local business (Muro 1995:3-4).

According to Spear (1994:56) SGBs has been given stewardship of public funds, and it is therefore essential that schools and their SGBs develop clearly defined mechanisms for accountability. Schools need to become much more accurate with the process of matching budgets to develop plans and priorities.

2.8 THE NECESSITY OF SGB TRAINING

According to Spear (1994:52), there are many people who still see Section 21 as a threat and a burden, which are preventing them from doing their job properly. They prefer it that somebody whom they don't know manages there finances and makes decision for them. They enjoy running away from their responsibilities, as they sometimes see a financial management as something, which takes them away from teaching and caring for learners.

Administrators are expected to work towards common organizational goals and to preserve and propagate values and beliefs of the organizations. The latter task is accomplished through the reinforcement of policy and the development of rules and regulations (Kowalski & Reitzug, 1993:17). Unquestionably, the practice of school administration is more demanding now than it was in the past. As a result, the governors need greater knowledge and skills prior to entering practice and need to continually enhance and expand their knowledge and skill through continued education while they are serving the school (Kowalski et al, 1993:17).

The Provincial HoD sees Section 21 as delegating financial management from the Department of Education to schools so as to empower schools to use their closer knowledge of the learners' surroundings and their communities in determining how resources could be applied to greater effect. Spear (1995:53) continues by saying that the aim is to improve efficiency by enabling schools through their daily management to use

resources efficiently. For this delegated financial function to be used effectively by the school, it is essential that there is a well thought-out and comprehensive plan in place. This enable the school to set attainable and observable targets and develop plans in order for them to draw up a school budget and let the parent body approves. Instead the SGB only rubber-stamps the process. One can say they do abdicate their responsibilities, at some stage the SGBs are not asked for their consent, and are not told of the consequences (Spear, 1998:56). He continues by saying that governors need to know that financial responsibility is delegated to them and not to head teachers. Head teachers need to remember that the management of the school is a partnership and that the governors are very powerful and important partners who need to be kept informed.

2.9 THE FUNCTIONS OF THE SCHOOL GOVERNING BODIES

Potgieter et al (1997:23) suggests that all SGBs (governors) must know their duties and their functions. They clearly illustrate the professional management and governance. (pp.13-14). Professional management is for the head master /mistress (principal) of that institution under the authority of the Provincial Head of Department (HoD) where he/she performs and carries the professional functions. The governing body is responsible for promoting the best interest of the school (Potgieter et al, 1997:13-14).

According to Section 21 of South African Schools Act four functions can be allocated to the SGBs if they apply to the HoD in writing. The HoD may in return allocate these functions in writing. However, the HoD has the right to withdraw these functions if they are not properly carried out by the SGBs.

Duties mentioned in paragraph 2.9 as responsibilities will be mentioned hereunder as functions of the SGBs for they are mostly interchangeable used.

The South African Schools Act demarcates the functions of school governing bodies in school governance in the following way, namely:

- “Promote the best interest of the school and strive to ensure its development through the provision of quality education for all at the school

- Ensure the development of the school by providing quality (high standard) education for all learners at the school
- Adopt (accept) a constitution
- Develop a mission statement for the school, which refers to what the school wants to achieve
- Adopt (accept) a code of conduct that refers to rules of behaviour for the learners at the school
- Support the principal, educators and other staff in carrying out their professional functions
- Decide on school times, taking into consideration the conditions of employment of the staff members
- Control and maintain school property, buildings and grounds
- Encourage parents, learners, educators and other members of staff to render work for the school willingly
- Recommend and advise the HOD on the appointment of educators and non-educator staff
- Decide on the extra-mural (after school hours) curriculum
- Decide on the choice of subjects, in accordance with the provincial curriculum policy
- Buy textbooks, educational materials or equipment for the school
- Endeavor to supplement the funds supplied by the state to improve the quality of education in the school
- Implement and administer a school -fee system
- Open and maintain a bank account for the school
- Prepare an annual budget, that is planning school finances for the following year
- Submit a budget to the parents
- Ensure that school fees (school funds to be paid by the parents of learners) are collected according to decisions made by the stakeholders
- Keeping proper financial records of the school

- Meet or consult with parents, learners and educators where required by the Schools Act”(Potgieter et al., 1997:14).

The above said functions fall within the context of support and commitment of the SGB. The School Governing Body is there to lend support to the principal and the management team in executing the functions needed by the school. There is no single function that can be implemented within the school that would not need the support of the SGB, although it is recognized that managerial duties remain the sole responsibility of the principal and the management team (SMT).

According to Muro (1997:12) the election of the SGB is extremely important in that members will be charged with the all-important tasks of establishing credibility, making policies and also raising and administering funds for the school. The SGBs are at the heart of governance. One can also add that is not enough for the SGB members to manage the funds and activities of an institution, but they also have a major responsibility in the raising of funds.

Parents should form the majority on the governing body, according to SASA Section 22(9). Members of an elected governing body should elect office bearers amongst themselves. The office bearers should include a chairperson, a treasurer, (oversee) financial matters and also a secretary, who must be concerned with the running of the meetings and also has to work with the principal and the chairperson. It is customary that there can be a vice-chairperson and a vice-secretary, in order to have non-interrupted functions if either is absent. The principal acts as an ex-officio; he/she is always part of the SGB.

2.10 SUMMARY AND INTRODUCTION TO THE NEXT PROBLEM

Chapter two of this research project has made an attempt to present a literature review of the functions as well as impact on financial school management based on Section 21 of South African Schools Act 84 of 1996.

In the following chapter the research design and methodology will be discussed. Special attention will be given to the Qualitative Approach.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The essence of this study is earlier set out in chapter one as the impact of Section 21 of South African Schools Act 84 of 1996 School Financial Management. In Chapter two the literature review formed the framework for the empirical research.

