



UNIVERSITY of the
WESTERN CAPE

**FACULTY OF ECONOMIC AND
MANAGEMENT SCIENCES**

SCHOOL OF GOVERNMENT

**An assessment of funding management strategies in “No Fee”
Schools in Cape Town: with specific reference to selected primary
schools.**

BY

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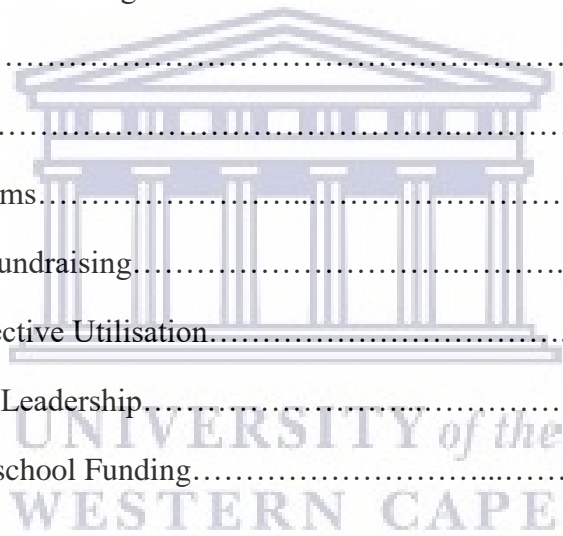
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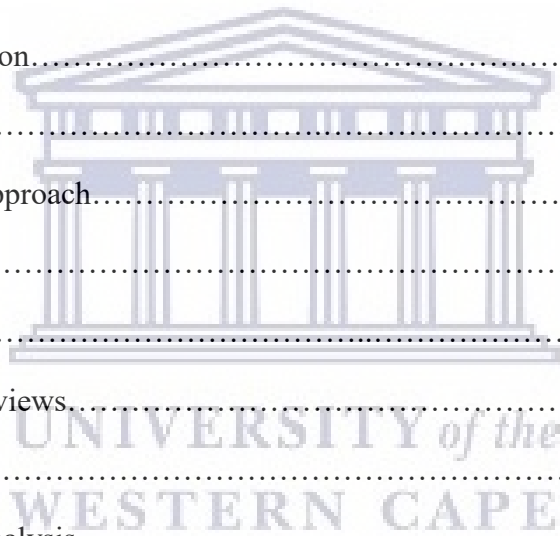
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DECLARATION

I, EUGENE BEYONYI Y, student number 3687321, declare that this thesis which is '*An assessment of funding management strategies in no-fee schools in Cape Town with specific reference to selected primary schools*' is my original work. I also declare that where other people's work has been used, this has been acknowledged. I further declare that students or any other previous work have not been submitted as my own. I, therefore, understand the implications of plagiarism and am aware of the university's policy on plagiarism.

Duly signed: EUGENE BEYONYI

Student number: 3687321.

Date: October, 2020, at Cape Town.



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ABBREVIATIONS AND ACRONYMS

ANC: African National Congress

CF: Carried from

DoE: Department of Education

EFA: Education for All

EFT: Electronic transfer

GDP: Gross Domestic Product

MDG: Millennium Development Goals

NNSSF: National Norms and standards of school funding Norms

OECD: Organization for Economic Co-operation and Development

PAR: Paragraph

PED: Provincial Education Department

RDP: Reconstruction and Development Program

RSA: Republic of South Africa

SA: South Africa

SASA: South Africa Schools Act

SGB: School Governing Body

SSA: Sub-Saharan African

STATS: Statistics South Africa

UNESCO-UIS: United Nations Educational, Scientific and Cultural Organization- Institute for Statistics

USA: United States of America

WCED: Western Cape Education Department



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ABSTRACT

There is a growing body of literature on no-fee public schools in South Africa. The vision of this policy is to ensure that all citizens have equal access to quality basic education. This study, conducted an assessment of the funding-management strategies in three no-fees public primary schools within the Western Cape Education Department. This is vital as post-1996 the African National Congress embarked on the transformation of education in the country to ensure that all citizens have unfettered access to quality education as stipulated in the 1996 Constitution Section 29 (1) (a) which expresses that everyone has the right to basic education. This is also supported by the White Paper on Education, the School Act of 1996 and the policy document on School Fee Exemption and no-fee of Schools of 2007. As a follow-up to the no-fee policy, there was the creation of no- fees schools in Cape Town. This study, therefore, is an assessment of the funding-management strategies in three no-fees public primary schools in the City of Cape Town. These schools are the Du Noon public primary, Nkamzimlo public primary and Noxolo xauka public primary. This study is vital since the financial resources of education systems are always limited in a way that schools find it difficult to pursue their objectives and the design of school funding-management strategies play an important role in ensuring that resources are directed to where they can make the most difference. This study identified and discussed the funding-management strategies adopted by the selected schools to mobilise and manage funds; examine the funding model in the selected no-fee primary schools; determine the extent to which school funding management strategies influence the effective and efficient use of resources. The study employed the qualitative research design to collect the data through semi-structured telephone interviews and documents were reviewed. The study revealed that the schools involved in the financial-management acknowledged it would be wise to manage their funds carefully than before, especially as there is always a tighter budget for the coming years. The study also revealed that their major source of income is from the state, donations and voluntary contributions. It emerged that Funding strategies have improved transparency, accountability and collective responsibility. The study concluded that the no-fee status and funding management strategies of no-fee schools are affecting the efficacy of primary schools.

Key words: Funding models, no-fee schools, strategy, assessment, public school, funds

CHAPTER ONE

INTRODUCTION OF THE STUDY

1.1 Introduction

Post-1996 the new government embarked on educational reforms to transform the educational landscape and to ensure equal access to education for all citizens and all races. This was in line with the 1996 Constitution, which states in section 29 (1) (a) on the right for basic education for all in line with the Bill of Rights. This was also followed by the White Paper on education and the School Act. There was also the policy of School fees exemption and the no-fee policy.

All the above policies were to ensure that all learners have access to a basic education as enshrined in the Constitution. These new policies saw the emergence of several public schools in the country to ensure that this basic right to education is enjoyed by all. Since many parents are destitute and unemployed by 2007 the government introduced the School fees exemption policy and the no-fee schools. This policy led to the creation of nine no-fee schools in the country with three in Cape Town. The question that comes to mind is, what are the funding-management strategies and models of these no-fee schools in South Africa? Given that across the globe, many countries have acknowledged that the schooling funding strategy is an important factor for development (Ile, 2017:221). This study, therefore, seeks to gain insights on these funding strategies and models through the lenses of three no-fees, paying schools within the Western Cape Education Department in the City of Cape Town.

The study is vital as Ile (2017:222) opine that "education is a means to an end and not an end in itself," how that has been executed is the subject of this research as it would seek to gain the views of the administrators of the three no-fees schools.

This is a drastic change as Naicker (2007) explains that under apartheid (1948-1990) the racist policies rendered societal life unequal and these inequalities were extended to the educational systems. Thus, the educational opportunities for Blacks and Whites were carried out under different departments; with the latter receiving a higher share of the budget and the former receiving lower budget which leads to inequalities within the systems that increased the disparities.

In an effort to change the racial nature of education, a number of legislative instruments were enacted. The preamble on the Schools Act of 1996 state thus “ the nation needs a new national system for schools; this is meant to correct past injustices in education amenities; education that is of high quality for all children in schools; education that will set a robust foundation for the development of all the citizens both in talent and capabilities, education that will kick out sexism and racism plus all form of unfair discrimination and tolerance; education that will contribute to the elimination of dissolution and economic welfare of the public”(RSA,1996b).

This current chapter will provide a background to the study, examine the research problem, identify the overarching research question (s) and the objective of the study and its wider significance and clarify some key concepts related to the study.

1.2 Background to the research problem

Apartheid education produced profound effects in the shaping of the current public-school system in South Africa as they were separate schools for whites and blacks. This racial fracture which ran all through the country was marked by determined efforts to provide black learners with rudimentary education. (Calderhead, 2011).

Post-1996 the new African National Congress government was determined to change this historical injustice of the past and to ensure that all South Africans are able to access basic education. This view is supported by the 1996 Constitution, which notes that the right to education is enshrined in the Constitution section 28 which provides that everyone has the right to a basic education, adult basic education and tertiary. The school Act of 1996 and other Acts to ensure Equal Education in the country. One of this is the Act on no-fees education which led to the creation of 9 no-fees schools in South Africa.

Calderhead (2011) explains that the White Paper on Education and Training (March 1995) spells out the aims and objectives of basic education which are said to be several-fold and echo the democratic, participatory and self-fulfillment-oriented goals. The primary objective is to enable a democratic, free, equal, just and peaceful society to take root and prosper in our land, on the basis that all South Africans without exception share the same inalienable rights, equal citizenship, and common national destiny with others in a democratic environment.

The South African Schools Act of 1996 established the foundation for a non-racial approach to education. The various apartheid and Bantustan education systems and establishments have been unified into a single national department that determines broad policy, with provincial units responsible for implementation and delivery. Numerous initiatives, policies, directives and legislation have led the drive to equalize expenditure in terms of race and address issues such as class size, access to teachers and learning and teaching support materials (CREATE, 2009; SASA, 1996) including school financing and curriculum policies (Chisholm, 2004:19). Lemmer (2008:137) adds that the aim of transforming the apartheid education system is to create a system of education that “opened the doors of learning and culture to all” and one that would benefit the country as a whole and its people (White paper on Education and Training, 1995:22).

Interestingly, the lack of funds for education undermines the delivery of quality education in South Africa (Pandor, 2005). Schools are forced to make changes to ensure that the decrease in resources does not lower educational standards. This places a responsibility on the shoulders of the principal and the governing body of a school to use these finances effectively to ensure that education remains affordable (Mestry, 2006). The state is, however, committed to the realisation of socio-economic rights as laid down in the Constitution, its stated goals being equality in educational output among learners and the realisation of the right to free, quality basic education (Wilson, 2003:2). To demonstrate their willingness in pursuit of this goal of providing education to the entire national education budget has consistently been increasing with new schools being built and more teachers being recruited over the years.

Regardless of these efforts, public schools in the country are still faced with the problem of funding (RSA, 2011:3). This persistent poor performance is particularly noticed in the domain of strategic management. According to Marion and Flanigan (2001:239), a common suggestion to remedy school performance is adequate funding; however, policy makers and educators, seem not to believe that adequate resources translates into improved school performance. Marion and Flanigan (2001:239), stressed that the notion of resourcing is at the center of many models of funding.

One would posit that this notion of resourcing is at the center of South African government educational strategies.

Table 1.1 below present government spending trend in basic education from 2014 to 2018/2019.

Table 1.1: Basic education expenditure trends: A consolidation of expenditure as a percentage of consolidated GDP, 2014 -2018/219.

Outcome	Percentage of Consolidated government expenditure	Estimated government expenditure amount in ZAR (billion)	Estimated total budget in ZAR (trillion)	Estimated percentage of GDP
2014/2015	16.5	191.1	1.35	4.5
2015 /2016	16.2	205.8	1.46	4.9
2016/2017	16.4	216.7	1.56	4.9
2017/2018	16.3	232.6	1.64	5.0
2018/2019	16.5	264.4	1,83	4.8

Source: Researcher’s own calculation based on estimates of national, provincial income and expenditure, budget review 2018.

From table 1.1, it is evident that government spending on basic education, particularly primary education has been on a constant rise since 2014/ 2015 to 2018/2019. Statistically, spending on basic education has witnessed changes; in 2014/2015, R191.1 billion was allocated for basic education, representing 16.5 per cent of the national government estimate of 1.35trillion. Government GDP in the same year stood at 4.8 per cent. In 2015/2016, spending on basic education stood at R2058 billion as against national government spending of 1.46 trillion, representing 16.2 per cent as against 4.9 per cent of GDP. In 2016/2017, R216.7 billion was allocated to basic education as against national government spending of R156trillion representing 16.4 percent as against 4.9 per cent of GDP (National Treasury, 2018).

Hunter (2008:09) indicates that while many educational systems require children to pay fees to attend school, some countries have adopted fee-free systems. While this may ease drop out resulting from schooling costs, indirect costs and quality issues may increase. South Africa has recently introduced a system where schools in the lowest quintile are allowed to become ‘fee-

free.’ By 2005, 3 million pupils at 7 000 primary and secondary schools had already or were in the process of becoming fee-free (Pandor, 2005). However, this government decision generated a mixed-bag of reactions within the education fraternity. Due to the disparity in incomes and the fear that some parents could not afford payments of fees, the government made school fee exemption to ensure that learners who cannot afford should still be provided with the opportunities to access quality basic education in line with the Constitution and its Bill of Rights.

All the above legislative frameworks are based on the international human rights arguments such as the Salamanca Statement, which supports the development of an educational system that recognises a wide range of appropriate responses (UNRESO, 2005). These frameworks articulate the goals of equity and the rights of all learners to equal access to educational opportunities. The South African governments’ commitment to social justice and ‘education to all’ led to the development of a policy on inclusive education and training (Hey et al., 2007). This policy is entitled Education White Paper 6 Special Needs Education. Building an inclusive Education and Training System (Department of Education, 2001) and it was released in 2001. Inclusive education stems from the Dakar Framework for action adopted a World Declaration on Education for All (EFA) in 2000.

Through EFA, different countries committed themselves to provide all children at primary school age with free and compulsory education quality education by 2015. The Education White Paper 6 (Department of Education 2001) advocates all children and youth can learn and need support. Although the legislation made inroads into the transformation of the South African education system, but the question that comes to mind is whether educators in classrooms are prepared to implement the changes implied by inclusive education (Hay et al., 2007:303). Makoelle (2012:93) claims that the state of inclusive education pedagogy in South African schools remains bleak and teachers are in the dark about what inclusive education in the South African context is or what it should be. This is despite policy changes since the advent of the new educational dispensation in 1994.

