

**COLLABORATIVE APPROACH BETWEEN PRINCIPALS AND FINANCE
COMMITTEES OF PRIMARY SCHOOLS AT ILEMBE DISTRICT.**

BY

SIBONGAMANDLA SILINDOKUHLE DLOMO

**Dissertation submitted to the Faculty of Education in Fulfilment of the
Requirements for the Degree of Master of Education**

in the

**Department of Educational Foundations and Management at the
University of Zululand**

KWADLANGEZWA

Supervisor: Dr A.B. Buthelezi

Co-supervisor: Dr H.R Mhlongo

2022

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Submitted: January 2022

Candidate's Signature:

DECLARATION

I, Sibongamandla Silindokuhle Dlomo, hereby declare that this dissertation titled, “Collaborative Approach between Principals and Finance Committees of Primary Schools at ILembe District” is my own unaided work has not been previously submitted for a degree at this or any University. This is my work in design and execution, and that all reference materials contained herein have been duly acknowledged. It is submitted in fulfilment of the Degree of Master in Educational Management at the University of Zululand, KwaDlangezwa. It has not been submitted before for any degree or examination in any other university.

CANDIDATE’S SIGNATURE:

DATE:

SUPERVISOR’S SIGNATURE:

DATE:

CO-SUPERVISOR’S SIGNATURE:

DATE:

DEDICATION

I dedicate this great effort to my late bosom mother, MaNdlovu Dlomo. Though, despite her absence, she has consistently been with us in our challenging moments of life.

AND

My beloved sister, Bongeka Dlomo, for her unfailing support, love and encouragement. Beyond it all for her understanding that I must pursue my studies while she takes care of everything within the house, including my son. Her patience and love will never go unnoticed. You remain ever treasured in my life.

ACKNOWLEDGEMENTS

My sincere gratitude goes to the following people:

- To God, for his unfailing love and his leadership in everything I do, for giving me strength and hope when I felt like giving up on my studies.
- Dr A.B Buthelezi, my **supervisor**, for his expert and exceptional supervision throughout this journey. I owe you my gratitude for your hard work, respect, encouragement, commitment, expertise, as well as the critical academic supervision that flattened the rough journey of my study.
- Dr H.R Mhlongo, my **co-supervisor** who adopted my study at heart and sacrificed her time to guide me. Moreover, she was there to provide timely and crucial guidance, mind opening counselling and supportive care during my challenging moments to keep me on focus. Her expertise and excellent supervision skills throughout this study, provision of hard-working guidance, counselling and care kept me pushing through the research journey. I owe her my gratitude for her professionalism, patience and motivation. May God shower you with blessings. Thank you for believing in me. I have learnt a lot from you.
- Dr K.A Gazu, for his professionalism in editing my entire dissertation.
- Dr Clement Lawrence and Mr Siyaya, for their academic support and advice during the study.
- My wonderful colleagues and friends whom I called 'the engine room', (the staff of Mavivane Primary, Northdale Primary and also Domremy Primary) especially N.S. Nkosi, M.H. Mhlongo and G.L Ndlovu for their inspiration and support towards my studies.
- My brothers and sisters, Vela Dlomo, Bongeka Dlomo, Nkosinathi Mthethwa and Velile Dlomo for their words of encouragement for academic success.
- Sibani Sibongakonke Biyela for being a pillar of my strength as well as an inspirational source for my success.

- My lovely son, Luthando Andile, for being so understanding when I gave him less of my time, and also to my family members as a whole, close friends for their cooperation.
- The Department of Basic Education, Ilembe District officials, school authorities, educators from the sampled schools within the district for approval to carry out the research in schools under their jurisdictions.

ABSTRACT

This study explored the collaborative leadership method used in iLembe district schools between Principals and the finance committees. The researcher chose four schools in different circuits as the field of investigation. There is a lack of collaboration between the school principals, SGBs and finance committees which has led to the absence of defined roles each party has to play in the school finances and also a lack of accountability. This encourages all parties to avoid penalties for frivolous financial behaviour within the school.

The data were collected using interviews in this qualitative study. The target population of this study comprised of 285 primary school principals in the ILembe District, KwaZulu-Natal. This district has four circuits under it, namely Lower Tugela, Ndwedwe, Maphumulo and Stanger. Four schools from Stanger circuit were selected as a sample for this study. In each school 1 principal, 1 SGB member and also 1 finance committee member were participants in the study. The main objectives of the study were to: To ascertain if or how the principals and the finance committees collaboratively contribute to school financial management; to identify the essence and nature of collaboration and its implication between the SGBs and the finance committee, and to provide suggestions based on existing policies to assist the SGBs and the finance committee to develop a collaborative relationship for effective and efficient management of their schools' financial resources.

The findings revealed that despite all the actions taken to enhance sound financial management in schools, further efforts still require to support schools for good financial accountability. The school principals need adequate and regular support from the SGBs to manage school finance effectively. It was evident from the study that the school principals enjoyed adequate support of their schools' SGBs and finance committee members, though the SGBs' members lack expertise on financial management. This entails that a collaborative relationship is very important for school financial management. The study was underpinned by the Gidden's structuration theory which is

about the concept and enquiry of whether single persons or communal impacts are the driving force behind social reality. RSA(1996a) highlighted good accountability of school finance as strategies to enhance learners' performance and whole school performance for smooth operation of the school system. Supporting this, Mestry (2004:127) sees financial accountability as referring to giving an account of actions taken and being held accountable for these actions. This could be made possible if challenges facing the principals, the SGBs and finance committees are acknowledged. The researcher recommends that mutual working relations between the SGBs, principals and finance committee members should be encouraged to strengthen the school financial management.

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ABBREVIATIONS and ACRONYMS

ABBREVIATIONS and ACRONYMS	FULL NAME
BEAA	Basic Education Amendment Act
DBE	Department of Basic Education
DH	Departmental Head
ELRC	Education Labour Relations Council collective agreement
EMIS	Education Management Information System.
FIN COM	Finance Committee
HOD	Head Of Department
PMFA	Public Financial Management Act
SASA	South African Schools Act
SBMS	School-Based Management Structures
SGB	School Governing Body
SMT	School Management Team
RSA	Republic of South Africa

CHAPTER 1

ORIENTATION AND THE BACKGROUND OF THE STUDY

1.1. Introduction

This dissertation presents the outcome of an investigation that focused on the collaborative approach among the principals, the finance committee members and the SGBs in controlling and dealing with school finances in primary schools at iLembe District. This section includes the background and the rationale for the investigation, problem statement, intent and fundamental research questions; these preceded the implication of the study, a concise discussion and explanation of the key constructs used in the study.

1.2. Background

It has been ascertained that financial management is one of the leading difficulties in schools in South Africa and other nations. Some of the financial management problems identified globally through literature incorporates corruptness, deficiency of continuity in government financial policies, short-handed human and material resources; and these problems negatively affect learner performance. The different parties involved should be in cohesion with one another to create good financial management structures in schools. The parties that are concerned in the financial decision making of the school are the Principals, SGB members and the Finance Committee; they adopt a collaborative approach for the welfare of the school.

The South African government inherited discrepancies and negative approaches to educational management from the apartheid education system. Therefore, fundamental legislation and policy improvement in post-apartheid were necessary. Various reforms began in South Africa after the 1994 election with the state's mandate to remedy past injustices. The reform process predictably impacted school leaders as they were confronted with the state of affairs in transforming schools to abide by the speedily dynamic policies. Modification in schools included the introduction of SGBs to be assisted by the finance committees to manage school financial resources to realise the

transformational goals set out in the new policies. The policies guiding financial governance in schools include the South African Schools Act (SASA) which provides details on how funding is allocated to schools and who should be the forerunners in managing school finances (Chisolm, 2003). Although no specific method of financial management is outlined for schools in the legislation, such as the collaborative approach, there has been a move to decentralise schools through the participation of SGBs in school governance. This serves to introduce a more independent role that schools should take without heavily relying on government (Chisolm, 2003).

Some literature has affirmed that reform initiatives in South Africa have trusted on collaborative principles (Barth, 1990; Cook & Friend, 2013). This occurred in the cases of political and administrative transformational changes to introduce democracy into the school system. Collaboration has become a momentous and captious component in the underlying forces of present-day education and educational institution improvement (O'Shea & O'Shea, 1997). The key element in the collaborative approach is that it values each member of each party and a collective decision is made after all involved have deliberated on the best way forward for the school. The element of accountability is also involved which, when applied correctly, would limit frivolous attitudes towards spending and limit financial mismanagement in schools as well (Barth, 1990; Cook & Friend, 2013).

The annual report of the KwaZulu-Natal Education Department (2019) reveals that the SGB must take part in the drafting of school policy that teachers or employees need to adhere to. Such a policy should entail school hours, spoken language and religious argumentation, a dress code that will accommodate all school learners, and the code of conduct. Also, the SGB plays a crucial role in school development, such as drafting the school modification plan, getting voluntary assistance, and forming relationships with the community and other schools. Furthermore, an SGB takes part in school administration; this involves looking after school property, appointing employees, raising funds and overseeing the school's finances. The researcher believes that they need much assistance from a certain sub-committee as SASA of 1996 stipulates.

In South Africa, as in many countries, educational direction, such as decentralisation, the displacement of obligation in roles, community participation, building relationships and accountability in schools have impacted the organisation and structure of schools. This has effected dynamic associations and form of collaboration amongst participants in schools (Murphy & Halinger, 1993). Thus, collaboration may be viewed as cardinal to these inclinations. The Finance Committee is put in place to support the workings of the SGB. More than supporting the SGB, the Finance Committee should play a chief role in the organisation of the financial issues of the school. Campher (2002) remarks that in the execution of Section 30(1) of the SASA, the SGB may set up adhoc committees such as the financial committees and fundraising committees that will work with them and support them in decision making to promote effectiveness in financial management of the school. The SGBs are also allowed to co-opt individuals who are not associates of the SGB supported on their skill, competency and experience in financial administration. This speaks to and supports the collaborative approach in that there has to be sufficient communication between the SGB and Finance Committee, and also between these two groups and the principal of the school.

As the SGBs and the finance committees in schools struggle with proper approach to manage their school resources expeditiously and efficaciously, it is crucial to reverberate on the concerted relationship society anticipates from them to establish whether there are significant gaps between these expectations and the current practices. In this study, the researcher is interested in investigating the importance and the effectiveness of the collaboration between the SGBs and the finance committees, that is, how they collaborate, what they collaborate about and what outcomes result from their collaboration. The usefulness of the collaborative approach is that it provides further clarity for the goals of the school to be realised (Basson and Mestry, 2019). Additionally, this approach enables effective and well-organised resource appropriation within the school. Furthermore, the Principal, the SGB and the Finance Committee will share collective responsibility for school finances and would reach a higher level of accountability (Basson and Mestry, 2019). According to Basson and Mestry (2019), most schools have not achieved collaboration between the three parties in the

management of schools funds, hence there are no practical or empirical studies that can be used to inform this investigation.

1.3. Problem Statement

Financial management has been a dispute in many schools globally as most managers are devoid of appropriate training (Xaba, 2011; Makinde, 2015; Naidoo & Mestry, 2017). Schools are still unclear on how they should manage their finances. The South African Schools Act No. 84 of 1996 states that the SGB members are the superior custodians of the finances of the school since the SGB is the highest decision-maker in every school. Although SASA has entrusted all the school management authority to the SGBs, Mestry (2004) posits that various school principals as well as SGB members are devoid of the essential fiscal cognition and ability, and are settled under grand force because they are ineffective in solving practical resolutions to the challenges they encounter in managing school finances.

In many reported cases, it is asserted that some principals as well as their SGBs were subjected to a forensic and comprehensive audit by the Department of Education owing to the misdirection of finances through embezzlement, pilfering of payments and inappropriate management of school monetary resources. SASA aims at empowering the SGBs to control school assets to benefit of the school. It states that principals can only assist the SGBs as delegates that also account on them for the financial management of the school. Makhubela (2005) posits that members of the SGB who are devoid of financial knowledge or lack necessary financial management skills end up putting the school in serious financial mismanagement.

Many South African schools have been experiencing difficulties with financial management, and so have other parts of the world such as in China and Asia (Xaba, 2011; Makinde, 2015; Naidoo & Mestry, 2017). The financial reports in many schools prove that there has been a lot of financial mismanagement. According to Naidoo & Mestry (2017), the Finance Committees were introduced to work with the SGBs in

financial matters. However, the lack of collaboration between the Principal, SGB and Finance Committee leads to a lack of definition on the roles each party has to play in the school finances and also a lack of accountability. This encourages all involved parties to avoid penalties for frivolous financial behaviour within the school. The collaborative approach has not been studied thoroughly in South African schools. However, Kleinhans (2017) highlights the value of collaboration within the participative leadership style that is employed within the commercial sector. With this approach, decisions are made based on the input of all parties involved; their inputs are valued and the decision-making does not fall onto one person (Kleinhans, 2017). If this were to be used at the school level, it would encourage the Principal, SGB and Finance Committee to be held collectively responsible for school finances. This would necessitate that all parties have a say in all financial decisions made by the school, and they would be accountable to one another.

SASA (1996) states the SGB is responsible for the financial management of the school, section 20 of the South African Schoola Act provides the SGB the power to administer and control school finances in most cases they delegate various financial duties to the principals and hold them accountable. That is why the finance committee was generated as the committee to assist the SGBs within the school in financial management , since principals are always occupied with many duties. The Finance committees are not a structure on its own but they work with the SGBs and they report to the SGBs. These committees were established by the principals to assist them within the school since they are always crowded with duties.From the literature reviewed, there is a gap in explaining the important strategic management approaches that are effective in South African schools.

This research endeavours to address is how the collaborative approach can address the financial mismanagement in schools, where the key role players are the Principal, SGB and Finance Committee.

1.4. Significance of the study

Managing school finances is a process that involves various tasks and different stakeholders in the school. The principal has to manage the school finances and at the same time provide strategic direction with regard to how these finances should be managed. This demands an ability to balance stability (practice) against innovation (thinking) (Botha, 2013). Findings of this study may contribute new knowledge and insight to the field of financial management in schools. New understanding of how the SGBs work collaboratively with the Finance committee in managing school finances may emerge, providing new perspectives to the dynamics and challenges facing the SGBs and the finance committees in schools . I also hope to provide clear guidance on what is involved in the process of school financial management, thus giving all stakeholders an idea of financial management. The previous studies reveals that there was no collaboration between stakeholders in financial management , hence some gaps were identified, the SGBs and Finance committee need to learn new skills, cybersecurity concerns, the need to provide real-time data , technology is replacing some of the traditional accounting functions (Makrweide, 2012).

This study will assist the Department of Education and as well as the school principals on effective management of school finances based on the study's recommendations. The Department of Education will also be provided with the detail of this study to support their efforts in finance management and resolutions of financial crises in schools. Useful recommendations will also be provided to support the Department of Education so that the research can aid other schools that might be subject to disputes in the direction of finances. The researcher as an educator has served in a finance committee within the school; this experience has sparked an interest in the governance of school monetary resources. The problem of fund administration is an earnest demand in the previously deprived schools with a few parents having finance expertise to serve as the SGB members in schools. Some educators who serve in finance committees have little or no knowledge of financial management, while principals who are loaded with other responsibilities and yet they are also entrusted with managing the school finances. The study will render schools and many communities with the cognition

that can modify them to manage monetary resources in the accurate fashion. The outcomes of data collection will be analysed founded on existing policies in educational institutions with the perspective of arming the SGBs, the finance committee members, the principals and other stakeholders with the cognition and acquirement of expertise on directing and handling the school funds efficaciously and efficiently.

1.5. Rationale and motivation for the study

As indicated in the above section, the researcher has experienced being part of the finance committee with less knowledge about financial management. This is an indication that managing school finances is a challenging task. The researcher was opportune to manage school finances effectively with a busy principal and SGB members who did not possess adequate knowledge of financial management, all without any support from the Department of Education. The researcher observed that the principal had difficulties as she had to play a crucial role not only in school financial governance and leadership but also in the integral school governance; there was no collaborative relationship among the role players yet they were working to achieve the same goal, which was managing the school finances.

Based on the legal document and policies of Section 16A of SASA (RSA, 1996b), the Education Labour Relations Council collective agreement 1 of 2008 (ELRC, 2008) and Employment of Educators Act No. 76 of 1998 (RSA, 1998a), the school principals have the encumbrance of managing the school fiscal accounts with support of and designated roles of individual SGBs and the finance committee members.

As a researcher, and a young educator who has worked with a principal of a no-fee primary school which enjoys the Section 21, located in a very deep rural areas for three years. Section 21, function C status refers to the school that has been granted responsibility as stipulated in Section 21 of the Schools Act, which conditions that it is in an orientation to handle its monetary resource. The researcher has been observing the principal, the SGB members and the finance committee members receiving no aid or preparation in these avenues from the Department of Education (DoE) in this respect. The researcher was told that she will be serving in the committee when she was already

in possession of a Bachelor of Education (Honours), and this enabled her to understand her obligations better, regarding assisting in handling school finances. Although the researcher had these qualifications, she felt as if it was not enough because they were not specifically for the control of school finances, and understanding that the finances are a crucial matter and they need to be handled with care, we still faced some challenges in working together to manage school finances effectively and efficiently. Based on the researcher's experience, the circumstances and constraints under which principals are operative together with the SGBs and the finance committee members are not good.

According to Heystek (2013), this environment is ordinarily found in antecedently deprived schools, and the bulk of these schools are located in rustic regions. In most of these schools, the literacy skills level and the discernment of fiscal terms by parents serving on the SGBs is marginal, therefore making the obligations and the responsibilities of the principal and the finance committee difficult. The researcher was, therefore, motivated to conduct this study and examine the working relationship between these stakeholders. The researcher aimed to make up for the deficit of written material addressing issues on the working relationships in schools in terms of school financial management.

1.6. Purpose of the study

This study investigated if the collaborative leadership method is used in iLembe district schools between the Principal and the finance committee.

1.7. Objectives of the study are:

- To ascertain the collaboration between the principals and the finance committees.
- To identify the essence of collaboration between the SGBs and Finance committees towards finance management.
- To provide strategies that will assist SGBs and financial committees to develop relationship.

1.8. Research questions

This study aimed at rendering answers to the succeeding questions: -

- How could SGBs and finance committees collaboratively contribute towards school financial management?
- What is the essence of the SGB and finance committee towards financial management ?
- What are the best practices can inform collaborative functioning of the SGB and the financial committee?

1.9. Definition of operational concepts

The succeeding terms that were applied in this study are conferred below to elucidate their signification in the discourse of this report.

1.9.1 School governing body

The School Governing Body (SGB) pertains to a group of representatively appointed individuals saddled with the administration of public schools in their communities. The SGB is the authoritative voice of learners' parents and the educators in the school affairs aside from the day to day school administration (Mahlangu 2008). In this study, the SGBs are the ones trusted with the management of the school funds as stipulated by SASA.

1.9.2 Financial management

The Fiscal management pertains to all the school financial pursuits assumed by all stakeholders which include the SGB and the SMT to attain the prevalent school target (Bisschoff, 1997). In this study, the core is the financial management in primary schools at iLembe District.

1.9.3 Finance policy

Mestry (2006:131) opine that “finance policy is a written communication that reveals how funds/assets of the educational institution are disciplined”. Mestry (2016) further proclaims that the school finance policy dictates practice and administration of all school assets and the standard execution of finances. A soundschool policy must lay out the conception and modulation for financial and assets management of the school. This study stresses that to have a good financial policy, the process for controlling donations to school, post-dated cheques, school fees, payments’ mandate, signatories to school banking accounts and other school monetary resources as specified in the school’s economics policy.

1.9.4. Collaboration

Collaboration is a working practice whereby individuals work together for a common purpose to achieve a certain goal. According to Mestry and Bisschoff (2009) the primary purpose of collaboration include identifying and sharing effective academic, behaviour and social emotional instructional practices, ensuring that practices are consistent across all providers. Mestry and Bisschoff(2009) alluded that collaboration between SMT members should be formalised by including regular meetings between SGBs and SMTs (atleast once per term) to ensure effective financial management in our schools.

1.9.5. Leadership and management

‘Leadership’ and ‘management’ are two differentiable terms that are frequently used simultaneously in school system. Leadership is a feature of administration, with born leaders being considered as magnetic and visionary individuals with the quality to propel and invigorate others. This is because they possess the managerial acquirement in planning, organising efficaciously and controlling school resources (Van Deventer & Kruger, 2003; Bush, 2009). The deviation between act of leadership and that of management is that leadership associates to the commission, route and inspiration, whilst management regards scheming and carrying out thoughts, getting things finished

and working efficaciously with people. In this context, the principal is accountable for the leadership in the school and must also be part of the school management that oversees all the school affairs that includes managing school finances.

1.10. Research Methodology

This study is grounded on the interpretive paradigm because it seeks to study the understanding of the roles and the experiences of a Finance Committee concerning financial management. The study used a qualitative approach and collected data that could be interpreted using a qualitative technique in line with the interpretive paradigm. Participants were purposively selected. Focus group discussions (FGD) and in-depth interviews were used to gain the participants' in-depth understanding of managing the school funds in selected primary schools at ILembe District.

1.11. Chapter division.

This study has 5 chapters which are divided as follows:

Chapter 1 incorporates the unveiling and the prospect of the inquiry, problem statement, intention of the report, research statement, the arrangement and methods that have been utilized for this research.

Chapter 2 provides an assessment of the literature that has been conferred with to give a theoretical aspect to the report. It furthermore outlines the contextual and statement of the relationship between the principals, the finance committee members and the SGBs in South Africa and other countries. The management of monetary resources should be conversant with South African instruction policies.

Chapter 3 Investigates the research arrangement and the aggregation of data. Assorted approaches were utilized to assemble interview and focus group data. Data were analysed and understood to align with the research questions.

Chapter 4 Outlines the findings acquired from the analysis and rendition of data produced in the probe of the study.

Chapter 5 functions as a deduction of the statement of all the chapters. The conclusions were made regarding the problem statements. The general-purpose recommendations of the study are presented with circumstantial recommendations for further inquiry, taking the delimitations to the study into consideration.

1.12. Chapter summary

The preceding chapter discusses the problem to be analyzed and the intentions of the inquiry. The intention of this study was to explore if the collaborative leadership method is used in the iLembe District schools between the principals and finance committees. The chapter also explained the research design which was used, which is qualitative. It also highlighted the research methods that were used such as, individual and focus group interviews and how the population for the report was sampled. The study was carried out in four primary schools at iLembe District in KwaZulu-Natal province. The chapter also highlighted the limitations of the investigation which consider a discernment of the time restraint, deficiency of trust and the fearfulness of SGB members by the school administrators. It also provided the contents of the various chapters that are covered in the entire study. The next chapter provides a literature review conducted in line with the study objectives.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The preceding chapter discussed the introduction and placement of the study, problem statement, implication of the study, definition of operational constructs, as well as rationale and motivation for the study. This chapter discusses the literature review on collaborative approaches to school finance management, the literature is reviewed in line with the study objectives. The theoretical framework that underpins the report is also discussed in this chapter and aligned with the study

Education is seen as a pivotal tool to move nations forward. It decides whether a nation is seen as progressive or not; it also shows a foundational role in the success of a country. Education in a broad sense is an entrenched framework which was laid out centuries ago that dictates how young individuals in the community should gain knowledge. According to Young (2011), schools are positioned in a manner that allows culture and acceptable human behaviour to be passed along generations. Deacon (2006) emphasises the modern-day purpose of school by stating that the purpose of 'school' is to facilitate the 'transmission of knowledge' and that influential knowledge in contemporary societies refers to a more high-quality and distinct type of knowledge. Like any other organisation, a school is required to have financial goals, budgets and plans in place so that it can have a continuous stream of income to operate and deliver quality educational services (Gogo, 2016). For this to take place, good collaborative efforts should be made by all parties involved in the running of a school, including financial management. However, over the years it has become evident that education has shifted its priorities turning schools into businesses which are forced to contend for learners and resources. In many South African schools, inappropriate use of funds is common, and it is difficult to monitor hence, there is an outcry about quality of education in schools (Mestry, 2006). To better understand this common inadequacy in school financial direction, collaborative literature around the function of the heads of schools, School Governing Bodies (SGBs) and the finance committee, and the relationships that

should be fostered among them is explored. The literature in this chapter is reviewed under the following subheadings: collaborative contribution by SGB and school finance committee to school financial management, the nature and essence of collaboration and its implication between the SGBs and the finance committee, the collaborative trends in different contexts, that is internationally, in Sub-Saharan Africa and South Africa and lastly, suggestions based on existing policies to assist the SGBS and the finance committee to develop a collaborative relationship.

2.2 COLLABORATIVE CONTRIBUTION BY SGB AND SCHOOL FINANCE COMMITTEE TO SCHOOL FINANCIAL MANAGEMENT

Comprehending the role of each individual and their collaboration on financial concerns of the school is essential in understanding the management of monetary resources. Financial supervision, in particular, serves to approximate the requirements of resident educational teaching, acquire finances in agreement with the assessed necessities and directs the finances acquired by a lawful method. Gallie (2013) states that fiscal supervision in education is the dissemination and use of funds for the resolution of offering quality educational services and creating pupil success. Owen (2016) declares that financial proficiency is a fundamental ability for all managers to possess. Many financial supervision abilities comprise of the apportionment of funds and the pronouncements of objectives, prospects and urgencies. The fundamental financial talents obligatory for all managers must permit them to successfully establish budgets, achieve budgets and cope with expenses. Financial proficiency is an acquired skill that should be attained from professionals in the field who are fully competent and aware of effective financial management techniques. It is, therefore, critical that financial proficiency is implemented within the education system. However, the level to which it is practised needs to be evaluated.