This chapter is devoted to the strategy and methodology used in the development of the research. The functions of the governing bodies, the formation of the SGBs and the need for the training of the governing body will be examined using the selected research strategy. The methods of collecting data and the research strategy will be described. Validity, reliability, credibility and ethical considerations of the research inquiry will be briefly addressed.

3.2 RESEARCH DESIGN

In this study a qualitative approach is used in order to gain an in-depth understanding of the impact of Financial Management based on Section 21 of the South African Schools Act 84 of 1996.

3.3 QUALITATIVE APPROACH

A qualitative research paradigm has been chosen in this research because it allows the researcher to gain first hand information about the perception of the participants (SGBs) in this regard. It is indicated in the 1st chapter that the vital features of the qualitative research paradigm indicate that it is flexible and it also facilitates the developmental process of investigation.

According to De Vos (1998:240) it is difficult to describe qualitative research in such a way that it will satisfy everybody. Thus the term “qualitative research” can mean different things to different people. However, in this study qualitative research will be used as an approach, which uses different methods such as interviews, notes taking and observing. In this study interview will be used as a means of collecting data. According to Vockell et al (1995:133) an interview is designed to enable the interviewee to supply information to the researcher immediately.

Fraenkel and Wallen (1993:10) define qualitative research as “the documenting or portraying by observing and interviewing them and relevant other.” This implies that the researcher goes out to the participants.

According to Dzwimbo (1995:17) the qualitative research method is referred to as the interpretative ethnographic model of Social Science research because of its focus on understanding the people who derive meaning from their world. He further indicate that qualitative design is “empirical” in that it utilizes experience and observation en route to knowledge.

From a methodological perspective, qualitative research is a loosely collection of approaches to inquiry, all of which rely on verbal, visual, auditory and olfactory data (Thompson, 1994:141). Rudestam and Newton (1995:39) posit that qualitative research emphasizes the “thick description” of a smaller number of subjects within a specific setting.

A qualitative research paradigm has been chosen in this research as it allows the researcher to gain first hand information about the perceptions of the participants, that is the SGB members as indicated in chapter one (Paragraph 3 of page 4). The features of the qualitative research paradigm indicate that it is flexible and facilitates the developmental process of investigation. One can also add that knowledge gained from qualitative research enriches one’s imaginations.

In this study qualitative research will aid the researcher to be flexible both before and throughout the actual process of research. The researcher will be able to interact with participants (SGB) in their contexts and to develop rapport.

Qualitative data on the perceptions of the SGB with regard to the impact of Section 21 Act No 84 of 1996 on School Financial Management, will be gathered from participants sampled from the following categories of schools, namely: the parents, learners educators, non-educators and the principal of Aurora Girls Secondary, Kwadedana- Ngendlale and Lavela Secondary schools.

3.4 THE CHARACTERISTICS OF QUALITATIVE RESEARCH

To get a deeper insight into the impact on Section 21 of South African Schools Act no 84 of 1996: Financial School Management, the case study method will be used. Case study deals with how things happen and why (Anderson, 1990:158). The case study deals with a specific study of an institution, because of its unique characteristics. In other words, phenomena are studied in its real life context.

The researcher will use a qualitative research method for this study case. According to Merriam (1988) [in Creswell, 1995:145] the following characteristics of qualitative research were identified:

- Qualitative researchers are concerned with process, rather than outcome product. The researcher in this study will therefore be concerned with the process to be followed in the impact of Section 21 of South African Schools Act No 84 of 1996: Financial School Management in South African Public Schools.
- Qualitative research is the primary instrument for data collection and analysis. The researcher as a person who will be interacting with respondents will be physically involved in the collection of data as an instrument.
- Qualitative research involves fieldwork. The researcher goes to the people, to observe or record behavior in its natural setting.

- Qualitative research is descriptive. The researcher is interested in process, meaning and understanding gained through words.
- The process of qualitative research is inductive in that the researcher builds abstractions, concepts, hypothesis and theories from details.
- Fraenkel and Wallen see Qualitative research as the action taken by the interviewer of going out to the subject of study, interact with the interviewee face to face where discussion taking place within the natural setting. The researcher takes the opportunity to experience and understand how the interviewee thinks, feels and why they think the way they do (1993:380-381). In this study the researcher will interview and observe the selected samples to assess how they think, feel and why they act the way they do with regard to Section 21 of South African schools Act No 84 of 1996.

3.5 QUALITATIVE RESEARCH

From a methodological perspective (Thompson, 1994:141 and De Vos (ed), 1998:242-243) qualitative research is a loosely defined collection of approaches to enquiry, all of which rely on verbal, visual, auditory data. Rudestam and Newton (1995:39) posit that qualitative research emphasizes the “thick description” of a small number of subjects within a specific setting.

Creswell (1994:61) cites Thompson in affirming that the qualitative research paradigm is largely an investigative process, where research gradually makes sense of social phenomenon by contrasting cataloguing, comparing and classifying the object of study. It is of utmost important to mention that a qualitative strategy intends to understand a particular social situation, event, and role group of interaction.

Mouton (1991:43-51) refers to qualitative research as an in-depth analysis of a phenomenon in which a researcher collects and interprets the data and reports the findings in a descriptive manner. Qualitative research focuses on delivery, insight and understanding of those being investigated. Vockell and Asher (1995:203) contend that a

valuable aspect of qualitative research is that it allows one to develop variables and understanding of patterns of behaviors in social groups over a large number of naturally occurring events.

This research is phenomenological if focuses on the respondent's construction of meaning as confirmed by Leedy (1997:161) when he says that phenomenology are a person's construction of meaning of a phenomenon. This research tries to unearth the meaning of the experience for the people involved.