1.3 The problem statement of the study

In South Africa, the government has established many public primary schools across various provinces. Some are paying school fees or what can be called fee-paying schools, others are not

paying fees or called them ‘no-fee’ schools and some are operating under the umbrella of fee-exemption (RSA, 1996b). This is indicative that the funding model and management strategies are different across public schools; thus, resources utilisations are managed using different approaches. Also, cases of fraud and mismanagement of school funds have been reported across schools in South Africa. A typical example is the case of Mamelodi primary school where R60, 000 being funds collected by school teacher was not deposited into the school bank account (Maluleke, 2003:3). One would posit that the school governing bodies and school principals across provinces lack or have poorly designed controlled measures to managed school’s funds.

Historically, the regime was fully aware of the importance of education as well as the fact that access to financial resources and management thereof could have a positive impact on the development of the country. Governance and funding continues to be a challenge to preserves the historical inequalities in South African schools, despite the national norms and standards for school funding that directs most state allocation for schooling to schools serving the poorest families (Department of education, 1998). This has affected schools’ performance as many learners leaving primary schools cannot or are struggling to read and write (WCED, 2019). The selected cases in Cape Town are not an exception as management performance in the management of school resources continues to be a problem (WCED, 2019).

Today, although the government has made some efforts to balance funds allocations for schools to ensure access to better school performance, a lot still needs to be done in the management of these resources. The impact of poor resources utilisation and non-funds availability of these selected schools can be seen in the academic performance discrepancies and of course the quality gap of education that exists among public schools in South Africa and this will continue to widen if some actions are not taken (WCED, 2019).

1. 4 The main research question of the study

The overarching research question this research will address is “Does the fee status of public primary schools and funding management strategies affect the efficiency of public primary schools”?

1. 3.1 Research sub-questions:

- a) What are the funding management strategies adopted by the selected schools to mobilize and managed funds?
- b) What is the funding model used by the selected ‘no-fee’ primary schools?
- c) To what extent do school funding management strategies influence the effective and efficient use of resources?
- d) What can be done to improve the efficiency of funds management strategies of the selected schools?

1. 5 The Aims/Objectives of the study are:

The main purpose of this research is to assess whether the fee status of public primary schools and funding management strategies affect the efficacy of primary schools.

The secondary objectives of the research are as follows:

- To identify and discuss the funding management strategies adopted by the selected schools to mobilize and managed funds;
- To examine the funding model in the selected no-fee primary schools;
- To determine the extent to which school funding management strategies influence the effective and efficient use of resources;
- To make recommendations to improve the efficiency of funding management strategies in the selected schools.

1.6 Rational for the study

Fiske and Ladd (2004:88) evaluated the challenges of mixed funding method for pupils’ access to education, enrollment, the gap that exists between public funded schools as well as the gap between public versus private funded schools across South Africa. Their study revealed that the funding policy in public schools has been able to accommodate disadvantaged families in public schools, but at the same time have not be been able to improve the quality of education for these disadvantage families. They concluded by suggesting that the government must review school funding strategies in public schools. Chisholm 2004; Sayed and Moala 2012; Paton-Ash and Di – Wilmot 2015, conducted similar studies and concluded that there is a need for resource

availability and funding management strategies among schools for better school performance to be achieved.

This research, therefore, builds on the previous work of these scholars. However, the research stands to fill some important gaps in the scholarly debate. To do so, the researcher attempted to participate by conducting a study on the assessment of funding management strategies in no-fee public primary school in Cape Town. The purpose of this study is to assess how funding management strategies can be used for fundraising and management to support no-fee public primary schools in the selected cases.

In South Africa, poorest public primary schools accommodate about 62% of learners and these schools are classified by the government as poor, which means learners are not allowed to pay fees (STATSA, 2018). It is interesting to note that 62% of learners attend no-fee schools, which then is a call for concerns as to the quality of education they offer to the public. These figures have motivated the researcher to conduct this study. The researcher notes that 62% is an indication that more than half of our young learners' are attending 'no-fee' schools and thus if funds are not professionally managed it will impact educational quality. Given that, access to opportunities and progress rely heavily on the quality of education you received.

Funding is the backbone to school performance and this requires a well manage management strategies both in formulation and implementation; thus this has motivated the researcher and the importance of these strategies is a deep concern for the researcher. Given that: 'governing body of a public school must take all necessary measures within its means to supplement the resources supplied by the state to improve the quality of education provided by the school to all learners at school'(RSA,1998).

1.7 Significance of the study

The relevance of this study is that it will help the selected schools improve their financial management strategies. The study will also provide useful information for the schools which can help reshape their funding strategies toward efficient, effective and more competitive at all levels.

Furthermore, the study stands to gain insights of strategic management evaluation; thus, an understanding of strategic thinking among the selected schools.

In addition, the study has the potential to produce new ideas for future research topics. Many studies have been conducted on no-fee schools, but little attention has been paid on funds management strategy. The findings and recommendations of this study will therefore serve as a bridge for future study.

The study is also significant in the sense that it will examine the relationship between resource allocation and the general achievement of learners in public primary schools. It is disheartening to know that today across some parts of the world, learners are still studying under the trees, no adequate financial resources that can enable them gain the rightful skills to compete with their peers, no nutrition, no water and sanitation, no electricity (Son, 2008:187). The researcher assumes that the schools under review will be able to provide the public with vital information on school funding models and strategies as to why some schools generate more funds than others.

Improved selected school's accountability: The study is significant in that it will enhance the selected school's accountability on schooling expenditures. The state budget on education has in recent years increased significantly as education becomes the sole responsibility of the state. These responsibilities are coming at a time when the schools under review are facing limited resources for all social services and thus need to place more emphasis on accountability. This study will therefore pressure educational stakeholders in the selected schools to place education services to be more publicly accountable and the study will thus provide an open discussion about funding strategies and sources of funding.

Parents' value for money: Schools want to see the value for money in education, so too parents. It is therefore important to review the funding management strategies of the selected primary schools so as to prove that the no fee school's policy is worth important. This study will point out all of these values to parents and the schools under review.

On the political scene, there have been a lot of debates as to the funding of South African public primary schools. The study will therefore shed lights on these debates and will provide answers to the public and politicians.

1. 8 Definitions of key concepts:

1.8.1 Inputs:

From a schooling perspective, inputs refer to learners with certain traits as well as financial and material resources (Scheerens, 2000:20). According to Ile et al., (2012), inputs are resources that include financial, material, equipment and human resources. These resources are used in the course of the production of designated outputs. Inputs are therefore vital in the practice of evaluation because a shortage can harm the program or project (Ile et al, 2012).

1.8.2 Outputs:

Outputs refer to learners' achievements at the final stage of education (Scheerens, 2000:20). Ile et al. (2012) further point out that, outputs are quantifiable changes that take place within a particular time as a direct result of management activities or program. Outputs are often achievable at the end of the implementation of the intervention or initiative (Ile et al, 2012).

1.8.3 Indicators:

Indicators in the educational context refer to the use of statistics to make a value judgment on key aspects related to the functioning of the education systems (Scheerens,2000:92). This definition carries two key requirements, that is, funding strategy which embodies statistics with a reference point such as standard and the fact that value judgment can be made. According to Ile et al. (2012) indicators should meet CREAM criteria. That is indicators should be clear, that is, precise and easy to understand; relevant, that is, result oriented; economical, that is cost effective; adequate, that is enough to measure performance and monitoring, that is, can be validated.

1. 8.4. Effectiveness

Effectiveness refers to a measure of the extent to which intended results have been realised (Ile et al, 2012). School effectiveness, according to OECD (2017:53) is the capability of a specific amalgamation of school resources to come up with the desired result. Effective school or school strategies are those able to appropriately realize stated school objectives, generating the greatest feasible outcomes by using available human, physical resources (OECD, 2017:53). Effectiveness can be external and internal. Internal effectiveness is an analytical assessment of the extent to which the possibility for providing quality schooling is being fulfilled to attain outcomes that

directly accrue to the achievement. On the other hand, external effectiveness, inscribes how that schooling possibility is being fulfilled in regards to private and social financial outcomes (OECD,2017:53).

1.8.5 Efficiency

Efficiency according to Ile et al (2012) refers to a measure of how well resources were used in pursuit of the result. Schooling efficiency is the potentiality of fulfilling the greatest schooling possibility at the lowest possible cost (OECD,2017:54). The definition reveals that the school strategies can be effective without being efficient, but cannot be efficient without being effective. Efficiency can be internal and external. Internal efficiency focuses on the relationship between financial resources and outcomes which directly accrue to the school system.

External efficiency focuses on comparing the benefits from investing in the school system with the benefits from investing comparable amounts in alternatives priorities. Efficiency on its own is not the central treat of school strategies, rather efficiency requires to be attained side by side the quality and equity objectives that are at the heart of education. Thus, the design of school funding strategies matters so that quality and equitable learning opportunities for all learners can be achieved (OECD,2017:54).

1.8.6 School allocation

School allocation is the amount of money the government gives to each public primary school each year. Schools receive money from the government according to their quintiles.

1.9 Chapter overview

In this chapter, a contextual analysis of the study has been explored. The chapter has provided a comprehensive explanation of the background to the research problem. Also, the chapter has presented detailed on the research objectives, the significance of the study, the research problem and the research questions. Furthermore, the chapter has unpacked the key concepts of the study.

1.10 Chapters outline

Apart from chapter one explained above, the rest of the study is divided into five interrelated chapters and they are outlined as follows: -

Chapter One: This chapter presents an inclination of the study; introduces topics such as the background to the research problem, the research problem, motivation for the study, research objectives, research main questions and specific questions, and definition of key concepts of the study.

Chapter Two: This chapter presents a literature review of the funding management strategies and school funding models. The chapter also unpacked topics such as the concept of strategic management, fund management and institutional strategies, the different types of strategies in general, the evaluation of the use of school funding. The chapter also discusses in details the theoretical and legislative frameworks that guide the study.

Chapter Three: This chapter provides the research design and methodology. The chapter unpacked and discusses sampling techniques, qualitative research approach, data collection methods, semi-structured interviews, data analysis techniques, trustworthiness, reliability and validity of the study and the limitation of the study.

Chapter Four: This chapter presents the data and analysis of the data collected. The chapter also discusses the findings of the study. The chapter further draws from theories and models outlined in chapter two.

Chapter Five: This chapter consolidated the findings of the study. The chapter also discusses the recommendations made and an overall conclusion of the study.

The study will now transit to chapter two to discuss and provide a comprehensive literature review as well as the theoretical and legislative frameworks that underpins this study.

CHAPTER TWO

THE LITERATURE REVIEW ON FUNDING MANAGEMENT STRATEGIES AND SCHOOL FUNDING MODELS.

2.1 Introduction

The preceding chapter focused on the introduction of the study, identifying the problem under investigation and the specific questions the study seeks to address. This chapter discusses the concepts of school funding management strategies in general and the school funding models in particular. This chapter therefore extracts literature from a set of revealed perspectives around how schools implement funding management strategies. The chapter further presents formal types of strategies, with an aim of explaining how different strategies can be applied to better funds utilization and management strategies in school. In addition, the chapter discusses the theoretical and legislative frameworks of the study leading this research.

2.2 The concept of strategic management

According to Ansoff (1968), the pivot of strategic management literature stems from the theoretical planning process which is often called the framework of strategic management. The framework of strategic formulation delineates the different stages. Through a framework it is anticipated that management can establish strategies that are proficient in being executed effectively. However, in practice, this is not always the situation. Strategies implementation is bothered about how to put the strategy into use. Giles et al (1991), argue that strategy implementation is a tactic phenomenal that involves both the external and internal desired of an organisation. The authors, therefore, describe strategy as an art. In management, the authors, point out that strategy is taken more seriously from a broader perspective. However, different authors hold different perceptions of the concept of strategy. As such, there are many definitions of strategy by different scholars. According to Rai (2007), the lack of consensus on the definitions of strategy has brought about two categories of definitions, that is, strategy inclusivity which deals with goal setting, and strategy exclusivity which deal with goal setting.

A strategy can be defined as a plan; a set of decision rules; a course of action; a pattern; common threads that are connected to the organisations activities which are gotten from its objectives,

goals; pursuing those activities which move an organization from its current position to a desirable future state (Rai,2007). Therefore, strategy defines a framework for guiding the choice of action. Strategy is required to be dynamic as organizations internal and external environment constantly changes over time (Rai,2007).

According to Rai (2007), there are four categories of strategy. The first category is that which involve with long-term objectives and these objectives must be clear to everyone in the organisation. The second category is that which defines the scope of the organisation. The third category is that which presents clear plan of what competitive edge the organisation have and how it can be to sustain. The fourth strategy is that which represent the organisation internal environment that is, the strategy is set to attain a competitive edge in an environment that is chosen to compete. Kotter (2007) argued that organisations' survival depends on the organisations ability to re-invent itself over a period. To realise efficient organisational structures, the strategy is unavoidable as it is the only way to control costs while improving operational efficiency. Restructuring in organisations involves using different tactics such as rightsizing, turnover etc., however, the bone of contention is to make basic strategies on how the organisation to maintain a balance with the constantly changing and more challenging market situations. Graham (2007) suggests that for organisations to maintain its status quo, strategy is imperative. The author points out that due to the way markets evolve, the movement of customers, their strategies needs to evolve as well as the various actors in the business activities.

In as much as different schools of thought exist in strategic management there is a common notion in the literature on the strategic process at the normal level. This process is that of designing and implementing. The process of strategic management can be categories into three stages, that is, strategy formulation, strategy implementation, and strategy evaluation (Thompson and Martin, 2005). Mintzberg et al (2003) argue that this type of categorisation is only for convenience purpose and that it is not realistic, as a result, the author posits a holistic process.