The South African Department of Basic Education (2005) asserts that the function of the School Management Team (SMT) is to manage the everyday undertakings of national curriculum conveyance at the school. Within the education system, it exists to sustain the SGB in financial administration. Bisschoff and Mestry (2017) elucidate that in-house statements on financial school administration concerns are imperative to

guarantee that all in-house investors are informed of the appropriate time to make their proposals, and in what manner to expend resources allotted to the schools. The financial budget, in concurrence with the fiscal strategy of the school, is the single vital standard for carrying communications linking to fiscal school supervision to the in-house investors (Bisschoff and Mestry, 2017; & De Bruin, 2014). This highlights the advantages of financial supervision within the education system.

Financial supervision is a procedure incorporating numerous activities. Financial administration at a school is a procedure of guaranteeing that the SGB and the SMT, using the principal as the frontrunner, strategise, consolidate, delegate and regulate the resources of the school in an approach that will assist in accomplishing its objectives. As Cebekhulu (2016) states, financial supervision in education is economics and bookkeeping as functional to schools, over and above a wide-ranging branch of learning that integrates several disciplines as part of the organisation. All school financial judgements and pronouncements should be taken solely with the school's preeminent concern in mind. Taking this into account, the principal along with the SGB has a central function in school funds and should ensure that the school is the priority in terms of allocation of funds. A deeper perception of the function of the principal needs to be considered to determine whether their role as a financial supervisor is feasible whilst maintaining their other responsibilities.

According to Mokoena (2013), principals usually carry out several functions in their schools, in addition to their daily duties. The function of an employee or member of staff is regarded as an established list of predictable outlines of behaviour allied with a specified job position in an association or a school. The school Principals are accountable for the institute and supervision of distinct schools. By virtue of their position, principals assume a leadership function in running a school daily (Hellriegel et al., 2007). According to the Government Gazette (2006: No.29311), the principal is a bookkeeping monetary officer and is accountable for the direction of the funds, together with the protection and conservation of the incomes. The principal is also tasked with accepting duty for the management of the obligations of the school, and similarly to direct available operational capital proficiently and sparingly. The principal oversees the

routine running of the school and has to comply with various regulations communicated by the DBE and this sounds incorrect to the SGB (DBE, 2013: 43). Mestry (2013) indicates that when it comes to financial difficulties, the principal believes to have better power numerable school accounts and archives retained accurately. He further states that the principal has to allocate resources for the sole advantage of pupils, with approval from the applicable assemblies. This highlights that principals play a partial role similar to that of a financial supervisor, but they may require additional assistance to address the financial matters effectively. However, principals cannot do this alone, hence, working collaboratively with other stakeholders within the school is always ideal for the smooth management of school finances. The additional assistance may take the form of a designated financial manager.

Mpolokeng (2011) states that the purpose of a financial manager is like the one of the school principal, they are guaranteed to follow precise procurement. No deviation must be accepted. Despite the principal's role of being associated with that of a financial manager, it should be noted that there are processes which are impartial and apparent that assist in positioning a method that will manage the valuation of all large capital tasks appropriately. Mpolokeng (2011) reveals that before a final pronouncement is complete on the venture to admit accountability for the operative, disciplined and transparent utilisation of the resources and reserves of the school are to be held responsible for the collection of all cash that is unsettled to or billed to the subdivision and to be absent from unfulfilling and uneconomical spending and harms consequential from unlawful behaviour. Apart from the principal, Mestry and Bischoff (2019) mention that the finance officer is also part of the financial backbone of the school and that the finance officer is the accountant of the school. Du Plessis (2012) adds onto the duties of the finance officer and mentions some of the managerial obligations that the finance officer deals with, for example: transcription of all monetary communications and informing the finance committee members or treasurers for all financial difficulties; guaranteeing that the school account is managed in agreement with the instructions of the SGB or Head of Department of Education; supervision of cash and petty cash dealings; and execution of numerous other responsibilities connected to the finances of the school (Mpolokeng, 2011). When a pupil receives admission to a community school,

the principal is obliged to inform the parents or guardians of the succeeding facts: The yearly school fees to be paid and measures for submitting applications for exemption from school fees; the circumstance that the parent or guardian is legally responsible for the reimbursement of school fees, except for those who are exempted completely from the payment; The SGB is committed to maintaining the privacy of all particulars that a parent or guardian makes available for their request. Furthermore, the SGB may not divulge such particulars to any intermediary short of the consensus of the parent or guardian, not including the HOD or the appointed delegate. It is, therefore, necessary that the principal and financial manager engage constructively with the SGB to facilitate how the school finances are managed. According to Mestry (2019) in South Africa, educational drift such as decentralisation, the displacement of obligation in office, community engagement, the structure of partnerships and accountability in schools resulted in dynamic associations and structure of fundamental interaction amongst associates in the school. Collaboration is cardinal to each of these drifts. As principals and SGBs wrestle with the need of managing their school's financial resources expeditiously and effectively, it is crucial to reverberate on the collaborative relation that society anticipates of them.

The principals and the SGBs have collaborative activities that the society requires from them. The principals are needed to prepare a communal network of trustworthy collaboration to authorize SGBs on school administration. It is hence insistent for schools to initiate and keep up a collaborative state between principals and SGBs, through common trust, cooperation, collaborative selection making, open-communication and co-operation.

Additionally, the SGB of a school has primary power concerning the finances of a school. Mestry (2014) remark that a Finance Committee should be fashioned to contribute their capabilities to the SGB. The researcher agrees with Mestry (2014) because more than contributing, the Finance Committee should play a lead role in the management of the finances of the school. Mncube and Makhasane (2013) comment that rendering to Section 30(1) of the SASA, the SGB may institute boards comprising a finance working group and executive working group. Therefore, if the SGBs are also

able to assign individuals who are not associates of the SGB to the Finance Committee, purely on the grounding of their proficiency, capability and know-how in finance management and administration it is deemed to cause confusion. The SGB however, should have a member who is presiding at each of these working groups or committees. As a result, the onus for adequate financial management in schools will therefore depend on the collaborative effort of the Finance Committee which may include the principal, financial support staff and the SGB.

As stated by Mokoena (2013), the finance committee should be in charge of checking revenue and spending in a school. In concurring with Mokoena (2013) the working group should guarantee that proceedings are held in reserve, there is liability and accountability for all reserves and fundraising undertakings, there is a self-determining audit and the SGB is well-versed and supports the financial declarations. The role of this collaborative effort will be completed easily with the existence of an economic strategy at the school. This working group needs to facilitate consistent gatherings to deliberate on economic problems. The DBE (2013) sets out conditions that the Finance Committee should assist the school on a variety of elevated skillset tasks. These include total regulation of school funds; put together the financial plan per annum; approve all spending - if it is according to the financial plan; direct on methods of fundraising; contribute in preparing yearly financial declarations; ensure corresponding entries on financial accounts internally; propose the selection of an auditor and whom they would prefer; guide the SGB on what to set as the school fee for each pupil, and guide the SGB on exceptions for school fees. Xaba (2011) elucidates that the role of the principal in the Finance Committee is not to accommodate a normal position within the SGB but to act as an accounting officer, whose pronouncements are critical in the employment of financial determinations and procedures in use at SGB and finance committee level. As stated by Heystek (2013), the configuration of the Finance Committee may constitute the financial officers for the school principals, parents, teachers as well as non-teaching workforce. A minimum of eight associates should composite this working group, with an SGB associate as presiding officer. Mxuma (2006) indicates that the financial officer/ treasurer must retain precise accounts of all dealings and formulate documents in preparation for the auditors. The formation and

implementation of a Finance Committee will generate new financial strategies which may be beneficial for the school environment.

According to Botha (2013), a respectable financial strategy recognises and pronounces the principles and the elementary ideologies to be functional to detailed prerequisites in schools. In concurring with the above, Du Plessis (2013) further posits that the financial strategy may vary according to school, but ought to be used as the recommendation for all monetary concerns at the school. Botha (2013) is of a belief that financial strategy should not merely set a route forward, but should also provide additional support. Therefore, Botha (2013) and Du Plessis (2013) advocate that it is consequently indispensable that all investors involved in the monetary difficulties of the school to be openly a part of the conscripting and effecting of the school's monetary strategy. Botha (2013), further states that the financial procedure is perceived as a file that may be transformed over a period. The beginning of a financial strategy is accompanied by the mission declaration of the school. The construction of guidelines and principles for monitoring the funds or the resources for the school should be specified undoubtedly in the economic plan of the school. A successful economic plan will be contingent based on the combined efforts of the various relevant personnel.

According to Heystek (2013), cooperation between the principal, treasurer of the SGB and finance officer is imperative for a well-functioning and operative finance committee. This is of particular sensitivity since the roles as specified above seem to intersect and, intrinsically, direct the necessity for supportive financial management with roles undoubtedly distinct. (Heystek, 2013, Botha, 2013, & Du Plessis, 2013) agree that efficiency of the school finance committees is reliant on a clear description and inclination of the all-inclusive committee's part and running, along with a collaborative and unmistakably demarcated collaboration of the principal, treasurer and finance officer concerning their duty. Consequently, the accountability of the finance committee must be noticeably implicit. This includes a comprehension of what the committee's part is, why it is desirable and in what way it functions. Therefore, the type of association between the relevant member's needs to be constructive and motivating (Mestry, 2014).

The nature and essence of collaboration as well as its implication are discussed in the text below.

2.3 THE NATURE AND ESSENCE OF COLLABORATION AND ITS IMPLICATION FOR THE SGBs AND THE SCHOOL FINANCE COMMITTEE

According to Mestry (2014), the nature and essence of the collaborative efforts refer to the quality and the type of interaction that exists between the SGB and the Finance Committee. Mestry (2014) further states that the importance of each individuals' contribution to the proper financial direction of a school, the synchronisation of the members of the Finance Committee is pivotal in determining whether a school can be run effectively, efficiently and without experiencing major setbacks. According to Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008), it is indispensable for SGBs to depute numerous fiscal tasks, either to administrative units to achieve features the school's monetary resources, or to respective people who have the required know-how or abilities in school funds, as several SGB members miss the required financial administration abilities and proficiency. Naidu et al. (2008) and Mestry (2014) are of the same belief that delegation is determined by intentions of managerial competence, as delegating verdicts to the bottommost level upsurges answerability and permits elasticity in retorting to requirements at that level. Clarke (2007) states that though the governing body has decisive accountability for the financial organisation of the school, it is regular for them to designate the everyday operative financial management tasks to the principal. Brauckmann and Schwarz (2014) suggest that since principals have other significant accountabilities such as instructional or prospectus difficulties, supervision over learner restraint, attending to parents, and retorting to educational specialists' limits, they use the distributive leadership style of relegating fiscal concerns to HoDs and deputy principals. These School Management Team(SMT) members typically accumulate excursion fixed charge and obtain textbooks, library books and instructive possessions (Clarke, 2017). The SMTs, by way of collaboration with SGBs, can play a critical role in the management of the schools' finances efficiently and professionally.

Understanding the rudimentary nature of these associations is essential in providing measures to strengthen these interactions. Lai (2011) propose that collaborative

clusters are combined purposes that include collections and allocations of capability for the achievement of collective goals. Based on this description, practical collaboration in a school suggests that workforce and parents pursue communal objectives in a corresponding method, executing cooperative policymaking and problem-solving procedures. On the other hand, Tsuari (2011) speculates that to generate interaction in schools, optimistic communication with co-workers, parents and other investors is indispensable. Collaboration should be meaningful but freely available in circumstances where all role-players categorise and approve of shared targets. They ought to be eager to share in accountabilities and possessions and be answerable for all their activities. This interpretation is common to Jappinen (2014) who describes the collaboration as the development of swapping information, varying undertakings, distribution of resources and improving others' aptitude for their shared advantage and accomplishing shared ends. In collaboration, worldviews can be communal, excavated and prolonged, and collaborators can be skilfully and individually enhanced. Based on the evidence, the nature of good collaboration should involve substantial communication, active participation and effective decision-making upon the part of all respective members.

Concerning world views on collaboration, Bruns (2013) explains that for several collaborative accomplishments, thoughtful human associations have been professed as dominant for victory. He further claims that building friendship among associates has been acknowledged as an important component for producing mutual thoughtfulness and compassion to the miscellaneous cultures prevalent in schools. When deprived of a resonance, there is an underlying hazard that some role-players may feel disregarded and linger soundlessly and detached. Van Oord (2013) emphasises the views that the responsibility is fundamental to a collaborative progression. All members should be devoted to the impression and significance of working with others. Furthermore, after the early phases of dialogue, they must be dedicated to the plans objectives and their collaborative associates. Collaboration is beneficial in generating possibility for working collectively and underwriting the partnership between all role-players. These constructs may be more easily attainable in well-developed countries but whether this occurs in developing countries, particularly in South Africa, remains to be established.

According to Crouch and DeStefano (2015), South Africa has an extensive past of apartheid and additional systems of imbalanced discrimination in learning. Formerly, there were dissimilarities and inadequate school and learning organisations grounded on culture and race. SASA is positioned to renovate learning by generating and handling a countrywide school organisation in South Africa. This scheme necessitates that it is judiciously conceivable, to give one and all an identical prospect to improve the aptitudes of all pupils. Also, Pather (2015) comments that the chief objective of the SASA was to announce an arrangement that would, among other things, endorse egalitarian transformation in the public, assimilating numerous school prototypes into one exemplary system that ought to be suitable to all and allow equivalent prospects to all. Pather (2015) adds that the SASA defends the assortment of beliefs and linguistic variations, over and above the civil rights of pupils, parents and teachers. Such differences and variations also contribute to opposing beliefs, which may pose a threat to collaborative efforts in managing finances in schools.

It is, therefore, necessary in the background of the South African schooling structure, that collaboration amid the numerous role-players, for example, SMTs and SGBs, is a requirement for the accomplishment of long and immediate objectives (Mestry, 2014). The SGB may dearth the required abilities and acquaintance that are desirable for the actual supervision of school finances, and consequently, associates of the SMT may underwrite, to a bulky degree, in achieving these precincts. Squelch and Liu and Maitlis (2014) suggest that, principals, parents and teachers should formulate a connection of joint conviction and apprehension so that they can work collectively as associates for the advantage of the school and pupils. This is essential and regular meetings should be held to involve all members. Pather (2015) posits that if there are no regular meetings that are held consisted this will jeopardise the collaboration. Liu and Maitlis (2014) further state that emphasise that meeting regularly would provide deeper and meaningful insights into their opinions and provide significant contributions based on their experiences, given they had the previous financial experience, albeit not within a school setting. Additionally, with collaborative efforts, the legal implications should be accounted for and members should provide financial strategies that are aligned with current legal policies.

Legal frameworks pertaining to school funds are chiefly directed by SASA which is a regulatory policy that should be followed closely for the effective functioning of a school. Additionally, Mkhize and Ajam (2006) indicate that the proclamation of the Public Financial Management Act (PFMA) (Act 29 of 1999) was perceived as a momentous occasion for financial plans and monetary improvement in South Africa. The central objectives of the PFMA are to standardise the financial administration in the communal subdivision; to guarantee that all proceeds, expenses, resources and legal responsibility are managed successfully and competently; and to be responsible for the tasks of individuals assigned with financial administration. According to Gallie (2013), the real requirements concerning administrative undertakings, separately from the PFMA, predominantly those linked to the financial organisation, are stated in many segments of the SASA. This is as follows – Section 12(1) regulates that the regional minister is obligated to offer community schools funds delivered as purposed by the provincial elected representatives; Section 20(1) regulates that the SGB of the school has the duty of managing and governing the possessions of the school, in addition to the structures and lands engaged by the school, together with the boarding houses where appropriate; Section 20(2) governs that the SGB possibly can permit the rational usage of amenities of the school for public and communal commitments on top of school fee collection; Section 34 administers that the government has a requisite to fund community schools on an impartial base, although Section 35 conditions that the Minister of Education, after discussion with the Council of Education Ministers, the Finance and Fiscal committee and the Minister of Finance has a requisite to regulate standards and least possible ideals permissible for the point of subsidy of community schools; Section 44 regulates that the monetary year of a community school begins on the initial day of January and culminates on the last day of December per annum.

Having clearly defined roles, tasks and duties as described in the legal framework, this provides distinct certainty on the role that each individual should play depending on which management team they fall under. Although, these clear definitions and duties went through a rigorous process of evaluation and re-evaluation. Owing to the history and amalgamation of many different cultures in South Africa, Joubert and Prinsloo (2001) stated that the Constitution (Act 108 of 1996) came into effect in February 1997.

According to Chauke (2017), the wide-ranging resolutions of the SASA is to eradicate scarcity, deficiency and extreme economic lack through suitable education; inaugurate a civil liberties philosophy to progress the egalitarian conversion of civilization; guaranteeing reverence for and fortification and expansion of several cultures and dialects; and founding a trust concerning all investors who have awareness of learning, that is, the government, parents, pupils, teachers and supplementary supporters of the public in the locality of the school. Through the understanding of the current legal ramifications and current policies, there exists the potential for approaches to improve and strengthen collaboration between the SGB and the Finance Committee.

According to Clarke (2017), principals and SGBs in Zimbabwe have the indispensable cognition and discernment of elementary undertakings concerned in managing the school's accounts, the monetary fund activity and the instrumentation, as well as incumbent controls to guarantee that the school's monies are efficaciously managed. The generality of Zimbabwean national schools employs befitting accounting operations although the banking register, payment vouchers and procurement minute book, rapprochement statements and end of year returns are found imperfect (Dorman, 2013). This is the cause of deceitful activities and embezzlement of public finances that seem to be wild in schools. Researchers advocate that accounting authority be workshopped, finance tariff be delegated within the commission structure, both intrinsic and extraneous controls of Zimbabwe to be intensified to control the corruption.

In Ghana, their challenge is in evaluating the purpose of SGBs. Vandeyar (2012) established that the critical problem that SGBs in Zimbabwe faces is similar to the challenge in Ghana, as they face one of the massive case of policies and pronouncements that they are needful to be familiar with. She claims that, because many SGBs do not have the period of time or the preference to endure themselves, it becomes the obligation of the principal to render the incumbent reinforcement to the SGB. Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008) maintain that it is thus necessary for SGBs to depute assorted financial roles, either to committees particularly set up to manage characteristics of the school's monetary resources or to individuals who have the requisite expertise or attainment in school funds.

In Nigeria, the SGB members miss the indispensable financial direction skills and expertise just like the ones in South Africa. According to Elliott (2003), the same problem seems to exist across different countries nationwide because delegacy is impelled by objectives of managerial skilfulness, as relegating judgement to the lowest level increases answerability and permits adaptability in reacting to necessity at that level. Clarke (2017) puts forward that although the governing body has supreme obligation for the financial direction of the school, it is a regular exercise for them to designate the daily functional financial control to the principal. Hoadley (2009) professes that principals have other crucial obligation such as instructional or curriculum concerns managing learner field of study, attending to parents, and answering educational authorities' deadlines. They use the distributive leadership style of relegating financial concerns to HoDs and deputy principals (Brauckmann & Schwarz, 2014).

In the discourse of the South African instruction instrumentation, it can be argued that collaboration among the assorted role-players such as the principals, SMTs, finance committee members and SGBs is a requirement for the accomplishment of long and short-term ends. The SGB may be deficientt in the indispensable skills and cognition that are required for the impelling administration of school funds, and hence, the principals or the members of the SMT may impart, to a large degree, to carry through these boundaries. Squelch and Lemmer (2017) postulate that principals, parents and teachers need to form a relation of correlative certainty and agreement so that they can work together as partners for the welfare of the school and learners. The researcher is on one mind with Squelch and Lemmer (2017) on that collaboration improves skillfulness in the use of resources in educational services because the self-managed schools promote cooperation and aid dependable financial decision-making.

According to Basson and Mestry (2019), the underdeveloped states such as Zimbabwe, Nigeria and Ghana conflict with fiscal restraint and the governments find it questionable to fund public schools in a constructive manner. It then becomes insistent for public schools to manage the constricted funds rendered by the state efficaciously and expeditiously. Policymakers and scholars in rising economic systems external of South Africa will take cognisance of the fact that trustworthy cooperation among respective

stakeholders in education, particularly the principals, SGBs, finance committee members and the SMTs, is a requirement for impelling and prompt school financial establishment.

2.4 SUGGESTIONS BASED ON EXISTING POLICIES TO ASSIST THE SGBs AND THE FINANCE COMMITTEE TO DEVELOP A COLLABORATIVE RELATIONSHIP

Financial aspects of any organisation are quite a responsibility and particular attention to details should be maintained at all times. This emphasises the need for collaboration since assistance can be acquired by any associate whenever the need arises. At present, existing policies are available on the effective functioning of a financial management team at a school. These policies outline financial record keeping, budgeting and financial planning. Financial record guardianship and control should be liable for by the SGB (Gallie, 2013). This working body has a duty to preserve a wide-ranging record of reserves expected and expended, and of possessions, obligations and monetary trades.

2.4.1. South Africans Schools Act of 1996 (SASA of 1996)

According to Section 42 of the SASA, schools should essentially retain financial archives and declarations (Basson and Mestry, 2019). The SGB of a community school is also obliged to instantly if conceivable, prepare yearly financial declarations in agreement with defined procedures. Bush and Glover (2013) emphasise that School-Based Management Structures (SBMS) collects, transmits and provides comprehensive economic statistics. Financial statistics are transferred in the system of diminutive term and extended-term financial reports and information. Financial governing and reporting are needed within the education system.

Financial governing comprises of three stages as depicted by Figure 1, the three stages are: (1) defining outcome principles translates to the depiction of the financial budget and preparation the actions that should follow, (2) assessing the tangible outcomes calls for the system of accounting to be in place with a consistent assessment of outcomes and (3) paralleling the anticipated with the definite outcome will indicate how well or how poorly the proposed financial plan is working (Conradie and Fourie, 2002). By these

stages, effective control can be maintained over the financial situation at any school. If all associates are well-informed of the financial policies that are in place at the school, a more realistic financial plan can be developed.

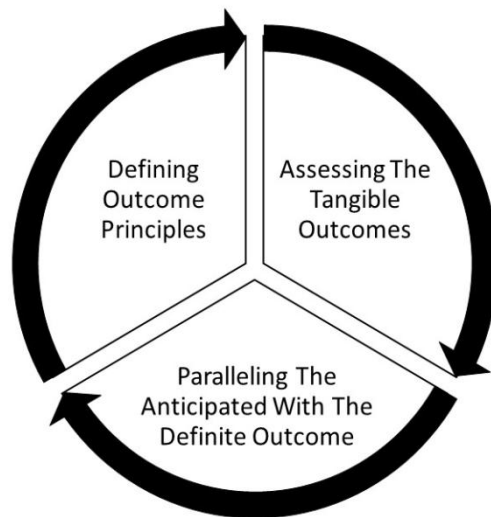


Figure 1: The three stages in financial governing (Adapted from Conradie and Fourie (2002))

Another suggestion involves the monitoring and observance of the alteration amid the deliberate financial position at any assumed instance and the definite fiscal position at that time (Mothini, 2015). Observation and regulation include assembling a strategy (for the income and financial loss) for the entire year, recognising optimistic and undesirable modifications; inspecting spending alongside the budget distributions and appraising and restructuring if and where compulsory. It also encompasses taking note of any remaining or deficiency resources after the year and if there is a somewhat prospect of building excess funds. Monitoring also necessitates that expenses should be governed and monitored using scheduled reports, four times a year accounts and statistics from the yearly statement.

Bush and Glover (2013) point out that there has been a modification in prominence from peripheral recording and responsibility to transparency and statistics division between

all investors. Following the thought of sharing statistics between all investors, the subsequent protocol should be followed - the zone of responsibility and liability for school funds must be enlarged to encompass the workforce, pupils, parents, the corporate members of society and the public; staff, pupils and pupil's parents must be conscious of the economic regulation procedure. The appropriate use of statistics will permit them to judiciously use the school funds for the determined advantage of the school, save for trying to attain only well-organised means consumption (Xaba, 2015). Supervisory decisions ought to be done communally instead of solely at the administration level. Accommodating financial school organisation will lead to cooperative control and protocols concerning all investors. A trusting and obliging association must exist between all the investors, in contrast to a connection of suspicion, separation and prohibition. A novel category of association must be proven by the method of discussion and continuing conversation so that a settlement can be reached. Financial statistics ought to be made accessible to all investors (Mestry, 2019).

In the use of statistics, a structured budget is valuable and can be operative as a monetary organisational instrument (Botha 2012). Budget regulation ought to be able to provide a contrast between the sum planned and the outcomes attained, provide examination and clarification of inconsistencies, provide auditing and calculation information, reveal bookkeeping and reporting approaches and give an indication of the application of educative methods. Implementation and appropriate use of a budget prevent the unfortunate controlling of money at school which can cause significant discontent between the key forerunners due to their cash being mishandled. Basson and Mestry (2019) assert that cash management involves cash movement which is the deviation between the amount of money that came in and the amount that was spent. Cash capitals of a school comprise money, for instance, loose change and notes and navigable tools for example cheques and mailing orders, along with reserves held at finance establishments. Van Rooyen (2013) explains that for operative cash administration at school, the SGB must obtain consistent accounts on the cash flow situation on a once-a-month basis, unanticipated and abrupt variations in the cash flow and the protective balances, and forecasts of the anticipated cash necessities and the cash flow. The proper use of a budget and managing cash flow effectively are important

in maintaining that funds are allocated to the appropriate resources. Further strategies on the management of cash and petty cash at schools have been described by Xaba (2011).