3.6 RESEARCH METHODOLOGY

Research report like this one usually contains what is called a literature review. According to McMillan (1992:43) the purpose of a literature study is to relate to previous research to the specific topic that is now under investigation, in this regard it is the impact of Section 21: Financial school Management. The following methods will be discussed: Literature review, observation, fieldnotes and interview.

3.6.1 LITERATURE REVIEW

According to Creswell (1994:20) a literature review in a research project has several purposes namely:

- It relates the investigation to the larger study that is undertaken on the topic and it attempts to fill in gaps and extended other prior studies.
- It shares with the reader the results of other studies that are closely related to the particular study that is undertaken.
- It serves as a benchmark for comparing the results of the study with findings from other studies.

The approach selected is the qualitative approach as indicated above. According to Silverman (2000:15) qualitative research is important because it avoids statistical techniques and the mechanics of qualitative methods. This study will use interviews to collect data from learners, parents, educators, non-teaching staff and the principal about their experiences, opinions, feelings, and knowledge. The researcher will use an

interview guide, which is helpful, as questions are direct but give latitude to probe the participants for more information. (Appendix A is an example of an interview guide used in this study).

During data collection the researcher will use in-depth interviews, which help the researcher to acquire specific responses. A tape recorder will be used to gather the information. Silverman (2000:18) views a tape recorder as a valuable resource during an interview session.

3.6.2 OBSERVATION

According to Bailey (1989:239) the observational method is the primary technique for data collection on non-verbal behaviour. Observation is preferred when one wants to study in detail the behavior that occurs in a particular setting. Verna et al as cited in Landman (1988:77) define observation as a “research technique, which utilises direct contact between the researcher and phenomena under investigation.”

As said before in (1.3 above) the sources of information are the SGBs from the three high schools namely Lavela, Kwadeda-Ngendlale and Aurora Girls, and the methods to be mostly used will be interviews and observation using the tape recorder for recording purposes and note taking will be part and parcel of the research.

3.6.3 FIELD NOTES

According to Powney and Watts (1989:290) note taking can sometimes be difficult at the speed of normal discourse and can also impede interviewers' concentration upon the flow of respondents' responses. Only a small fraction of data can be collected from this interaction. One can also state that field note-taking is very important because the researcher is able to note down some other things like the interviewees' anxiety which cannot be recorded by the tape recorder. Maykut & Morehouse (1994:73) assert that the qualitative research's field notes contain what has been seen and heard by interviewer the interviewer without interpretation.

In this study, the researcher will write field notes to explain certain things, which the tape recorder cannot record.

3.6.4 INTERVIEW

Landman (1988:67) defines an interview as representing a direct attempt by researcher to obtain reliable and valid measures from one or more respondents. Schumacher and McMillan (1993:251-252) identify three types of interviews, which are: structured, semi-structured, and unstructured.

Maykut and Morehouse (1994:80) cite interview as a form of discourse and the discourse is shaped and organized by asking and answering of questions. This enables the interviewer and interviewee to talk about the focus of the study and it also leads to discussion of thoughts and perceptions.

3.7 INTERVIEW GUIDES

Hitchcock and Hughes (1989:80-81) endorse that the fact interviewer and interviewee's values, attitude, and political affiliation may influence the interview. They also assume that unlike structured interviews and unstructured interviews allows the following:

- Introduction of new materials not thought of before hand, but arose during the course of interview.
- It also provides opportunity to clarify points and raise fresh questions.
- Provide freer flow of information between subject and research.

With the above in mind, this research will avoid using unstructured interview as to protect an open-ended discussion interview.

The three High School SGB members will be interviewed for at least half an hour each.

Three interview questions will be delivered from the main problem areas initially identified in the study (See Appendix A). The questions will be translated in Isizulu in order to reach the respondents as majority of them are still lacking behind when coming to literacy.

3.8 INTERVIEW PROCESS

3.8.1 STRUCTURED INTERVIEW QUESTIONS

Interview guide will be used to collect data. The interviewees will be asked questions in the same sequence individually. This implies that the wording and the way questions are structured remain the same for all interviewees. The aim is to get the investigation focused on specific issues, as well as to gather much information as possible within the limited time available for the interview.

Sax in (Landman, 1998: 67) defines interview as representing a direct attempt by the researcher to obtain reliable and valid measures from of one or more respondents. According to Macmillan and Schumacher (1993:251 – 252) structure interview do not provide choices from which the respondent select an answer,” rather, the question is phrased to allow for individual response. This format is flexible, and allows the interviewer to respond to situations at hand, to the emerging world-view of the respondent and the new ideas on the topic.”

The following questions will be asked (as reflected in Appendix A):

- Do you understand the functions of the SGB as laid down by Section 21 Act No 84 of SASA of 1986?
- Has the Finance Committee been established and received any training in handling finances, e.g. budgeting, recording of transactions, accounting for funds, auditing of books, etc.?
- Do you understand the benefit of being Section 21 School?

3.9 POPULATION

According to Vockell and Ashen (1995:170) population refers to the entire group from which the sample is drawn. Le Compte and Preissle define a population as “a group of participants assumed to share a cultural or sub-cultural tradition distinguishing them from neighbors” (1993:57).

For purposes of this study, the population comprises of members of the SGB, namely, Parents, learners, the principal, non-teaching staff and educators who belong to the SGBs. The above population is the population, which resides at Zola, Soweto. The accessible population is the population to which the researcher is able to generalize (Fraenkel & Wallen, 1993:10). Kwadeda-ngendlale, Lavela, and Aurora Secondary schools are selected because they are some of the Soweto Township High Schools.