2.2.1 Strategy formulation and implementation

Strategic formulation is concern with goals, mission, objectives setting, thus it defines achievable objectives through the development of strategies as well as setting policy guidelines. It is also concern with the assessment of the environment and organisation internal resources as well as

the choice of strategic alternatives. Strategic formulation involves developing long-term plans to cater for opportunities and effective management while taking note of the associated weakness and strengths (Mintzberg et al, 1991). The author went on to point out that there also exists a directional strategy in strategy formulation. This type of strategy formulation is directed towards growth; growth strategy is important to be considered when formulating organisations strategy. This is because the strategy has the potential to extend organisation activities. Strategies that are stable do not improve the organisation current position. The evaluation of stakeholders in decision making, impact and power is an important area for analysis in strategic formulation. It is important also to examine strategic choice when formulating strategy. This will guide the organisation to provide answers to questions such as; what is it feasible that you can attain with limited resources? What is the potential desirable strategy? (Mintzberg et al, 2007).

According to Mintzberg et al (2007), strategy implementation involves change and the effective management of change can drive the implementation of desire strategy. Johnson and Scholes (2002) assert that strategy formulation and implementation cannot work in isolation. The author, however, posits that this depends on the way the organisation designed its processes and the people who implement the strategy. Also, the people who facilitate strategy formulation might have very little to do with implementation. This entails that in an organisation, some actors will be ignorant of implementation strategy in certain departments. Therefore, to improve performance, it is crucial to involve middle level managers in the implementation and formulation processes (Johnson and Scholes, 2002).

2.2.2 Strategy evaluation

Strategic evaluation is important in assessing the level of the chosen strategy. Mintzberg et al (2007), state that evaluation does not only deal with performance measures, but evaluation could assist organisations to adjust their desires' strategy, hence, strategy is not a single event, it is a continuous process. The future and direction of an organisation is determined by its visions and this is imperative as individuals in the organization will be able to understand their roles, thus drives toward supporting the organization (Kettunen, 2004:2). Evaluation delineates from the stability of the mission and core values to the dynamism of the strategy. Strategy changes over a time as well as the ability to adapt to a changing environment, hence the strategy defines how the vision will be realized (Kettunen,2004:3). Strategic evaluation is an instrument used to form an

opinion on the standard of specific strategies as well as strategic alternatives. The evaluation of alternatives warrants realistic discernment on how these demands should be considered against one another (Kettunen,2004:3). According to Johnson and Scholes (1993), strategies could be evaluated using three criteria; suitability, feasibility and acceptability.

The suitability criterion evaluates the extent of a proposed strategy about its operating environment. The strategic option here can be evaluated using a series of questions. Such questions include; does the strategy utilize the strengths of the whole organisation? How far does the strategy provide solutions to the identified problem? How well are the strategies? Does the strategy, embrace relevant to the key objectives of the organization (Kettunen,2004:3)?

The feasibility criterion is to assess how a strategy can be successfully implemented. Thus, the key question to be contemplated is, can the strategy be funded? Can the strategy be achieved? How will the organisation ensure that the needed skills and knowledge be available in the organization? Feasibility is therefore linked to the funding, capability, and knowledge of the organization to carry out the needed duties (Kettunen,2004:4).

Acceptability is the relationship between the internal and external environment. The main question to be contemplated is, how acceptable are the strategies to each other and the organization as a whole? Will the strategy match expectation? Each actor who is concerned about the activities and performance of the educational institution has its own set of criteria to determine how well the organization is performing (kettunen, 2004:4).

Ile et al., (2012) argue that a successful strategic evaluation must provide clear indicators that can be measurable and reflected the true extent of performance. The authors state that using CREAM criteria for strategic evaluation is imperative to achieve organizational desires objectives. The authors define CREAM as follows;

Clear: The strategy must be clear, that is, not being vague rather specific and easy to understand. The vagueness of strategies can easily cover up the purpose of the strategy;

Relevant: The strategy needs to be relevant, that is, results oriented and of purpose. Should there be no relationship between the strategy and result of purpose, then that strategy is not required;

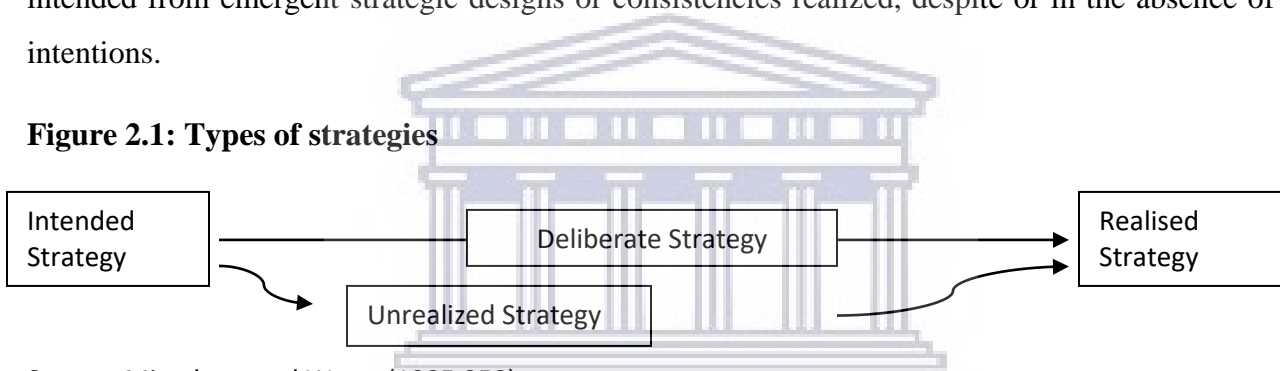
Economic: The strategy should be cost-effective, that is, the cost of formulating the strategy needs to be taken into account. This implies that the analysis of data and collection should not be too expensive;

Adequate: The strategy should provide ample basis to estimate results for performance;

Monitoring: The strategy must be in such a way that can be validated; therefore, they have to be responsive to independent validation. Strategy validation predicts reliability (Ile et al, 2012).

2.2. 3 Types of strategies

Figure 2.1 displays an understanding to differentiate between deliberate strategies realized as intended from emergent strategic designs or consistencies realized, despite or in the absence of intentions.



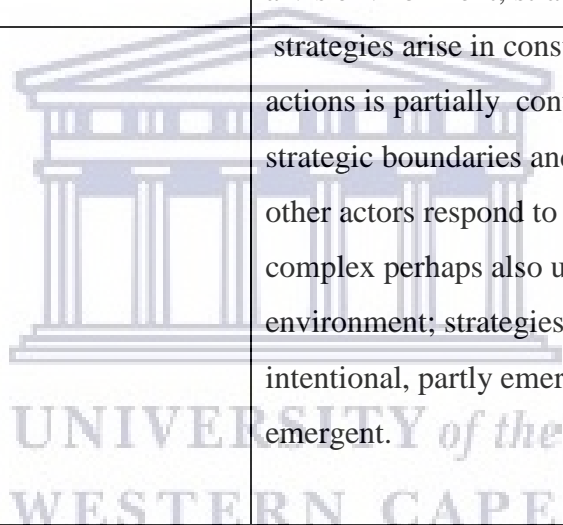
Source: Mintzberg and Water (1985:258)

The following typology posits by Mintzberg and Waters (1985:270) draw lights on the emergent strategy hence it provides an insight into the notions of intention, choice and design formulation in the context of organization.

Table 2.1 Summary of types of strategies

Types of strategies	Main characteristics
Planned	strategies arise in conventional plan: specific purpose exists, draw up and segmented by main leadership, backed up by conventional
Entrepreneurial	strategies arise in the main vision: personal intentions exist, the vision of a single leader is unforeseeable, and thus adjustable to new

	opportunities; leadership is personal control and situated in protected cranny in environment; strategies are reasonably intentional, however, can emerge.
Ideological	strategies arise in shared belief: the collective vision of all actors is intentional, in inspirational form and reasonably unchangeable, normative control is through socialization or indoctrination; proactive vis-a-vis environment; strategies are intentional.
Umbrella	strategies arise in constraints: leadership, actions is partially controlled, defines strategic boundaries and targets within which other actors respond to own forces or to complex perhaps also unpredictable environment; strategies are partially intentional, partly emergent and intentional emergent.
Process	strategies arise in the process: controlled strategic process is control by example, hiring, structures; aspect to other actors are leaving content; strategic are partly deliberate, partly emergent gain, deliberately emergent.
Unconnected	strategies arise in enclaves: stakeholders who are loosely close to the organization produce their designs in the absence of; or in direct opposite to, central or common intentions; organization strategies are emergent whether



	or not deliberate for stakeholders.
Consensus	strategies arise in consensus: via mutual adaptation, stakeholders converge on designs that become pervasive in the absence of control or common intentions; strategies rather emergent.
Imposed	strategies arise in environment: actions are dictated by the environment patterns either directly imposed or through implicitly pre-empting or bounding-organizational choice; strategies are mostly emerged although may be internalized by organization and made deliberate.

Source: Mintzberg and Water (1985:258)

2.3 Fund management and institutional strategies- An overview

Frolic et al., (2010:19) conducted a study across some selected European countries, particularly Denmark, Portugal and Norway on the influence of educational institutional strategies and funding systems in public schools. According to the authors, internationalisation, socio-economic restructuring and knowledge-based management have influenced finances, management, governance as well as developmental processes in educational institutions. The authors recommend that irrespective of the fact that institutions function with some autonomy and state sovereignty, these institutions and the state are not isolated from the rest of the world. The authors concluded that these institutions are tactical in their resourcing strategies. They however, state that this could be threatening to the main institutional functions. The authors viewed state funding support as a strategy is aimed at instilling efficiency, quality control over public institutions.

The authors note that public schools in these countries placed emphasis on formulating strategies and not only that, they also ensure that their funding mechanisms are sustained and protected. This implies that a protectionist theory approach is applied and the main aim of using this theory is to ensure that core functions of strategies are not destroyed due to the changing mechanisms (Frolich et al.,2010:8). Jongbloed and koelman (2000) argued that changes in funding management and systems could harm the behavior of institutional stakeholders and their internal control process of funds allocation.

Lepori et al. (2005:3) in conducting a study on the impact of transforming main funding sources in public institutions, the authors argued that institutional funding could be influenced in two ways depending on the nature and organisation of the institution, that is, institutional capacities and the composition of disciplinary processes. In this light, institutional ability to attract funds, search new ways for funds and the improvement in funds utilisation is imperative. The authors went on to recommend that, if institutions' strategies are good for well managed their limited capital in such a way that its impact is felt by the community, that institution could attract funds to itself without depending or lobby for resources from politicians. The study revealed that institutions that depend on the state for funds and could no longer sustain its resources due to transfer delays, turn to seek other sources of revenue to fund its activities. This in a way can affect the administrative and academic planning processes.

Mestry (2018:1) has a different view as he conducted a study on the role of governing bodies in the management of funding resources in South Africa in no-fee public schools. A qualitative research approach was used in the collection of data. The main aim of the study was to determine the perceptions of the school governing bodies and school management team on the management of funds received from the state and the strategies they are using to raise additional funds for their schools. The study concluded that members of the school management team and school governing bodies do not have the necessary expertise to effectively manage the school funds and generate additional funds. Also, the SGBs lack the support in terms of training resources which could have helped in the tackling of financial issues and challenges. Further to the findings was the lack of coordination between SGBs and other authorities in the managing of finances.

Heystek (2013:49) concurs that members of the SGBs do not have the required skills and knowledge to deal with complex funding matters. They lack the skills and experience mentioned

by the author. The author points out that these are elements that could restrict members of SGBs not to perform their duties effectively and efficiently regarding school funding.

According to UNESCO-UIS (2011:12), sub-Saharan African (SSA) states are required to seek measures that can advance their educational financing strategies. The body recommends that financial implementation and statistics should be updated regularly so that good planning for funds access and quality and efficiency can be obtained. The body recommends that educational institutions should partner with the private sector so that more funds can be generated in the financing of schooling at all levels thus this could relieve the state over financial stress. The body further suggests that the distribution of education funds should be equitable and thus redress funding policies. Finally, the body suggests "evidence-based planning" supported by regular use of education and finance data.

2.4 School funding models

Basic education funding in South Africa continues to be debated across various spheres of government. Andrew and Taylor conducted a study to determine whether schools' fees should be paid or not in public schools. The principal aim of the study was to ascertain who should pay school fees for the education of learners in public schools. The study was conducted using the state budget and the federal budget in the USA. The efficient and effective use of the state resources and access were also assessed. Data were collected through the use of surveys and opinion polls. The study revealed that parents in American schools participate in the funding of their children, especially those children that have been rolled out by the eligibility criteria. However, the state also contributes to public schools fees but not all children across the USA gain from free schooling (Mackey and Andrew, 2007:14). The system prioritizes disabled learners and pupils from dissolution backgrounds.

Van Rooyen (2006:12), concur that public-school funding is a collective responsibility that involves the state, parents and other stakeholders. This viewed is supported by the South African Schools Act 84 of 1996. Van Rooyen, however, points out that they are other sources that have contributed to the funding of schooling in the public schools. However, Nkosi (2012) has a different view of the role of other actors in the funding of education in South Africa. The author argues against the nature of funding education, by the business community. The researcher

however, argues in favor of Van Rooyen especially after taking a keen examination of the Bills of Rights as enshrined in the South African constitution.

Marishane (2013:3), further examined No Fee schools' main sources of funding and agrees that the main source is from the state. The funds are divided into two categories, that is, direct allocation and indirect allocation. Direct allocation of funds is the fund that the state deposit into the bank account of schools to cater for schools' operational costs. On the other hand, indirect allocations are funds held in trust by the department of basic education meant for the purchases of stationery such as textbooks. In a typical school year, schools are notified in advance of the total allocations and the conditions on how to use the funds. Funds are prescribed so that schools can strictly adheres to the conditions (RSA,1996). Spending out of the prescribed norms is not allowed; however, this can only be accepted upon prior approval by the head of the education department.