Based on Xaba's assertions it is clear that schools should have an approved procedure for dealing with cash received in the form of payments. There needs to be an individual in charge and a structure for dispensing receipts, and a process of collecting and directing the money. To ensure safety for the management and financial transactions of cash that needs to be in place and examined. Schools also ought to have a small quantity of cash on hand to pay for cash expenses. A specified sum of money can then be retained at the school in a place that is not easily accessible and preferably locked for an emergency, yet unexpected expenses that may arise. This can help for good financial management in schools and it can also strengthen the collaboration between the responsible stakeholders such as the principals and the finance committee members of the school.

There is an impression that there exist definite distinctive fissures in the organisation and authority structures at the school level that back financial negligence in a few schools Tsauri (2011). Some evidence shows that there is a lack of ethics, professional morals and reliability when allocating municipal funds. Mobegi, Xaba and Ngidi (2012) articulate that, to alleviate these fissures and induce a sense of responsibility and accountability within the finance committees, SGB and with staff such as the principal, investors, government and community should apply pressure to enforce consistent checking and regulation of expenses as well as an unvarying recording of economic spending to the numerous investors. (Van Rooyen, 2013). To achieve sound financial management in schools, all incidences of monetary delinquency should be reported to the SGB, the Heads of the Departments and the Police Services, the relevant parties should carry out lawful and suggested economic management procedures and in-house as well as exterior auditing should be conducted on all reports and statements.

The Department of Basic Education, as stated by Taylor, van der Berg and Burger (2011) should also take on a role in financial aspects and observe as well as regulate the reviewing procedure of school financial records at year-end. Furthermore, the

relevant parties should undergo thorough preparation on monetary administration and authority so that they will be fully equipped to handle all of the responsibility that comes with their respective roles. The Public Service Commission, Republic of South Africa (2011) enforces that mishandling of resources should not be accepted at all. Talane and Pillay (2013) comment that a good evaluation method should be in place before appointing individuals in the financial positions within a school. To expand on this, definite measures and benchmarks should be clearly outlined on how individuals should display their professional behaviour and on how they should portray their moral and ethics and maintain these standards within their positions. Spaul (2013) highlighted that after selecting individuals to fill the relevant positions, protocols should be enforced to observe, identify and inspect any practice of negligence with associated corrective reactions to circumvent a recurrence of maladministration. The individuals that practice and promote monetary mishandling in community schools must not be permitted to evade deliberate defiance. These actions ought to be conveyed to the applicable groups and not be concealed. Such preventative measures are expected to be attained through good financial governance and management by the collaborative efforts of the Finance Committee within the context of schools, however, this remains to be investigated in further detail in the present study.

Richards, Elliot, Woloshyn and Mitchell (2014) propose that collaborative business are associated endeavors that pertain to pooling and mutuality of expertise for the accomplishment of common ends. For Lacey (2010), operative collaboration in a school means that personnel and parents accept to follow shared ends in an interconnected manner, applying combined decision-making and problem-solving know-how. Tsuari (2011) asserts that to appoint synergism in schools, positive interaction with colleagues, parents and other stakeholders is indispensable. Collaboration should be intentional but voluntarily in posits where all role-players determine and concur on common destinations. I suggest that these role-players should be consenting to share obligation and resources and be accountable for all their activeness. This perspective is shared by Mashego (2012) who describes collaboration as an operation of transacting subject matter, fixing activities, sharing resources and intensify others' capability for their reciprocal gain and achieving joint goals. In collaboration, worldviews can be joint,

concentrated and dilated and collaborators can be workwise and individually improved (Richards et al., 2001). For many collaborative endeavours, compassionate human kinship have been detected as fundamental for prosperity (Elliott & Woloshyn, 2017). Structuring resonance among partners has been known as an indispensable constituent for creating reciprocal discernment and sensitiveness to the different cultures prevalent in schools. Without structuring rapport, there is a well-defined risk that some role-players may feel side-lined and continue to be uncommunicative and uninvolved. The researcher agrees with these scholars because commitment is cardinal to a collaborative procedure. Foremost, partners must be pledged to the idea and worth of working with others. This allegiance anticipates a certain humility as partners declare that they cannot efficaciously complete the project unaccompanied. Secondly, after the first period of time of negotiation, they must be pledged to the project end and their collaborative partners. Collaboration initiates possibility for working together and causative to the relationship among all role-players. In the circumstance of the South African education method, it is argued that collaboration among the assorted role-players such as SMTs and SGBs is an obligation for the accomplishment of long and short term ends. The SGB may need the indispensable skills and cognition that are required for the effectual management of school funds, and thus, members of the SMT may impart, to a sizable degree, in accomplishing these endings. Squelch and Lemmer (2014) postulate that principals, teachers and parents need to form a kinship of mutual reliance and discernment to work together as partners for the welfare of the school and learners. Govindasamy (2009) states that collaboration improves competence for efficient use of educational resources in schools. We cannot take for granted that self-managed schools promote collaboration and assist in making dependable financial decision.

2.4.2. Basic Education Law Amendment Act of 2007

Basic Education Laws Amendment Act (The Presidency, Republic of South Africa, 2011) stipulates the financial purpose and obligation of principals and school governing bodies (SGBs), even though as a current policy, it is uncommunicative on the function of school finance committee detailing school financial direction. This policy states that

the principals, by merit of their emplacement, play dual functions: they function on the SGB and *ex-officio* act on lieu of provincial heads of instruction in managing the day-to-day dealings of the school. The principal is also an associate of the SMT. Although the SMT (which comprises of the principals, deputy principals and HoDs) is accountable for the furtherance of teaching and acquisition, the researchers in this report postulate that their role should be prolonged to consider financial school administration. Heystek (2006) points out that parents helping on SGBs of many national schools have restricted financial cognition and ability, and debased levels of literacy. These governors normally find it challenging to make sound financial conclusion. Thus, many financial purpose are increasingly delegated to principals, who in turn, use the distributive style of management to depute some of the crucial financial roles to SMT members.

Mestry and Bisschoff (2009) and Van Rooyen (2013) allege that financial direction should be all-inclusive and lucid. Although SMT members may work on the SGB as teacher representatives, the SMT as the structure is not represented on the SGB. As professional administrators, SMTs play a directional role by offering direction, advice, influence, assistance and leadership principally on curriculum matters (Mathipa, Magano, Mapotse, Matlabe & Mohapi, 2014). Nevertheless, I argue that SMTs can play an outstanding role to aid SGBs on assorted administration issues such as conjecturing the school's vision and commission and developing circumstantial institutional ends. It thus becomes insistent that SMTs as middle administrators should be participating in the budgeting activity and some features of financial administration. It is also crucial for schools to initiate and keep a collaborative relationship between members of SMTs and SGBs, supported on mutual trustfulness, teamwork, combined decision-making, open communication and cooperation to accomplish school goals.

Therefore, for schools' goals to be realized, we contend that principals, SMTs and SGBs should collaborate to guarantee that schools' assets are efficaciously and expeditiously managed. The principal, SMT members and SGB controllers should share financial obligation for the effectual and prompt financial governance of schools (Van Rooyen, 2013). This is central to collaboration between the SGB, the principal and the SMT to guarantee collective obligation. Nonetheless, does collaboration between SMT

members and SGB governors subsist in practice? Founded on communicative indication, the researchers were of the perspective that in most schools, the collaboration between the SMT and the SGB was non-existent. This state of affairs, therefore, required to be empirically analyzed.

2.5 THEORETICAL FRAMEWORK

This study is informed by Giddens' structuration theory (1976) which is an attentive, educational and integrative tool that can be used to examine the collaborative relationship between the principal, finance committee and SGB. Giddens (1976) theory of structuration discovers the concept and enquiry of whether single persons or communal influences are the driving force behind social reality. This theory falls between theories of action and collectivises as stated by Clark, Mestry and Davis (1990). The underlying concepts in social theories ought to recognize that social actions collectivises are contained within and informed by progressive forms of social praxis. In structuration theory, Giddens (1984) endeavours to reorganise constitution and human authority as the dichotomy of structure and activeness. In other words, social constitution is strained upon by agents in their everyday activities and is consequently shaped and mimicked by this action.

Simultaneously, the action is both guarded and empowered by composition (Giddens, 1984). Consequently, the action is only conceivable then for the reason that structure, and the composition itself can only be established through activeness. One of Giddens' chief creed in structuration theory is that human communal activeness are recursive. These undertakings are not transported into existence by societal actors (Xaba, 2013). As an alternative, it is by articulating themselves as actors, activities are repeatedly reconstructed by collective actors. It is in and through undertakings that agents replicate the circumstances that make these activities conceivable. Nevertheless, unlike knowledgeability presented in the natural surroundings in the arrangement of coded programmes, human agents display intellectual skills. Human knowledge-ability is hence indispensable to human action.

As stated by Giddens (1984) as cited by Mathipa, Magano, Mapotse, Matlabe and Mohapi, (2014) it is particularly the automatic custom of knowledge-ability that is tangled in the recursive organization of social practices. He further describes reflexivity as the observed character of the continuing stream of social life. Human beings can be purposive agents, having explanations for their undertakings and being capable of intricate conversationally upon these details. Basson and Mestry (2019) are hasty to caution that his use of the expressions for example, 'intent', 'reason' and 'purpose' that should not be unravelled from the situation. In its place, human action should be understood to transpire as an incessant course of comportment, as does human reasoning. Intrinsically, a purposive deed is not completed as a succession of detached intents, reasons or motives.

Giddens does not interpret agency as the purposes people have in performing things, but their competence in doing things. In this case, the agency suggests power. Agency is concerned with proceedings in which an individual is a prime mover, in the logic that the individual could have selected at any point in his behaviour to have proceeded contrarily. Agency then denotes 'doing'. Giddens (1984) asserts that human agency has the capacity to make a significant difference, this can be known as 'the transformative capacity' (1984). Agency is familiarly associated with power. Truthfully, power is a significant characteristic of agency, subsequently, the forfeiture of the aptitude to make a change is also ineffectiveness.

In this study, this theory will be used to inform the collaborative disposition of all members relevant to the school financial management team. An agent is a member of the school financial management team. The intent would be the communal goals that are developed from the associations between the school financial management team, and action would refer to the implementation of practical methods to achieve these goals. Agency, in this study, would be to instil a sense of capability into all members so that collaboration can occur successfully.

Mukeshimana (2016) mentions that the principal, as the leader, should be the enforcer of communal goal setting within the school and should take accountability to: improve a communal awareness between associates, offer statistics to the group, coach and

observe routines, enable cluster progress and offer open communication, affords objectives and apportion assets successfully. Begley (2010) projected three leadership encounters specifically, the tracking down of personal superiority, understanding to others and the elevation of thoughtful professional practices. Over the previous decades, leadership styles, for example, instructional, transactional and shared transformational leadership, have been utilized to describe modifications in school leadership preparation. Marks and Louis (1999) comments that school management has transitioned from old-fashioned, top-down, valiant principals to updated schools with cooperative decision making and accountabilities dispersed to educators. Heck and Hallinger (2009) observe that collective instructional leadership has the leading consequence in student accomplishment. Collective instructional leadership elegances, for instance, mutual decision making, a sense of educator community and principal instructional course and provision may also affect educators' retention.

In terms of the theoretical background that functions to make schools prosperous, Govindasamy (2009) cites Bush (2004) in defining structure in an institutional setting - structure denotes the formal arrangement of associations among individuals in an organisation. It articulates how individuals transmit and communicate with one another to attain the specific goals and objectives of the institute. The challenges that any organisation may face is pinpointed by Bush (2004) as originating from inadequate structures, and these challenges can be overcome by restructuring or devising a novel system that can be implemented in the institution. The theory surrounding Bercher and Kogan's (1992), Bush (2004) and Govindasamy (2009) notion of the structural concept is guided by Giddens' structuration theory (1976). A structural model is discussed in the next paragraph.

Ideally, a structural model should have four levels, as depicted in Figure 2 below (Bercher and Kogan, 1992).

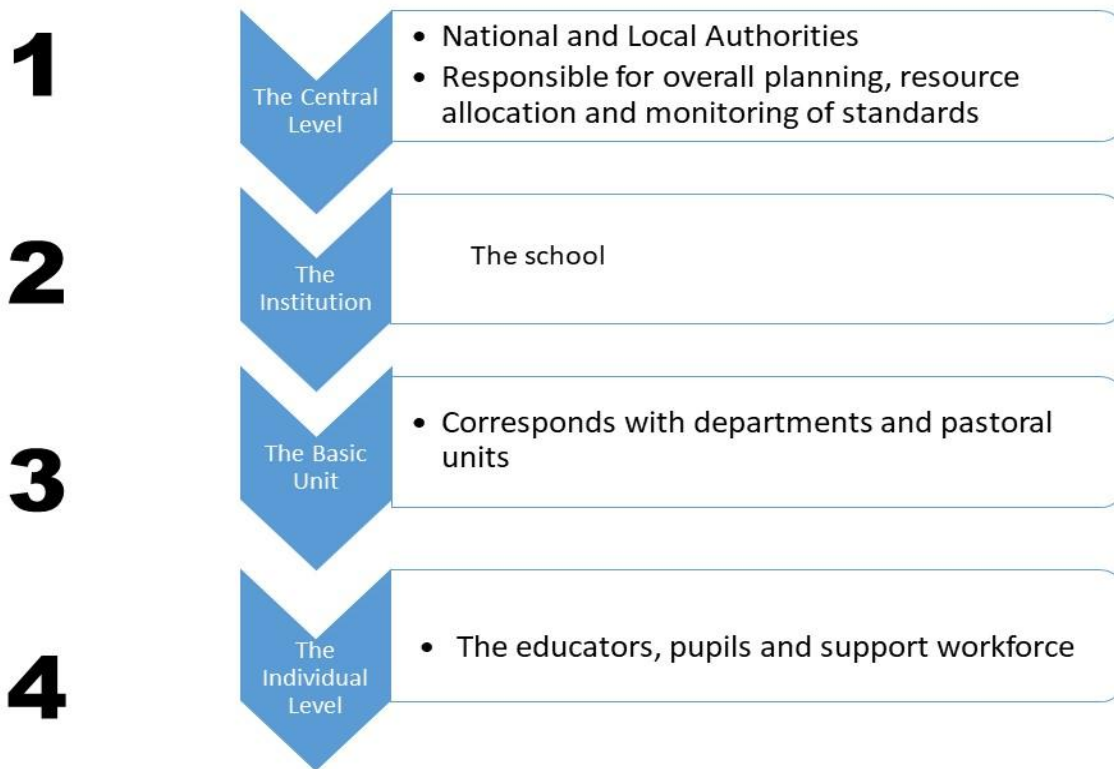


Figure 2: The four levels of the structural model (Adapted from Bercher and Kogan, 1992).

The structural model features normative and functioning approaches. The normative model points to observing and preserving within the organisation as an entire unit while the functioning approach points to the business of performing applied errands at various stages contained in the organization or institute (Govindasamy, 2009). The associations that are inevitable between each of the four levels can be categorized as normative or functioning. The normative associations involve assessment and evaluations, however functioning associations points to the appropriation of possessions, errands and everyday tasks (Govindasamy, 2009). Since these levels are in a hierarchical order, as such is the system, this strengthens the power of the principal (Evetts, 1992; Bush, 2004). Hence, schools that enforce a hierarchical configuration can effectively enable designation of duties and decision-making ability. These two factors are prominent structures of collaboration (Govindasamy, 2009). Consequently, the principal and SGB

are capable of guiding the supervision and regulation of monetary means collaboratively.

The theory surrounding Bercher and Kogan's (1992), Bush (2004) and Govindasamy (2009) notion of the structural concept is guided by Giddens' structuration theory (1976). This theory is an attentive, educational and integrative tool that can be used to examine the collaborative relationship between the principal, finance committee and SGB. Giddens theory of structuration discovers the concept and enquiry of whether single persons or communal influences are the driving force behind social reality (Giddens, 1976; Govindasamy, 2009). This theory falls between theories of action and collectivities (Clark, Davis & Emmanuel, 1990). The underlying concepts in social theories ought to recognize that social actions and collectivities are contained within and informed by progressive forms of social praxis (Clark et al., 1990).

Social structures are made up of human agency and simultaneously, human agency is also the medium in these structures (Govindasamy, 2009). In this case, structures can be differentiated and described as a set of rules and means that are closely linked with human actions and behaviours (Clark et al., 1990). Rules can be described as arrangements that individuals may follow in society. Means or resources can be described as the products that are fashioned by human actions/ doings (Giddens, 1976; Clark et al., 1990). The process whereby structures are involved in creating systems is referred to as structuration (Giddens, 1976; Clark et al., 1990). As stated by Giddens (1976), in reference to defining structuration: "to examine the structuration of a social system if to examine the modes whereby that system, through the application of resources are produced or reproduced in social interaction". Giddens (1976) further delineates structuration within the time and space boundary, as these are two chief components of the theoretical background.

The theory proposed by Giddens (1976) is centred on social relations that uses the viewpoint of action and structure to define the society. It is within this theoretical framework that the relationships between principal, SGB and Finance Committees can be explored within the context of collaboration in terms of financial management. Additionally, the structuration theory can explore how financial resources are managed

across time and space. Technically, there are three types of structures in a social system described by Giddens (1976) – signification, legitimation and domination. Olson and Yahia (2006) describe signification structures as generating meaning through an organized language, which encompasses semantic cyphers, interpretive arrangements and discursive applications. Legitimation generates a moral code of conduct by way of the natural order, standards and values; and domination is the generation of power that stems from the regulation of resources (Olson and Yahia, 2006).

Closely related theories are shared leadership and instructional leadership. Consistent with Kyla's and Karen's (2010) revision of practical application of these theories, pupil accomplishment is greater in schools where principals share headship with educators and the public. Greater accomplishment schools commonly request more contribution and commitment for an extensive variability of participants (Mukeshimana, 2016). District sustenance for shared leadership adopts the progress of non-recreational societies. When educators feel committed to a professional public, they are more probable to use instructional preparation that are connected to better-quality scholars' erudition. In an area where intensities of pupil learning are great, district frontrunners are more prospective to accentuate objectives and resourcefulness that reach further than the least possible state prospects for pupil performance (Mukeshimana, 2016).

The principal, as a group forerunner, takes accountability to: improve a communal awareness between associates, offer statistics to the group, coach and observe routines, enable cluster progress and offer open communication, affords objectives and apportion assets successfully (Mukeshimana, 2016). Begley (2010) projected three leadership encounters specifically, the tracking down of personal superiority, understanding to others and the elevation of thoughtful professional practices. Over the previous decades, leadership styles, for example, transactional, transformational, instructional and mutual instructional leadership, have been utilized to describe modifications in school leadership practices (Hallinger, 2003; Robinson et al., 2008). The school management has transitioned from old-fashioned, top-down, valiant principals to updated schools with cooperative decision making and accountabilities dispersed to educators (Edmonds, 1979; Marks & Louis, 1999). Collective instructional

leadership has the leading result in student accomplishment (Heck and Hallinger, 2009; Mark & Printy, 2003; Robinson et al., 2008). Collective instructional leadership elegances, for instance, mutual decision making, a sense of educator community and principal instructional course and provision may also affect educators' retention (Dorman, 2003; Loeb, Van Delan and Lumma, 2005).

In addition, to the theoretical components of collaborative approaches, there are personality traits that are essential to the functioning of a collaborative group. Investigations propose that for any management style to be operative, the frontrunner must generate a sense of insistence (Gano-Phillips et al., 2011; Kotter, 2012). Participants must consider how to address various difficulties they are confronted with. Even high-achieving schools have the necessity for development and frontrunners cannot permit complacency. To fashion this sense of insistence, the group must outline their common visualization (Kotter, 2012). Once that is fashioned, then the collaborative team must participate with others in the communal revelation (Angelle, 2007). All participants must undoubtedly comprehend the common vision and the requirement to generate modification to move the instructive organization forward.

Fullan (2001) recommends that this should be undertaken through the implanting of an ethical determination within the participants. Leadership should instil these five traits within the collaborative group - moral determination, drive and resolution; comprehending variation and transformation; association construction and maintenance; information conception and distribution; and consistency. A collaborative leadership style integrates all five of these traits logically in the participation and interface of all participants. Though there is a necessity for operative instructive leadership, leadership effectiveness and student accomplishment are related although this association is problematic to demonstrate for the reason that numerous administrative influences play a role in the school background (Gkolia et al., 2006; Nir & Hameiri, 2013; Hallinger, 2013).

This framework informs the study by providing a backdrop of what is required in professional collaboration, leadership effectiveness and proper financial management in schools. For the data collection process, the theory guides the study into collecting

qualitative data from school frontrunners who are in charge of the financial aspects of school management. Their perceptions, thoughts, drawbacks and suggestions will be compared and contrasted with that of the Finance Committee present in the school, whose sole function is to deal with school finances. These levels will guide this research study and be recognised at the stage of discussion of findings, where the schools would be evaluated on their adherence to the collaborative approach, what they can do to incorporate this approach and how they can tackle the financial problems of the school with this approach.

2.6 CHAPTER SUMMARY

This chapter reviewed literature in line with the study objectives, it presented collected works, published articles and academic papers concerning general administration, the subsidy accepted by schools from the state and how school funds should be managed. The proper management of school funds was discussed at length along with the four pillars of management and the importance of leadership qualities such as motivation and communication at schools. The roles of working bodies that form part of the school financial committees were discussed extensively, along with the legislature and the SASA. The management of school finances is still a quarrelsome issue in many schools, including the schools in Africa and other countries. The theoretical framework underpinning the report was also discussed and aligned with the study. The next chapter presents the methodology and organization of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The former chapter centred on the literature review in respect to the collaborative approach between principals and finance committees of primary schools in ILembe District. This chapter aims to give an elaborate intellection of the methodology that was used in the report during the procedure of data collection. This chapter will also detail the limitations and any other disputes that were encountered during data collection.

This chapter provides justification for research instruments, data collection procedures, data analysis, as well as indicators used to determine trustworthiness especially in qualitative research and the ethical considerations.

This chapter also infuses the literature to justify the research methodology used in this study and thus clearly paving the way for attaining the objectives of the study. The objectives of the study are outlined as follows:

- To ascertain the collaboration between the principals and the finance committees.
- To identify the essence of collaboration between the SGBs and Finance committees towards finance management.
- To provide strategies that will assist SGBs and financial committees to develop relationship.

3.2 Research Paradigm

A paradigm is a collection of postulations, framework of cognitive content, and perceptions associated with a particular topic. A paradigm is our perceptions and opinion of the world but it cannot be entirely verified (Lincoln and Guba, 1985). Denzin (2014) considers a paradigm in qualitative research as a humanistic discipline position

taken by the researcher which guides action. Bryman (2011) describes a paradigm as being the researcher's central representation or a critical frame of reference. According to Morehouse (2011), a paradigm includes the notions, possible solutions, forecasts and regulations upon which research is constructed.

The interpretive paradigm was used in the current study because it is qualitative in nature. Qualitative research is informative and beneficial for defining and solving matters about participants and their particular contexts (Galdas, 2017). This study was grounded on the interpretive paradigm because it seeks to understand the roles and the experiences of finance committees and the principals in relation to financial management. The study collected data that was interpreted using a qualitative technique in line with the interpretive paradigm.

3.3 Research Design

McMillan and Schumacher (2006) posits that a research design describes how the report of a study is carried out. The research design lay out the intention of the researcher to stipulate the plan for bringing forth existential evidence that will be utilized for answering research questions. This qualitative study adopted a phenomenological research design. Phenomenological studies describe the meanings of various lived experiences. The researcher gathers data on how individuals make signification of specific experiences or situations. Phenomenology permits the researcher to engage his participants in interviews to express their diverse and in-depth lived experiences.

To determine the understanding of principals and the finance committees with regard to how they collaboratively work to ensure the answerability and obligation for the school finances, a qualitative research approach was seen as ideal for this study. Patton (1989) puts forward that qualitative information can create a copiousness of cognition from a confined number of people. The experiences, sentiment, sensitivity and knowledge of people can be captured by straightforward questions and quotations and are not restricted or deformed by preset and standardised aggregation. The researcher allowed adaptability to investigate unforeseen topics of importance as they are disclosed.

The key intention of this report was to examine the phenomenon which is the understanding of the collaborative relationship between principals and finance committees of primary schools in ILembe District. The utilization of a qualitative research formulation is corroborated by Malterud (2001) who puts forward that qualitative process are ideal for looking into a convoluted phenomenon about which there is diminutive knowledge. Qualitative methods teach us how to interpret a phenomenon. In this report, the phenomenon is the understanding of how the principals and the finance committees collaborate concerning the management of school finances. Malterud (2001) describes the intention of qualitative research as not needfully to plot and master the world but to cultivate the perception of it. By cultivate Krathwohl (2009) means attributes that humanise difficulties, that holistically depict convoluted, interactional phenomena, that show how others understand their world, and that render insights on ambitious problems. Respective writers have identified what they reckon to be the outstanding characteristics of qualitative or representational research.

McMillan and Schumacher (2006) assert that the qualitative research is conceptualized on components such as: a) **assumptions about the world** which explains why the qualitative research support to a large extent the constructivist philosophy that is multi-layered, interactional and shared social occurrence that can be understood by individuals. The materiality is a social construction that enables individuals and groups infer or impute signification to circumstantial events, individual, processes, and physical entity from diverse individualistic and collective perceptions or views of the same state of affairs; b) **the research goals** is the apprehension of the social phenomenon from the participants' orientation. The discernment is achieved by analysing many contexts of the participants for the significance of the participants' situations and events. The participants' meanings consider their feelings, opinion, thoughts and actions; c) **the research methods and processes** enables the qualitative researchers to study participants' orientation as relates to participant-observation, in-depth interviews and supplementary proficiency. In qualitative research, there is a great deal of malleability in both plan of action and the research procedure. Qualitative researchers use an emerging plan and retool decisions about the data accumulation plan of action during the examination; d) **the researcher's role** in qualitative research becomes perforated in

the state of affairs and the phenomenon being deliberated on through interactional social roles that is recorded, through observations and consultation with the participants in a scope of contexts, and lastly; e) ***the importance of the context in the study or context-sensitivity*** enhances qualitative research to evolve as context-bound summaries.