3.10 VALIDITY AND RELIABILITY

3.10.1 VALIDITY

Anderson (1990:163) approaches validity as a construct derived from a given case but which has potential generalizability to other situations and settings. McMillan and Schumacher (1993:158) refer validity to the extent to which the explanations given regarding phenomena represent the state existing in the real world. The researcher can also add that validity of data collection addresses the question of whether the data collection process is really measuring what it is suppose to measure.

A conceptual framework for the research has already being developed enhanced by literature the review in chapter 2 of this study. The questionnaires will be used to obtain data from the subject of the study. The validity of the collected data will be checked against the explanation already made (Wierma, 1994:4).

Data will be collected through the following methods: notes taking, observation, and interview while visiting the SGB members. The above will be used to verify the information gathered.

The researcher will make sure that data collected addresses what it supposed to be addressed.

3.10.2 RELIABILITY

Baily (1987:70) refers to reliability as consistency. Wierma (1991:274) says that reliability it is the extent to which “an instrument will give similar results for the same individuals at different times. This means that if the instrument is to be used in the same population, under more or less the same conditions, even after some outcome have been reached, the same result will still be found.

Based on the above the researcher can also say reliability addresses the question to whether the results of measuring processes are consistent on occasions when they should be consistent. In other words an instrument can be said to be reliable if it gives the same results when applied by any other researcher.

3.11 CHAPTER SUMMARY AND INTRODUCTION TO CHAPTER FOUR

This chapter suggested the significance of study, its methods, and procedure. The researcher will focus on the three Zola High Schools in Soweto.

Chapter Four of this study will deal with the analyses and interpretation of data, which is collected through interview. Data processing techniques will be described in detail before an attempt is made to analyse the collected data.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA COLLECTED

4.1 INTRODUCTION

This chapter reports the findings of the research study. The interpretation of the finding with regard to the impact of Section 21 of Act no. 84 of 1996 on school financial management will be presented. Suggestions for training the SGB pertaining School Financial Management will also be presented. This chapter will also focus on the analysis and interpretation of data that was cited from SGB members through interviews (see appendix B).

4.2 DISCRPTION AND CLASSIFICATION OF DATA

This research used a person – to - person interview, for the purpose of honest response from the respondents, because they never influenced each other. Strauss and Corbin (1990:21) state that the researcher should gather the data and present it in such a way that the informants speaks for themselves.

During interviews, audiotape, other documentation, and also field notes were used for data collection. The research participants were the members of the SGBs of the categories of schools mentioned in (paragraph 3 of chapter 3). These included the parent's component, educator component, non-educator component ,learner component, and the principal as the head of the institution.

4.3 ANALYSIS AND FINDINGS FROM THIS STUDY

In all responses (see Appendix B) from the interviews that were held with the mentioned categories of the SGBs in (chapter 3 paragraph 3) it became clear that some participants are not aware of the School Financial Management in the public schools as contemplated

in South African Schools Act No 84 of 1996. All three schools have gained section 21 status but they are not sure of the benefit they have as a Section 21 schools.

Some educators who are commercial educators of commercial subjects, do have a clue of financial management, but were never trained for managing School finances. Learner component claims that they are not included when money issues are discussed; as a result all learners from all three Secondary schools are not conversant with the Act pertaining to School Financial Management.

Talking about the budget to learners was a mystery. Those who study Accounting as their subject they said that only know the term from the classroom situation not from SGB perspective.

Some respondents have never sat down to budget for the school, meanwhile they are in the executive committee. They don't even know about it. Heads of the institutions knows all about it but unfortunately they have taken most of the responsibilities to the School Management Team (SMT). They say it is easy in that way because each and every Learning Area is represented.

Parent's components do not understand the functions of the SGBs as laid down by SASA. They don't even know that there are legal requirements for keeping school records, especially financial records. One member from one school says that the financial management committee has been elected but it is not functional. That the committee is not trained to handle finances, and how to handle money.

4.4 LIMITATION (POSSIBLE TREATS TO INTERNAL VALIDITY OF THIS STUDY)

Due to time it has been difficult for the researcher to include more schools in the research sample, as a result the researcher has delimited the study to only three secondary schools in the Soweto Township. It would therefore be appropriate to suggest that further research be conducted at other parallel schools in Soweto to obtain this goal. The SGBs

of only three secondary schools were researched, thus making the findings limited to a narrower scope than would have been the case with a more detailed and through investigation.

Owing to time constraints in completing this study, it has been difficult for the researcher to include all members of the SGBs in the sample, hence only four members per school were interviewed.

To ensure content validity, research questions were designed using the functions of the SGBs of public schools as prescribed in the South African Schools Act No 84 of 1996. The construct validity of the instrument was determined by means of the guiding/probing questions posed to the respondents.

Financial constraints has to be considered, as the researcher was to conduct this research on one-to-one basis for the sake of the convenience of the respondents, and also to respect the sacrifice of their time, thus one can still say economically, constraints are generally imposed on all forms of research. For that reason this research project is undertaken within those limitations.

4.5 SUMMARY AND INTRODUCTION TO THE CONCLUDING CHAPTER

In this chapter the analysis and interpretation of the impact of Section 21 Act No 84 of 1996 on Financial School Management have been discussed. To show trustworthiness of the research, truth-value is obtained from the discovery of the functioning of the SGBS in the three Soweto Secondary Schools in Zola Township.

The SGBs expressed their feelings and experiences. There was consistency of data as the same questions in the same pattern were asked and the respondents at times gave same answers at different venues and times. The interpretation shows that the researcher was not bias. The interpretation is drawn from actual answers from the SGB members themselves.

Chapter five is the concluding chapter of this research. Emphasis will be on synthesis, recommendations, and concluding remarks.

CHAPTER 5

SYNTHESIS RECOMMENDATIONS AND CONCLUDING REMARKS

5.1 INTRODUCTION

The purpose of this chapter is to review the entire study. To discuss findings emanating from data collected, and to draw conclusions from the findings and offer recommendations in the form of guidelines.