2.4.1 Funding allocation conditionality

Funding allocation to no-fee schools is attached to two conditionalities. The first condition is the release of actual state funds. The schools are required to submit to the PEDs their annual budget for non-teaching staff, recurrent expenditures' as well as the annual financial statement (Thawala, 2010). In a way, this is a pre-condition instituted by the state for the release of funds to a school. Also, schools are required to maintain accurate records of all incomes and expenditures. This includes, financial transactions, assets and liabilities incurred, etc. (Marishane,2013:4).

The second conditionality relates to expenditures of the allocated funding by the state. These conditions are in the form of prescripts stating particular aims for which the fund should be exclusively utilized (WCED,2019). According to SASA (1996), paragraphs 114 and 115 Emphasis the following; payment for innovations; service payments and buying of educational related materials.

2.4.2 Other models of school funding

According to a study by Jongbloed (2000:17) on the funding of educational institutions in less developed nations, they are four different types of funding models to raises funds. The author

categorized these models as negotiated funding, input-based funding, output-based funding, and learners-based funding.

2.4.2.1 Negotiated funding

Negotiated funding according to Jongbloed (2000:17) originated from funding policies objectives and framework on policy from the national government. This type of funding intends to attain specific content on a policy goal and framework. However, this policy objective is being executed in different ways by different institutions and most often in a way that is convenience to them. This is because of the state intrusion into spending decisions and the institutions ability to raise extra funds. In this light, Jongbloed (2002:17) opines that the criteria for institutions allocation are not based on objectives rather allocations are estimated from the past years. The actors involved in negotiated funding involve representatives of institutions, government representatives, and the ministry of funding council. The researcher posits that this type of funding model is linked to the no fee schools in that the SGBs have been accorded the power to negotiate fee status for their institutions. The advantage of this system of funding is that it could motivate institutional representatives to be transparent and accountable, thus, institutions will be forced to target only important projects that are feasible and whose results are evident. However, this could be a big challenge for institutions should the negotiations failed or are not in their favorable thus, program planning, management strategies could not be implemented hence its core duties rendered ineffective.

2.4.2.2 Input-based funding

Input-based funding is determined by measuring institutional cost (Jongbloed, 2000:18). The criteria for measuring costs include employees' salaries, physical resources costs, investments and materials needs. With the input-based funding, personnel and material resources are the key elements to be considered in the budget system of institutions (Jongbloed,2000:18).

Personnel cost is calculated based on the number of learners, staff members as well as infrastructure attained. According to Jongbloed (2004), input-based funding is a government strategic model of funding that can be equated to a market-oriented model of funding. The researcher argued that the state still promotes and regulates the model, irrespective of the

enrollment numbers, the model is still approved by the national government before its implementation by the institutions. However, the advantage of this model is that it serves as a call to educational providers to be cautious of their duties, as good quality education can attract more finances through the charging of fees from the parents. But, this type of funding may encourage institutions to report to the national government or provincial government ghost personnel and numbers of learners to attract more funding. Also, the prices of materials may be inflated by the institutions so that the institution can be allocated more funding.

2.4.3 Fundraising mechanisms

To achieve quality education for all public schools' learners, Karlsson (2002:331), suggested that SGBs of public schools must table all course of action of financial resources provided by the governmental state.

Schreuder and Lumby (2001:52) indicated that every fundraising plan to appeal for funds for particular motives is a rarity attempt as no more funds from the same source can come in a specific period once the project is over. Factors like inaccurate marketing or community structure may also affect the prediction of financial outcomes of a fundraising project.

Many countries have managed to implement occasional activities in partnership with parents, as a convenient way of acquiring extra funds. This was affirmed by Anderson and Lumby (2005:52). These activities also motivate the community and parents to know the school better, honor and commemorate it and conclude its accomplishments, thus allow a bond and a relationship to develop between learners, parents and staff. People who support these events tend to have a positive impact in supporting the school.

Oosthuizen (2003:217) points out the schools may seek other alternatives to amend their funding. Among the sources may include schools' events, rentals of facilities, and many others. However, Bisschoff argues that the success of funding depends on the effective management strategies employed by the school. The researcher concurs with Bisschoff as it is clear indications that most no fees schools are struggling with funding challenges due to lack of a clear strategy in place.

Jeremiah and Palmer (2005:43) opine that fundraising activities depend on the way the school viewed the process, and coordination, and strategies is imperative for a successful implementation.

2.4.3.1 Formulation of the fundraising committee

The fundraising committee is tasked with the duty to attract extra funds for the school. However, members of this committee must have an interest in the school funding desired (Campher 2003:62). The duties of this committee are supervised by the SGBs.

The organisation of fundraising functions is an important element. This entails that funds collection procedures need to be well organised and planned for effective monitoring and control (Van Deventer and Kruger (2003:240). The author further mentions that a well-organized system could attract donors and sponsors to contribute should they noticed the school efforts toward transparency and accountability.

According to Anderson and Lumby (2005:52), the alternative sources of funding for schools apart from the state funding include, dancing competitions, fireworks displacements, sporting day, concerts, learners' spelling competitions. However, there must be a control system in place to ensure that all money collected is accounted for and recorded.

2.5 Factors influencing effective utilisation of school resources

Wassie (2019:54) conducted a study on the evaluation of financial resource utilisation in selected primary schools in Janamora, Ethiopia. The main purpose of the study was to evaluate how funds are utilised in some primary schools in Janamora. The specific objectives of the study were to identify the problems that primary schools faced with the effective utilization of school funds. Also, the study assesses the factors that are affecting the utilisation of financial resources in primary schools. A mixed-method of research was used in the collection of data. Quantitative data were collected using a structured questionnaire while qualitative data were collected using a focus group and in-depth- interviews. The participants included directors, educators, heads of department, and experts. Data analysis was descriptive statistics. The findings of the study revealed that there is a lack of transparency in the management of the budget process as stakeholders do not participate in the process. The study also revealed that personnel lack the

skills in fund management. Besides, there is a lack of training provisions for stakeholders in fund management. Furthermore, the study revealed that internal and external auditing is lacking thus affecting the effective utilization of resources. The study concluded that the lack of adequately trained employees, the control of effective budget utilization and school engagement is a great concern and needs remedial actions should effective utilization of resources have to be obtained.

According to Marishane (2013:5), effective utilisation of resources in schools in the management of provisions, use, physical resources bearing in mind the value for funds principles of economy, efficiency, and effectiveness. Therefore, where no-fee schools cannot have other means to attract extra funding, school management is put under pressure to effectively manage the available limited fund efficiently and in an effective manner. In practice, the author points out that effective management of resources involve the establishment of structures, strategies formulation, and systems as well as planning for effective control.

The school management in no-fee schools is from time to time put under pressure to identify urgent school resources needs and is required to be creative in formulating funding strategies to satisfy the school needs (Marishane, 2013:5). Also, the no-fee school situation on funds and resources shows that existing resources and funds be properly managed and maintained so that educational value can be sustained (Marishane, 2013:5). Marishane posits that effective utilization requires effective leadership. The following are identified factors that influence the effective utilisation of funds.

2.5.1 The role of effective leadership in the utilisation of school funds

Effective management of schools' resources and funds requires effective leadership. According to Ile (2012:1), leadership refers to the ability of convincing people to come together willingly towards the realisation of specific objectives through effective monitoring and evaluation. This implies that the leadership role in the process of effective management of resources is critical and is a central place that could institute and support management and policy performance (Ile,2012:1). Leithwood (2002) concur that school leadership is key in determining the success of the school utilisation of resources.

2.5.2 Evaluating the use of school funding

For accountability and improvement, it is crucial to evaluate the use of school funding. Evaluation of school funding would provide information on a planned budget, that is, what is spent beyond the targets for the use of resources as per se in the budget allocation. This gives a clearer look at the institutional experience that is provided to learners with the available resources. Evaluation is also important in that resources are effectively managed and utilized following with declared objectives as well as the rules and laws devoted to funding, while giving some space for unpredictability in the implementation and execution of the budget (Johanson et al, 1997).

In practice, the budget is hardly ever implemented as planned. This has a several attached such validity, adaptation in policies due to new challenges. However, lack of capacity may also hamper the effective execution and implementation of a budget. For instance mismanagement, unauthorized expenses, corruption, fraud, inefficiencies, non-compliance with planned budget, etc. (Vegas and Coffin,2013; Rankumar,2008).

Consistent monitoring and evaluation of a budget helps to redirect funds during a typical year; and as such prevent excessive spending (Johansen et al, 1997). Also, monitoring and evaluation have can detect areas of inefficiencies, mismanagement at different levels of the school systems. This is helpful in that information identified could inform budget discourse and processes for planning a future budget with robust evidence to provide transparency as well as facilitate accountability and decision making (Vegas and Coffin,2013).

Monitoring and evaluation are also important for establishing efficiency and effectiveness of resource use by proving information on whether resources have been allocated productively. Besides, monitoring and evaluation enables us to learn how financial resources could be used at different levels of the system, how financial resources translate into outcomes for different activities and how resources could be utilised more efficiently and effectively to gain the objectives (Vegas and Coffin,2013).

2.5.3 Reporting

According to OECD/IDB (2014), public sector integrity and accountability depend on the transparency in which school funding is utilised, this is so because the use of public resources is derived from citizens' earnings and expenditures. The effective and efficient management of financial resource flows reduces the risk of fraud, corruption, misuse of resources if public stakeholders in schools are held accountable (Wodon,2016). Reporting on the utilisation of financial resources is imperative for establishing transparency in school funding flows. Reporting can give information to different team members about the use of funding and the flow of funds. This serves as a prerequisite to assist actors such as educators, parents, learners, etc. to engage in discourse and decisions about the use of school funding (OECD,2017: 214).

- **Reporting at the school level**

Typically, schools are guided with the rules and regulations in terms of reporting and accounting practices aimed to describe the sources, nature, amount of income generated, income allocation within the school realm, actual expenses; and they have to comply with the laid down regulations. Accounting establishes the foundation to meet reporting needs by school authorities and also to notify the school community about the fiscal and schooling activities of the school (OECD,2017:214).

- **Bookkeeping and control**

The responsibility to keep accurate books for funds received and spent lies in the hands of the SGBs (Oosthuizen (2003:214). Section 42 of SASA stipulates that schools must to keep financial statements and records. The financial statements and records have to be reported both in long-term and short-term intervals, thereby indicating the school's income and expenditures. According to Mxuma (2006:36), the SGBs must keep written records of all funds or properties of the school. Thus, the school must have an asset register. Van Deventer and Kruger,2003:242), states that funds control involves the monitoring and evaluation of the schools funding and this requires a funding procedure as well as accountability and transparency. The authors went further to state that for control to be effective planning in terms of income and expenditures is necessary and these expenditures have to be measured against the budgeted allocation.

Also, the authors stress that financial reporting on quarterly, and annually will go a long way to identify gaps in terms of spending. Conradie and Fourie (2002:9), concur that financial control involves budgeting planning and accurate bookkeeping of records as well as good systems.

2.5.4 Funding policy

A funding or financial policy is an important instrument that outlined clearly how funds from sources such as fees, sponsorships, donations, state grants and other subsidies as well as the school expenditures are to be managed in a particular school (Bisschoff and Mestry, 2009:39). An effective funding policy will assist the school's management teams to control and regulate the process of managing funds of a school in term of receipting, withdrawal, expected funds. This has to be in accordance with the laid down regulations of the national and provincial departments of education (Bisschoff and Mestry, 2009:39).

It should be recalled that these policies are different as different schools use different approaches. Therefore, these policies should be formulated and structured to fit differences in each school context and should always outline the governing body responsibility, financial officers, and treasurer, school finances from various committees, school management teams plus the delegation of several staff for specific tasks, etc (Bisschoff and Mestry,2009:39).

Although the governing body is responsible for drafting the policy, it is perfectly acceptable for them to delegate this function to anyone who may have the necessary skills and qualification in formulating policies. However, whoever, is tasked to draft the budget must consult the various stakeholders who will be responsible for the implementation of the policy (Bisschoff and Mestry 2009:39).

2.6. The key theory underpinning the study

A theory is an action taken or practice of an opposite direction (Jansen, 2001:1). It is a hypothesis, pre-idea, a solution that is tentative, a model that requires to be tested, followed up to determine its validity or true nature (Jansen, 2001:1). Further to Jansen definition, theories are seen as an explanation for a particular scenario. In this light, the researcher has put forward selected theories to unpin the assessment of funding management strategies in "no-fee" primary schools. These theories will contribute to the answering of research questions.

2.6.1 Systems theories of finance and achievement

Research on education funding and better performance is greatly supported by systems theories. This is evident in organisational behavior. Therefore, interpreting organisational structure and behavior helps us track a more specific link between organizational achievements and input variables such as the funds.

Tracking far back as 1965, theories of finance and achievement were based on the assumption that good performances are directly influenced by financial management strategies (Marion and Flanigan, 2001). Mort (1960), states that ‘it is of clear assurance that institutions with a higher management strategy on education expenditure, stand to benefit more in educational outcomes which is the desired of many people in the society. The author further states that spending level is equal to funds flows level and thus requires good management strategy.

In the early 20th century, this assumption made that money influence directly performance was supported by the closed systems perspective of organization and leadership (Marion and Flanigan). The closed systems theories, therefore, suggested the activities of an organization, which include elements such as structure, leadership, task behavior, and that these elements are controlled almost completely by spirited internal processes. The systems of finance and achievement are, therefore, relevant to this study as the theory focuses on elementary and evolutionary nature of a system that is interconnected and inter-independent.

However, some critics hold that closed system paradigm focus mainly on internal dynamics without considering that external forces can influence institutional effectiveness and thus funding strategies does not necessarily translate into schools’ positive outcome (Marion and Flanigan, 2001). Coleman (1966) further points out that, an important indicator of verbal achievement among schools is their background, which is, social and economic status, and self-conception and not the assumption that financial resources determine learners’ outcomes.