In this study, field-based approaches were used to carry out research investigations and to answer research questions. In-depth interviews were used to increase an in-depth discernment of the participants' experiences in managing the school finances at selected primary schools in the ILembe District.

3.4 Target Population and Sampling Procedures

Van Rensburg (2010) describes a group of people or objects that is used in gathering information and drawing conclusions as a target population. Cohen, Manion and Morrison (2007) posit that the attribute of research is not only reliant on the suitability of the methodology or equipment but also on the sample that has been chosen. Time and cost constraints make it unfeasible to obtain information from the whole population. This notion inspired the necessity to obtain data from smaller groups of people. A sample is considered as a subset of an entire population is representing a sample. This research selected the use of non-probability purposive sampling.

Cohen et al., (2007) avow that sampling involves the intentional selection of a particular section of the wider population to form the sample. Patton (2012) explains that purposeful sampling is a central approach to qualitative research. Information-rich cases are, therefore, of fundamental importance to this research. Stebbins (2012) believes that purposeful sampling is preferred not for its importance to the research topic, systematic context, and details established in the research instead in this study, the participants were selected purposively. Purposive sampling requires the utilization of discretion to select participants who will be capable to progress the purpose of the research (Basit, 2010) Rule & John, 2011). Cohen, Manion and Morrison (2011) aver that, on one hand, this type of sampling involves a trade-off as it provides greater in-depth to the study; while on the other hand, it can provide lesser breadth to the study.

The schools as research sites were chosen because they were viewed as encapsulating several issues that are prevalent in the population relative to the phenomenon of school financial management.

The target population of this study comprised 285 primary school principals in the ILembe District of the province of KwaZulu-Natal. This district has four circuits under it, namely; Lower Tugela, Ndwedwe, Maphumulo and Stanger. The schools that were selected from the ILembe District have been allocated as Section 21 functions (SASA, section 21 allows a school to apply in writing to the head of department for additional powers. This gives more independence and responsibility to the SGBs) . As has been mentioned before, when the school is allocated Section 21 functions, the provincial department would deposit the school's resource allocation instantly into the school's bank account. This means that the school as an organisation manages its funds, and as a result, they have financial policies. All these provisions determine whether the financial management policies were properly implemented or not.

Four schools were selected as a sample from Stanger Circuit. In the selection process, the researcher considered the socio-economic aspect of the learners, multifariousness, and level of government support and accessibility of the school before choosing the schools to be researched.

The principals were interviewed on their knowing of their functionality concerning the management of school finances and also as the school managers who are quite familiar with how the SGBs and the finance committees collaborate in ensuring effective financial management in schools. In each of the four schools, the principal was selected as a participant, which makes a total of four principals. One teacher who plays a key role in the finance committee of the school was selected from each school, to make a total of four educators for the interviews. A chairperson of the SGB was also selected from each of the four schools. The researcher selected the chairpersons because they are the signatories in all the finances used in the schools, as stipulated by SASA. The study had a total sample of 12 participants which were 4 principals, 4 members of the finance committee and 4 SGB chairpersons. Carrying out one-on-one interviews with

the principals and the finance committee members allowed them to feel comfortable enough to reveal the concerns and pressures that they face from a financial perspective. The focus group was used for the SGB chairpersons of these four schools.

This study adopted the principles of non-probability sampling, which is an unsystematic sampling method to avoid bias. The researcher requested a list of schools that fall under Section 21 in four circuits of the ILembe district. These lists were requested from the Education Management Information System (EMIS) unit of the KwaZulu-Natal Department of Education. The four schools in the list were selected, the first school on the list (arranged alphabetically) per circuit. These schools needed to be the poorest in the district, they all needed to have a principal and the finance committee as per SASA, and should be no-fee schools with 100 % state subsidy. The schools possessed same homogeneous features in terms of demographic characteristics. These socio-economically poor schools were public primary schools located in the deep rural part of ILembe district. They are poor and rely on the subsidy from the state to fund the school system as stipulated.

3.5 Description of Data Collection Instruments and Procedures

Data collection procedure may be defined as a method of collecting information. Interpretivist believe that an knowing of the discourse in which any form of research is conducted is critical to the rendering of data collected.

As this study is qualitative in nature, participants' orientation with reciprocal strategies were studied. Johnson & Christensen (2004:363) highlight the benefits of using the focus group discussion and interviews as collaborative strategies to collect data.

3.5.1 Interviews

An interview as a two-way speech communication in which the investigator asks the participants questions to accumulate information and to learn about the opinion, impression, diverse views, sentiment and behavioural displays of participants(Maree,2007). The purpose of interview is to gather the views of the

participants and to acquire rich in-depth data that can assist the researcher to understand the participants' structure of knowledge and actuality and to inquire further their responses on their practicality concerning the direction of school finances. Thus, the use of interviews in this study, were utilized to collect information. This was through in-depth interviews that were used to get applicable and first-hand subject matter from the principals and their finance committee members. Interviews allowed the researcher to observe the non-verbal behaviour of the respondents as suggested by Sarantakos (2005).

Babbie and Mouton (2007) assert that an elementary individual semi-structured interview is a frequent instrument that is used in data collection for the qualitative research. It allows the participants to express themselves freely. Furthermore, Herbert and Rubin in their longitudinal study (in Babbie & Mouton, 2007) posit that the use of interview can be negotiated, repeated and continuous. In this study, the participants were interviewed to gain their in-depth understandings from different worldviews, significance, and explanations of their functionality in the administration of school finances, as well as their structure of reality about school finance management, which was observed (Punch, 2007). The researcher had a closer, clear and disillusioning observation of the phenomenon in collaborative relationship with the principals, the SGBs and the finance committee members whose responsibilities are to managing school finances. Interviews can be structured into unregulated (open-ended), semi-structured or structured interviews.

Neuman (2000) describes the use of interviews as advantageous, it enables the participants to provide the researchers with in-depth information, which is freely expressed without fear, and allows the researcher to probe further to get answers to his research questions. Greef (2005) further asserts that interviews are a helpful way of getting sizable amounts of data speedily and they are impelling in obtaining depth. Similarly, Neuman (2000) argues that one of the disadvantages of using interviews is panicking by the participants which might make them neglect some questions. Greef (2015) also highlights that challenges of using interviews may include participants' reluctance to share some key information with the researcher.

The researcher used semi-structured interviews in this study because they allow the participants to give as much information as they can; they also allow the participants to express their views and understanding on what they are being interviewed on. In this study, the participants were encouraged to act autonomous during the interview procedure. The SGB participants were encouraged to speak in their vernacular languages if they were not comfortable with English during interviews and the research questions in the interview schedules were also translated to IsiZulu to ensure proper understanding and to allow them to express themselves freely. Questions were simplified to obtain the desired responses from the participants. According to Fox and Bayat (2007), the personal interviewing technique is to engage participants on face-to-face interview with the researcher in a conducive environment. One-on-one interviews enable the researcher to find a resonance to engage the participants and induce the required trustfulness and cooperation on sensitive areas (Rosnov & Rosenthal, 1996). Furthermore, Rosnov and Rosenthal (1996) further view that one-on-one interviews allow the participants to interpret questions in their own perception; and also allow them use their own words to present in-depth information to the researcher, while the researcher control the affairs.

Fox and Bayat (2007) posit that a significant advantage of semi-structure interviews is the ability to provide in-depth information by the participants. It also allows the researcher to twist or probe further to generate information from the participant, even when the participants is not prepared to divulge the needed information. The interviewer can add-on answers by recording his or her observations. Non-accomplishment of answering a question is far likely to happen in personal interviews. Bryman & Bell (2007) also express the advantages of the interview method which include flexibility, the use of non-verbal behaviour and spontaneity.

Though the semi-structured in-depth interviews have strengths, they also have some weaknesses, including that it is time-consuming to sit down with the participants and conduct an open-ended interview; it requires all-embracing resources. It can be ambitious to find an interviewer with the right amount of preparation to conduct the interview decently.

Fox and Bayat (2007) also indicate that a focus group interview is used as a prompt approach to collect information from a group to increase perceptions to a phenomenon from a particular group simultaneously rather than circumstantial information from one individual at different locations and times. Hence, the use of focus group interviews gives the researcher the opportunity to instantly detect the diversity in social processes and group dynamism (Clarke 1999). Nieuwenhuis (2007) agrees that the focus group interview plan of action is founded on the premise that group interaction brings a wide and different range of limited consequences, actuating forgotten lived details of experience and emancipating inhibitions that discourage other participants from providing critical. According to Nieuwenhuis (2007), some researchers are of opinion that focus group interviews can generate richer data than individual interviews, save time while some participants in a focus group interview may experience a menace. As stated by Punch (2009), the researcher's function is more of a facilitator or a moderator in a focus group interview. Punch (2009) further argues that as the researcher facilitates and moderates, he monitors and records activities of the group interaction.

The characteristic attributes of a focus group interview is the discussion, which is at the centre on a specific topic or phenomenon that the group dynamics can provide data on. The group dynamics therefore become a crucial attribute that will be analysed as part of the collected data yield (Nieuwenhuis 2007). Leedy and Ormrod (2005) assert that to conduct a successful focus group interview, participants of the same demographic characteristics must be engaged, and the group must be controlled to avoid undue influences among the participants. A group of five to twelve can be engaged in a focus group interview of one to two hours (Nieuwenhuis 2007). Bless, Higson-Smith and Kagee (2006) is of the opinion that a focus group can be made up of between four and eight participants who are interviewed collectively.

The strengths of the focus group discussions are highlighted by Leedy and Ormrod (2005: 146) as follows: "It saves time; people feel more comfortable talking in a group than solitary; interaction among participants may be more illuminating than separately conducted interviews and the researcher also experienced the weaknesses of having

difficulty in translating some words from the interviews and also on interpreting what he or she has observed on the findings of this study”.

Though the focus group interviews have strengths, they also have some weaknesses and challenges, which include that there can be concord and digressive discussion which deflect from the main focal point, they can be hard to control and manage, they can be tricky to examine, and it can be challenging to promote a scope of people to participate. Challenges of focus group interviews may be that sometimes people will not be as genuine in a group of people as they would be in a one-on-one situation. People may think that the focus group is a chance to air their complaints about a particular issue or render assistance or advice to one another instead of a time to answer circumstantial questions.

In this study, the focus group interviews were conducted with the Finance Committee members. The discussion allowed finance committee members to share diverse views on certain issues in school fiscal management. These participants shared in-depth information on finance management by the finance committee members and their expected roles and key responsibilities in the management of school funds. These allowed the researcher to understand the participants' views and perceptions. The participants were invited to one of the schools and interviewed there to allow them to be free in their own settings. The permission to use the school was granted by the school principal. This focus group interview was befitting in this research for assembling data on the finance committee perspectives, and they also had a chance to share their experiences, especially when sensitive themes such as the direction of school finances were being explored. Schulze (2002) states that interviewing is the most ordinary method of data accumulation in qualitative research. Focus group interviewing helped the researcher to realize the diverse worlds of the participants regarding the collaborative relationship they have with their principals and the Finance Committee members.

All interviews were audio-recorded with a voice recorder to capture correctly the participants' responses for data analysis. According to Patton (2002), an interview is

conducted to obtain information about behaviours that the researcher cannot directly observe. These may include feelings, thoughts, and intentions. The interviews described how school finance is managed by school principals in conjunctions with SGBs and finance committee. Questions were asked on issues relating to finance management in school system. The researcher's intention was to understand the principals' perspectives. The perspectives of principals were meaningful, knowledge-rich, and explicit. The researcher interviewed principals and finance committees to collect in-depth information on how they relate when working collaboratively on financial management issues.

The purpose was to seize their view on the governance of school finances, their feelings and experiences as participants, their expectations and thoughts about how school budgeting is implemented, controlled and observed. According to William and Brown (2009), open-ended interviews enable the researcher to obtain characterized information to specific research questions, by providing the participants with enough time to respond to the questions. Hence, the main aim of researcher was to explore the views of the participants on collaborative financial management in schools. Kasim (2015) affirms that using interviews remains a primary tool for data collection in a qualitative study. He further states that interviews are advantageous in providing significant and in-depth information from different perspectives of the participants. They also highlight individual's recognition of different situations, its substantial relevance to their lives and their future. Therefore, in-depth interviews were critically used to generate relevant and important first-hand information from the principals' and the finance committee members' perspectives on the school finance.

Interview schedules were developed by the researcher before conducting research. The researcher gained a firm grasp on the current financial practices in primary schools by interviewing, the principals, SGBs and the finance committee members. The questions ranged from current practices and norms awareness of policies, to the skill sets that members may or may not have.

The semi-structure in-depth interview and focus group interviews were the data

collection tools for this qualitative study. The tools were used to generate answers to the research questions. Interviews were conducted in conducive atmosphere of the school premises without disturbing or interfering with normal school activities. All arrangements and activities were discussed with the principals for their approvals, before the commencement of the interviews. The research explained the details of the research to all the participants, the expectations, and roles were clearly spelt out. The participants were provided with informed consent forms and interview guides. Their voluntary participation was also highlighted to them, their right not to answer any question if they don't feel like and their freedom to withdraw their participation at any stage of the interviews. Their demographics were recorded by the researcher for further correspondences. Communication channel was made open and free from any attrition.

3.6 Pilot Study

According to Kumar (2011), a pilot study is done to determine if the intended study is worth carrying out. If the researcher is satisfied that indeed the study is achievable, it is then carried out. In this study, the instrument for data collection was in-depth interview. However, to determine the viability of the study piloting was conducted on a much smaller scale.

In this study, the researcher used two different primary schools to determine if the study was feasible. The principals were purposively selected from the schools that were not from the actual population and sample, but within the same district which was used for the study. All the selected principals participated in an in-depth interview process. These principals were selected because of their closeness to the researcher's school to minimize travelling costs. The researcher conducted the pilot interviews using the very same interview schedules to determine if the instruments mentioned above would provide information to the research questions of the study. Through the use of the pilot study, the researcher adjusted some of the questions which seemed to be ambiguous, like one question where the researcher was asking about the framework structure of the financial management principles and the policies, some of the participants did not understand that the interviewer referred to SASA; instead, their answers were linked to the school financial policies

3.7 Data Analysis

Racheal (2013) avers that data analysis is a scientific method of cleansing, inspecting, reworking and modelling information to discover helpful information, suggesting conclusions and supporting decision-making.

Analysing qualitative data analysis is predominantly an inductive procedure of integrating the data into categories to recognise associations (McMillan and Schumacher, 2006). Galdas (2017) explains that qualitative data analysis primarily assists us in understanding the data collected and the sample population being investigated. Hence, the analysis of qualitative data relies heavily on interpretative thinking. Qualitative data enables the researcher to examine the results to find meaningful and representative interpretations of the data.

In this study, data were thematically analysed. Braun and Clarke (2019) opine that thematic analysis is an approach or systematic method to identify, analyse and report generated patterns within the collected data. Thus, thematic analysis is often used to analyse qualitative research data with the aim of generating focused themes or common patterns for meaningful data. This systematic method emphasises on both organisation and richness of the explanation of the collected data set and presentation of theoretically and meaningful informed interpretations. Several approaches exist in thematic analysis procedure, however, Braun and Clarke (2013) recommend the most common which has a six-step process. The researcher followed these steps for data analysis in this study, and they are discussed in the next paragraphs.

Step 1: Familiarisation

The first step is when the researcher gets to know and understand very well the collected data. This is important so as to get an in-depth overview of all the data collected so that the researcher can be immersed in data before he or she starts analysing individual items. In this study the researcher did this by transcribing all the

audio recordings, reading the transcripts and the field notes, to establish in-depth understanding with the data for familiarity.

Step 2: Coding

The next thing was the coding of the transcripts by the researcher. The systematic method of highlighting various sections of the transcripts is known as coding. The highlighted sections in the transcripts can be common phrases or common ideas in sentences, which the researcher coded or labelled as key themes for the contents. Hence, the researcher was searching if there is any relationship between the principals and the finance committee members, the researcher has highlighted the important concepts that show the relationship on the transcripts. The researcher thoroughly and carefully read all the transcripts to ensure that all key information that provide answers to the research questions were coded in all through the transcripts.

All the coded sections in the transcripts were grouped using manual codes to provide answers to each research question. The researcher was able to condense the data to the meaningful main points and commonly generated meanings that recurred all through the data.

Step 3: Generating themes

In generating themes, the researcher grouped the codes that were generated to identify common patterns that existed in the transcripts to generate meaningful themes. The themes are generally broader and more meaningful than codes. The researcher combined many codes to generate a single meaningful theme. Other codes were also processed into various themes collectively. The themes that the researcher decided on varied according to what this study aimed at achieving, they were in line with the research objectives. The data were carefully examined by the researcher to generate meaningful themes that could be used as common ideas, topics as well as the meaningful patterns for presentation of findings for this study.

Step 4: Reviewing themes

The step of reviewing was to ensure that the generated themes were indeed accurate to provide useful data representations. The researcher reviewed and compared all the generated themes to ensure that the data set provided the necessary information. The researcher had to do this to ensure that all the themes provided information to the research objectives. This is to enhance the credibility of the data for presentation and discussion of findings. Where the researcher was not satisfied with some of the themes, the researcher had to review them and cluster them according to similarity. This was done to make them more accurate.

Step 5: Naming and Defining themes

With the final meaningful themes, the researcher rephrased the themes for proper names and definition for each theme. To define themes simply involves articulating what exactly was meant by each of the themes and to figure out how it could help to clarify data understanding. Thus, to name themes also involved generating a concise name for each theme that is clearly understandable.

Step 6: Writing Up

Finally, the last step that the researcher engaged in was writing the data analysis for the study. In academic research, thematic analysis procedures follow introduction of themes to discuss how each research question, the aims and approach have been addressed.

Therefore, this thematic analysis enabled the researcher to describe the principals' and the finance committee members' views on how they collaboratively manage the school finances.

3.8 ISSUES OF TRUSTWORTHINESS

Trustworthiness refers to qualitative data being certain, time-tested, stable, foreseeable and consistent production of similar future outcomes in the same phenomenon (Delpont

& Roestenburg, 2011). Lincoln and Guba (1985) anticipated four principles that assure or ensure the quality of qualitative research. The principles were all applied in this study to ensure validity and reliability. These four inherent criteria were reflection of the assumptions that strengthen qualitative research. In this case, the researcher consulted their supervisors for expert judgement before the commencement of interviews.

3.8.1 Credibility

The credibility of a qualitative study refers to the principles that establish the credibility of qualitative research's results, to be acceptable and believable based on the participants' information for the research (De Vos, Strydom, Fouché & Delport (2005). It recognises the credibility of participants' information and the reported findings by the researcher.

The researcher took the transcripts to the participants so that they can go through their responses to ensure credibility. This research intended to depict and enhance the understanding of the phenomenon from the participants' points of view about managing finances in primary schools in the ILembe District. The participants were asked to clearly judge the credibility of the results that this study established. The participants were given enough time to recheck the transcripts while listening to the voice records. The researcher also presented the transcripts to the supervisors in the Faculty of Education of the University of Zululand and allowed them to critique the transcripts to construct this study to ensure credibility.

3.8.2 Transferability

Transferability refers to the extent to which the outcomes of qualitative research can be conveyed or unspecialized to other similar contexts or settings. The qualitative research positions transferability as principal obligation of generalisation. According to Tlale (2011), a qualitative researcher can heighten the transferable process of his study by describing the discourse and varied assumptions soundly as key fundamentals of the research. The researcher must ensure provision of clear and thick depictions that can be adopted by subsequent studies on the phenomenon for findings' transferability. The

researcher in this study situated literature review in this study to establish rich literature and also reported the process of data collection to generate quality findings that can be contextualised for meaningful transfer, based on the judgment of any person interested in outcome transferability.

3.8.3 Dependability

The dependability is preoccupied with whether the study is able to maintain the same outcomes if the same process is undertaken again (Cohen, Manion & Morrison, 2007). This critical idea of ensuring dependability is to emphasise the necessity that the researcher needs to adequately report all ever-changing discourse of the research, as it takes place. Researchers must ascertain that their research procedure is formal, attributable and clearly authenticated.

In this study, the researcher's accounts described modifications that occurred in the environment and explained the nature of the occurrences as it affected process of study to ensure dependability. The participants' experiences were punctiliously and accurately analysed for delineated interpretations to ensure dependability in the study. Member check was done, where the participants were later consulted to verify the authenticity of the data collected through interviews. This confirms that the target audience or community of practice could depend on the findings of the study.

3.8.4 Confirmability

A qualitative research study is presumed to bring an unparalleled position to the study. According to Cohen et al (2007), confirmability is known as the extent to which the research outcomes remain officially substantiated by others' studies. Several strategies can be used to intensify confirmability. After the study had been completed, the researcher conducted an audit trail to provide readers with indication that the decisions, submissions and choices adopted in the study concurred with the described theoretical and selected methodological issues in the entire study. Adoption of an audit trail was preceded to enable the participants to confirm the provided data for this study.

3.9 ETHICAL AND SAFETY ISSUES

The researcher requested for permission to conduct this study from the provincial Department of Education through the Senior Education Officer in the ILembe District Education office. The researcher also briefed the concerned stakeholders on the purpose of the study, reason for their participation as well as issues of their anonymity, confidentiality and the informed consent before, during and after the interviews. Justice to the participants was ensured by providing every participant with a copy of letter of permission to take part. The participants were informed that information obtained would be kept confidential since financial issues are sensitive in schools. The participants were also assured that pseudonyms will be used to protect their identity and that of their schools. Participants were informed that this study subscribed to non-maleficence (will not harm them). The participants' permission was sought for all the interviews to be audio-recorded to capture information correctly. To ensure voluntary participation, participants were assured free and voluntary participation in the consent letter and could withdraw their participation at any stage of the study. Audio-recordings of both interviews and observations were done with permissions of the participants. Transcripts of the data were given to the participants to verify their information before conclusions were made or drawn from the study. The researcher also ensured that this study reflected truthfulness and honesty; all aspects of the research were being presented truthfully. The researcher also applied for an ethical clearance from the University of Zululand. An ethics clearance is granted on the understanding that any unanticipated problems and risks, changes to the research plan or any harm must be reported to the research ethics committee. The researcher was granted the ethical clearance by the Research Ethics Sub-Committee of the University. There were some shortcomings though such as having to wait for a longer period which as a result delayed the study since the researcher was not allowed to further the study without an ethical clearance.

3.10. Chapter Summary

The chapter presented a clear discussion of the aims of the study, the adopted research approach, the design for the study and the motivation for the adopted process of data collection such as focus group discussions and the semi-structured interviews. The purposive research sampling technique for the study was detailed, which informed the emphasis placed on richness and in-depth data analysis based on the required ethical considerations. This systematic process of data analysis was clearly reported to highlight the findings' required validity or trustworthiness. The limitations or shortcomings on receiving the the ethical clearance was addressed. The presentation and interpretation of the findings will be presented in the next chapter.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

In the preceding chapter, the study methodology, design, methods of data collection as well as data analysis were explored. This chapter focuses on the discussion of the data collected from the sampled participants through semi-structured interviews with the school Principals and SGB, and focus group discussion sections with finance committee members from four selected primary schools in ILembe district in response to three research questions asked in the study and the findings. This is done in two sections. Section A consists of tabular themes that emerged from the participants, that is, the principal, SGBs and finance committee through in-depth interviews, while section B presents the data that were analysed and discussed.

SECTION A

Table 4: **THEMES ALIGNED TO RESEARCH QUESTIONS**

RESEARCH QUESTIONS	Themes
1. How do SGBs and finance committee collaboratively contribute to school financial management? (interviews and FGD)	<ul style="list-style-type: none">• SGB and FC financial Roles and duties• Collaborative relationship• Cordial Relationships
2. What is the nature and essence of SGB and finance committee collaboration and what implication does it have on financial management?	<ul style="list-style-type: none">• Effective school financial structure• Effective communication• Transparency and accountability• Achievement of the overall goals of the school.
3. What best practices can inform the SGBs and the finance committees collaborative work so that they can manage their school financial resources effectively?	<ul style="list-style-type: none">• Capacity building workshops of SGBs

The following pseudonyms were used for the participants: Finance Committee Member = FC1- FC4; School Governing Body Member =SGB1 - SGB 4; Principals = P1- P4; and School = Sch A- Sch D.

Section B

4.2 Data Analysis and Discussions

4.2.1. Theme 1: School Governing Body and Finance Committee roles and duties

The governing body roles and duties imply that they are responsible for management of school finances by controlling school expenditure and fund, set up a fiscal budget yearly, administration of school generated fees, conformity with all financial regulations and records, appointment of qualified school accountant and supplementation of the resources for schools. The principals and the SGBs have collaborative activities that to render for smooth operations of school finance (Mestry, 2016). The school principals are required to prepare procedures of trustworthy in collaboration with authorized SGB members on school governance.

The findings from the SGBs in school B and C revealed that roles, responsibilities and functions of SGBs contribute to the school finance management. These functions and roles of the SGBs regarding the school financial management are not limited to financial accountability and school governance alone but also extend to the way they relate with other structures such as the principals and the finance committee members on school finance management. The school principals mainly serve on the SGB as ex-officio and manage the daily activities of the school on behalf of education authorities.