5.2 FINDINGS FROM LITERATURE SURVEY

According to SASA No 84 of 1996 the SGBs of public schools must function in terms of the Constitution, which complies with the requirements determined by the MEC by notice in the Provincial Gazette.

The literature and legislation have both emphasized that the SGBs are the heart organ of public schools in South Africa. Both the empirical data and literature study indicated that the school's financial management as laid down by SASA No 84 of 1996 is an inherently complex aspect to be achieved. The research focused on the impact that section 21 has on financial school management.

This is a final chapter of this research study in which the researcher aims to recapitulate the salient points by giving a brief overview of the research topic making recommendations and conclude with suggestion for further research.

5.3 RECOMMENDATIONS

Schools are open systems, and they must operate as such. Records of the school's activities need to very well kept if they are to be useful for analysis. Well-kept records are important for problem solving and for planning and development. Schools are there

to change for the better hence record keeping and planning is part and parcel of the education department. The following are recommendation to the people to whom the SGBs are accountable.

5.3.1 TO THE GAUTENG DEPARTMENT OF EDUCATION

- It is recommended that further research be undertaken on the impact of section 21 of SASA No 84 of 1996, as it is an important feature of SASA as it enables schools to become self-managing organizations.
- The Gauteng Department of education should see to it that the induction and in-service courses be conducted from time to time to keep the SGBs informed.
- Training must also be conducted in a language which is well understood by all stakeholders. The method of training must suit all members of the SGB
- The GDE must make sure that professionals on the yearly basis audit all financial books.
- That accountability be recognised and the issue of public funds be emphasized.

5.3.2 TO THE DISTRICTS

- A system should be put in place to ensure that schools must have democratically elected SGBs.
- The districts must ensure that management systems, namely planning and monitoring mechanisms are in place at schools.
- Districts must make a follow up on all financial transactions that take place at schools because the Government is directly depositing the money into the school's bank account.

- Districts must see to it that money allocated to schools is used as follows: 60% is for LSM, 28% is for paying services to school and 12% is for maintenance and improvement to the school property (Circular 64:1996)
- The Institutional Development Support Official (IDSO) of the institution must interact with the SGBs. They must also arrange workshops and training session for the newly elected members.
- The Districts is to make a follow up on the formation of the school financial committee.

5.3.3 TO SCHOOLS

- The principals of the school are responsible of the formation of the School Financial Committee. (They must see to it that the committee is elected and functional / active).
- They must initiate the training and educating the SGBs about Section 21 of SASA.
- Arrange the meetings of the IDSO and the SGBs.
- The schools must empower the SGBs by letting them participate in decision-making.
- Provide the members of the SGB with financial literature and arrange workshops for further training.
- The principal has the responsibility of educating the member's of the benefit of being a Section 21 school
- The principal must initiate the auditing of books.

5.4. CONCLUDING REMARKS

Financial School Management of public schools in South Africa is no longer solely the responsibility of the head of the institutions and the education authorities, but as a way of transforming education systems to suit the present situation in the entire country, it has

become the responsibility of the whole community and other interested groups, by means of the SGBs.

A belief is held that the findings of this research will contribute significantly to the school financial management by the SGBs. The research was able to answer the questions that were set. The aims of the research were achieved.

The recommendations and guidelines have been provided to improve School Financial Management by the SGBs. To get a broader understanding, it is recommended that further investigation be undertaken in order to bring a broader picture.

It is also assumed that the above recommendations and guidelines be utilised by the present and the future generations for successful financial school management at schools.

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APPENDIX A**INTERVIEW QUESTIONS USED TO PROBE THE PARTICIPANTS (SGBs)**

Question 1. (English): Do you understand the functions of the SGBs as laid down by Section 21 Act No 84 of South African Schools Act of 1996?

Question 1. (In Isizulu): Ingabe uyawuqonda na umsebenzi okufanele wenziwe yi – SGB maqondana ne Section 21 Act No 84 yezikole zase Ningizimu Afrika esungulwe ngonyaka ka 1986?

Question 2. (English): Has the Finance Committee been established and received any training in handling finances, e.g. budgeting, recording of transactions, accounting for funds, auditing of books, etc.?

Question 2. (Isizulu): Ikomiti eliphethe izimali, libekiwe na? like laqeqeshwa ukuba lisingathe okanye liphathe izimali njengoku-bhajetha, ukurekhoda, nokuba linike ubufakazi ngokusetshenziswa kwezimali kanye nokucwaningwa kwamabhuku ezimali.

Question 3. (English): Do you understand the benefit of being a Section 21 School?

Question 3. (Isizulu): Uyaqonda na ngosizo noma inzuzo etholwayo uma isikole siku Section 21?

ANNEXTURE B

INTERVIEW SCHEDULE

- Welcome.
- Continuation of the arrangement agreement that the interview will be recorded.
- Introduction of the topic to the respondent once more.

Questions and probes

1. Do you understand the functions of the SGBs as laid down by Section 21 Act 84 of South African Schools Act?
 - What are the functions of the SGBs?
 - Do you know what SASA is?
 - What is Act 84 all about?
2. Has the finance committee been established and received any training in handling finances, e.g. budgeting, recording of transactions, accounting for funds, auditing of books, etc?
 - Who draws the budget of the school?
 - Who receives money and issue receipts?
 - Are your books edited on a yearly basis?
 - Who edit your books?
 - Do you have financial statements at your school?
3. Do you understand the benefit of being a Section 21 School?
 - How do you spend your grant from the department?
 - Who pays the services of the school?
 - When do buy learner support material?

- Is it convenient to have money deposited in the current account of the school?
- Is there any difference of being a Section 21 school and to be Non-Section 21(Section 20 school)?