Notwithstanding these critics, the systems theory has the value of this research in that the theory resides around self-regulating systems. This implies-, systems that are self-managing, self-correcting through feedback, thus self-regulating systems can be seen in human learning processes. According to Duffy and Reigeluth (2008), to improve the financial strategies of an institution, the cycle should rotate around a school system and everything outside it-, is called the

external environment. Therefore, the fund management team which in this case is made up of school governing bodies, finance head, and school principals shared a common objective and vision, which is influenced by the external environment (the state, donors, sponsors, community) to fund their institution.

2.6.2 The Human Capital Theory

The Human Capital Theory is a theory that explains how investments and earnings in education can assist in empowering and uplifting an individual or persons. The theory is central to this thesis as it enhances our understanding into why scholars, governments and civil society organisations are interested in the development of “no-fees” paying schools in many townships in South Africa post-1996.

This theory was first developed by scholars like Becker and Mincer. It explains how individuals' decisions to invest in human capital like education and training programs and the pattern of individuals' lifetime earnings can improve due to these trainings.

The theory further argues that individuals' different levels of investment in education and training are explained in terms of their expected returns from the investment. This seems to suggest that investment in individuals who attend the “no fees” schools stand the chances of improving themselves and their earnings and in the long run become productive members of their various societies which in the long run both communities and the larger society turn to benefit from these investments in “no fees” schools.

It should be understood that direct investments in education and training involve costs such as the payment of fees and time spent both in the form of direct expenses (e.g., tuition) and foregone earnings during the investment period, so only those individuals or persons who will be compensated by sufficiently higher lifetime earnings will choose to invest. People who expect to work less in the labour market and have fewer labor market opportunities, like women or minorities, are less likely to invest in human capital. As a result, these women and minorities may have lower earnings and may be more likely to be in poverty or to be unemployed. This explains why the South African government is investing in “no fees” schools in South African Townships.

Human capital theory also explains the pattern of individuals' lifetime earnings. In general, the pattern of individuals' earnings are such that they start out low (when the individual is young) and increase with age (Becker 1975:43), although earnings tend to fall somewhat as individuals near retirement. The human capital theory states that earnings start out low when people are young because younger people are more likely to invest in human capital and will have to forego earnings as they invest. Younger people are more likely to invest in human capital than older people because they have a longer remaining work life to benefit from their investment and their foregone wages—and so the costs of investing are lower. Earnings then increase rapidly with age as new skills are acquired. Finally, as workers grow older, the pace of human capital investment and thus productivity slows, leading to slower earnings growth. At the end of a person's working life, skills may have depreciated, as a result of the lack of continuous human capital investment and the aging process. This depreciation contributes to the downturn in average earnings near retirement age (Ehrenberg and Smith 1991).

This theory has explored the importance of the human capital theory in no fee paying schools in South Africa's Townships. The study will now proceed to unpacking some of the legislative framework supporting the need for investment in education in South Africa like the existence of no-fee schools in the Republic.

2.7 Legislative framework supporting the existence of no-fee schools in South Africa

According to Ile (2017:221), educational restructuring and reforms can only be effective if the reforms are well monitored, assessed and guided by a result-based method. The author adds that should a result-based method of policy reforms with requisite is not accepted, numerous policy reforms may be formulated which at the end may not serve the intended purpose and related activities, and hence education will be implemented to impress and not provide quality and relevance. In South Africa, the focus has been on equity and redress to school funding, and this aspiration is demonstrated in many educational legislations.

These legislative frameworks are based on the international human rights arguments such as the Salamanca Statement, which supports the development of an educational system that recognizes a wide range of appropriate responses (UNRESO 2005). These frameworks articulate the goals of equity and the rights of all citizens to equal access to educational opportunities. The South

African governments' commitment to social justice and 'education to all' led to the development of a policy on inclusive education and training (Hey et al., 2007). This policy is entitled Education White Paper 6 Special Needs Education. Building an Inclusive Education and Training System (Department of Education 2001) and it was released in 2001. Inclusive education stems from the Dakar Framework for action adopted a World Declaration on Education for All (EFA) in 2000. Through EFA, different countries committed themselves to provide all children at primary school age with free and compulsory quality education by 2015. The Education White Paper 6 (Department of Education, 2001) advocates all children and youth can learn and need support.

In this light, the notion of Free and or no fees in Public Primary is vital since the desire of the new government is to ensure that the poorest of the poor can still access basic primary education. The desire for quality schooling outcomes in a public primary school in South Africa is littered with many challenges, but unfortunately few satisfactory answers are gotten.

Two important legislations stipulate that the funding of public schools, which are the South African Schools Act of 1996 (RSA,1996) and the National Norms and standards of school funding Norms (NNSSF)(RSA,1998).

2.7.1 South African Schools Act 84 of 1996

The main objective of the South African Schools Act is to create and managed new national educational system. The systems are meant to provide equal opportunity to all citizens so that talents can be developed. The second objective of the Act is to allow schooling access to all learners and improve educational quality for all learners. This is done through the provision of adequate and proper facilities, training of educators, finer teaching methodology and finer school environment and conditions. Although South Africa has not been able to fully commit to all of these and the United Nations Millennium goals (MDGs), one would state that great efforts have been made all in a bid to achieve this goal (Mestry et al, 2017:164). The researcher has therefore examined sections of the South African Schools Act that is deemed necessary for the assessment of funding management strategies in no fee schools which is the main purpose of the study. The researcher's intention is not to reproduce the policy as it is but to examine the critical aspects of the policy about the study.

The fundamental question one would ask is who funds public schools in South Africa? The South African School Act 84 of 1996 attempts an answer to the above question. Going by that, section 34 (1) of the school Act pointed out that the state is responsible for the funding of public schools and the source of money comes from the public. The funding is done equitably as to ensure learners right to education as well as correct the inequality of the past. Section 36 (1), of the same Act, gives school governing body powers to take decisions and actions within their reach to supplement the school resources so that the quality of education can be improved for all learners at schools in South Africa (RSA, 1996a). Today, across South Africa, schools are seen levying fees, all in a bid to improve education quality as stipulated by the School Act. However, the same Act, provide that schools can operate under the fee exemption banner, thus learners who are unable to afford the fees, are exempted after a careful diagnosis as per regulation put in place. Income received from school fees and other extra-ordinary income is deposited into a school fund account to be used for schooling purposes such as recruitment of extra teachers. Importantly, the decision to adopt a market method to finance education as well as to allow fees was per international norms. The researcher, therefore, notes that the school governing body is an important structure in the Act and the body stands to supplement the state in terms of financial resources through the establishment of fundraising projects.

2.7.2 The School Governing Body SGBs and their role in school funding

The role of SGBs in the management of school funding includes;

- Initiate and administer a school fund (section 37 (1) of SASA);
- Open and keep a banking account (section 37 (3) of SASA);
- Maintain financial transactions of the school (section 42 (a) of SASA);
- Formulate an annual budget and presents to parents for approval (section 38 of SASA);
- Prepare and present audited annual financial statements to the PED (section 20 and 21 of SASA);
- Amend the funds given by the PED (section 36 of SASA);
- Implement measures to secure fees, collection according to decisions made (section 39-41 of SASA);
- Review and take decisions on the exemption of school fee applications.

School governing bodies are tasked with the role of administering school funds, supplementing state funds, supplying support materials for learners as well as the creation of a bank account (RSA,1996). Funds provided by the state need to be supplemented by the schools. Section 36 of SASA, states that a public school must ensure that the resources are supplemented to improve learner's achievement. A fee structure must be established by the school and formulate other fundraising mechanism that could yield additional funding for the school. Section 37 further states that the formation of a school funding committee must be per the guidelines set by the Head of Department. Section 37(3), explains that the funds received by the schools, including fees, contribution, donor supports must be deposited into a school fund account, thus the must be a bank account for the school. Therefore, the school fund and all other proceeds thereof, including assets has to be used for educational reasons only.

Section 36 and 45 Of the schools Act points out that SGBs control and manage schools' funds as well as take the responsibility to execute all necessary financial process. This gives room to the state to hand over funding control and thus allow schools to function separately and independently. This entails less interference from the state and fewer restrictions on funding strategies. SASA accorded the power to SGBs to propose and execute policies on finances, managing school funds, setting a code of conduct for learners as well as suggestions for the appointment of education. The decentralisation of schools in terms of its finances, funding decision-making has become an important strategy for school governing bodies for school improvement and school effectiveness (Marishane and Botha, 2004). Van Deventer and Kruger (2003) agree that the method of decentralisation of schools' functions in finances in public schools provided stakeholders the opportunity as well as the authority to improve and develop their schools. However, the SGBs accounts of schools' finances. According to Theodorou and Pashiardis (2015); Mestry (2017), school funding policy could be an effective way to manage funds effectively and efficiently. The authors' further point that week or without funding or not well implemented stands the chance of mismanagement of schools' funds. Van Wyk (2007), went further by stating that SGBs members need to develop a wide range of knowledge, skills and capacity to deal with complex funding management related activities. This entails a change in culture with the SGBs, school management teams as well as principal. This will ensure that SGB takes rightful decisions, and the right steps aimed at preventing with a great sense of

accountability and knowledge in funding management reduce the risk of funds misappropriation and corruption.

2.7.4 National Norms and Standards for School Funding (NNSFF)

The government of South Africa in efforts to address funding equity in public schools adopted the National Norms and Standards for School Funding. This funding policy is adopted with a central focus on disadvantaged schools and this has forced the government to institute a progressive approach to fund schools based on a ranking system called quintile. Disadvantage schools or pro-poor schools are mostly found in localities characterized by poverty and socio-economic exclusion. As such, these categories of schools, lack the fundamental infrastructure, financial and physical resources, thus are commonly ranked as quintile 1 and 2. These are known as "no-fee" schools. The no-fee schools received more funding compared to well-resourced schools; which are ranked as quintile 4 and 5. Besides, the governments' efforts to balance funding, schools that are serving the middle-class, have recently been categorised as quintile 3 and thus declared no-fee schools. The school's management team and the school governing bodies across these quintiles are faced with several challenges in managing schools' funds effectively.

The National Norms and Standard for School Funding were implemented in 2000. According to the policy, 60 per cent of available resources are being shared with the poorest 40 per cent of pupils (RSA,1998). The departments of education across the country were assigned to develop policy instruments for public schools ranking. However, there was no funding benchmarks put in place, but quintile five schools' allocations were made to be seven times smaller than quintile one which represent the "no-fee" schools and are considered the poorest schools (Wildeman, 2008).

The researcher posits that the policies have been of great importance as funding equity has been attained to some extent and education funding has been redressed also. This can be seen from inter-provincial funding equity levels whereby each province can spend an amount equitable to each learner. However, provinces are still faced with a lot of challenges today, as learners across the country do not benefit the same.

2.7.4.1 Resource allocation

The Norms and Standards allocations to schools are weighted so that schools in poorer communities allocates' more funds. The "per learner" amounts paid to public schools in National Quintiles 1, 2 and 3 were equalised as follows;

Table 2.2: National target allocations

National target allocations				
	2016/17	2017/18	2018/19	2019/20
Quintile 1	R1 144	R1 243	R1 316	R1 390
Quintile 2	R1 144	R1 243	R1 316	R1 390
Quintile 3	R1 144	R1 243	R1 316	R1 390
Quintile 4*	R917	R995	R1 068	R1 132
Quintile 5*	R346	R372	R355	R377

* Average cost for all schools

source: WCED Annual performance report,2019-20

Fee status	Total number of PO schools
No fee	868
School fee charging	572
Grand Total	1 440

source: WCED Annual performance report,2019-20

The challenges of equity, social justice in public schools are addressed by the provincial department of education. The NNSSF policy amended in 2006 attempts to fund public schools based on equity. Also, the amended policy attempts to make education accessible to all and of good quality. Furthermore, the policy attempts to improve educational resources provision, especially in disadvantaged schools. Resource allocation to schools is meant to fund key inputs other than personnel and buildings, such inputs include stationary, textbooks, electricity etc. The ministry of education regard school funding as a matter of urgency especially towards efforts to improving education quality, ensure greater efficiency in funding management and providing educational services. To achieve these desires, a new system of spending and budgeting for schools is required and must be strategic (RSA,2006). The budgeting procedures are the responsibility of the Provincial Department of Education and thus, make sure revenue resources are available to their provinces (Mestry et al, 2017:166).

2.8 Conclusion

This chapter has provided a critical discourse on the school funding management strategies and school funding models in general. The chapter has extracted literature of revealed perspectives on how schools implement funding management strategies. Other perspectives presented in the chapter are the concept of strategic management, types of strategies, other sources of no-fee school funding and fundraising mechanisms. Also, various factors influencing the effective and efficient utilization of school resources have been discussed. Furthermore, a comprehensive discussion of theoretical and legislative frameworks was discussed. The next chapter will present the research design and methodology that guided this study.



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter covers a critical analysis of a set of revealed perspectives on funding management strategies and school funding models. This chapter discusses the research design and methodology. The chapter starts with a definition of research methodology, research paradigm, qualitative research design, sampling techniques, data collection tools, data analysis techniques, ethical issues, trustworthiness, validity and research limitation.

3.2 Research methodology

A research methodology is defined as the analyses of the principles of methods, rules and hypotheses employed by a discipline; the development of methods; procedures to be applied within a discipline (Webster 1998:64).