The participants mentioned that they are not fully entrusted with the finances of the school. It is mostly the principals who perform the finance management duties within the schools.

Within this context, the participant SGB 1 in Sch. B on a focused group discussion expressed the view that:

I think we are really uninformed because as I have said, it is usually the principal that comes back and inform us of our roles. I think he uses the money responsibly and to improve in the school although some of the reports we don't get formally (SGB 1 in Sch. B).

Thus, it is evident that members of the finance committee do not understand their roles and functions, probably because of their lack of financial management training skills.

Another participant also highlighted the fact that SGB members are illiterate may be the reason why the principals take full charge of all the financial management duties:

Also, most of us as SGB members' asifundanga (are illiterate) we were just selected to represent the parents and now there are many duties given to us of which we are quite not familiar with... (SGB 2 in Sch. B).

The participants in School Cdo not see a need for their roles in financial management since they feel as if their roles are not recognised in the committee:

I sometimes feel like my role in the finance committee is not really that much needed or recognised. Because usually the principal handles almost everything and at times he only gives updates to the SGB members and I only hear of the updates in the meetings. But in some cases, they just report to us by mouth. (SGB 3 in Sch. C).

Corruption or lack of transparency was also revealed by one of the participants as a limitation to effectiveness of school finance management:

There is not really proof of where the money was used. We just hear about a certain amount that was used and we do not really know where it was used for.
(SGB 4 in Sch. B).

This implies that most SGB members fail to understand their roles in school financial management, while some principals dominate the committee. Thus, inability to understand their expected roles and responsibilities may result or cause the mismanagement of all the financial matters of the school. They will not be able to give effective advises on financial matters such as providing a quarterly financial report and, monitoring expenditures and income against the budget of the school.

Despite the South African Schools Act (SASA), 16 of 1996 (RSA 1996), where the roles and functions of SGBs are specified, the narratives from the SGBs revealed that they do not understand their roles and functions as members of the school finance committee which according to SASA (1996) is to manage the schools' finances. However, the results indicated that the principals play dominant roles over finance committees and SGBs, while members of the SGBs and the Finance Committee only play a subservient role. This is supported by the study of Bagarette (2012) who established that some members of the SGBs need to understand their functional roles as it apply to school finance. In the same vein, Xaba (2011) submits that some members of SGBs are not clear about their functions and responsibilities.

4. 2.2. Theme 2: Collaborative relationships

The collaborative relationships occur as two or more individuals engaged to achieve organisational common goals. This theme relates to the relationship that both the SGBs and the Finance Committee need to build so that they contribute positively to the school financial management.

The findings revealed convergent views about the collaborative relationships that exist between SGBs and finance committees from the semi-structured interviews with the finance committee members, SGBs and principals. The participants mentioned different types of relationships and how they contribute to school financial management; these include mutual trust and understanding between the SGBs and the finance committees.

The responses from the finance committee indicated that all SGB members, the finance committee and the principals were responsible for making decision on any school finance issue, which could be the reason for the support provided to the schools for their smooth running. One of the participants mentioned that there was mutual trust and understanding in the school when managing school finances:

Yes, there is trust and there is this mutual understanding between the SGB's and the Principal and the financial management. (FC 1 in Sch. A).

A participant in School B mentioned that they support each other in the committee. Support in this regard is an indication that people are working collaboratively in a certain project; this is how one finance committee member responded:

When taking a decision on school finances, we always support each other as a committee. Because the principal always carries everyone along on any decision, therefore, we also give him all the supports based on the way he relates with us. (FC2 Sch. B).

Moreover, another participant in school C highlighted that there was communication between the stakeholders, such that the principal provides up-to-date information about the finances of the school:

I think there is mutual understanding among the financial committee because everyone understands each of their roles and responsibilities. The principal also provides adequate information and updates to the SGB members. Although, not much recognition is given to the finance committee but I can say categorically that there is mutual trust and understanding between the school management team.(FC 3. Sch C).

Based on the views by FC 1, FC2 and FC 3, it can be deduced that there were collaborative relationships based on mutual trust and understanding between the principals, SGBs and the school finance committees. These results imply that mutual trust and understanding is the crux of collaborative relationship to enhance efficient and effective school financial management in public primary schools in ILembe district.

Thus, collaborative relationships which are said to contribute to partnerships among stakeholders create opportunities for working together and facilitate sound financial decision-making, especially when it is built on a relationship which involves mutual trust and understanding.

These findings corroborate the position of Basson and Mestry (2019) who emphasised the importance and the need for collaborative relationships with SMT members for SGBs to be effective. In agreement, Tsuari (2011) established that the effectiveness of any school is based on a healthy relationship developed between SGBs and SMT members, including principals. The Schools Act of Republic of South Africa, [SASA] (1996) incorporates parents, the principals, teaching staff and non-teaching staff as members of the SGB.

Van Oord (2013) emphasises the view that obligation is fundamental to a collaborative progression. All members should be enthusiastic and willing to work with others. . Collaboration is beneficial to promote collective working for better opportunities for partners who are key role-players in a system.

4. 2.3. Theme 3: Cordial Relationships

Maluleka (2008) describes cordial relationships as a rapport that is friendly and sincere but not overly close. A cordial relationship could also be said to be perfectly pleasant but does not involve lots of excessive emotion. This type of relationship enables principals to respect and value contributions by the SGBs, which is based on the confidence which lies in members of the school management team and because it allows for effective communications among members in this current case SGBs.

The findings of the study showed that adequate understanding among school finance committee members is fundamental to their mutual relationship. Moreover, principals have to respect and value contributions from the SGBs.

Principals from schools A and B, who also are finance management committee' members, indicated that the relationship that they have with the SGBs and the finance committees relies mostly on the understanding of what is expected from them.

The first participant from school A indicated that when the SGB truly understands what is expected of them they have to make sacrifices so that there will be a cordial relationship that will make working together easier for them.

This is what the participant said;

I think that our SGBs are responsible in the sense that, when I call the meeting they used to come out. Especially we used to have our meeting at night and they used to come to that one because they know their responsibility. So what happened here the SGB as a whole is just an umbrella of the committees. Because the finance committee is a subcommittee which falls under the SGB. So what is it that they do? Because whenever they come, they present their views to the SGB but the SGB will be the one who will be taking the final decision. (P 1, in sch. A).

The second participant expressed clearly the importance of teamwork; the participant revealed that teamwork makes working together easy because when people work as a team they all know what is expected of them and they always make sure that they do their best to achieve an intended common goal:

The SGB work as a team so that the running of the school would be smooth. So they used to meet on regular basis especially if there is a problem. As I said they work as a team. So in that is SGB the one that is chairing the meeting in the finance committee is the treasurer. Because he's the one who must chair the meeting. So the chairperson of the SGB is also a member of the SGB. So that now whenever the finance committee reports to the SGB exactly now these people would be working on par so that everybody would be on the same page. So as we are working here with them, I think we are working nicely and smoothly. (P 1, in sch. A).

Principal 2, 3 and 4 from schools B, C and D had more or less similar views about cordial relationships, and they commented as follow:

One participant in one of the schools had this to say:

The finance committee plays a crucial role in the function of the school, the day-to-day running of the school. So the finances of the school are of utmost priority. So the SGB is totally involved. They call meetings regularly to see that everything is organised well and everything is on track. (P2 in Sch B).

Another participant made this comment:

Basically the responsibility of the finance committee is to control all funds that come into the school and go out. We have a finance committee at school and we sit as a committee and decide all things and all expenditure and all income. Right, and they authorise the payment any payments that have to be made - we cannot make payments but they authorise all payments. I mean they authorise everything...(P3 in Sch C).

The other participant had a similar feeling about the cordial relationship and said:

I would say the SGB is fully involved because at school whatever we want to purchase or we want to do we cannot just decide by ourselves... They have a responsibility to even to suggest, you see, a different way of managing the finance if they see there is more expenditure. There are hundred per cent involved. Because one, I must say the SGB's is functional. And the finance committee is functional.(P4 in Sch D).

The responses revealed that the relationship between these stakeholders is good. It is obvious from the comments of each participant from the four selected schools that finance committee members are responsible for the school finances. However, lack of financial expertise on the side of the SGBs, and also the lack of understanding of their roles and duties enable the participating principals of the sampled schools to enjoy cordial working relationships with the SGBs and their finance committee members.

Based on the views of participants from different schools, it is clear that the cordial relationship among SGBs provides adequate support for the school principals. It also promotes the interest of the school as a result of effective communication that exists among all stakeholders responsible for school finance management.

Ntsele (2014) affirms the need for each member to understand their roles to avoid the effects of overlapping obligation which may lead to a challenge between the school

principals and other members of the SGB. Similarly, Mestry and Bisschoff (2009) stress that each member of school finance committee need to be clear about their roles and functions. Thus, perception of each other's roles in the school finance management further strengthens trustworthiness, transparency and relationships for the effectiveness of school (Govindasamy, 2009:65).

4. 2.4. Theme 4: Effective school financial structure

An effective school financial structure means the establishment of financial operations for efficient management of school funds (Hansraj, 2010). According to Makrwede (2012), an effective school financial management plan or policy should be drawn and must be executed on a year-by-year basis to maintain school infrastructures, purchase learning and teaching support materials (LTSM) and other equipment, pay for basic services and determine extra-mural activities since schools are not profit-making ventures. It is evident from the interview with the study participants that effective school financial management structure plays a vital role in ensuring efficient financial operations, effective communication among members of the SGBs as well as transparency and accountability of the school.

The findings from the SGBs in school B and C revealed the importance of an effective school financial structure as follows:

Participants from school B maintained that an effective school financial school structure is crucial in achieving general goals and objectives of the South African education system. This statement is contained in their words:

It is without doubt that a school must have effective financial structure, in this school we adhere strictly to the yearly budget and allocations based on the structure and approval of the financial committee. (P2, Sch. B).

The other participant made this comment:

I am very new in this school, despite that the laid down financial structure is clear and flexible such that it allowed SGBs to source for additional funds for the smooth running

of the school. Because the allocation from DBE cannot sufficiently run the school, since we are also not allowed to charge school fees. (P3, Sch. C).

This implies that an effective school financial structure is important in maintaining school property, determining extramural activities, paying for services, purchasing learning support materials (LSM) and equipment.

These findings are in line with the submission of Clarke (2012) who states that school the financial structure is important such that it allows SGBs to undertake fundraising activities and solicit voluntary donations from parents.

4.2.5. Theme 5: Effective Communication

Effective communication is defined as the cognition to communicate information to another efficaciously. The SGBs, Principals and the Finance committee members' approaches to communicate with good verbal and non-verbal, appropriate written communication skills that can facilitate effective sharing of necessary information amongst stakeholders within a school to enhance the school financial management.

Communication is defined as the linkup between various sub-systems of the school. The SGB forms an integral component of any school in South Africa for effective financial management. Similarly, the essence of SGBs is to form a partnership with all role players put in place by the state to contribute meaningfully to the achievement of specified educational goals of South Africa(Clase, Kok & van der Merwe, 2007). Hence, SASA recognises parents' involvement as authorised partners that are significant in the governance of their children' school.

On this note, the participant P4 from school D commented that communication with the SGBs is what makes financial management of the school effective. This is what he said:

According to SASA, our parents are the ones who take care of the governance of the school. As the SGB they decide or put the stamp on financial request from the school finance committee, that now you can go ahead doing this or that. I am also getting their support because I do communicate with them, and I do report to them about the

*management of finance, expenditure or shortages yes, because I cannot do it all alone.***(P4 in Sch D).**

While another participant SGB 2 identified transparency and communication as the very important principles of effective management of financial issues; the participant commented that:

Transparency in all school finance and communication with all the people involved are the main important principles of effective financial management. **(SGB 2 in Sch B).**

On the other hand, SGB 1 highlighted respect as an important principle in the financial management of the school. SGB 1 stated that:

If among the members we are managing the school finances -- one of them does not respect others, does not communicate with others; the finances cannot be managed way (le indlela) eright and it can affect the school's functionality. **(SGB 1 in Sch B).**

In the comments of P4, SGB 2 and SGB1, they all had the same view that for the finances of the school to be effectively managed, there must be respect, transparency and communication amongst the stakeholders. Moreover, effective communication is the major of all these principles because one cannot respect the other person if there is no communication; the same goes for being transparency.

The above results and views of participants show that it is crucial to communicate effectively when negotiating the achievement of your goals; hence, communication within the school is very important. Effective communicating can promote a good and efficient working relationship among the SGBs and finance committee members, which enhance the team spirit as well efficiency of those charged with the responsibility of financial management Thus, in the view of some participants, introspective behaviour and communication become the only channels for the effectiveness of the finance structure.

This finding is substantiated by Davidoff and Lazarus's (2002) view that communication is a vital link among school sub-systems to promote effective and smooth operation of schools. Similarly, Mulibana (2005), as cited in Govindasamy (2009), poses that

communication is the only channel through which the school stakeholders distribute decisions for the practice of effective school co-operative governance.

4. 2.6. Theme 6: Transparency and Accountability.

Transparency and accountability are not easy to separate; transparency implies openness and communication, while accountability means that a person in charge of something can account for everything within the structure or organisation. The term transparency has a very contrary meaning in information security where it is utilized to expound security mechanisms that are deliberately undetectable. The finances of the school are very crucial and they are the heart of any school. If any school can lack transparency and accountability, such a school would fail to manage its finances effectively.

Literature has established the efficiency of school financial resources management to rely on accountability and transparency of the school finance committee members, including the principals (Naidoo 2006). The observations of some of the participants on the issue of transparency and accountability of SGBs revealed that communication and transparency go hand in hand. This is what one of them said:

Transparency in all the schools, finance and communication with all the people involved are the main important principles of effective financial management. (SGB 2; sch. B).

Responses from the focus group discussion (FGD) with some of the finance committees in school C and D revealed that accountability in a form of reporting does take place in their schools; however, FC3 indicated that is not properly done at times:

The 3 components of the school team, that is, the principal, the SGB and the school finance management agree that all finance records are kept transparent. Like in this school, the school finance committee reports to the SGB timeously. Meetings about the expenditure and the money is used in what is relevant to maintain teaching and learning, to flow smoothly. (F C 4 in Sch D).

On the other hand, FC3 believed that it is not properly done, and had this to say:

But in some cases, they just report to us by mouth. And there's not really proof of where the money was used. We just hear about a certain amount that was used and we do not really know where it was used for So yes ... (F C 3 in Sch C).

The participant in school A who is an SGB member commented that:

For the finances of the school are to be managed properly, there must be trust, teamwork and transparency between these stakeholder's members responsible for financial management. (SGB1 in Sch A).

The participants highlighted the need for transparency and accountability for the efficient school running; a lack thereof may lead to poor functioning of most public schools in developing countries. This finding is not different from previous studies such as Basson and Mestry (2019); Spaul (2013); Taylor, Van der Berg and Burger (2011) who affirmed that even though a considerable amount of money is being allocated by the government to public schools every year, much of it is not optimally utilised; this leads to the poor performance of learners and a poor standard of education. Hence, Van Rooyen (2013) alluded that management of school finances should be transparent and all-inclusive.

Nevertheless, if the culture of transparency and accountability is embraced by the principals and school finance committee, learner's performance in schools would improve and quality education would be achieved in South Africa and other developing countries. This is emphasised by Botha (2013) who posits that school financial transparency is indicative of structured financial procedures at the school; he further states that it enables accountability to be a factor in cases where financial discrepancies occur.

Therefore, the responsibility for accurate financial records is the key responsibility of the SGB; synergy must be between the principals and the SGBs for effective and efficient running of the school.

4. 2.7. Theme 7: Achievement of the overall goals of the school.

The accomplishment of the goal has the predictable results that support the achievement of the organisation's duties as planned by the SGB members and the finance committee of the school. The findings from the study reveal that the evidence of a good collaboration on financial management is the achievement of the overall goal of the school. When members of the SGB focus on their responsibilities and execute their duties accordingly, with the collaboration of various stakeholders, the achievement of the school goal of improving learner performance and quality of education for employability will be much easier. In the opinion of the participants that were interviewed, the principal in School A, in particular, indicated that when the SGBs and the Finance Committee members work as a team, they can achieve all the goals of the school. This is what the participant in school A said:

The SGB work as a team so that the running of the school would be smooth. So one would say this collaboration helps in the achievement of the overall goals and even the results of the learners have improved. (P 1 in sch. A).

Prioritising the school finances, according to the P2 in sch. B, is of utmost importance in achieving the school goals since the finances are the heart of the school. The participant said:

The finance committee plays a crucial role in the function of the school, the day-to-day running of the school. So, the finances of the school are of utmost priority if all parties want to achieve the overall common goals of the school. The finances of the school, the management of the school and the SGB's have role players makes it easier to work, to make the school move forward. (P 2 in sch. B).

Participant P3 in sch. C indicated that collaboration with the teachers and the SGBs will be of great assistance, not only on the school finances management but also in assisting the school to produce better results - which is part of the goals of the school. For instance, P3 said:

I used to tell the teachers and the SGBs that our collaboration will help us at the end of the day to educate the children well and we are going to send the good output (learners) to high school. (P 3 in sch. C).

The finances of the school are of great help in improving the infrastructure; P4 in school D believes that if the school has a good infrastructure, it will assist in nurturing the future of our children by providing quality education, which, in turn, will bear fruits for communities and the country as a whole.

This is supported by P4 who states that:

With the co-operation of the SGB and the school finance committee, we have been able to improve the physical infrastructure of the school so that the learners can learn and become good ambassadors of this school, community and out South Africa in the future. So, I can say that this collaboration has good implications as it improves the school facilities. (P 4 in school D).

The majority of participants recognised the impact of teamwork and collaboration of the school financial management of which they further described as the benefits of fruitful collaborative efforts. This is supported by the submission of Makhubela (2005) who attests that a collaborative relationship between financial management committees of schools and relevant stakeholders enables the achievement of the common objectives of such schools. Basson and Mestry (2019) accentuate the positive opportunities of a collaborative relationship between SMTs and SGBs, which is the attainment of the set goals of the school more readily; this includes facilities, infrastructure, improved learners performance and reduced school dropouts.

4. 2.8. Theme 8: Capacity building workshops of SGBs

Capacity building workshops and training programmes aim to increase the skills of individuals involved in school finance, like SGBs and the finance committees on working

collaboratively so that they can manage their limited school resources effectively; these workshops should tap on all components of school financial management (Basson & Mestry, 2019). Capacity workshops are interactive and provide practical, real-life examples that members can work on and comprehend to advance good financial management. The findings of this study are almost related to many other studies on capacity building workshops and training programmes for principals, SGBs and finance committees. It is important for finance committee members to realise their individual roles and duties in school governance for the successful running of the school (Bagarette, 2012; Govindasamy 2009). Just like other organisations, the importance of capacity building training is not limited to school finance committee members only, but it has a thoughtful impact on the totalschoolsmanagement. Considering the importance of capacity building and training emphasised by many scholars in relation to school finance management, SGBs' capacity building training should be a top priority since many of the SGBs lack financial knowledge and skills. In the view of the participants, most SGBs are not fully trained; FC1 indicated that such opportunities are not utilised properly in school A, as it is only the principal who attends such workshops. This participant had this comment to make:

No we have never attended any financial management or school financial management -- we have never. Only the principal's.... (FC 1 in Sch A).

The other member also supported what FC 1 highlighted regarding the inability to attend the workshops. They both felt that this seems to be a problem in many schools and it is one key factor that causes the mismanagement of school finances. FC 3 indicated that:

I've never really attended a formal workshop, but the principal usually attends and come back to us to update us of our duties and what is expected of us. So, in that way, I get to have an idea of what the finance committee member is expected to do. I only know of a workshop when the principal comes back to report that he was attending a certain workshop but I do not know about it prior...(FC3 in Sch A).

In the light of the above comments, in as much as the inability to attend workshops is a barrier in collaborating for many schools, there are schools whose SGBs do attend the

workshops. FC 4 had a different view and indicated that they do attend workshops and training designed for the SGBs. This is what FC4 said:

In workshops, I have attended, there were slots on school Financial Management so I can say yes...(FC 4 in Sch D).

Even though the SGBs can attend the workshops, the fact that some of them are illiterate is still a barrier on its own since most of them are just selected from a pool of the parents in a meeting. SGB 1 had this to say:

We all know that there is a need for capacity building training. Most of us as SGB members are not formally educated, we are just selected to represent the parents, and now there are many duties given to us of which we are quite not familiar with. (SGB 1 in Sch A).

One participant, SGB 2 highlighted that some of the problems are caused by the fact that they are too busy at work; that is the reason why they are unable to attend the capacity building workshops:

Isikhathi esiningi (most of the times), it is the Principal that attends on our behalf since I am working and I do not spend most of my time in the school. Ayudinga kakhulu (there is an urgent need). Most of the SGB members are literate we need more training as possible so that we would be able to perform our duties properly. (SGB 2 in Sch B).

The workshops are very helpful in equipping the SGBs; as a result, SGB 4 (School D) indicated that these workshops assist in ensuring that the SGBs and finance committees understand their roles and duties properly. This is confirmed by one SGB member who had this to say:

These workshops are very helpful; they assist in ensuring a smooth working relationship where everyone understands his or her roles properly. (SGB 4 in Sch D).

In the same view, on how these workshops assist, P 1 in sch. A added:

At the beginning of the year we used to have many workshops where the SGB's as whole come together, we discuss their role - each of them so that they don't interfere with someone's role or someone's office. (P1 in Sch A).

The findings have shown that all participants valued the capacity building training for optimal performance; however, only one principal from school A commented that he organises workshops for the SGBs at the beginning of the year. Finance committee members mentioned that they never attended any workshop but the principal attends on their behalf. Importantly, capacity building workshops and training allow for staff preparedness to serve in the finance committee, which consequently generates the optimal management of school finances. Therefore, the best practices for informing school governing members about the proper ways of financial management will be much easier if they can attend the workshops and training sessions.

In many developing countries such as South Africa where limited resources remain one of the major constraints in financing public schools, efficient management of funds allocated has become the responsibility of all the school stakeholders. To promote a collaborative relationship that is functional among the role-players, the South African government enacted school act (SASA) 84 (RSA, 1996) to govern public schools. Thus, SGB members are expected to be well trained for effective management of school funds accordingly. Ngwenya (2002) and Tsotetsi (2008) maintain that periodic preparation of school finance members on management of school finance, for without regular training for the SGBs, school finance management may be ineffective in school governing.

Mpolokeng (2011) opines that members involved in school finances should have requisite skills before they are elected as members. In agreement, Mpolokeng (2011) also avers that SGBs require more workshops from the Department of Education. Additionally, Maluleka (2008) posits that all members of the SGBs, and not merely a few, are required to be adequately and consistently trained for effective discharge of their complex responsibilities and to sustain collaborative relationships. Also, in SASA section 19(1), it is stated that provision must be made for the training of SGBs which should be continuous. Heystek (2004) pointed that the Department of Education must

ensure this task of conducting training for school finance management committee' members to improve their financial knowledge and skills; there must be proper monitoring to ensure that they all attend capacity building workshops and training.

4.3 Findings of the current study in relation to structuration theory

This study was situated within Giddens's structuration theory to underpin the current study. Structuration Theorists grapple with the concept and enquiry of whether single persons or communal influences are the driving force behind social reality.

Giddens (1984) asserts that structuration theory endeavours to reorganise human structures and human agencies as the dichotomy of structures and actions. This implies that the social structures are stressed upon by different agents at various times in their everyday activities, and is consequently shaped and stimulated by this action. Since this current study was aimed at exploring if the collaborative leadership method is used in the iLembe district schools between the principals and the finance committees, it can be concluded that by employing Structuration Learning Theory, the aim of the study was achieved.

The study found that effective management of school finance will result in good accountability which enhances efficient day-to-day school operations. It will also enhance learners' academic performance and the whole school performance as well. This is made possible if the challenges facing different school principals, SGBs and the finance committee members in schools in the ILembe District can be established, when they collaboratively work together to manage the school finances. This means that the collective instructional leadership has the leading consequence on the whole school performance for effective functionality, and not the school finances or learners' management alone. The findings indicate that the collective instructional leadership styles, for instance which include making mutual decision, creating cordial relationship between the community and educators, engaging in principal instructional course and provision, affect educators' retention, the SGBs and the finance committee members' engagement.

The study also informs the collaborative nature of all members relevant to the school financial management team. The study indicated that such depiction could be influenced by agents who are committee's members managing school finances. In this study, collaborating is the communal goal that developed from the financial management teams' relationships and their actions to achieve the goal of effective school financial management. This study aimed to instil a sense of capability into all members so that collaboration can occur successfully.

Furthermore, the school governance needs to take charge of the collaboration within the school. This is supported by Mukeshimana (2016) who argues that the principal, as the leader, should be the enforcer of communal goal setting within the school and should take accountability to improve a communal awareness between associates, offer statistics to the group, coach and observe routines, enable cluster progress and offer open communication, afford objectives and apportion assets successfully. This view implies that all the stakeholders must understand their roles and duties so that they can practise them effectively to improve their collaborative relationship in financial management.

Engaging structuration theory in this study assisted in understanding that collective instructional leadership makes collaboration in financial management realistic, instead of using the old-fashioned, top-down leadership styles where the principals did not engage all the stakeholders. This theory also assisted in understanding how individuals transmit and communicate with one another to attain the objectives and goals of the school to make collaboration effective.

4.4. Chapter Summary

This chapter explicitly presented analysis of data collected from the SGB members, finance committee members and principals, and themes were presented. The data was collected through in-depth interviews and quotations of participants were presented as indicators of how participants felt and provide accuracy of what transpired during interviews. The subsequent chapter discusses the summary, conclusions and recommendations.