FIELD INTERVIEWS AND RESPONSES

INTERVIEW LEARNER COMPONENT

INTERVIEW 1

Interviewer: Thank you for having honored the appointment and for your time. I will just start with our interview as agreed and that the information will be recorded.

Respondent: Thank you.

Interviewer: Do you understand the functions of the SGBs as laid down by Section 21 Act No 84 of South African Schools Act?

Respondent: Mmm.I am a student, I don't know anything about Act 84 or any Act for that matter, but I have heard of SASA and that there must be Governing Bodies to help with the smooth running of the school. I also know that SASA speaks about compulsory education, but I don't really know much about it.

Interviewer: Were you elected to be in the SGB or you were just chosen to be one of the members?

Responded: Yo! I was elected by the student to be the member of the SGB.

Interviewer: How often do you attend the SGB meetings?

Respondent: I think I only attended once when I was to be introduced to the members by the principal.

Interviewer: Why did you stop attending these crucial meetings?

Respondent: Meetings are always at night, some times I have some homework to do, and sometimes there some programmers on the TV I want to watch so it was difficult for me to attend.

Interviewer: Has the finance committee been established and received training in handling finances, e.g. budgeting, recording of transactions, accounting for funds?

Respondent: I have never really heard of a financial committee, so I can't say much about finances. The principal, teachers, and parents run the school, all I can say is that students are never told about finances, all we have to do is to pay school fees and receive a receipt that is basically it.

I heard you talking about the budgeting, as an accounting student, I have heard of a budget in the classroom and mmm.... Not in the SGB, maybe the principal can tell you more about it because I am clueless.

As a student I have never heard of financial training or as an SGB member.

Interviewer: Who draws a cheque on behalf of the school when you want to buy or pay something?

Respondent: The drawing of cheque and the auditing of books, I know nothing about that, ask the teachers and the principal, I don't know.

Interviewer: Do you understand the benefit of being Section 21 School?

Respondent: (Shaking the head), I don't know. I don't want to lie, because I don't know what section 21 is,

Inter viewer: thank you so much for the contributions.

INTERVIEW 2

Interviewer: Thank you for coming. Let us start with our interview as we have agreed that I will tape the conversation, I hope you don't mind. We have only three questions, which will lead our discussion. Question 1. Do you understand the function of the SGBs as laid down by Section 21 Act 84 of SASA (South African Schools Act)?

Respondent: I don't mind. I am part of the School Governing Body and I don't know what you are talking about, but the bit of what I understand is that we need to have the SGBs to keep control of schools. By the way what is SASA?

Interviewer: SASA is the document that gives direction on how public schools must function. It is a manual so to say.

Respondent: Oh! I didn't know.

Interviewer: Do you attend SGB meetings?

Respondent: (showing signs of shyness) Mmm.... Since I was elected I only attended once or twice.

Interviewer: Why do you stay away from the important meetings?

Respondent: Ah! These meetings were always at night and at that time I would have to study and do some other stuff.

Interviewer: Has the finance committee been established and received any training in handling finances, e.g. budgeting, recording of transactions, accounting for funds, auditing of books, etc.?

Respondent: That is a very difficult question. What exactly is the financial committee?

Interviewer: Financial committee is the committee, which is elected to look after the financial transactions (position) of the school.

Respondent: Mmm... Because I really don't know what it is, the only thing that I know is that we student go to school, get an education and go back home.

Mmm. Budgeting I heard about it, at home because my parents always talk about it. Basically I don't know any thing about the handling of finances at school and I don't think that I am the only one. We the students are left in the dark about the running of the school.

Interviewer: Do you understand the benefit of being Section 21 School?

Respondent: No mam I don't know what it is, I have never heard of such.

Interviewer: Thank you so much for your time and your availability.

INTERVIEW 3

Interviewer: Thank you so much for honoring the appointment I won't be long because I know that you have some other work to do. As we have agreed, I will record our conversation and I will also take some notes. I have only three leading questions, which I will be asking you and also follow up question will also be asked.

Can we start?

Respondent: Yes we can start.

Interviewer: Do you understand the functions of the SGBs as laid down by Section 21 Act 84 of South African Schools Act of 1996?

Respondent: I don't understand, but I know that there is an SGB at school of which I am a member. Unfortunately I don't know the functions of the SGB. Can I ask you a question?

Interviewer: Yes, you can.

What is South African Schools Act?

Interviewer: South African Schools Act is an official document that gives directions on how all public schools should function. It is the map of the schools.

Respondent: Now, I think I understand.

Interviewer: Next question: Has the finance committee been established and receive any training in handling finances, e.g. budgeting, recording of transactions, accounting for funds auditing of books etc.?

Respondent: Yo! Your questions are now becoming more difficult, when it comes to finances, I don't know because since I became a member of the SGB I only attended the meeting once. That was it. And I did not remember electing the finance committee. May be they did that when I was absent. Moreover learners are not involved in money business.

Interviewer: Do you pay school fees at your school?

Respondent: Yes, we do pay school fees.

Interviewer: Do you think financial policy at your school prevails?

Respondent: Mam, when coming to monies I know nothing.

Interviewer: Do you understand the benefit of being Section 21 School?

Respondent: I don't know.

Interviewer: Thank you for your time. I hope you will now go and find out about SASA.

INTERVIEW THE NON- EDUCATOR COMPONENT

INTERVIEW 1

Interview a cleaner who is an SGB member at one of the schools. The conversation was dual (English and Zulu) but the information will be written in English because I am not also clear in Zulu.

Interviewer: Good day, and thank you for your time. We are going to start with our interview, we will not be long as I also know that you have a lot to do and kids may like to watch TV. I have only three leading questions to deal with but some other question can come up from our conversation.

(Mother) Do you understand the functions of the SGBs as laid down by Section 21 Act 84 of 1996 of South African Schools Act?