3.3 The Research Paradigm

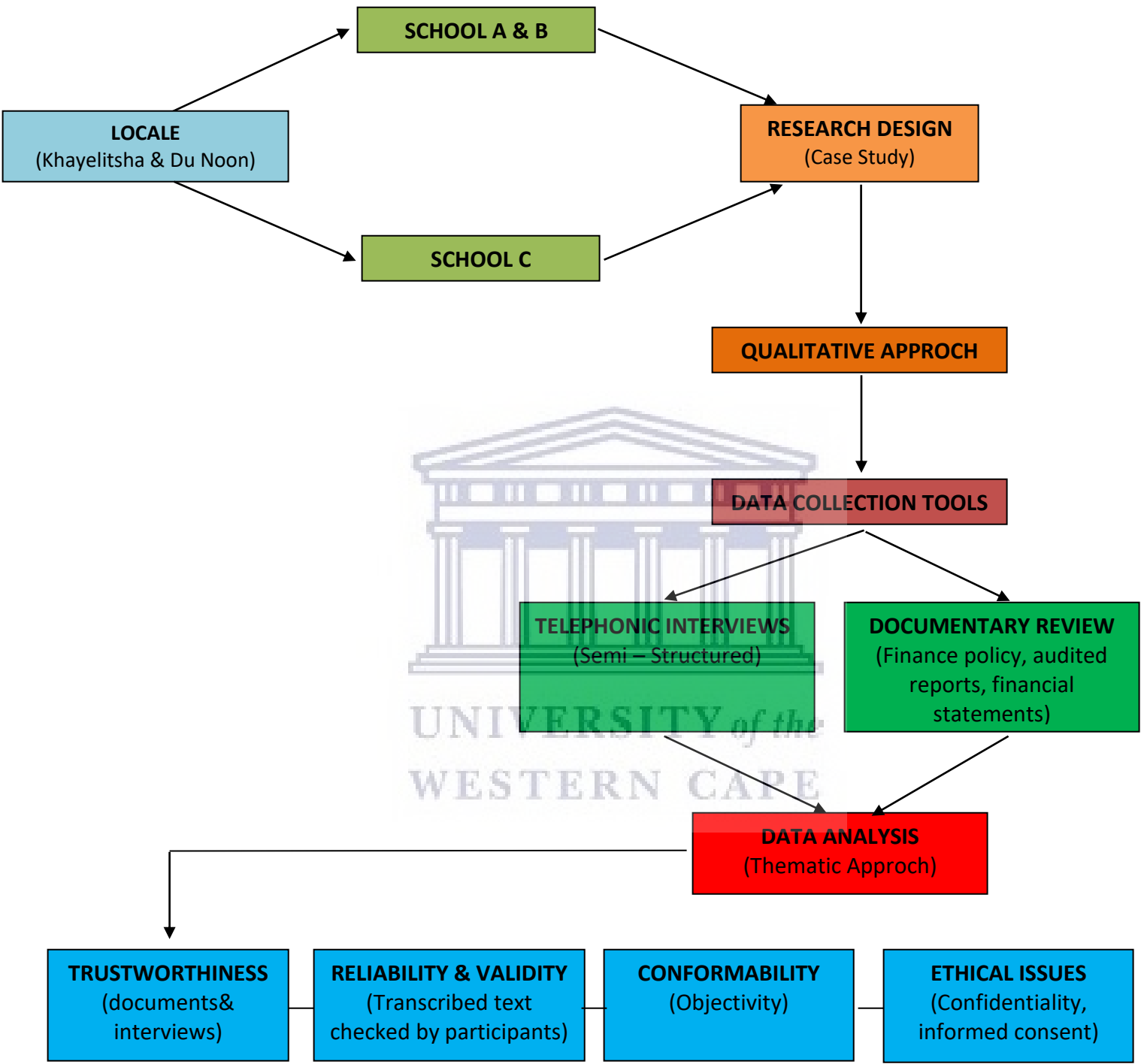
According to TerreBlanche and Durrheim (1999) a research paradigm is an inclusive system of related practice and thinking that defines the nature of inquiry along three dimensions which are; ontology, epistemology and methodology. In this study, a qualitative approach will be applied to data collection. The researcher assessed the funding management strategies in no fee schools in Cape Town townships with specific reference to three selected schools.

In conducting research, the researcher needs to be of the type or quality of data to be generated in answering the overarching research question. The research paradigm helps to guide the researcher in making these critical choices.

3.4 Research Setting

Figure 3.1 shows the research journey route the researcher resorted to follow.

Figure 3.1: Research journey route.



Source: Researcher's own compilation

- **Background to Khayelitsha**

The study was conducted in Khayelitsha and Du Noon. Khayelitsha is a partially informal township in Cape Town, situated on the flats in the city of Cape Town. The name in IsiXhosa means a new home. Khayelitsha has a population of about 391,749 people. Khayelitsha is approximately 90.4 per cent black Africans, 8.4 per-cent Coloured and 0.4 per cent whites (STATS,2018).

- **Background to Du Noon**

Du Noon is a partially informal township, located to the east of the Table view. That is to say, it is a west coast suburb of Cape Town. According to Statistics SA, the employment rate for the area in Du Noon is about 47% and many of the population lives in ‘wendy’ houses. Most of the people are poor. Unemployment levels are high and up to about 56% as at 2018 (STATS SA, 2018). It should be noted that many of the employed are mostly domestic workers in nearby area.

- **Schools profile**

School A is a public primary school located in Khayelitsha, Cape Town. The school was established in 1993 and today, the school has an enrollment of about 1609 learners with 38 educators. The school is a no-fee quintile 2 school. The school is found in the Metro East educational district, circuit 8. The school caters from grade R up to grade seven. There is a foundation phase that starts from grade R to grade three, intermediate phase with grade four to grade six and senior phases which is grade seven. The language of instruction is isiXhosa and English. The learners are from poor backgrounds with some of the parents working in nearby farms and seasonal construction companies. They generally live in informal settlements and RDP houses.

School B is a public primary school in Khayelitsha, Cape Town. The school has an enrolment of about 1426 learners with 37 educators. The school is a no fee quintile 2 school. The school is found in the Metro East educational district, circuit 8. The school caters from grade R up to grade seven. There is a foundation phase that starts from grade R to grade three, intermediate phase grade four to grade six, and senior phase which is grade seven. The language of instruction is isiXhosa and English. The learners are coming from poor backgrounds with some of the parents working in nearby farms and seasonal construction companies. They are coming from informal settlements and RDP houses.

School C is a public primary school located in Du Noon, Cape Town. The school is a new school established in 2007 and today, it has an enrollment of about 1466 learners with 38 educators. The school is a no-fee quintile 3 school. The school is found in the Metro North educational district, circuit 9. The school is running a joint program with three other schools like the establishment of Elsen unit (a program for learners with learning difficulties). The vision and mission of the school are to uplift the standard of living of the society through education and enhancement of a sound culture of teaching and learning. The school caters from grade R up to grade seven. There is a foundation phase that starts from grade R to grade three, intermediate phase grade four to grade six, and the senior phase which is grade seven. The language of instruction is isiXhosa and English.

The three schools were purposively selected in different educational district and circuit in Cape Town, South Africa. The sample consisted of no fee primary schools. The schools were selected based on the fact that they are faced with funding management challenges and also for the fact that they are all no fee schools ranked in quintile 2 and 3. Furthermore, the selected schools are located in the township and have the same socio-economic characteristics. The researcher was granted approval by the selected schools' authorities to conduct this study. The purpose of the study was fully explained, and the confidentiality of the interviews was assured.

3.5 Qualitative research approach

The qualitative research method is aimed at exploring the different problems or cases as well as uncover the quality of whatever is being investigated (Niewenhuis,2007). Creswell (2014) argues that several traits in a study need to be effectively examined so that qualitative research can be assessed. The author further states that qualitative research uses multiple approaches and procedures for the collection of data. Maxwell (2005), suggests that qualitative research should be guided by intellectual objectives so that an understanding of the meanings assigned by the respondent to events and situations, the specific context in which respondents are situated, and the processes that contribute to situation, events, and actions should be well exploited, thus it evolves creative clarification of occurrence.

Maree (2011), further posits that the world is made up of people with different beliefs and assumptions, attitudes and values. The author points out that by exploring the expertise of others

about occurrence, the reality of the matter will be known. Qualitative research is thus an act of acknowledging, interactive relationship between researchers and participants. Participants and their own experiences as well as how they have constituted reality based on those experiences.

This study, therefore, employed a qualitative method of research to give rise to in-depth views about the funding management strategies in the selected no-fee schools. There are different approaches in qualitative research to gather in depth data. This includes narrative, life history, ethnographic, case study, self-study, etc. The researcher employed the use of open-ended emerging data with the primary objective of developing themes from the data. The researcher views this approach fit for the study because it is an assessment and participants' contributions will help the researcher in developing a pattern. Also, the qualitative method provided answers to the questions about what, why and how.

However, there are some limitations with this method. The first problem with the method is that the generalisation of findings is not possible or not allowed, that is, findings emerging from a study cannot be generalised to a large population compared to the quantitative research method. Atieno (2009), states that in the quantitative research, findings can be tested to discover the statistical significance unlike in qualitative research. Also, in qualitative research approach, conducting interviews for data collection is a long process and time-consuming. The analysis of the data also is a long process as these data are too voluminous and need to be arranged into themes. Besides, there is a problem when it comes to proving the reliability and validity of the research findings. This is because one would have to redo research that has been conducted thus duplications and repetition is common and time consuming (Anderson, 2010).

Nonetheless, the researcher views the qualitative research method suitable to gather and analyse data related to the implementation of funding management strategies in selected no-fee schools in Cape Town. The researcher notes that to get a detailed examination and in-depth analysis for the implementation of funding management strategies, a qualitative research approach was the best. Also, the method was used due to the complex nature of research objectives and research questions which warrant an assessment of realistic outcomes. Thus, the assessment requires an assessment of funding management strategies with specific reference to selected no-fee primary schools in Cape Town. This requires an in-depth inquiry which was done by asking questions

from the schools' management regarding their experiences and understanding of strategy management, funding model and resource utilization.

3.6 Research design

A research design is a plan of action that shows the researcher how to conduct his or her study (Babbie and Mouton, 2001:74). This implies that the research needs to create and plan a series of actions that can track the process of the research. The research design also helps the researcher to obtain valid results for the problem under examination (Babbie and Mouton, 2001).

Following the above analysis, the researcher resorted to using a case study design to get a better understanding of the theory and practice of funding sources, utilization and how strategies operate at the school levels in selected no-fee schools.

Bryman (2008:52) opines that implying this proposition that requires a solitary case increases a complete and in-depth survey of facts and includes a distinctive classification in the studies, data analysis, the data itself, and presentation of results. Yin's (2003) inspired Barter and Jack (2008) who supported the concept of the case study being descriptive, exploratory, experimental in different case studies, and implies the use of this case study to respond to how and why scenarios.

Explanatory is when we add more meaning to the theory's definition. Descriptive lay out a clearer consideration of main inter-connections in specialty areas in which we are of interest. Exploratory is when the theoretical foundation is accessible for a study of a new compound and positive ideas not yet outlined by existing theories. The theory and fund resources can affect how the management, planning, and processes operate. Lukka and Kasanen (1995:77) highlight that there is a shortage of inductive reasoning about the data composed which distinguished the case study analysis, thus showing its weakness even though several authors supported the application of this study design. Denzin and Lincoln (2000) had a different point of view as they indicate that this method increases the logic of the procedure of the study, adds reliance in its explanation, and minimize errors that may arise from the usage of only one method.

3.7 Data collection tools

The preference of a specific approach of data collection is based upon the motive of assembling the statistics, classification on the statistics being gathered, the financial sources available, the conservative population-based feature in the study, and the skills you have and used in the specific procedure as indicated by Kumar (2003:143). Every distinctive approach of data collection is of great significance to secure standard information, even though every approach has advantages and disadvantages in relevancy to different scenarios.

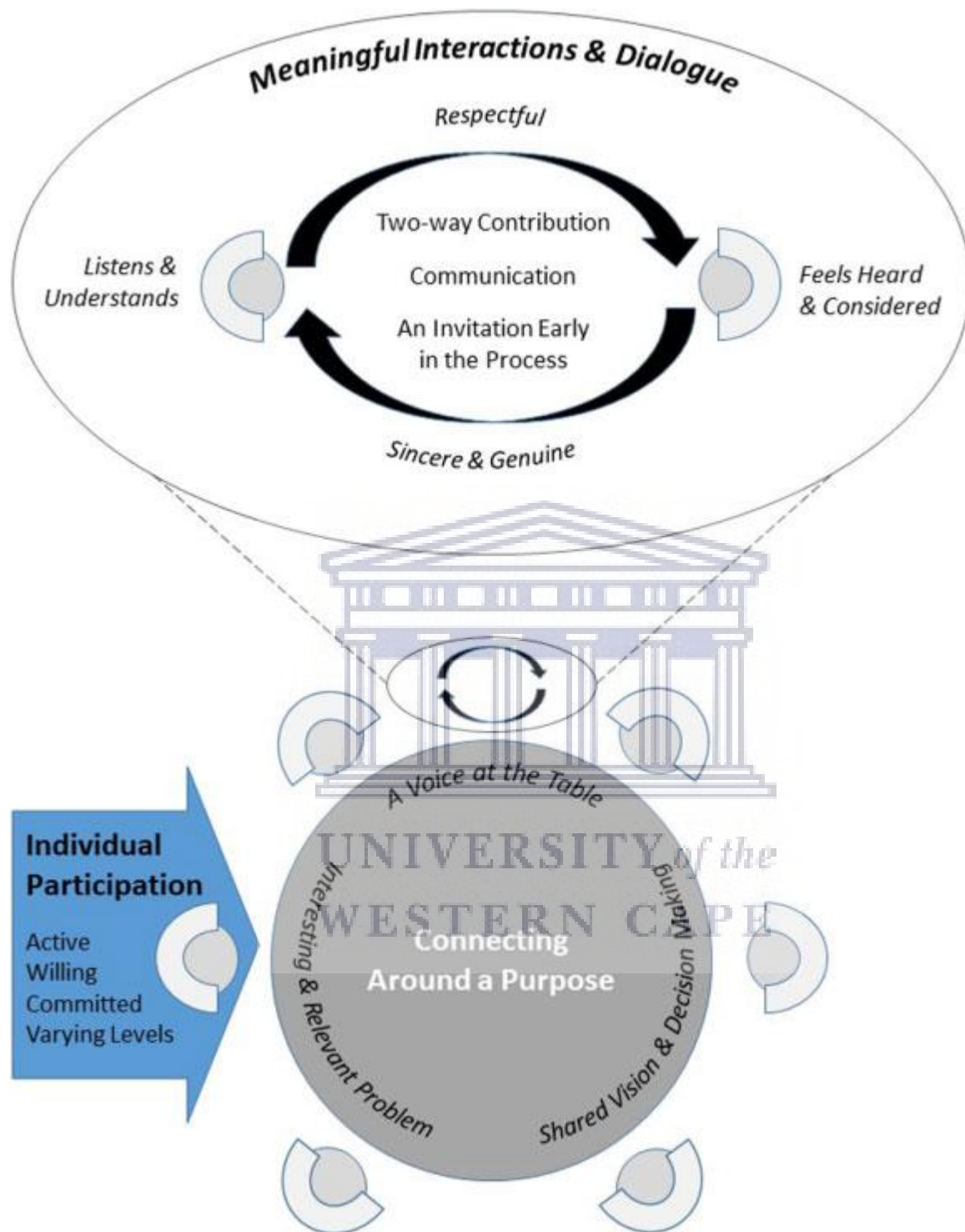
With a different point of view considering specific data collection approaches, Nieuwenhuis (2007:78-79) opines that " there are respective concepts that apply to qualitative data analysis. Qualitative data rely on a realistic perspective that pursues to recognize the occurrence in circumstances or realistic situations and the aim to exploit the occurrence of enthusiasm by the researcher in general. Simply otherwise, this analysis is used in realistic scenarios rather than in experimental ones, thus, inconspicuous data collection methods like monitoring and interviews, are supreme in a realistic standard model."