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1. Introduction

Previous chapters presented the introduction and background, the literature review, methodology, data analysis, results of the study and discussion of findings. This chapter gives the summary of the research findings as per study objectives, it pays brief attention to the study limitations, draws overall conclusions and gives some recommendations to the teachers, parents and the Department of Basic Education, as well as the recommendations for further research.

This study aimed to explore if the collaborative leadership method is used in iLembe district schools between the principals, the SGBs and finance committees. The problem is that most school managers lack the collaborative financial management skills.

5.2. The summary of the findings based on each study objective

5.2.1. To ascertain how the Principals and the finance committees collaboratively contribute to school financial management.

Based on the study conducted by the researcher, it is distinct that implementation of SASA and various other policies of the Departmental are employed by schools to manage school finances. Nevertheless, finance management in schools are confronted with various challenges in terms of working collaboratively to manage school finances as found in this study.

The study intended to ascertain how these stakeholders collaboratively work together for sound financial management; it has found that the SGBs in the ILembe District have various challenges in their bids to manage effectively school funds. A deficiency of acquaintance and expertise in financial management among school parents make it awkward for these parents to substantively contribute to the effective governing of their children' schools, including finances. This is largely due to their illiteracy level on school

finance management in schools. This accounts for the accumulated administrative obligation of the school principals, as the principals end up guiding regularly the SGBs together with finance committee members on their roles.

In this study, the participants from four schools informed that their school financial records are expeditiously managed and well prepared and that the school finance officers function efficiently. However, schools A, B and C did not mention anything about the finance officers; this means that these duties are performed by principals in these schools. It is evident that the principals experience state of affairs in the accumulation of definite funds that are not accounted for in school B. The Principals of school A, B, C perform indisputable financial activities that were meant to be carried out by only the finance officers. This implies that in the sampled schools, it is also the principals who is responsible for the preparation of monthly financial statements, listed in the compendium of the usual audited financial statements that are presented to the Department of Basic Education. Clearly, the SGBs and the other finance committee members are not acquainted with these statements and policies.

The study further revealed that the level of mutual cooperation the school principals enjoy from various SGBs differs from one school to another school; it is evidently ascertained that some school principals and their SGBs collaboratively work to attain the school goals. Whereas some principals could not enjoy their SGB cooperation.

The principals indicated that the district office continually support from the school financial management, though this support is not regular as the schools continue to experiencing lack of necessary financial skills and knowledge. Dissemination of necessary information indicates that some principals do not receive adequate assistance from the District office. Some principals felt that with decentralisation, their workload is enhanced without inevitably ameliorating the school financial problems.

Conclusively, the study has revealed that regardless of the SGBs' deficiency of expertise, the principals have continued to benefit from healthy collaborative relationships with SGBs and the finance committee members. The SGBs hold regular meetings as specified by regulations of SASA. The SGB meetings are held four times

yearly while that of the SGBs executives are held monthly. Issues affecting different schools are discussed during the SGB meetings, and the issues are different from schools to schools. The finance committees usually hold their meetings once per month.

As indicated by the principals, various steps are being made to improve and manage school finances effectively. But still need more support to improve many areas of the school finances. It is requested that the SGBs are well orientated and prepared for efficient school finances.

5.2.2. To identify the nature and essence of collaboration and its implication for the SGBs and the finance committees.

The study also intended to identify the nature, the essence and also the implications of collaboration between the school financial management team. Despite the known challenges faced by the financial management teams, the problems on the mismanagement of finances in schools evolve from the misunderstanding of the roles and duties of the stakeholders, and also on how the department handles the allocation of funds from the beginning of the year.

The study revealed that the funding that schools receive from the department is not enough because it does not cover all the expenses. It also comes very late in the year to buy educational resources such as textbooks, stationery, photocopying paper, to mention a few.

The four no-fee paying schools in the study rely on the Department of Basic Education for financial allocation; however, they supplement their funding from regular fundraising. The study findings also showed that the schools raise funds through civics days, renting school tuck shops out, hiring of classrooms by local churches during the holiday and commission on sales from the school uniforms. The school petty cash is limited to little amount that can be kept in all schools that were sampled for the study. School D indicated that the tuck shop money is very useful, it assists them a lot while they wait for the state allocations which usually arrive very late. While this petty cash is regularly

controlled by a finance officer in school A, it is controlled by the school B's principal. The principal in school B said that the fundraising has assisted them to fence the school.

As stipulated for regulations in circular 13 of 2000, and also emphasised in SASA document, signatories to school' banking details are appointed treasurers, the principals and the SGB chairpersons. This was not the case however, in these schools this is not the case, the three members do not authorise payments for various services rendered as well as goods supplied to the schools despite the financial stipulated policies of the four schools that mention them as signatories to the schools' bank accounts.

This misunderstanding of the roles and duties reveals the mismanagement of school finances. To ensure financial accountability, the monthly financial statements of the schools should be prepared and presented to the SGB. This implies that the financial statements for schools should be regularly checked to monitor incomes and also to control expenditures, to prevent income and financial loss. This is the responsibility of school treasurers or members of the school finance committee to effectively manageschool finances.

The study revealed that the inability to manage school funds should not be solely attributed to lack of necessary financial training but could be enabled by lack of cordial or smooth relationship among the principals, the SGB members and the school finance committee members. School A principal expressed that the SGB should be positive and formative always. It was also established that the SGB of school D supported the views of the principal that good and cordial relationship existed in the school among all the members of staff and the school management team. This implies that a collaborative relationship is very important for school financial management.

5.2.3.To provide suggestions that will develop a collaborative relationship to effectively manage school finances

Another objective of the study was based on exposing the suggestions that could assist the SGBs and the Finance Committee to develop a collaborative relationship. This study revealed the willingness of the Department of Basic Education to train various SGBs in

different schools, on their stipulated roles through the support of their district offices, however most cannot attend due to work commitments; the principals attend on their behalf and this make the financial training ineffective. The school principal has continued to guide the SGBs and the members of the finance committee due to new appointed parents that join the SGB every end of the SGB three-year term, and new members are also elected to the Finance committee for a certain period before they are changed.

Therefore, this study suggests that regular financial management workshops should be conducted for new SGB members after their elections and follow-up training must be done regularly. It critical that appropriate training should be done to enhance the preparation of annual budget. Workshops should be slated for weekends to enable attendance of most SGB members who work during the week. It is encouraged that changes in policies should be adequately communicated to the SGB members to be conversant on the new policies.

The SGB chairpersons suggested some aspects of training on financial management that can enhance accountability. Based on the findings, lack of adequate knowledge of financial management on the part of SGB members require regular and appropriate training on financial management. Hence, this revealed that training is needed on financial management for SGB members.

5.3 limitations of the study

Though the researcher was able to conduct the study to completion, there were some limitations. The identified limitations were in the context of data collection and sampling procedures of the population chosen for the study. The environment and location for the study interviews had been a great impact to the success of the study. Varied settings are expected to generate and restrain some classified information (Clarke 1999). The researcher experienced challenges in bringing all the financial committee's members together for the focus group interviews due to the COVID 19 pandemic which was never anticipated. This limited focus group interviews with limited members in both schools. The researcher had to split the members into two groups.

Almost all participants were scared to meet the researcher since the interviews were conducted during a very crucial time of the pandemic, when everyone had the trauma, and there was a huge confusion within the schools. The researcher also had a challenge with one of the school principals who refused to participate in the interviews, claiming that the University together with the supervisors should have contacted him prior. Even though the researcher handed all the necessary documents for ethical compliance to him, he still refused and insisted that he should have been contacted first. The researcher had to substitute the school with the neighbouring one where the pilot test had been conducted.

Most principals who participated were worried with the privacy of some documents. The request of the researcher for some of these confidential documents, raised concerns on documents such as the school income and expenditure files, the minutes of SGB meetings, cheques files as well as the audited school financial statements. It was clear that these schools did not have the clear and straight forward records kept. Clarke (1999) argues that possession of documents does not translate to record accuracy, the objective descriptions of social reality, but record or represent particular interpretations to various school events, which can build interpretations of reality. It is acknowledged that school documents indicate various independent records of school events or circumstances.

5.4 . Delimitations of the study

Since schools were experiencing the COVID -19 pandemic, it was unsafe for the researcher to visit schools yet the principals made sure that they gain access and social distancing and all precautions of COVID-19 were considered. In a case where the principal refused to partake in the study, the researcher had to substitute the school with the neighbouring school where the pilot test has been conducted.

5.5. Discussion of findings in agreement with the research topic

The title and the aim of the study focused on exploring if the collaborative leadership method is adopted in the iLembe district schools between the Principal and the finance

committee. The statement of the problem that is presented in Chapter 1 of the study sought to address how the collaborative approach can address the financial mismanagement in schools, with the key role players being the Principal, SGB and Finance Committee. The chapter highlights the key limitations to the study, which include the time constraints, lack of trust and the SGB members' intimidation by some of the school managers. Chapter 2 reviewed literature in line with the study objectives; it presents collected works, published articles and academic papers concerning general administration, the subsidy provided to schools by the state and how the various school funds are managed. The proper management of school funds is discussed at length along with the four pillars of management and the importance of leadership qualities such as motivation and communication at schools. The roles of working bodies that form part of the school financial committees are discussed extensively, along with the legislation and the SASA. The theoretical framework that underpinned the study was also discussed and aligned with the study. Chapter 3 provides the discussion on the main research aims, the adopted research approach, the selected research design and the rationale for adoption of strategies for data collection which were focus group discussion and the semi-structured interviews. The purposive sampling for the research sites placed emphasis on the need for rich information and the ethical considerations.

In agreement with the study title, the study established that as the SGBs and the finance committees in schools are responsible for management of all school resources in efficient and effective manners, it is evident that the collaborative relationships among the stakeholders of school finance management are essential. It should also be considered whether there are significant gaps between these expectations and the current practice, and what can be done to enhance the capacity in order to reduce such gaps in the future. The study also established that there are a lot of barriers that negatively affect the financial management of the school. These challenges include the low level of literacy among parents in schools and a lack of trust and loyalty which limits collaboration amongst stakeholders.

5.6. Conclusions

Conclusively, the financial direction is crucial to smooth school system. Accurate financial management and answerability enhance the smooth administration of schools and enable whole school achievement which include the learners' academic performance. This could be attained if various identified challenges confronting the principals, SGBs and finance committee members in schools in the ILembe District when they work collaboratively in managing the school finances. Allocation of subsidy to no-fee schools, requires effective management of the funds, however the schools are challenged when some of the stakeholders fail to work together harmoniously, more especially on matters related to finances if there is a lack of mutual trust and understanding - and if they lack the collaborative skills. This implies that there is a need for more training and education regarding financial management in schools.

5.7. Recommendations to the Department of Basic Education

The findings highlighted that inadequate cooperation exist between the SGB members and principals on school finance management in primary schools in the ILembe District, even though the participants in this study did not like to disclose that much. Appointment of parents as SGB members and also appointment of the treasurers should place emphasis on their financial expertise or Accounting skills. The educators who serve in the finance committees are also not acquainted with their roles. The recommendations are listed below:

- The appointment of school treasurer for the SGB should be based on members' expertise in Financial Accounting skills. This will enhance effective financial skills that can be used to manage school funds by the SGB. It will also reduce the workload of principals acting or usurping the role of school treasurers.
- Evidence from the interviews revealed that SGB members lack adequate training on management of school funds. The members also failed to attend trainings when they are organised due to their nature of work for some. SASA (South Africa: 1996) places much emphasises on the need for SGB members to function effectively in schools. The Department of Education should organise

regular training on finance management in schools for SGB members, and should be during weekends to encourage many to participate. The regular training we prepare them to support the school system adequately of school finance management.

- Schools should promote cordial working relationship between the SGBs, the principals as well as the finance committee members as this would assist in the smooth financial management of the schools. A system where the school principal, the finance committee members and SGB members can work harmoniously together, will experience smooth school administration and the goals will be achieved.
- The finance committee members indicated that in their schools there are no proofs provided after using the school finances. There must be proof of payment for every payment in the school, which is official receipts. This will promote proper recording of all financial transactions of the schools, as evidences of accurate accountability and good administration. The use of petty cash in the schools is the responsibility of the treasurers appointed by the SGB, to control cash flow of money in schools and not to be done by school principals. This will allow transactions involving petty cash to be properly recorded.
- Schools should be encouraged to raise more funds through legal and approved means. The funds will enable the schools to provide and meet all other financial responsibilities that will enhance teaching and learning. The members of the SGB should devise means of raising more funds in acceptable and legal ways that will not affect teaching and learning.
- It is also recommended that management of school funds as stipulated by Section 37 of SASA, should be strictly followed by SGB members in various schools. Transparency and accountability should be maintained through regular monthly school financial statements that should be submitted to the whole SGB members. The statements should be comprehensive and regularly verified to ensure accountability and accuracy of cash flows. This comprehensive financial statement should be prepared by the treasurer or a finance committee's member.

5.7 Implications for further research

The controlling of school funds is a critical aspect of school management, and the SGB is saddled with the responsibility. However, inadequate financial expertise on the part of SGB' members to manage school funds becomes a worrisome concern that require further and regular research. Thriving issues that need further research on proper management of school funds with the principals' roles and functionality, finance committee members and the SGBs as they work collaboratively to manage school finances:

- The effectiveness of training programmes for SGB members by the Department of Basic Education.
- Effective monitoring and follow-up evaluation on the SGB's and finance committees' performance in schools.
- Investigating the boundaries of school principals in management of school funds.

5.8 Study Summary

This chapter discussed the summarised main findings of the study. The researcher briefly discussed the implications of the findings in relation to the theoretical framework. Furthermore, recommendations to various stakeholders in the Department of Basic Education were also presented. Finally, the study outlined recommendations for future studies. The next sections present a list of references and appendices.

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REQUEST LETTER TO CONDUCT THE RESEARCH IN KZN SCHOOLS.

P.O Box 142

Ilembe

4459

The Principal
Department Of Basic Education
Ilembe District Schools
Stanger
4450

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH WITH THE PRINCIPAL, ONE SGB MEMBER AND ONE FINANCE COMMITTEE MEMBER AS PARTICIPANTS.

I am an educator employed at the school under Ilembe district. I am currently registered for a Master of Education degree (M.Ed.) in the department of Department of Educational Foundations and Management at the University of Zululand. The topic of my research is: Collaborative Approach between Principals and Finance Committees of Primary Schools at Ilembe District. The focus of my study is on the finances of the school in Primary schools.

I wish to seek permission to conduct research with the principal, the SGBs and one finance committee member in your school as participants in this research project. Interviews will be conducted among the participants. I hope the results of this study will be used by the Department of Basic Education to explore the collaborative relationship between the financial management teams.

Your positive response in this request will be highly appreciated.

Yours faithfully



Signature:

Ms Sibongamandla Silindokuhle Dlomo

Contact number: 0742091631 (mobile) Email: sibongadlomo@gmail.com



Signature:

Supervisor: Dr H.R. Mhlongo

Email: MhlongoH@unizulu.ac.za 035 902 6205(w) 082 043 3859 (mobile)

APPENDIX 1: PARTICIPANT INFORMED CONSENT DECLARATION

INFORMED CONSENT DECLARATION

(Participant) (teachers)

Project Title: Collaborative Approach of School Governing Bodies and Educators in Management of Primary Schools' Finances at ILembe District

The researcher is registered for the Master of Education (M.Ed.) degree at the University of Zululand, Department of Educational foundations and management.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to explore the collaborative approach of the SGBs and the finance committee in the management of school finances in primary schools at ILembe district.
2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
3. By participating in this research project I will be contributing towards the improvement of school financial management in public schools.
4. I will participate in the project by participating in interviews on the views of the principals on the collaborative approach of SGBs and the finance committee in the management of school finances in public primary schools.
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.
7. There may be risks associated with my participation in the project.

I am aware that

- a. the following risks are associated with my participation: information disclosure and identification of the participants
- b. the following steps have been taken to prevent the risks: consideration of ethical issues.

c. there is no chance of the risk materialising.

8. The researcher intends publishing the research results in the form of journal article and forwarding them to the Department of Basic Education. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.

9. I will receive feedback in the form of empirical findings and access to the copy of this report regarding the results obtained during the study.

10. Any further questions that I might have concerning the research or my participation will be answered by on the following mobile number 0829558028 and email:sibongadlomo@gmail.com

11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.

12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I,have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....
Participant's signature **Date**

APPENDIX 2: INTERVIEW SCHEDULE

SEMI-STRUCTURED INTERVIEW SCHEDULE FOR THE PRINCIPALS

The following interview will address objective no. 1 and objective no.2.

OBJECTIVE 1: COLLABORATIVE RELATIONSHIP BETWEEN THE SGBs AND THE FINANCE COMMITTEE.

1. Please tell me about the responsibility for financial management in your school as you see it?
2. How would you describe your SGB's functionality and the involvement of the finance committee in terms of the management of school finances?
3. Are you getting any support from the SGBs and the finance committee members regarding the management of school finances?
4. How often do the SGBs and the finance committee meet?
5. How is your working relationship with the SGBs and the finance committee?

OBJECTIVE 2: NATURE, ESSENCE AND THE IMPLICATION OF COLLABORATION OF SCHOOLS FINANCIAL MANAGEMENT.

1. How does corporate management of school finances in your school affect the schools functionality?
2. Is there a link according to your understanding between the roles of the SGBs and the finance committee in managing school finances?
3. Have you experienced any problems/ obstacles in working with the SGBs and the finance committee members in managing the financial resources at your school?
4. What is the school, doing to ensure that the working relationship between the SGBs and the finance committee members is effective enough on the financial management?

FOCUS GROUP INTERVIEW SCHEDULE FOR THE TEACHERS IN THE FINANCE COMMITTEE.

The following interview will address objective no.3.

OBJECTIVE 3: DEVELOPING A COLLABORATIVE RELATIONSHIP.

1. How does collaborating with the SGBs and the principals impact your role on managing school finances?
2. Is there trust and mutual understanding demonstrated by the SGBs and the principals on school financial management?
3. Have you ever attended the training sessions in respect of school financial management?
4. To what extent did the training you received address your objectives?
5. Do you think your SGBs and your principals have knowledge of the legislative framework required to manage the school finances?
6. What challenges do you encounter in working with the SGBs and the principals in fulfilling your financial management functions?
7. How are they addressing these challenges?

SEMI-STRUCTURED INTERVIEW SCHEDULE FOR THE SCHOOL GOVERNING BODY MEMBERS

The following interview will address objective no. 3

OBJECTIVE 3: DEVELOPING A COLLABORATIVE RELATIONSHIP.

1. What do you regard as the principles of effective school financial management?
2. How does corporate management of school finances affect the schools functionality?
3. How often do you attend the capacity building workshops for the school finance management?
4. Is there a need for financial skills training and induction workshops on school's financial management?
5. How is your working relationship with the principals and the finance committee in managing school finances?
6. What challenges have you encountered from the working relationship with the principals and the finance committees in managing school finances?
7. What suggestions/ measures can be put forward to ensure that there is a smooth collaborative relationship in managing school financial management?

APPENDIX 3: RAW DATA

Transcript Principal 1 – School A

Interviewer

Okay sir, I think we can start now. As I have just mentioned that I am running a research on the collaborative between the Principals, the SGB's and also the finance committee. I would like to ask you a few questions as the Principal number 1 for School A. I'd be focusing on 2 objectives, the first objective is the collaborative relationship between the SGB's and the finance committee. And the second objective would be the nature, the essence, and the implication of collaboration of school financial management.

The first question sir that I would like to ask you, I would like you to tell me about the responsibility of the financial management in your school as you see it? How responsible are they, like those people who are responsible for financial management in your school?

Principal 1

Thank you very much for that question. I think that our SGB they are responsible in the sense that when I call the meeting they used to come out. Especially we used to have our meeting at night and they used to come to that one. Because they know their responsibility. So what happened here the SGB as a whole is just an umbrella of the committees. Because the finance committee is a subcommittee which falls under the SGB. So what is it that they do? Because whenever they come this finance committee they make their recommendations to the SGB where the SGB will be the one who will be taking the final decision.

Interviewer

Thank you so much sir for that in explaining further about their responsibilities. The second question that I would like to pose: how would you describe the SGB's functionality and the involvement of the finance committee in terms of the management of the school finances? As you have just said -- you just mentioned that the SGB's are the umbrella of the whole finance management of the school. How can you then describe the functionality and the involvement of the finance committee in terms of the management of the school's finances now?

Principal 1

The SGB work as a team so that the running of the school would be smoothly. So they used to meet on regular basis especially if there is a problem. As I said they work as a team. So in that is SGB the one that is chairing the meeting in the finance committee is the treasurer. Because he's the one who must chair the meeting. So the chairperson of the SGB is also a member of the SGB. So that now whenever the finance committee reports to the SGB exactly now these people would be working on par so that everybody would be on the same page. So as we are working here with them, I think we are working nicely and smoothly.

Interviewer

Okay the third question Sir that I would like to ask so I understand that you are as a Principal you are an ex-officio of the school. Like everything in the school needs your focus, it needs your attention, everything even like including the finances of the school. And now that there is this SGB's and the finance committee members who are also responsible for the financial management of the school, are you getting any support from them? How supportive are they when it comes to the management of the school finances? Because everything needs you as a principal, are they supporting you?

Principal 1

100 % we getting a good support from them. Because when we call to them to the meeting they come. So we used to have many workshops so that they can know what is expected of them. Whenever we do this thing -- whatever project is there, we used to do the quotation --that is why we are working hand-in-hand with them.

Interviewer

Okay, how often do the SGB's and finance committee meet in your school?

Principal 1

The SGB meets 4 times a year and the finance committee meets on monthly basis for the cheques, for something -- for buying something. And let me say we meet on monthly basis.

Interviewer

As you have just explained I am asking this question as a matter of a follow-up because I have seen that the relationship between the SGB's and the finance committee's and yourself in this school is very good. But then I would also like to know how is your working relationship with the SGB's and the finance committee's - how would you describe the relationship that you have?

Principal 1

I think it is good. Why? Because everybody knows here because as I said before the finance committee report to the SGB. As I am there as an ex-officio member so then they come to the meeting all the time. Whenever I call them through circulars then they come. So that is why I would say we are working -- I mean our relationship with them is good.

Interviewer

Is very good. Ok moving to with the second objective Principal 1 I would also like to know how does the corporate management of the school finances in your school affect the school functionality? Like the working relationship that you have how does it now affect the school's functionality or the school curriculum as a whole?

Principal 1

As I said you know the relationship as it is good. So we have got projects here which is coming out as you can see that -- there's a shelter there, it means that our relationship with them (inaudible). Whenever there is a project we agreed on them so that we know exactly what to do. So whenever we are reporting to the panel everybody will be on par knows what is happening. So one would say it help us. And even the results of the learners it's improved.

Interviewer

Yes, that is a very good thing. I understanding that the roles of the SGB's and the roles of the finance committee members, do you think there is a link according to your understanding between these two roles? Is there a need to have the SGB's and the finance committee members at the same time or is there a link between these 2 roles?

Principal 1

Yes, there is a link. As we can see -- as I said before there is a smooth running of the school it means that there is that cooperation, they work hand in hand, they work as a team. Because we used to say transparency is the best thing so that everybody must know what is happening. When the allocation comes we used to tell them everybody is on par - knows that we've got so much, what we are going to do, whatever project is in place.

Interviewer

Have you experienced any problems or obstacles in working with the SGB's and the finance committee members - since you are managing the finances of your school?

Principal 1

Yes, one would say no because they used to come on board. You talk about our chairperson who come now and again or regular basis at school to find out what's the situation at school. You know sometimes they will come in the morning and address the learners. So I think there is that good relationship between the SGB's as well as the finance committee. Because the finance committee, as I said before, they report to the SGB although the chairperson of the SGB is also a member of that -- of the finance committee. So yes I think there is good link.

Interviewer

Okay the last question I would like to ask you sir, what is the school doing to ensure that this working relationship -- as you have mentioned that it is a good relationship that you have with the SGB's and the finance committee, what is the school doing now to ensure that it stays effective enough for the financial management of the school?

Principal 1

Yes, that's a good one. At the beginning of the year we used to have many workshops where the SGB's as whole come together, we discuss their role - each of them so that they don't interfere with someone's role or someone's office. And thereafter we meet on regular basis not about waiting for the meeting but then they used to come here and then we also opened the page of WhatsApp then where we talk. And then circulars through learners -- I used to send the circulars to them so that they can know what's happening to the school.

Interviewer

I think that was all. Thank you so much sir for your time. I understand that you are a very busy person but then you managed to fit us in. Thank you so much for your time.

Principal 1

Thank you

*****End of Interview and Transcription*****

Transcript of Principal 2 – School B

Interviewer

Thank you so much sir for availing yourself. I understand that you are very busy and you have many responsibilities more especially with this Covid-19 thing. We'll be focusing on two objectives. The first one being the collaborative relationship between the SGB's and the finance committee members. And also the second one we'd be looking at the nature, the essence and the implication of collaboration on school Financial Management.

I will ask you a few questions as a principal number 2 on the list then you will be answering those questions. Should you feel as if like you don't want to answer any of the questions you are free because this interview is voluntary. The first question sir that I would like to ask can you please tell me about the responsibility of financial management in your school as you see it? How responsible are those people who are involved in the financial management of the school, the SGB's and the finance committee in your school?