Respondent: Mam Mmm. To tell you the truth I am not sure of what SASA says. The only thing I know is that since we elected the new government things have change even the way things are done have changed. I know the existence of the SGB because I am one of them. That the SGB must look after the school I know, that we need to help in bringing discipline to the school I know, am I right?

Interviewer: Yes, mama. The other responsibility of the SGB is to help in planning for the school, creating some policies, generating funds for the school and many more others.

Respondent: I thank you, now I know.

Interviewer: Has the Financial Committee been established and received any training in handling finances, e.g. budgeting, recording of transactions, accounting for funds auditing of books etc.?

Respondent: Coming to finances, we did attend a workshop for a day, but to tell you the truth I remember nothing of the thing we did that day.

Interviewer: Do you have financial policy and is it working?

Respondent: About the financial committee maybe the chairperson and secretary may know.

Interviewer: Do you understand the benefit of section 21 schools?

Respondent: I don't have knowledge about that.

Interviewer: Thank you so much for your contributions.

INTERVIEW 2

Interviewer: Good evening sir, how are you? Firstly I would like to thank you for having allowed me to come to your house. I am not going to waste your time; I have only three questions for you First question is:

Do you understand the functions of the SGBs as laid down by section 21 Act 84 of 1996 of South African Schools Acts?

Respondent: Mam...(shaking his head) I am in the SGB to represent the non-teaching staff, but I know nothing about South African Schools Act. If I can get somebody who can tell me about it I can be happy.

Interviewer: As an SGB member what are your functions?

Respondent: I don't think there is something I need to do because the principal and the teachers do most of the things. I only arrange the chairs if there will be parents meeting, that is all I can say.

Interviewer: Has the finance committee been established and received some training in handling finances, e.g. budgeting, recording of transactions, accounting for funds auditing of books etc.?

Respondent: Whether there is a financial committee or not I don't know. What I know is that the principal and the chairperson are the ones who sign the cheque when we want something for the school.

Interviewer: Do you understand the benefit of being section 21 schools?

Respondent: Mam, I am just a human being I don't know what you are talking about. That we are section 21 I know, but the rest I don't know.

Interviewer: Father, thank you for your contributions and your time too.

INTERVIEW 3

Interviewer: Good day mam and how are you? How are you doing? How do you find it to be an SGB member?

Respondent: I think it is good and I am learning a lot.

Interviewer: Mam I am here to honor the appointment, which I made the other day and I believe that we will not be long, I have only three questions to ask you but some other questions may crop up as we talk. I will start with this first question: Do you understand the functions of the SGB's as laid down by Section 21 Act 84 of 1996?

Respondent: Oh what a good question but I don't have well answers for it. As I have already said, I am learning from being a member, maybe even the issue of Section 21 I will know it better. Because at the present moment I only know that we are Section 21 School about the rest I don't know.

Interviewer: Thank you. Has the finance committee been established and received any training in handling finances, e.g. budgeting, recording of transactions, accounting for funds, auditing of books etc.?

Respondent: Ja! We do have a finance committee, but I don't remember undergoing training for financial recording. I know because I am part of that committee.

Interviewer: Do you have financial policy?

Respondent: To be honest with you we don't have financial policy.

Interviewer: Do you draw a budget for the school?

Respondent: We have never drawn up a budget it is always drawn up by the SMT, and we only approve.

Interviewer: Do you take the books for auditing?

Respondent: No, not to my knowledge.

Interviewer: do you understand the benefit of being a Section 21 school?

Respondent: I only know that it will be easier for us to do our own repairs and that we can use local people for the job.

Interviewer: thank so much may God bless you.

INTERVIEW THE EDUCATOR COMPONENT

INTERVIEW 1

Interviewer: Good day mam, can we start as per appointment? I also hope we can only use 5-10 minutes of your time. Mam, I have only three leading questions for you but if you have something to ask please don't hesitate to ask.

Yes! Our first question is as follow: Do you understand the functions of the SGB's as laid down by Section 21 Act 84 of 1996 of SASA.

Respondent: yes I know the functions of the SGBs, although not all of them because they are so many.

Interviewer: Do you have a copy of SASA?

Respondent: No, I don't have it. Where can I get a copy of it?

Interviewer: From government printers or you may ask the principal if he has a copy, another option you can get it from the Internet.

Respondent: Okay, I will try to get the copy.

Interviewer: Financial responsibility is one of the SGB's functions. Has the finance committee been established and received any training regarding finances?

Respondent: Yes we do have a financial committee but it is not functional, because we have never seen financial statement up to now. According to me we don't have financial policy.

Interviewer: Do you sit down and draw up a budget as the SGB of the school?

Respondent: No, not to my knowledge. At school the SMT helps the principal to draw the budget.

Interviewer: Do you understand the benefit of being Section 21 School?

Respondent: Mmm.I really don't know, maybe as time goes on we will understand because this is our 1st year to be a Section 21 school.

Interviewer: Thank you so much for having allowed me to interview you.

INTERVIEW 2

Interviewer: Good evening and how are you? How was your day today?

Respondent: I'm fine, the day was not so good, we are busy with Grade 9 portfolios, hey, and they are very stressing.

Interviewer: Oh I'm sorry about that. I really thank you for waiting for me and suspending all your work just to honor this appointment. I will try to be as short as possible. I have only three questions that we shall dwell on but we may have clarity seeking question as we proceed.

Right, 1st question: Do you understand the functions of the SGBs as laid down by Section 21 of SASA?

Respondent: I know that the SGB is elected to help in smooth running of the school.

Interviewer: Yes, it also includes the financial management of the school. Has the finance committee been established and received any training in handling finances?

Respondent: I am not sure of any training or maybe it is because I have been co-opted. But the finance committee is there.