3.7.1 Semi-structured interviews

Figure 3.2 shows components of engagement between the interviewer and interviewee during an interview process.

Figure 3.2: Components of engagement





Source: Adopted from Nowell et al (2017:9)

The semi-structured interview is defined by Cohen et al (2007:340) as a flexible mechanism for data collection, permitting the use of more than one channel, uncommunicative, declared and

heard. This data collection approach has been chosen because an undeviating interaction between the participants and the researcher.

For the researcher to obtain awareness into points like opinions in individuals, their feelings, emotions plus undergone incidences, interviews will certainly provide an appropriate satisfactory method that is methodological in attaining the details of the subject significances as implied by Denscombe (2009:174). This study, therefore, explores individual opinions, fondness, sensations and occurrences in consideration to the funding management strategies in no-fee schools. Nieuwenhuis (2007:87) views an interview as a unique collaborative discourse in which the interviewer engages and asks certain questions to gather data and to study about the opinions, ideas, views, behavior, and beliefs of an individual.

As a data collection method, the researcher has utilised semi-structured interviews. An advantage of semi-structured interviews includes the fact that the interviewer has both a complete list of questions to be answered as well as the issues to be addressed. An explanation by Denscombe (2009:176) provides that the interviewer should be equipped to be flexible in connection with the order of consideration in topics, and more significantly, to allow ideas developed by the interviewee and be widely spoken on issues raised by the interviewer. The answers should have no prearranged limit and be open to discussion plus there should be more significance on the participant detailing points of concerns as pinpointed by Denscombe (2009:176).

Besides, the researcher resorted to utilising semi-structured interviews because they authorised for probing personal responses as conflicted to organised cross-examination that allows only for restricted responses. Babbie (2005:31), states that "an appropriate interview is one between the interviewee as the participant and the interviewer who has proposal specific or counter plan of inquest but not a particular group of questions that should be asked using specific words in a specific way or order."

The researcher believes that semi-structured interviews were appropriate for the study. One of the advantages of semi-structured interviews was illustrated by Hatchi (2002:94) who stated that a researcher may use guiding questions but remain accessible to pursue the leads of the interviewee and probing through sectors that appear during the interview interconnections. Nieuwenhuis (2007:88-89) places three examining strategies that can be in usage to researchers

to acquire the highest amount of data and to substantiate that what was heard by the researcher is what was meant by the individual. These strategies are:

- Detailed aligned inquires which are directed at following and developing that the researcher acknowledged the "who, when, where " of the participant answers;
- Involves details which are arranged to provide a clear picture and includes questioning the participant to communicate with the researcher about a specific example and answer presented;
- Categorisation of details that can be used to inspect whether the researcher acknowledges if what has been communicated is precise. To corroborate this, paraphrasing can be used to support this.

This data collection method is suitable for the study as the above procedure would provide results with regard to the quantity and standards of data collected. A definition of probing was presented by King and Horrocks (2010: 40) as modeling follow-up inquires that motivate an individual to extend the primary answer to obtain an extensive response in his or her answers.

Two examining approaches are used by the researcher to increase the primary answer given, which are amplification and explanation. For the researcher to gain more insight on the implementation of funding management strategies in the selected no-fee schools, he must be able to motivate the respondent to amplify on several certain answers as well as engage an explanation of an inquiry method to get a clearer result through certain phrases or words that the respondent answers did not completely understand.

3.7.2 Telephonic interviews

According to Vogl (2013:133), telephone interviews provide a more balance of power distribution between interview participants. This allows the interviewees to speak freely, exercise greater control and thus direct conversation towards areas that are perceived as vital. Also, face to face interview stands a risk of too much rapport which could divert discussions and thus losing its focus. As such, Tucker and Parker (2014) explain that interviewers are encouraged to maintain a certain degree of distance and formality with research participants. Turker and Parker (2014) further add that telephone interviews can reduce social pressure on participants while building rapport as many are always shy.

Holt, (2010); Sturges and Hanrahan, (2004) conducted a study on the use of telephone interviews and found that many interviewees preferred the option of telephone interview instead of face-face interview. The authors further state that these interviewees did not only prefer this option but were so much appreciative for giving them the preference to choose. The reasons these interviewers advanced were that they are more comfortable openly discussing individual experiences over the phone than talking to interviewer face to face.

New sub-questions or probes are common features that researchers often identify during qualitative interviews. Therefore, the lack of visual contact gives the interviewer to unobtrusively notate follow up questions while the interviewee is speaking (Hermanowicz, 2002). Interviewees are often busy (Holt,2010) and this group of participants is always willing to accept a telephone interview, this is so because, rescheduling and cancellation can be easy and convenient (Cachia and Millward,2011; Chapple,1999).

However, there are some limitations to this approach. Some authors argued that the lack of facial expressions has the potential to impact the communication process (Gillham,2000; Kvale and Brinkmann,2008; Rowley, 2012). The authors state that the lack of visual clues could create challenges for researchers. Firstly, there is the risk of misunderstandings due to lack of visual cues and this can lead to a breakdown in the communication process (Hermanowicz, 2002:479). Secondly, body language is absent for probing, seeking clarifications and elaborations to answers given (Stephens, 2007:203). Thirdly, key non-verbal visual data are not recorded by the researcher (Novick,2008) and this type of data collection is crucial in qualitative research. Fourthly, body language which is considered natural in conducting interviews would be lacking, thus the researcher is unable to seek clarifications or elaborations to answers given (Stephen,2007). Finally, interviewers cannot depend on visual cues to assess the interviewees' level of interest.

Notwithstanding, the researcher considered this approach vital as the selection of participants is purposive and the sample size of the study is small. This gave the researcher the opportunity to make a lengthy telephone conversation with all the participants. It is argued that a telephonic interview is not suitable for all participating groups. Instead, researchers are required to carefully select their target research participants when selecting their interview methods (Farooq,2017).

The researcher therefore carefully selected his targets and participants in conducting a telephonic interview.

3.7.3 Documentary data analysis

Bell (2005:115) indicated that upon the researcher's decision on a given topic, the topic is redefining with stated objectives, thus the researcher will be in a position to decide on the method through which data will be collected. The researcher, therefore, engaged the application of documentary sources provided by the selected schools to collect extra (secondary) data about the occurrence which is being assessed.

Documentary analysis requires that the researcher make use of all types of written documents to gather data so that the researcher will be able to gain insight on the phenomenon being assessed (Nieuwenhuis, 2007:82). Data from sources such as reports, journals, published and unpublished documents, newspapers, emails, administrative documents and other forms may be regarded as written data. The scrutiny of documentation that is associated with the study was used, having in mind that they are authentic. The authenticity of the documents was checked as they were duly signed, dated by the authority that issued them. As such the researcher opined that the document was genuine to be used for data in the study.

Guided by Nieuwenhuis (2007:83) who suggests on the selection of documents for a study, the researcher took keen note of the following criteria:

- That researcher should investigate to determine whether the document to be used in the study of official or not;
- That the researcher should investigate the publication date of the required document;
- That the researcher should review the objective or intent of the document and context;
- That the researcher should investigate the argument and main issues of the document.

The documents that the researcher used in the study were of primary sources, that is, they were original. As a result, the researcher scrutinized the following documents issued by the selected schools in question. They are:

- Finance (funding) policy;
- The financial statements or audited reports;

- The schools' budgets.

The school finance policy was examined to determine how the school's funding procedures, procurements, banking, claims procedures operate, and the formation of members of the finance committee as well as SGBs in the management of funds. The financial policy was seen by the researcher as an important document to establish the various strategies used by the schools for effective resource utilisation and management. Also, this policy stands to show whether members of the school management team have the experience to handle financial matters.

The school budget helps the researcher to establish whether the funds allocated or generated meet the school needs and identified needs as well as how well the funds are utilised. The school budget indicates whether the school is operating on an annual surplus or deficit. This will assist the research to establish the interventions made by the school management team in regard to strategies, funds utilisation and fundraising.

The school audited reports or financial statements were scrutinized to determine whether the school has challenged or not in terms of income and expenditures. This assisted the researcher to verify whether schools employed strategies such as fundraising projects to supplement the financial resources.

3.8 Sampling of participants

Sampling refers to the choice you make on a given population or other groupings that are seen as necessary for the research (Melville and Goddard,1997:29). In qualitative research, it is purposive sampling and non-probability is commonly applied in most studies instead of random sampling and probability method (Nieuwenhuis,2007:79). This study, therefore, applied the purposive sampling approach as a suitable method for data collection. The participants that were selected were based on their specific traits which distinguish them from the others which is called a purposive sampling (Nieuwenhuis,2007:79). The researcher therefore, resorted to utilising purposive sampling technique so that the best possible source of information can be obtained to answer the research questions.

Participants from the selected schools were the principal, chairperson of the School Governing Body, and the finance committee head. The principal is involved in the day to day management of the school and thus have the required knowledge of management strategies.

The Chairperson of the School Governing Body on the other hand, has the potential to give data on the strategies and funding sources related issues. The Finance Committee Head is in the position to address all financial management related issues including resource utilisation. All of these reasons warrant the researcher to select the participants, as can be seen, they all possessed specific characteristics which could be of value to the researcher in gathering information.

Therefore, the researcher applied a purposive sampling technique since it does not only involve participants but also takes into account elements such as events, activities to be used as data in the study. According to Nieuwenhuis (2007:79), purposive sampling is not only limited to participants, but the settings, incidents, events, and activities are also included for the collection of data.

A total of nine participants participated in the qualitative data collection. This comprised three school principals, three chairpersons of the schools governing bodies and three school finance heads. The choice of these participants is because they are directly involved in the day to day management of school activities and thus, they are the key players of strategic management.

3.9 Data analysis and procedure

Data were recorded utilising telephonic conversation. Data were collected through semi-structured guided questions. The conversations were recorded and later transcribed word by word, as a result, the data were analysed by the researcher using a thematic data analysis approach. Braun and Clarke (2006) suggested that thematic analysis has been imperfectly categorised even though it has been used widely in a qualitative study, this analysis is hardly appreciated compared to the grounded theory, ethnology, or phenomenology. The provision of core skills for administering a couple of other types of qualitative analysis led Braun and Clarke (2006) to agree that the thematic analysis must be an elemental technique for qualitative analysis. The thematic analysis has been argued as a qualitative study method that can be in usage over a variety of epistemologies and research elicits information.

This technique is used for describing, identifying, organising, analysing, and reporting the subject matter found in a data set (Braun and Clarke, 2006). The thematic analysis was described by Boyatzis (1998) as a translator to researcher who speaks the language of qualitative and

quantitative analysis, allowing several researchers to be able to communicate even when using different research techniques.

The thematic analysis allows a strongly adaptable proposal that can easily be adjustable and improved to suit many studies, allowing a huge and completely detailed, though a complex description of data as illustrated by Braun and Clarke (2006), King (2004). This analysis also offers a huge attainable form of data analysis, most likely for those in their early research career (Braun and Clarke, 2006), even though it does not need the full complete theoretical and professional technical knowledge like other qualitative approaches.

The few recommendation measures and procedures of the thematic analysis can prove to be an advantage to researchers and individuals who are unfamiliar to qualitative methods as it is easy to clutch on and easier to learn (Braun and Clarke, 2006). As an argument to support the thematic analysis, Braun and Clarke (2006) and King (2004) states that this is a useful approach for assessing the perspectives of various researchers, emphasizing similarities and imbalances, and creating unforeseen insights. It is also useful for outlining key features of huge collected information set by forcing the researcher to overlook and consider taking a clear methodological approach of data administration, to produce a final report that is organized and clear (King, 2004). As much as the advantages of this approach are of importance, it is also of major concern to acknowledge the disadvantages

The disadvantages of thematic analysis are visible when compared to coinciding qualitative research approaches. A newbie researcher's ability on the management and administration of thematic analysis can be affected by the lack a shortage in essential literature, unlike that of grounded theory, phenomenology, and ethnography. The thematic analysis does not allow claims of language used by the researcher as stated by Braun and Clarke (2006). The flexibility of the thematic analysis can also lead to less compatibility and a lack of coherence when developing themes derived from the research data (Holloway & Todres, 2003).