Principal 2

Thank you very much for this opportunity. Yes, the finances of this school have been managed quite well. Over the years -- we get all positive reports from our auditors. On a daily basis our finances are managed; procurement is done on an ethical basis, properly. Our service providers are paid on time. There is a good relationship between the school and our service providers. And there is a good relationship between the auditors and the school itself. So we get clean audits over the past 5/6 years, we had clean audits...regularly...

Interviewer

Okay, thank you sir. The second question would be how would you describe your SGB's functionality and involvement of the finance committee in terms of the management of the school? The SGB's and the finance committee how involved are they in terms of the management of the finances of the school?

Principal 2

They very involved because their involvement is required all the time. And like I said the school cannot function with the finance committee. The finance committee plays a crucial role in the function of the school, the day-to-day running of the school. So the finances of the school are of utmost priority. So the SGB is totally involved. (Inaudible) call meetings regularly to see that everything is (inaudible) and everything is on track.

Interviewer

Okay, but are you getting any support from the SGB's as a Principal? I understand that the Principals are very occupied, they act as the ex-officio members of the school, they are very busy with the curriculum. Like managing the whole curriculum -- the entire curriculum of the school can be very traumatising. But then are you getting any support from the SGB's and the finance committee members regarding the management of the school finances though?

Principal 2

Yes of course, curriculum management takes a lot of time in terms of the role of the Principal and the SMT and you are quite correct about that. But like I said our finances are very very important, the functioning of the school depends on our school finances and the SGB plays a pivotal role in that. And they always on-board when it comes to managing the finances and making sure that there is no overspending and that spending is done in the correct way and spending is done in priority.

Interviewer

Okay, how often does the SGB's and the finance committee meet? Like their meetings how often are they...

Principal 2

The SGB's and the finance committee meetings take place at least once a term.

Interviewer

Once a term, okay...

Principal 2

Unless if there is an emergency then an emergency meeting is called up...

Interviewer

Okay

Principal 2

Only to attend to urgent issues, but normally its once a term.

Interviewer

Okay it's once a term, thank you sir. I have heard that you said the working relationship is very good. The next question was supposed to be asking about the working relationship as you see it between the SGB's and the finance committee members. So I'm not going to concentrate on that question because you have already answered it.

Then the second objective as I have said is that we looking at the nature, the essence and the implications of the collaboration in schools Financial Management. I would like to know as a principal number 2 how does a corporate management of the school finances in your school affect the school's functionality now? Because we have three structures involved now, the SGB's, the finance committee and the Principal -- when they work together how does it affect the school's functionality?

Principal 2

Will it affect the school's functionality in a positive way? Because all of these aspects of the school and functionalities work together - hand-in-hand. The finances of the school, the management of the school and the SGB's has role players.

Interviewer

So it makes it easier?

Principal 2

It makes it easier to work, to make the school move forward.

Interviewer

Okay, but then sir is there a link according to your understanding between the roles of the SGB's and the finance committee managing the schools? Because we find ourselves in schools where the SGB's and the finance committee members now, like is there a link between their roles or they are just 2 structures -- separate structures according to your understanding -- is there a link between the roles of these 2 structures now?

Principal 2

Yes, there is definitely a link. Because the school governing body is made up of the committee members and the fin comm - finance committee comes from that school governing body members.

So they serving on 2 platforms - the fin comm is serving in the finance committee and they also members of the broader school governing body. So when the meeting of all the members are taking place then obviously the part that's done on the finances of the school. So there is a close link, every member is informed of what's going on. It's not only the finance committee members...including the Principal.

Interviewer

Okay, thank you sir. Have you ever experienced any problems or obstacles in working with the SGB's and the finance committee members while you are managing the financial resources at your school?

Principal 2

No I have had no problem.

Interviewer

Okay, no problem.

Principal 2

Although with Covid-19 it's difficult...but via the telephone and we have a very understanding governing body. So the relationship is a very cordial one. I know the normal procedures cannot

be followed because social-distancing and because the people are working. But what I do is via the telephone I get consent from the governing body members. If I have to conclude with some financial transactions - I get their approval via the telephone. It's approved and then I go ahead.

Interviewer

Okay no its fine. Then what is the school doing now, this is our last question sir, what is the school doing to ensure that the working relationship between the SGB's and finance committee members is effective enough on the financial management? Since you have said that you have a very good relationship now. What is the school doing to keep that relationship -- what are the things that you do as a school to ensure the relationship stays the same, it remain good all the times? Are there...

Principal 2

Like I said earlier, the relationship is good. Because we often invite the SGB to certain functions, to talk to staff, to staff functions, when we have feeding of learners and everything, be part of us - they come and meet and integrate with the staff. It's a close relationship.

Interviewer

No thank you so much sir. I understand you are very busy. That was all.

*****End of Interview and Transcription*****

Transcript of Principal 3 – School C

Interviewer

Okay the objectives that we will be focusing on -- since I did explain on that letter that we looking at the collaborative relationship between the Principal, the SGB's and the finance committees. So we will be focusing on two objectives which is collaborative relationship between the SGB's and the finance committee members. And the second objective will be about the nature, the essence and the implications of the collaboration of school Financial Management.

So it's just 9 questions. The first question sir that I would like to ask can you please tell me about the responsibility of the Financial Management in your school as you see it.

Principal 3

Basically the responsibility of the finance committee is to control all funds that come into the school and go out. We have a finance committee at school and we sit as a committee and decide all things and all expenditure and all income. Right and they authorise the payment any payments that have to be made - we cannot make payments but they authorise all payments.

Interviewer

They authorise everything...

Principal 3

Yes, and then we have a meeting once a month and it's at that meeting that it's decided...

Interviewer

The second question that I would like to ask you sir -- oh I forgot to mention that you are Principal number 3 -- because I have been at other schools as well this is our third school. So how would you describe your SGB's functionality and the involvement of the finance committee in terms of the management of the school finances? How involved are they?

Principal 3

The SGB is fully involved. Because whatever decisions we take they are part of the decisions. Right now as I said they are fully fully involved. They work in close contact with us. And the good part is they all stay near to the school. We have a meeting once a term for the SGB.

Interviewer

They avail themselves...

Principal 3

But our chairperson is here often. One phone call and she's here. In terms of the finance committee only once a month.

Interviewer

Once a month...okay as you have just explained the next question I was going to ask whether you are getting any support from the SGB's and the finance committee members regarding the management of the school finances. But then you have already explained that...

So how often do the SGB's and the finance committee meet now?

Principal 3

Okay, the SGB meet once a month -- sorry the SGB meet once a term; the finance committee meets once a month. And they keep records of all these.

Interviewer

Okay, how is your working relationship now personally as a principal? Understanding that you are very busy how is your working relationship with the SGB's and the finance committee members?

Principal 3

Basically I share a good relationship with them. You know because you live and let live. So we have to work in harmony with one another. So I share a very good relationship with them. Obviously we don't agree with everything -- you know what they say about relationships...

Interviewer

When it comes to management it's always the case...

Principal 3

Yes - see I'm looking at it from an education's point of view and some of them are business people and they come with how they work at work. So I told them ours is different. But we have a good understanding - we do. And whatever it is at the end it we all in the same position.

Interviewer

We now moving to the second objective as I've mentioned that we looking at the nature, the essence and the implications of collaboration of schools Financial Management. The first question that I would like to ask sir under that objective as you are principal number 3: how does corporate management of the school finances in your school effect the school's functionality now that you have these three stakeholders: the SGB's, the Principal and the finance committee working together? How does it affect the school curriculum as a whole?

Principal 3

You see that I made it very clear with the SGB. We don't work for you - you don't work for me. We work for the learners. They are our stakeholders, the learners, the most important stakeholder. Because I told this to the teachers as well -- if it wasn't for the learner we all shouldn't have been here. And I asked teachers one day who pays your salary - they say government, I said no the learners pay the salary.

Interviewer

Because if learners are not there...

Principal 3

Because if learners were not here then we'd be getting no salaries. And that is why we all work towards the same function. At the end of it we are educating the child. At the end of it we going to send a good human being to high school.

Interviewer

Thank you so much sir. Is there a link now according to your understanding between the roles of the SGB's and the finance committee? Are you managing the school finances now that you

have the SGB's in schools managing the school finances and we also have the finance committees - is there a link between the roles of these 2 committees?

Principal 3

Yes, there is a link because the members of the finance committee are also members of the SGB's. So when we have our meeting whatever we have they take it back to the SGB's. And we have a treasurer from the SGB, we have the chairperson of the SGB also on that committee. So we all work in harmony with one another.

Interviewer

Have you ever experienced any problems or obstacles in working with the SGB's and the finance committee members - while you are managing the financial resources at your school?

Principal 3

No to be honest to you no... definitely not...

Interviewer

What is the school doing to ensure that this positive like -- this good relationship -- that you have said that you have with the SGB's and the finance committee, what is the school doing to ensure that this relationship between the SGB's and the finance committee members is effective enough on the financial management of the school?

Principal 3

You see (inaudible) I got to tell you some of these people -- and they not highly paid or something - and their main core function is to raise funds for the school - one of things they must raise funds for the school and I know they can't do it. I know they can't do it -- because where they (inaudible) they working from morning to afternoon.

So they know what I do -- in this school I do a lot of fundraising. I do a lot of fundraising - I just want to tell you very quickly. Like for example we have wooden draws in this school and we have rats. I got all these classrooms (inaudible).

Then I told the SGB this is what I'm going to do I'm going to get sponsors, they said go ahead. Each class the teachers wanted fans - each class got fans we managed to do that. We struggled - go around you won't find a window that is broken. It's always clean and we put in

cameras, we still putting more cameras because we have burglaries during the holidays. First time in about 20 years we had burglaries, I think because of the lockdown - people are desperate. So we putting cameras. And I told them - listen I get my 3 quotes - I discuss it with them and they said "sir go ahead with it". And I will come weekends and I might come spend some time here and I get the chairperson to come as well.

Interviewer

That's such a very good initiative...

Principal 3

No we actually have a very good understanding...with the burglary I can tell you this, I wrote to a lot of people I said - our problem is this, I need to put steel doors in certain rooms because they came and broke the doors - they broke the door down. And I said I wanted 6 - (inaudible) then I said it's not only the doors because once you put steel doors here then they going to come through the roof -- so I need to mesh the top. I did that there - meshed the top, so we trying...no we trying...

Interviewer

Thank you so much sir. I can see the working relationship is good with the finance committees and also the SGB's. Thank you so much for your time.

*****End of Interview and Transcription*****

Transcript of Principal 4 – School D

Interviewer

We'd be focusing on 2 objectives, the first objective, we'll be looking at the collaborative relationship between the SGB's and the finance committee. Since I have mentioned that the name of the school is not going to be highlighted so we would be using -- because this school is the 4th school that I'm interviewing. So you would be Principal number 4.

Principal 4

Okay

Interviewer

Yes. So whenever I am referring to you I would say Principal number 4,

Principal 4

No problem.

Interviewer

The first question mam that I would like to ask please tell me about the responsibility of the Financial Management in your school as you see it?

Principal 4

Okay, at first school for school finance to be well managed you need a finance committee. Finance committee comprises of the Principal as an accounting officer, the chairperson being the treasurer of the SGB, another member of the SGB the chairperson and the secretary of the SGB. This committee has the responsibility to form a finance policy, the policy which then becomes a guideline on how to manage the school funds and how to make sure procedures are followed correctly. As informed by SASA, because our parents are the ones who takes care of the (inaudible) of the school.

One other thing, this committee must meet every month - the management of the school funds, the expenditure, the income. This committee when they meet they decide on purchasing and they need to make sure that they take decisions, but they cannot implement decisions. They must take decisions to the SGB. The SGB is a body that decides or puts the stamp that now you can go ahead doing this. This committee again has got a responsibility, a huge responsibility to fundraise. Right, they must fundraise...

Interviewer

So they are the ones that are doing fundraising of the school...

Principal 4

They are responsible for fundraising for the school to supplement the school funds. Because we all know that the money given by the Department of Education it is not enough to sustain the school. Yes, they are the ones in fact to make sure maintenance is taking place. And they must make sure that school funds are managed in such a way that the school does not find itself (inaudible). The treasurer is a leader; the treasurer of the finance committee is a leading one together working with the finance officer...

Interviewer

How would you describe your SGB's functionality and the involvement of your finance committee in terms of how they manage the school finances?

Principal 4

I would say the SGB is fully involved because at school whatever we want to purchase or we want to do we cannot just decide by ourselves...

Interviewer

They always avail themselves when it comes to such matters...

Principal 4

We are in consultation with them and if they do not give us the go-ahead we cannot. They have a responsibility to even to suggest, you see, different way of managing the finance if they see there is more expenditure. There are hundred percent involved. Because one I must say the SGB's is functional. And the finance committee is functional.

Interviewer

As a Principal I understanding let you act as an ex-officio member where like most of the things need you -- so I understand that you become busy at times - are you getting any support from the SGB's and the finance committee regarding the management of the school finances? Personally as a principal now...

Principal 4

Yes, I do...

I do because as a principal I must be like a person who makes sure that there's communication. I am getting the support because I do communicate with them. And I do report to them about the management of finance, expenditure or shortages yes, because I cannot be alone.

Interviewer

Yes, because you cannot make decisions alone...

Principal 4

Yes, I do get the support. Even though in this school parents are paying - the amount they are paying is not enough (inaudible - siren in background). We are having learners coming from KwaDukuza and surroundings. Parents are receiving grants; some parents are not working. So the school is not big. But if I can tell you the last time we received school fees was Term 1. And the money we collected in February was not even R5000, it ended there, no longer an income we have received. Either from parents or from the Department of Education for now.

Interviewer

Okay the next question I think you have covered it because I was going to ask as to how often do the SGB's and the finance committee meet so you have covered that one when I was asking the first one. And also the one where we looking at the working relationships since you have mentioned that the working relationship is good with your SGB's and also the finance committee so I'll skip those questions.

And looking at objective number 2 where I'm looking at the nature, the essence and the implications of collaboration of school Financial Management. The first question I would like to ask how does corporate management -- because now they are these three stakeholders working together the Principal, the SGB's and the finance committee members, they are working together to manage ama school finances. How does it affect the school's functionality now?

Principal 4

I won't say it affects the school's functionality because some of these members are working right. Yes, they are working I cannot just meet during contact time. We have to schedule for the meeting where it favours everybody. Because some are working in the municipality; our chairperson is (inaudible) at times he works night shift, day shift. So before we meet - it's just that the effect is when there is a rush-rush. Yes, maybe we want to purchase something, that's the challenge because we cannot just call them now...you see...

Interviewer

And they are busy with other things as well...

Principal 4

Whatever meeting is planned it must be according to their availability. Normally its afternoons or weekends. Yes, the only challenge like I told you is when there is a rush then we are unable to. Yes, that's the problem...

Interviewer

Okay, looking at the roles now of the SGB's as you have explained them and the roles of the finance committee is there a link, according to your understanding, between these 2 roles? Because you find yourself working with these 2 committees which is the SGB and on the other side the finance committee. Is there a link, the rules are they linking somehow?

Principal 4

Yes, they are linking because the finance committee assist the SGB. For example, when I was supposed to raise the school funds...to put maybe - let's say we are paying R350 - the finance committee has got the responsibility when must we add R50. The finance committee again has got the responsibility again to advise the SGB that now we no longer need money. And they've got the responsibility to advise the SGB that we can assist with fundraising, you see. They also

advised on the Human Resource that the SGB can hire whether the amount available can take us from January to December or we won't be able to do that. Yes, there is a link. Because members who are serving in the SGB are the ones who are serving in the committee. And they understand their role that they cannot take decisions but they suggest. Suggestions taken to the SGB's and the SGB then will take -- it's a high decision...

Interviewer

Decision making when it comes to the school finances...

Principal 4

Yes. And they must favour the SGB's with reports...

Interviewer

So they report everything to the SGB's?

Principal 4

Yes - reports are there. We do report. Monthly report, monthly expenditure, it must come from the finance committee to the SGB so that they will be a clear indication on the status of the school finances.

Interviewer

Except for the one of the lack of communication when it comes to where you have to purchase things as a challenge that you have mentioned, is there any other problem that you have experienced in working with the SGB's and the finance committee members?

Principal 4

Working with the SGB it's just that some members of the SGB like I've said they are employed -- you see these kinds of jobs they are doing they are not secured because when we want to meet them we cannot. They have to go and...

Interviewer

And report first at work...

Principal 4

Yes, they must get permission. If they are not allowed, then we are unable to meet.

Interviewer

So it's affecting the school...

Principal 4

Yes, it does affect the school - I don't want to lie - it does affect the school. I only joined the school this year. I'm learning that even the finance committee did not function very well in the last year...

Interviewer

So there's a huge challenge...

Principal 4

Yes. So it's now where I am trying to attract them "come on board, this is your school, this is your responsibility to manage the school purse". But they do understand and they do come. Even though they raised the challenges of their supervisors that they must be there. Because we are only -- like I told you - we are only meeting when our treasurer is available. Our treasurer is available on Tuesday and Friday's.

Interviewer

The last question that I'd like to ask what is the school doing to ensure that the smooth working relationship between the SGB's, the finance committee and the Principal is effective enough on the financial management?

Principal 4

One like I've said to you its communication - the level of communication. Yes, I've said it's the level of communication that we are doing. And understanding that some -- one of our parents are very poor. The school has got its own tuck-shop, we running our own tuck-shop. I am managing our own cash flow. We are able to transport them - taxi fare - it is important we give them taxi fare. Because if they do not have taxi fare you'll find excuses - they are unable to

come. When you ask when they come they will tell you "that day I did not have money", so I don't want us to be there. That is why we are making sure that we give them...

We communicate them through the telephone or we write letters, send letters through their parents - the learners who are here at school - "please on this day and this day we are meeting".

There is a respect, there is a mutual understanding because as a Principal I am in-between the SGB together with the SMT. And even the finance committee we do understand our roles and if there are challenges we are raising the challenges as soon as possible.

And the school is so lucky in such a way that we do have funders here. Yes, like you see like outside they are painting - this temple people they are painting for us even though the school has secured its own paint.

The finance committee together with the SGB they allowed us to have account in Cashbuild hardware, together with Singh's hardware. To make sure at times when we are unable to get them we do go and get these materials to repair the toilet, taps - we need to repair and they are able to give us then we pay when we are ready. Yes, we do have a mutual, we are working together. As a Principal I must report to the SGB if there are shortages.

Then the SGB will make sure that finance committee is sitting to look at all what I've presented. But as a school again together with educators we also understand that we have a responsibility to fundraise.

For an example when I entered this office there were no photos for ministers or premiers. But the SGB and the finance committee allowed us to fundraise here at school - to fundraise to be able to get to buy these photos.

For an example the Department of Education gave us liquid soap last year when we (inaudible). I realised this week that we no longer have that liquid soap. And it was an emergency we could not call the finance committee we used the tuck shop money to go buy the 20lt of the liquid soap...

Interviewer

So that's where the tuck shop money is also assisting...

Principal 4

Yes. Because even if there is a purse for the school but we are trying by all means to have extra money to sustain us. Money that will not allow us to go to the bank, wait for them to send money, take some days you see. Liquid soap was an emergency - isn't we are washing hands?

Interviewer

Yes...okay thank you so much Mam for your time. I really understand that you are very busy more especially now that the schools are closing but then you managed to avail yourself.

*****End of Interview and Transcription*****

Transcript of SGB Member 1 – School A

Interviewer

Thank you so much SGB member number 1 for your time. I understand that I was trying to get hold of you the entire week but then I couldn't because of work. But then now that you are here I would like to ask you only 7 questions. We looking at the 3rd objective as I have explained earlier which is developing a collaborative relationship. Lakhona sibheka khona ukuthi sibakha kanjani ubudlelwane eskoleni phakathi ka principal, SGB member and the finance committee as they are working together.

The first question I would like to ask you SGB member number 1 ukuthi what do you regard as the principles of effective school financial management? Yiphizinto that you think ukuthi are more important when the school financial management is in place?

SGB member number 1

The finances of the school are to be managed properly. There must be trust, (inaudible), teamwork and transparency. Between these stakeholder's members responsible for financial management.

Interviewer

The second question I would like to ask; I just want to know how does the corporate management of school finances affects the school functionality? By corporate management I mean like when these 3 stakeholders now: the Principals, the finance committees and the SGB's, when they are working together to manage the school finances, how does it affect the school's functionality, the way the schools function in terms of the curriculum?

SGB member number 1

If among the members we are managing the school finances -- one of them does not respect others, does not communicate with others; the finances cannot be managed le indlela aright and it can affect the school's functionality.

Interviewer

So respect is very important when people are working together?

SGB member number 1

Yes

Interviewer

Okay, the third question I would like to know how often do you attend the capacity building workshops for the school finance management? Like are there any trainings that you go and attend as an SGB member of course so that you can be able to do the duties that are entrusted unto you? Izinto that you are expected to do -- like do you go for trainings, do you go for workshops, for the financial management of the school?

SGB member number 1

Isikhathi eziningi, it is the Principal that attends on our behalf since I am working and I do not spend most of my time in the school.

Interviewer

I really understand. Because I was trying to get a hold of you even ukusho eskoleni and the Principal did explain that most of the SGB members as uchairperson naye is also working, so I really understand that part. I also want to know is there a need for iFinancial skills training and induction workshop ke ngokubona kwakho do you think ukuthi sikhona isidingo for these trainings and the induction workshops ke kuma school financial management ukuze nikwazi uthi ningena some skills azosisiza to be able to manage the school finances properly?

SGB member number 1

Yes, there is a specific need. Most of us as SGB members asifundanga...we just selected to represent the parent and now there are many duties are given to us. Of which we are quite not familiar with...

Interviewer

So they just give you ama duties and there's no proper training that you are given at the same time.

SGB member number 1

Yes

Interviewer

Okay I do understand what you are saying. How is your working relationship now with the Principal and the finance committee in managing the school finances? Since you are working with the Principal's, like you are working closely with the Principal and there's the finance committee on the other side, how is the relationship - ubudlelwane phakathi wena since you are working together - nibambisana to manage the school finances?

SGB member number 1

Umangti joyele usebenzasane kahle naye is the Principal in terms of signing documents, ama meetings and stuff. I do not really work much with the finance committee.

Interviewer

With the entire finance committee?

SGB member number 1

Yes

Interviewer

I do understand more especially that you don't spend most of the time in the school, it's really reasonable. I'll also like to know SGB member number 1 what challenges have you encountered --kuhlangane bezo enawu from the working relationship with the Principals since umention ukuthi with the finance committee's you don't really work closely with them because you don't spend most of your time in the school. You just working with the Principals -- closely with the Principals most of the time since you even mentioned ukuthi you are the one that is responsible to sign ama documents that are needed as a SGB member. So what are the

challenges ke (inaudible) that you have encountered while you were working with the Principals?

SGB member number 1

The Principals are very busy. The challenge that we usually have is that they do not communicate matters with us on the time. And we find ourselves in the corner.

Interviewer

Yes, maybe it's because they are busy is that what you are trying to explain?

SGB member number 1

Yes, and now we signed the document that were not properly explained to us...

Interviewer

Yes, maybe because of time I really understand. The last question that I would like to ask you SGB member number 1 -- I would like to know what are the suggestions ike manje that can be put forward to ensure that there is a smooth collaborative relationship since you have mentioned ukuthi there is lack of icommunication with the Principals and you don't work closely together with the finance committee members. So what can be done now to make sure there is this smooth collaborative relationship between wena, the Principals and the finance committee members? If ucabanga what can be done?

SGB member number 1

Engakusho there must be a good communication because it is the lack of communication that caused all the problems that we have now.

Interviewer

Okay, lack of communication...which means if they can improve communication then everything will be fine?

SGB member number 1

Yes

Interviewer

Thank you so much ma for your time. I really appreciate and I understand that you are very busy but then you availed yourself for this interview. Thank you so much it really is a pleasure.

*****End of Interview and Transcription*****

Transcript of SGB Member 2 – School B

Interviewer

Okay we can start now ma. The first question that I would like to ask -- we are looking at -- firstly let me just explain that we are looking at the objective which is developing a collaborative relationship. We are looking at ukuthi how do we develop this relationship - like working together - when the Principals, SGB's and the finance committee members are working together. So you are SGB member number 2. And I would like to know as to what do you regard the Principals as effective school financial management - izinto that you think are very important when it comes to managing the school finances?

SGB member number 2

Transparency in all the schools finance and communication with all the people involved are the main important principles of effective financial management.

Interviewer

Okay, so its transparency and the communication. They must communicate and everything must be transparent.

SGB member number 2

Yes

Interviewer

Okay, how does corporate management, like when the work together the SGB's, the Principal and the finance committee members now, how does it affect the school's

functionality? Indlela eskole sebenza (inaudible) -- the entire school's curriculum - how does - when they are working together now to manage these school finances -- how does it affect the way the school curriculum is managed as a whole?

SGB member number 2

Working together to manage school funds is good because it makes the responsibilities light for everyone. And that will make the school functionally to be smooth.

Interviewer

Okay so when the other stakeholders, the SGB's are helping there and when the finance committees are helping there and when the Principals are helping there together it makes the working relationship smooth?

SGB member number 2

Yes

Interviewer

Okay I understand. How often do you attend the capacity building workshops for the school's finance management? Like the trainings, workshops -- how many times do you go there to attend these workshops?

SGB member number 2

(Inaudible) umsebenzi I'm not able to attend as many trainings as I could. But I always try my best to attend if I am free or available.

Interviewer

Oh shame, so it's because of work you are not able to...but then if you are not at work then there is training do you go there and attend?

SGB member number 2

Yes

Interviewer

Okay. Is there a need for a financial skilled training according to your understanding and the induction workshop on the school's financial management? But then now do you think there is a specific need for these trainings? What is your intake on that one? Is there a need for these skill financial training and the induction workshops?