Interviewer: Are the books audited at your school?

Respondent: I don't remember.

Interviewer: Do you understand the benefit of being Section 21 School?

Respondent: What I know is that we buy the LSM ourselves.

Interviewer: Thanks so much for your time and your participation.

INTERVIEW 3

Interviewer: Firstly I would like to thank you for your time. I am here to conduct an interview as per agreement. I am aware of the work you have I will try to be very brief. I we have only three leading questions for this interview we can expect more as we talk.

First question is: Do you understand the functions of the SGBs as laid down by Section 21 Act No 84 of 1996 of SASA?

Respondent: I do partly understand the functions of the SGB as laid down by SASA though I never read the document my self.

Interviewer: Can you mention the part that you know of the functions of the SGBs?

Respondent: Mam, What I can say is that the SGB looks after the building of the school and also to decide on the amount of the school fees and also to help the principal to manage the school.

Interviewer: Financial Management is one of the SGBs function. I would like to know if the financial committee has been established and receive any training in handling finances.

Respondent: About financial committee it has been established, but it's functionality I don't know, most probably the principal can tell you more about it because I have never seen the financial statement from the beginning of the year. Even before I became the member of the SGB I didn't see one.

Interviewer: do professionals audit your books?

Respondent: No, not to my knowledge.

Interviewer: Do you understand the benefit of being Section 21 School?

Respondent: Though it is difficult to say I understand, what I can say is that thee school manages its finances.

Interviewer: Thank you for everything. May God bless you.

INTERVIEW THE PRINCIPALS

INTERVIEW 1

Interviewer: I would like to thank you for your time and having allowed me to interview you. I'm here for the interview that we talked about. This interview is only going to be very short, as we have only three leading questions.

The first question is as follows: Do you understand the functions of the SGBs as laid done by Section 21 of Act 84 of 1996 of SASA?

Respondent: Yes, I do understand the function of the SGB as laid down by SASA.

Interviewer: Do you have an elected governing body? Yes! The SGB that we have is democratically elected.

Interviewer: Is your SGB aware of the financial responsibility they have as an SGB?

Respondent: I think they know their financial responsibility.

Interviewer: Has the financial committee been established and received any training in handling finance e.g. budgeting, recording of transactions, auditing of books?

Respondent: Yes, we once attended a workshop for financial management. But unfortunately the parents have a problem. Educators are fine they understand what is taking place.

Interviewer: What is it that is difficult with the parents?

Respondent: I think the problem may be the way the workshop was conducted. It was more of a lecture than workshop. Above all the level of literacy is still wanting hence they have that difficulty.

Interviewer: O.K. When drawing a budget for your school, is the SGB involved?

Respondent: I usually draw up the school budget with the SMT as all learning areas are well represented.

Interviewer: Are you aware that you are denying the SGB of its function?

Respondent: Yes, but I can't help it, as I have indicated before, the level of literacy is crippling us the most.

Interviewer: Lastly, Do you understand the benefit of being Section 21 School?

Respondent: Yes I know the benefit of being Section 21 School. Can I mention some to you?

Interviewer: Yes, you can.

Respondent: Firstly I can say it save us from waiting for the department to buy LSM for us. We no longer wait for January or February to receive our LSM. Again we deal with the supplier directly.

Secondly, We able to employ local labor and in most cases we are able to make a follow up on the job done. Lastly we control our own finances.

Interviewer: Thanks a million for your contributions and time.

INTERVIEW 2

Interviewer: Good afternoon, I came to honor the appointment. Without a waste of time we can start with our business.

Respondent: Yes, we can start.

Interviewer: First question: Do you understand the functions of the SGBs as laid down by Section 21 Act 84 of 1996 of SASA?

Respondent: I do understand the functions of the SGBs as laid down by SASA.

Interviewer: Is the SGB also knowledgeable about these functions.

Respondent: Hopefully they are aware of their functions.

Interviewer: Did you try to educate them of their functions?

Respondent: You know with the type of the parents we are having, it is difficult because they are not committed members. Our parents are mostly grand parents, and I believe that all the neighboring schools have the same problem.

Interviewer: Has the finance committee been established and received any training regarding financial management?

Respondent: Finance committee is there, but when coming to training I don't want to lie because the GDE has once called a workshop but only one parent turned up. I tried to have a meeting with them. The meeting was unfruitful because the very parent who attended could not remember what was taking place at the workshop.

Interviewer: Do you have a finance committee?

Respondent: Yes the finance committee was elected and it exists.

Interviewer: Do you understand the benefit of being Section 21 School?

Respondent: Yes the benefit of being Section 21 is that you are able to control your own funds. You don't overspend or under spend. You are able to involve the local business Ja!

Interviewer: Thanks a lot for your time and patience.

INTERVIEW 3

Interviewer: I would like to thank you for having set time for this short interview. We have only three questions, which will lead us. Can we start?

Respondent: Yes we can definitely start.

Interviewer: Do you understand the functions of the SGBs as laid down by Section 21 Act 84 of SASA?

Respondent: Yes I do understand the functions as laid down by section 21 of SASA.

Interviewer: Is the entire SGB also aware of these functions?

Respondent: They may know some of these functions.

Interviewer: Are they aware of the financial functions?

Respondent: Part of the SGB may be in the know because some of them are just co-opted and they have never been to the workshop.

Interviewer: Do you have a financial policy?

Respondent: We are busy drafting it.

Interviewer: Do you know the benefit of being section 21 schools?

Respondent: Yes, I know the benefit of being section 21. I just mention just a few to you. As an SGB we can decide on the service we need, we are in the position to monitor our expenditure; we can make sure that no wastage takes place. For LSM it is easier because we deal with the suppliers directly.

Interviewer: Thank you very much may God blesses you.