

https://dspace.org/

Implementation of SGB fuctions (School finances and budgeting): AS case study in Bolobedu District

Mokoena, Masilo

2006-10-25T13:36:56Z
http://hdl.handle.net/10539/1443

Downloaded from a DSpace repository. https://dspace.org/

IMPLEMENTATION OF SGB FUNCTIONS (SCHOOL FINANCES AND BUDGETING): A CASE STUDY IN BOLOBEDU DISTRICT

By

Masilo Mokoena

IMPLEMENTATION OF SGB FUNCTIONS (SCHOOL FINANCES AND BUDGETING): A CASE STUDY IN BOLOBEDU DISTRICT.

By

Masilo Mokoena

Supervisor: Francine De Clercq

A research report submitted to the School of Education, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Education.

Johannesburg
February 2005

ABSTRACT

After the establishment of the first democratic government in South Africa, the Education Ministry committed itself to transforming the education system through developing new policies and legislation aimed at achieving equitable access to education and improving the quality of education. One of the school reform policies is the South African Schools Act (SASA), which is aimed at democratising and improving school education. It does so by devolving responsibilities and powers on schools, thereby promoting more democratic governance of schools by school governing bodies (SGBs), which are comprised of parents, educators, non-teaching staff and learners.

The main thrust of this study was to investigate the factors that explain how different rural schools in Bolobedu district (Limpopo Province) interpret and implement the newly-granted SGB powers and responsibilities regarding school finances and budgeting.

Four schools, two primary, one junior secondary and one senior secondary, were sampled. At some of them SGBs appeared to be doing well, while at others the SGBs appeared to be overwhelmed by the new task of managing school finances and budgeting. The research instruments used in carrying out this study were interview schedules, documentary data analysis and non-participant observation of SGB meetings. Interviews were conducted with educators, principals, parents and learners (members of SGBs and non-members). Triangulation of data is essential for the validity and reliability of a study. This study is regarded as valid and reliable, as there was strong correlation among the responses to most of the questions posed. The interviewees participated willingly in the study and showed complete understanding of the questions.

The major deduction from this study is that not all SGBs in disadvantaged rural areas are unable to execute their duties and responsibilities regarding school finances and budgeting, despite being dominated by illiterate parents who have not had the administrative and financial experience to oversee school affairs. The findings indicated that some poorly resourced SGBs were able to execute their duties and responsibilities regarding school finances and budgeting, though there were some constraints. The following factors that assisted and undermined the capacity of schools to assume their financial powers effectively were identified:

- School-Community relationship;
- SGB capacity;
- Internal social capital; and
- Leadership strategies.

DECLARATION

I declare that this research report is my own work. It is being submitted for the Degree of Master of Education at the University of the Witwatersrand, Johannesburg. It is original and has not been submitted before for any degree or examination at any other university.

Signature: _____on this day of _____

ACKNOWLEDGEMENTS

First and foremost, I would like to thank my supervisor, Francine de Clercq, for her astute and prudent advice throughout the process of planning and executing this project. I am greatly indebted to her for her remarkable contribution towards my academic growth and development.

I also wish to record my thanks to school principals, educators, parents and learners who participated in this study. To them I want to say that their support is sincerely appreciated. This study would not have been a success without their positive contribution in terms of their informed responses to questionnaires.

To the several people who assisted me with certain aspects of this project, I express my heartfelt gratitude.

Last, but by no means least, I would also like to acknowledge the moral support and encouragement I have received from my family and friends throughout my programme of study.

DEDICATION

This project is dedicated to my wife, Merriam Sekgotho Mohale, my mother, Mamolatelo Motlatso, my daughter, Mmakwena, and my son, Maropene Boitumelo Mokoena.

TABLE OF CONTENTS

PAGE

ABSTRACT ……. (ii)
DECLARATION …… (iv)
ACKNOWLEDGEMENT ……... (v)
DEDICATION ……... (vi)
TABLE OF CONTENTS …….. (vii)
CHAPTER 1: IMPLEMENTATION OF SGB FUNCTIONS :SCHOOL FINANCES AND BUDGETING ……. ……1
TOPIC …… 1
BACKGROUND ……. 1
AIM AND OBJECTIVES OF THE STUDY …….. 4
RATIONALE …….. 5
CHAPTER 2: LITERATURE REVIEW ……. 7
INTRODUCTION ……. 7
DEBATES ABOUT DECENTRALISTION …….. …… 7
DEBATES ON POLICY IMPLEMENTATION …….. 11
STUDIES ON THE IMPLEMENTATION OF THE SOUTH AFRICAN SCHOOLS ACT …… 13
2.5 WHAT ARE EFFECTIVE SCHOOL FINANCIAL MANAGEMENT PRACTICES?..... . 17
CHAPTER 3: METHODOLOGY…….22
3.1 INTRODUCTION……. 22
3.2 PILOT STUDY……. 22
3.3 SAMPLE……... 23
3.4 RESEARCH INSTRUMENTS…….23
3.5 DATA ANALYSIS……26
3.6 STUDY LIMITATIONS……. 26
CHAPTER 4:
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA…… 27
4.1 INTRODUCTION…… 27
4.2 SCHOOL A……. 27
4.3 SCHOOL B……..41
4.4 SCHOOL C……. 51
4.5 SCHOOL D…….. 60
CHAPTER 5: COMPARISON OF SCHOOLS…….70
5.0 RATIONALE……...70
5.1 SCHOOL-COMMUNITY RELATIONSHIPS…….. 70
5.2 SGB CAPACITY…….72
5.3 INTERNAL SOCIAL CAPITA…… 74
5.4 LEADERSHIP STRATEGIES……. 76
5.5 CONCLUSION……78
BIBLIOGRAPHY……..81