SGB member number 2

Ayudinga kakhulu. Most of the SGB members are literate we need more training as possible so that we would be able to perform our duties properly.

Interviewer

Okay I really understand. Because it's really hard to perform the duties that you are not quite familiar with.

How is your working relationship with the Principal? Since you are working with the Principal and the finance committee I believe so. So how is your relationship in managing the school finances?

SGB member number 2

iRelationship yethu entle kakhulu but sometimes I personally feel as if the Principal do all the work. They only need us for signatures.

Interviewer

Maybe it's because they spend most of the time in the schools...

SGB member number 2

Yes

Interviewer

What challenges now have you encountered from the working relationship with the Principals and the finance committees in managing the school finances?

SGB member number 2

Lack of communication, lack of transparency - most of the times.

Interviewer

Okay, its communication and transparency most of the times. What suggestions now - umbono - that can be put or the measures that can be put forward to ensure that there is a smooth collaborative relationship? To ensure ukuthi there is this communication that you've mentioned as a challenge and also there is a transparency ike, what can be done now to ensure ukuthi ke okay you are able to communicate with the Principal and with the finance committee members - so that there can be transpare...yonke into batransparent at the same time, what can be done?

SGB member number 2

The Principals, the finance committees and the SGB's must work together with the mutual trust and understanding since finances are a crucial matter.

Interviewer

Since finances are the crucial...so you believe ukuthi when there is a communication everything can be fine?

SGB member number 2

Yes, I do...

Interviewer

Thank you so much ma for your time. I am so sorry that I've rushed you - but then thank you so much for your time.

SGB member number 2

It's a pleasure!

*****End of Interview and Transcription*****

Transcript of SGB Member 3 – School C

Interviewer

The first question sir -- I just want to know what do you regard -- the objective that we looking at is developing a collaborative relationship between the SGB's, the Principal and also the finance committee because that is the main purpose of my study.

What do you regard as the principle of effective school financial management?

SGB member number 3

You see the main thing is there's cooperation between everybody here. Everybody works as a family. What happens is if the school some finance for example to do certain things, the Principal doesn't do it on his own, he will first discuss it with the staff and then he'll inform the SGB. The SGB comes aboard to tell us it's okay or not okay. So there's a lot of cooperation between the SGB and the educators. Well of course we represent the educators at the SGB, you know. So we tell them what the educators require, the SGB's listen to it and once they are satisfied with what is required they give us the go ahead. Because everything, nothing is done by one person. It is -- first you contact the SGB, you contact the teacher and the educators to see if this is ok. So there's a lot of cooperation...

Interviewer

The second question sir that I would like to ask you as SGB member number 3 -- I just want to know how does the corporate management of the school finances affect the school functionality now? The school's curriculum as a whole how does it affect? Because we have now these

three stakeholders working together the SGB's, the Principal and the finance committee which other educators of course - they are working together towards achieving the very same goal - one goal which is quality education and also managing the school finances properly. Because we know that the finances of the school are the heart of the school. The school cannot really operate without the finances. How does this relationship now affect the school's functionality?

SGB member number 3

Well in our case as I said because there's cooperation and whatever we decide -- it's not just decided by one person. So we first look at it for example if a group of teachers say mathematics teachers they require certain things they will discuss it they bring it to the HOD, the HOD comes to the principal the principal contacts the SGB and the... Well I'm also the secretary of the SGB. And then they contact the SGB they come together they sit and they say well this is the requirement and we are not spending money aimlessly we spending it for a specific thing. For example, there's need to buy let's say textbooks. Well the department tells us how much to use we can't go beyond what they tell us...you know. So everything is within that conscience. But the good thing is the SGB talks to us and they favoured everything so far they don't object anything...

Interviewer

Yes, if there is support from them things become...

SGB member number 3

Yes, you see everything is about the children and about the school it's not about us. It's not about what the teacher wants. It's how we going to get through to the child. So that's the main thing.

Interviewer

How often do you as you have just mentioned that you are a secretary of the SGB's as well how often do you attend the capacity-building workshop for the school Financial Management?

SGB member number 3

No the finance management the other person goes for that workshop he's a secretary right.

Interviewer

How often does he go?

SGB member number 3

Whenever the department calls. But at school they have a meeting every month. Fin committee meeting - to say this is what's going on.

Interviewer

Because I really understand that the SGB members are also busy - they are working, others are business people. The principal did mention that the others are the Principal. So that is why I'm asking this question because most of the time these meetings happen during the week you know.

SGB member number 3

You see what I do as the SGB secretary I inform the SGB like the people from Mandeni and that and I would check with them now is it okay Mr so and so, can you make it on certain date. Then he tells me when he can make it - when he is available then we call the people that are local come in the SGB meeting you know. I'm talking about the SGB members.

Interviewer

According to your understanding is there a need for the financial skills training an induction workshop on the school financial management?

SGB member number

Are you looking at training for who? The SGB or are you looking at training for us...?

Interviewer

The SGB's more especially...

SGB member number 3

You see what happens in this case because the person goes for all these meetings -- so that person when he comes and he sit he tells a person's this is what is expected this is what they

told us. So they cascade the information. For example, if the principal goes for something he will come and he cascades the information. If I have to go for something I cascade the information. The Secretary goes, I'm talking about the school's admin clerk, he comes and cascades the information. Then when they call the SGB member and the Principal both of them are going so they fully aware of what's going on. And whatever they learn they cascade back to us you know so we know what's going on there.

Interviewer

So as you have mentioned you are part of the SGB as well how is your working relationship now with the Principal and also with other members of the finance committee in managing the school finances?

SGB member number 3

I think it's excellent. We don't have any problems, we don't have a hiccup, because we work together. So far we never had that hiccup, you know. You see because whatever we do we don't go and buy something without telling the SGB.

Interviewer

There's communication...

SGB member number 3

They fully aware of what's going on...

Interviewer

Yes, I think it's really easy if there's communication and transparency at the same time...

SGB member number 3

Yes, and then another thing we produce a full income and expenditure record of each meeting. They know exactly how much money...

Interviewer

What is going on even if they are not there...but then they know...

SGB member number 3

Yes, they know

Interviewer

It a very good thing to be transparent when it comes to the finances of the school and also communication really helps in all the sectors not only on the financial management but then when dealing with the curriculum as well in the classroom...

SGB member number 3

Yes

Interviewer

What challenges have you encountered from the working relationship with the Principals and the finance committee in managing the school finances?

SGB member number 3

You see there are real challenges but certain times you want to buy more and you find that the money would not be enough...

Interviewer

Like the government has allocated less money...

SGB member number 3

For example, we like computers everywhere - we can't do it we got to look at fundraising. Because we don't have that money for that...

Interviewer

And it's not easy to fundraise more especially with this Covid-19...the learners are not there...

SGB member number 3

Yes, and some people lost jobs and that you know...so it's hard to ask them. So the only challenge would be where you have like big projects, like right now we have a very big project we want to tar this whole section here, right, but it's costing like almost R300 000.00 from the gate that way. But now we looking at doing it this year or next year but that's what we told SGB, right this is the quotes we got from different companies. So now we got to look at it as a project that we going to head for but this Covid thing really came and spoilt it.

Interviewer

Yes, we all know it's very challenging...

SGB member number 3

So whatever we planned, even if we planning something, we have like a (inaudible), or we do something the SGB says ok do this fun run we can raise this much. And it helps us because sometimes maybe a fun run we raising almost R10 000.00. The ten thousand rand helps. Because you must remember our cleaner and all were not paid from government we were paying them from here, you know, our own money. So it's difficult...

Interviewer

Yes, it's really difficult...

SGB member number 3

But we look at the hurdle and we look at ways of how to go over it...

Interviewer

The last question sir I would like to ask what suggestions can be put forward to ensure that this good relationship that you have indicated -- to ensure that there's this smooth collaborative relationship in managing the school financial management -- what suggestions or the measures that can be put forward to ensure that this good relationship that you have mentioned stays the same or maybe it improves, like you just able to do more activities as you have just indicated?

SGB member number 3

You see the main thing with finance is transparency. When I say transparency - the SGB must know exactly what you require the money for and what you going to use it for. You can't be saying you need this money but not be telling the person what you going to use it for. Transparency is very important. And then you produce -- and even the Principal will tell you, at any time they are allowed to open and show them the books - this is what's going on. We are open there is no hidden agenda. You see people who don't want to show you things they'll tell you no we doing this but they not showing you a record - it's very dangerous. So I would say transparency is the key to everything.

Interviewer

Thank you so much sir.

*****End of Interview and Transcription*****

Transcript of SGB Member 4 – School D

Interviewer

Okay we will be focusing on the 3rd objective which is developing a collaborative relationship. Lapho asbona khona sibuka khona ubudlelwane manje ukuthi how are they developing lokho ubudlelwane SGB, iPrincipal and the finance committee members. Ngizokubuza nje only 7 questions. The first question I want to know what do you regard as the principle of effective financial management for the school? Ukuthi manje sibe ima finances abe manage properly - imaphi ama principles that you regard to be effective for the school?

SGB member number 4

Ukuthi ngenkathi kwenziwa itentative budget kufakwo wonke umuntu ukuze nemali zisebenziseke ngendlela ekahle ivumelekhe iphasiswe kuwona wonke umuntu ngendlela correct bese uma isetshenziswa kube khona itransparency ekusetshenzisweni kwayo...

Interviewer

The second question how does corporate management like when they are working together - ukubambisana kwabo ke manje of the school finances affect the school's functionality as a whole. Like icurriculum of the school. When these 3 stakeholders are working together to manage ama school finances how does it affect the school's functionality?

SGB member number 4

Senze isikole sisebenze kahle ngoba ngokomgomo kuthiwa ifinance committee ayihlangane njalo ngenyanga bese ireporta uGoverning body njalo ngesikhathi esithize esibekiwe iveze konke okokusebenze ngezimali bese kuxoxiswana ngezidingo ezithile ezithinta imali lapho umsebenzisana (inaudible)...

Interviewer

Like it becomes easier - it makes ama umsebenzi uzoba light for everyone...for the Principal as well.

SGB member number 4

Yebo

Interviewer

Okay. How often do you attend the capacity building workshops for the school's finance management? Ama trainings, ama workshop - like as an SGB member since you are SGB member number 4 from the list as I have mentioned before. So how often do you go for ama trainings?

SGB member number 4

Ama trainings ayahluka kodwa phela athinta imali ahanjelwa utreasurer. Yonke uyena onolwazi ukuthi ke kwenzakalani.

Interviewer

But then according to your understanding is there a need for the financial skills training and induction workshop on school's financial management? Sikhona yini isidingo ukuthi kube nalama training lawa alokhu eba khona ama workshops noma nje asikho isidingo kuyakhona ka kisho like ama workshops nama trainings angazange abebikho?

SGB member number 4

Uwusizo kakhulu ama workshops noma training ngoba enza khona ukuzebenza kube ukusebenza okukahle owqondile nokungenazo ingqinamba. Nokokugcina imininingwano yokusebenza kwezimali iba sezingeni elingconywa.

Interviewer

Okay. How is your working relationship with the Principals and the finance committee members in managing the school finances?

Nisebenza ndawonye nekomidi thishamkhulu, icommittee ka finance - how is the relationship?

SGB member number 4

Ngokulandela imigomo yokuthi kufanele kubenemihlangano evulelekile nini yonke ngokulandelela imigomo kwenza kube lula ukusebenza.

Interviewer

Shuthi kuyasebenzeka kanje irelationship is better, its good...

SGB member number 4

Kahle kakhulu ngoba nothishomkhulu uyayihlonipho imigomo okumele kusetshenzwe ngayo...

Interviewer

Okay no akunankingake...

What challenges have you encountered from the working relationship with the Principals and the finance committees in managing the school finances?

Since you have mentioned ukuthi the relationship is good but then I know maybe when there is imanagment there are challenges - ukuthi alokhu eqhamuka ebe lekhona - what are those challenges?

SGB member number 4

Ukuthi mhlampe uma uhulumeni ephozile ukufaka lemali lena okuthiwa lezimali ezifaka uhulumeni ngenyanga yebuke uma ephuzile ukuzifaka kuba nzima ke kodwa uma ezifake ngesikhathi ayi kuyasebenzeka...

Interviewer

Okay no its fine. The last question that I would like to ask you sir as SGB number 4 - I want to know as to what suggestions and measures can be put forward to ensure ukuthi ke manje ke this relationship - this good relationship that you have indicated ihlale njalo - like in managing the school finances of the school?

SGB member number 4

Ukuthi uma uhulumeni uma engayiqonola lento yama (inaudible) engathathi ngokuthi isikole sikuphi kodwa athathe ngokuthi isikole (inaudible) sinjani ukuze asifake (inaudible) efanele ngezeyimali nazo zobangcono izokole. Izokole ziba nokinzima ngoba uhulumeni ufaka isikole (inaudible) awrong nemithethoke yokufaka imali bese iba wrong...

Interviewer

Then they give imali mhlampe encane for isikole - kanti isikole needs more money...

SGB member number 4

Ngokwesikole ngaphakathi kukahle inkinga ingako hulumeni...

Interviewer

Okay, no thank you so much. I understand ukuthi its really late and I took much of your time and I was trying to get hold of you the entire week. Thank you so much for availing yourself.

SGB member number 4

Ngiyabonga

*****End of Interview and Transcription*****

Transcript Focus Group 1 – School A and B Finance Committee Members

<p>Interviewer</p>	<p>Okay thank you so much for availing yourself in this focus group interview. I understand that you are coming from different structures. We will be looking at, as I have already mentioned before, our topic is the collaborative approach between the SGB's, the finance committee members and also the principal in the financial management of the school.</p> <p>I'll be asking you 7 questions, you need to answer this questions. If you feel like you don't want to answer the other question -- no, it's fine because this is a voluntarily interview.</p> <p>So the objective that we will be focusing on is developing a collaborative relationship between the SGB's, the principal and the finance committee members. We have the finance committee member 1 and also finance committee member 2.</p> <p>The first question is: how does collaborating with the SGB's and the principals impact your role on managing school finances?</p>
<p>Finance Committee Member 1</p>	<p>Thank you for that question Ms Dlomo. The collaboration between the principal and the SGB as I am a Deputy Principal, I see working moving very very smooth. Because whenever the principal calls the meeting of the finance</p>

	committee they always come together especially in the evenings. Even the SGB's, sometimes the SGB come along with the finance committee. So they are working hand in hand.
Interviewer	Okay. Finance committee member 2 what is your intake in this one?
Finance Committee Member 2	Well taking decision on school finances, we always support each other as a committee. Because the principal always leads us in certain decisions although we support him.
Interviewer	Okay. The second question that I would like to ask -- I would like to know if -- is there trust and mutual understanding demonstrated by the SGB's and the principal on school financial management? Like are they trusting you with the decision-making on the financial management of the school?
Finance Committee Member 1	<p>Thank you for that question. Yes, there is trust and there is this mutual understanding between the SGB's and the Principal and the financial management.</p> <p>Because whenever the Principal is proposing a fundraising of some nature just to fundraise for the school funds, the SGB they always take it positively. They always say: "No we can go on". Or if there is anything that they encountered meaning that they don't understand about this thing.</p> <p>They say something about it because they trust the Principal and they trust even the school financial management. So it goes hand in hand, it goes very good because everyone has a decision-making.</p>
Finance Committee Member 2	Yes there is mutual trust because all the time when there is a budget of the school, its available for everyone. We are aware of the budget of the school and all decisions are made transparent.
Interviewer	I would also like to know if you have ever attended the training sessions in respect of the school financial management? Are there any workshops? Are there any training that you have attended?
Finance Committee Member 1	No we have never attended any financial management or school financial management -- we have never. Only the Principal's...

Interviewer	It's only the Principals who have attended the meetings...
Finance Committee Member 1	Yes, only the Principal's that attended the financial, even the SCM...they do and...
Interviewer	So they don't inform you of like what is expected for you to do...
Finance Committee Member 2	No
Finance Committee Member 1	No they don't. Only they say to us if the Principal -- sometimes they tell us there is money that is in the bank, ...
Finance Committee Member 2	School account...
Finance Committee Member 1	Yes, the school account...
Interviewer	Okay but after attending that meeting are they giving you the feedback?
Finance Committee Member 1	There is no feedback...
Interviewer	No - nothing?
Finance Committee Member 1	No there is no feedback!
Interviewer	<p>Okay. So question 4 was - I was going to ask about to like to which extent did you like the training that you attend address your objectives? But then since you don't attend any trainings I think that won't be necessary.</p> <p>Let us move to question number 5: do you think the SGB's and your Principal have knowledge of the legislative framework required to manage the school? Do you think the SGB's are aware of what is expected of them to do in terms of financial management? Are they aware of their roles as to what to do and the Principals are they aware? Since they are the ones that attend these</p>

	trainings, are they informed of what is expected of them?
Finance Committee Member 1	I think they do have legislative framework knowledge about the monies. Because whenever the principal always says: "I'm going with someone; I'm going with the SGB member so and so to the meeting". So then I don't know what that meeting was about. But I think because they attend... And I think the relationship is good because there's no squabbles, there are no misunderstandings about the monies of the school. Whenever we sit on the table -- Round Table during that evening everything is smooth, and they talk over something what if you do this. And there is money that has gone out and there is money that is come in.
Interviewer	Thank you so much Finance Committee Member 1. And on your side Finance Committee Member 2 do you think they are informed of what is expected of them the legislative framework?
Finance Committee Member 2	Well yes, I can say yes but not 100% sure. Because sometimes they are lead to make decisions. That's all I can say. Thank you
Interviewer	Let us move to the sixth question: what challenges do you encounter in working with the SGB's and the Principal's in fulfilling your financial management functions? I understand the Principal are the people who are always busy you know...they are preoccupied, also the SGB's they don't spend much of their time in the schools. What challenges now do you encounter in working with them? Finance Committee Member 1 have you experienced any challenges?
Finance Committee Member 1	I don't think there are any challenges. I never encounter any challenges with the SGB's and the Principal because whenever we come together we just talk about the things we need some money or we need this, we need this...and then they sign the cheques...
Interviewer	They provide...
Finance Committee Member 1	They provide only...so there are no challenges as far as I see...yes
Interviewer	Okay. Finance Committee Member 2?

Finance Committee Member 2	I think there are no challenges on our side...
Interviewer	Okay no challenges. Our last question was going to be on how are they addressing challenges, since there are no challenges I think that's all. Thank you so much for your time, I understand that you are very busy especially during this COVID-19 thing, I really understand. Thank you so much for your time, that's all.
Participants	Thank you

*****End of Interview and Transcription*****

Transcript: Focus Group 2 – School C and D Finance Committee

Interviewer

Okay, thank you so much educators for availing yourself in this interview. I understand that you are very busy and you coming from different schools. As I have explained we looking at the collaborative approach of school governing body members, the finance committee members and also the principal in the school, in terms of the school finances.

We'll be focusing on the objective which is developing a collaborative relationship. I will ask you only 7 question. As you know that mam you are the finance committee member 3 and sir you will be finance committee member 4 because you are a representative.

Okay, from the school number 4, you also from school number 3.

The first question that I would like to ask, managing the school finances, I mean like when these 3 stakeholders are working together in achieving the one goal which is managing the school finances: how now does it impact your role as a finance committee member?

You can answer finance committee member number 3.

Finance Committee Member 3

Well I think it does not really affect that much because I sometimes feel like my role in the finance committee is not really that much needed or recognised. Because usually the principal

handles almost everything and at times he only gives updates to the SGB members and I only hear of the updates in the meetings.

Interviewer

So they don't communicate with you prior...?

Finance Committee Member 3

The communication is just not that much good.

Interviewer

Okay, what is your intake finance committee member 4?

Finance Committee Member 4

Thank you. In our case it makes it to be records are kept and any use of finance is transparent. And it is agreed upon the 3 components: referring to the principal, the SGB and the teacher component.

Interviewer

Okay. Then I would like to ask you: is there trust and mutual understanding like in your school that is demonstrated by your SGB members and the principal of the financial management? I am understanding that you are coming from different schools but then from your school is there trust and mutual understanding - like as you see it - which is demonstrated by the SGB's and the principals?

Finance Committee Member 3

But in some cases, they just report to us by mouth. And there's not really proof of where the money was used. We just hear about a certain amount that was used and we do not really know where it was used for. So yes...

Interviewer

On your side sir...

Finance Committee Member 4

Yes because the (inaudible) reports to the SGB timeously. Meetings about the expenditure and the money is used in what is relevant to maintain teaching and learning, to flow smoothly.

Interviewer

Okay, I think that is a very good thing knowing that everything is transparent in your case and there is this mutual understanding as well.

The 3rd question that I would like to pose, I would like to know if you have ever attended the training sessions, like the workshops, the training concerning about on how to handle the finances of the school?

Finance Committee Member 3

I've never really attended a formal workshop but the principal usually attends and do come back to us to update us of our duties and what is expected of Us. So in that way, I get to have an idea of what the finance committee member.

Interviewer

But then do they update you that there's a certain training or they don't they just tell you that they are coming from a certain training and then they just give the feedback or...

Finance Committee Member 3

I only know of a workshop when the principal comes back to report that he was attending a certain workshop but I do not know about it prior...

Interviewer

Your side sir...

Finance Committee Member 4

In workshops, there are slots on school Financial Management so I can say yes...

Interviewer

Okay. To what extent did the training you receive address your objectives?

Finance Committee Member 3

As I have said previously that I never really attended a formal workshop but the principal do come back and update us of our duties and give us handouts of something written down of our

roles. So I think it has really given me some sort of a perspective of what is expected of me as a finance committee member.

Interviewer

Okay, that is how you get to understand your roles.

Finance Committee Member 3

Yes exactly

Interviewer

Finance Committee Member number 4?

Finance Committee Member 4

It improved leading to the small functionality of the (inaudible) and a small core working of the SGB, principal and (inaudible). There's no "uko donsi sana" but there is "ubambi sana" between the 3.

Interviewer

Thank you sir. Okay the 5th question that I would like to ask: do you think your SGB's and your principal have the knowledge of the legislative framework required to manage the school finances? Are they aware on what is expected of them concerning the financial management of the school?

Finance Committee Member 3

I think they are really informed. Because as I have said it is usually the principal that comes back and inform us of our roles. I think he uses the money responsibly and to improve in the school although some of the reports we don't get formally. But I think, they are well informed but I am just worried about the SGB members cause some of them are illiterate. But I do hope the principal fills them up on their roles as well.

Interviewer

Number 4?

Finance Committee Member 4

Yes, every cent used have records of where it have been used, what it is done although it is expensive.

Interviewer

What challenges now do you encounter in working with the SGB's and the principals in fulfilling your financial management functions?

Finance Committee Member 3

Some of the challenges I have experienced in working with the principal and SGB members is that most of the time I have observed that the principals takes care of almost most of the things together with the SGB members then sometimes we are just there as spectators of the meetings. So those are some of the times that we are not really thought in in almost everything that happens as far as finances of the schools are concerned.

Interviewer

Okay your side sir

Finance Committee Member 4

In cases where the receipts are missing as proof of purchase to certain minor things - in need of the minors to be used in things which are out of budget as per approved budget.

Interviewer

Okay. The last question that I would like to ask you educators: how are they addressing these challenges -- the principals and the SGB's? Because as you have just stated that there are challenges, how are they addressing this challenges?

Finance Committee Member 3

Well, they now try to fill us in in most of the uses of the money of the school. And I've seen also improve of receipt being provided where they have purchase of things needed by the school.

Interviewer

So there is a change?

Finance Committee Member 3

There is a change that I have observed...

Interviewer

Okay, sir...

Finance Committee Member 4

Stressing to any institution member who is to use money meaning the importance of keeping the receipts for the used money, two the school to strategize the fundraisings for funds which is found they needed it but not budgeted for. And lastly, involve the whole institution staff in the tentative budget.

Interviewer

No, I really understand. Thank you so much finance committee member 3 and also finance committee member 4. I understand that I took much of your time but then its really appreciated. Thank you so much.

Both Participants

Thank you/Siyabonga

*****End of Interview and Transcription*****

APPENDIX 4: ETHICAL CLEARANCE



ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2019/100		
Project Title	Collaborative approach between Principals and Finance Committees of Primary Schools at iLembe District		
Principal Researcher/ Investigator	SS Dlomo		
Supervisor and Co-supervisor	Dr AB Buthelezi	Dr HR Mhlongo	
Department	Educational Foundations and Management		
Faculty	Education		
Type of Risk	Medium Risk – Data collection – from people		
Nature of Project	Honours/4 th Year	Master's <input checked="" type="checkbox"/>	Doctoral <input type="checkbox"/> Departmental <input type="checkbox"/>

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

- Special conditions:**
- (1) This certificate is valid for 1 year from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-13 December 2020]
 - (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
 - (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.


Professor Gideon De Wet

Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation

13 December 2019

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-030

13-12-2019

RESEARCH & INNOVATION OFFICE

APPENDIX 5 : CONFIRMATION LETTER BY THE KWAZULU NATAL DEPARTMENT OF BASIC EDUCATION.



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma/Buyi Ntuli

Tel: 033 392 1063/51

Ref.:2/4/8/4026

Miss Sibongamandla Dlomo
P.O. Box 3489
STANGER
4459

Dear Miss Dlomo

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "COLLABORATIVE APPROACH OF SCHOOL GOVENING BODIES AND EDUCATORS IN MANAGEMENT OF PRIMARY SCHOOLS' FINANCES AT ILEMBE DISTRICT", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 15 January 2020 to 10 January 2022.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

ILEMBE DISTRICT

Dr. EV Nzama
Head of Department: Education
Date: 15 January 2020