However, thematic data analysis is suitable for the study because it is uniquely flexible. Considering the complexity of the study, it is, therefore, logical for the researcher to apply this approach. The study sample is small and homogenous; therefore, thematic analysis is suitable for the study. Marriam (2009:29), states that "investigator is the primary instrument of data

collection and analysis". The researcher adopted the step by step thematic analysis of data as prescribed by Braun and Clarke (2006).

According to Ryan and Bernard (2003:103), "not all themes are of equal importance." Going by this line, the researcher sorted and marked common expression as well as repetition arising from the themes and sub-themes. A cut and paste approach were used where the cutting and pasting coding techniques to process the transcribed text were needed. According to Stewart et al (2007), the cutting and pasting technique involves the act of identifying important expressions, arranging the expressions in themes. As a result, the researcher developed a table with key words (strategies, funding sources and resource utilisation) derived from research questions as reflected in the interview questions. The researcher then applied the keywords to develop themes for the institution of transcribed expressions. The expressions were first coded and then cut, pasted and sorted according to the key words. As a result, the researcher could identify the relevant following themes.

3.10 Data trustworthiness

In the field of research, data trustworthiness is one of the key areas that researchers are faced with challenges. This is so because of the lack of trust in the data could result to discredit the study reliability, credibility, and conformability. The aspect of trustworthiness in research is imperative for both qualitative and quantitative research validity, conformability, and reliability (Lincoln and Gube, 1985). The foundation for assessing trustworthiness in research is based on the above criteria. Information dependability and data accuracy are called reliability in research.

The transfer and information, applicability is what is referred to in research as data validity. This entails that the same research can get the same findings. Transferability implies that you can use the research findings to another setting. The research objective is to render by conformability. However, it is difficult to be objective in all cases, which requires that a conformability audit be conducted to determine whether research data supports the process (Lincoln and Guba, 1985).

To instill trust in the research findings, the researcher combined individual interviews with information from the participants and an analysis of written documents. As such, the data from interviews and the case study were verified to see if they pointed in the same direction. Also, the researcher gave all the participants a chance to verify whether or not the facts were what they

gave to the researcher as data. This helped the researcher to establish whether the interpretations of what the participants had shared with him were true.

To have control over the bias issue, the researcher avoided generalizing the findings of his population. The findings were understood from a context and perspective. According to Neuman (2006:188), the validity and reliability in research form a key aspect in research measurement. Depending on the research approach applied, validity and reliability will have different meanings. For instance, in the qualitative research approach, validity is seen as the ability of research to be genuine hence trustworthy (Neuman, 1997).

3.10.1 Reliability and validity

The approach used by a researcher depends on its legitimacy, effectiveness, appropriateness and this is key in research validity (Bulmar and Warwick,1983). Validity therefore is "the extent to which an empirical measure adequately reflects the real meaning of the concept under considerations" (Babbie and Mouton,2009:122). Adequate reflection entails that a repeat of the study can be done by another researcher. Guion et al (2011) argued that research validity can be achieved through other means of data analysis such as thematic techniques. Also, the researcher argued this claim by Babbie and Mouton has setbacks as the environment can change after the original research has been conducted.

According to Maree (2007:80), the use of two methods of analysis is involving several investigators or peer researchers to help with the interpretation of the data could enhance validity and reliability. For the research to achieve validity, the research seeks the services of a peer researcher to check the process and look for similarities and difference in the text.

3.10.2 Conformability

According to Shenton (2004), the use of independent research mechanisms that are different from skills and perceptions of the research is imperative for the conformability of the study. However, the author points out that it is difficult to displace real objectivity as the researcher bias cannot be avoided in the process of setting interview questions. However, this does not deny the fact that the researcher can obtain some form of conformability in the study. Shenton (2004) went further to point out that the concept of conformability is the qualitative investigations

comparable concern to objectivity. Thus, steps are required to ensure that the findings of the study can be assured. This is a call for the researcher as all the necessary steps were followed and the researcher was cautious not to put his bias in the researcher pattern.

3.11 Ethical consideration

Ethics in research involves the aspects of morality especially in the context of dealing with humans (Shawa, 2017). Today, ethics extends beyond the issue of humans, meaning it now incorporates respect for and conservation of the environment. Also, ethics can be seen with human rights and democratic discourse. According to Shawa (2017), ethical questions are the subject of interdisciplinary deliberation. The ethical issues that may arise in the study include;

Informed consent: The consent holds a key place in the study and this concern the voluntary consent of the individual participants. For the researcher to deal with this issue participants consent was first obtained so that participants understand the process they are engaging in, why their participation is required, who will use the research findings, and how it will be reported. Since the research is conducted in public schools, permission was obtained from the selected schools.

Data confidentiality: The use of documentary data requires approval from authority concern; as such, the right of confidentiality and anonymity will be questioned. For the researcher to deal with these issues, the researcher has to explain to the various authority concerns of the importance to keep data confidential and anonymous.

3.12 Study limitation

According to Price (2013:66), a study's limitation refers to the systematic bias that the researcher did not or could not control and which could adversely affect the outcomes of the findings. Simon and Goes (2013) argue that limitations often start from research design choice and methodology. The authors state that each different option in methodology and research design has specific limitations. The limitation of this study therefore lays in the researcher's design choice. The data collected were confined to three schools and the sample size was small. However, the researcher choice was mainly purposive and as such did not distort the research findings. Also, some participants gave limited responses to the interview making it difficult for

the research as generalisation cannot be made. The research however, made a follow up on such responses.

3.13 Conclusion

This chapter examined the research methodology that was employed to gather the data on the funding management strategies in selected no-fee schools in Cape Town. In this chapter a descriptive analysis of the research paradigm, the qualitative research design was discussed. The amalgamation of non-prospect sampling approaches, case studies, which is convenient and purposive were applied to select participants. Also, data collection tools and process, data analysis, ethical consideration, trustworthiness, reliability, and validity, and the limitation of the study were discussed. The next chapter presents the data collected, interpreted, findings and discussions on the study.



CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, FINDINGS AND DISCUSSIONS

4.1 Introduction

The preceding chapter presented a comprehensive discussion on the research design and methodology applied to gather data on the methods used for the assessment of funding management strategies in no-fee schools in Cape Town with specific reference to selected primary schools. This current chapter presents and discusses the data collected through semi-structured telephonic interviews and extensive documentary reviews. The data collected was meant to respond to the four specific objectives of the study, which are linked to the main research objective. Data analysis was completed through qualitative data and a thematic approach was applied as stated in chapter three. The purpose of this chapter therefore is to present and interpret the data that attempts to respond to the overarching research questions.

4.2 Setting the stage for research interviews

When setting the grounds for research, interviews, researchers are reminded to bear in mind the practical problem of gaining entry to the study (Welman Kruger and Mitchell, 2005:199). For the researcher to collect data for the study semi-structured telephone interviews were employed and a comprehensive review of documents. Approval was accorded by the selected schools under review to have access to the documents and to conduct the study at their institutions. The three schools that took part in the study were all public primary schools. Two of the schools are quintile two primary schools and one is a quintile three primary schools. Appointments with school officials were made over the phone to set dates for interviews. Participants that were interviewed are; three school principals of the selected schools; three chairpersons of the School Governing Bodies of the selected schools and three school finance heads of the selected schools. In tally, nine participants took part in the study. The issue of anonymity was assured and as such, participants expressed their feelings and opinions without fear of disapproval and condemnation.

The interviews took approximately one hour each. The researcher tape-recorded the conversations so that he can later have access to the information. The interviews were voluntary and participants had the right to withdraw. After the completion of the interviews, the researcher sent a copy to the participants to make sure that what was said is what is recorded and

transcribed. A total of nine participants were booked for interviews and all the nine responded and actively participated, thus giving a 100 percent respondents' rate.

4.3 Participant background information

The table below displays the demographic information about the participants. The information is divided into sections according to the schools under review.

Table 4.3: School A

Participants	Gender	Age range	Qualification	Longevity in service (years)	Specialization
Principal	Male	40-49	Bachelor's degree	8	Education
Chair SGB	Female	40-49	College certificate	10	No formal specialty
Finance head	Male	30-39	Bachelor's degree	7	Education

Table 4.3.1: School B

participants	Gender	Age range	Qualification	Longevity in service (years)	specialization
Principal	Male	40-49	Bachelor degree	6	Education
Chair SGB	Female	40-49	Higher certificate	11	Business
Finance head	Male	40-49	Bachelor's degree	6	Education

Table 4.3.2: School C

Participants	Gender	Age range	Qualification	Longevity in service(years)	Specialization
Principal	Male	40-49	Bachelor's degree	6	Leadership and management
Chair SGB	Male	40-49	Bachelor's degree	4	Education
Finance head	Female	40-49	Bachelor's degree	7	education

Source: Author's Research 2020

The participants actively participated in the interview. The interviews were friendly and in a cooperative manner. From the above tables six respondents were male, and three females; one respondent was between the age of 30-39; eight respondents were between 40 and 49 years of age. Two respondents held a high school certificate or college certificate and these respondents are the chairpersons of the school governing bodies. All the six educational specialists held a bachelor's degree; one respondent specialized in leadership and management. The longevity in service of the respondents ranges from five to eleven years while one does not hold formal specialisation.

4.4 Presentation and discussion of results

The main objective of the semi-structured interviews as previously discussed (cf. par.3.7.1:19) was to recognise connected themes during the analysis process that would add towards the evolution of a suitable tool for the qualitative stage of the study. The following relevant themes emerged and are displayed below.

- Financial management
- Fund raising management
- Voluntary contribution funding
- Input based funding
- Knowledge management
- Transparency and accountability

The interconnected components of meaning from the literature and the transcripts were orderly designated to the themes. Following a brief introduction of each theme and sub-theme, a discourse followed that includes cut and paste responses (quotes) meant to give a suitable and relevant substance to the views of respondents. To begin the discourse narrates the currency of important responses and is contained with an evaluation and interpretative discourse concerning the research objectives.

Table 4.4: Themes

<i>Research objectives</i>	<i>Main themes</i>	<i>Sub-themes</i>
1) <i>To identify and discuss the funding management, strategies adopted by the selected schools to mobilize and manage funds</i>	1. Financial management	<ul style="list-style-type: none"> • Financial planning • School budgeting • Recordkeeping and control • Formation of fundraising committee, event planning
	2. Fund-raising management	
2) <i>To examine the funding models (sources) in the selected no fee schools</i>	3) Voluntary contribution funding	<ul style="list-style-type: none"> • Sales, donations • State, subsidies
	4) Input-based funding	
3. <i>To determine the extent to which school funding, management strategies influence the effective and efficient use of resources</i>	4. Knowledge management strategy	
	5. Transparency and accountability	

Source: Author's Research, 2020

From table 4.4, it is noticed that six main themes and sub-themes specifically emerged to correspond to the research objectives.

Table 4.4.1: The frequency of themes/sub-themes for each participant

Main theme	Sub-theme	PS	FS	SGB	PS	SGB	FS	PS	FS	SGB
		A	A	A	B	B	B	C	C	C
1.Financial management	Financial Planning	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.Fund-raising management	Budgeting	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Reporting, recordkeeping and control	✓	✓	✓	✓	✓	✓	✓	x	✓
	Formation of fundraising committee	✓	✓	x	✓	✓	x	✓	✓	✓
3. Voluntary contributions funding	Sales, donations	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Input-based funding	State, subsidies	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.Knowledge management strategy		✓	x	✓	✓	✓	x	✓	✓	✓
6.Transparency and accountability		✓	✓	✓	✓	✓	✓	✓	✓	x

Source: Author's Research, 2020

4.4 Research objective one: To identify and discuss the Funding financial management strategies adopted by the selected schools to mobilise and manage funds.

This section focuses on funding management strategies across the three schools. The section is partitioned into main themes and sub- themes.

4.4.1 Financial management

In the course of interpreting data, it emanated that all three schools use a variety of financial management and fundraising elements as a strategic tool when managing school funds as well as raising extra funding for the schools. As a result, two key themes emerged from the respondents, when asked what funding management strategies they are applying to mobilise and manage school funds? They remarked that:

“Financial management is the main tool we used to manage the use of school funds” (principal, school A)

“Financial management is everything about school costs, control and even money” (finance head, school B)

“we practice financial management techniques to manage all our school finances” (SGB, school C)

This line of thought is consistent with Botha (2013) who explains that financial management is a process in which the School Management and SGB organise, plan, lead, control and delegate the funds of the institution to realize the aims and goals of the institutions. As discussed earlier (cf.par.2.2:13), this theme is in agreement with Rai (2007) who explains that a strategy is a plan, a set of decision rules, a course of actions which are gotten from its goals, paring these activities which move an organisation from its current position to a future state. Financial management had the following relevant sub-themes; the first sub-theme is financial planning.

4.4.1.1 Financial planning

Financial planning was a theme that voluntarily appeared from the interviews as respondents indicated their involvement in managing the use of school funds across the three schools. When probe how they go about planning their finances?

‘We have a financial policy which guides us on financial planning, for example, having three different quotes before we get serviced’ (principal, school A)

‘In our school, we compared at least different quotations, especially if expenditure exceeds R5000.00 and this is done in advance’ (finance head, school B)

This turns to suggest that there is an element of financial planning in the schools. For instance, the table below displays financial planning elements across the three schools a summary of responses.

Table 4.4.1.1: Comparison of Financial planning elements across the three schools.

Elements	School A	School B	School C
Identified needs	Discussion of yearly budget and needs in collaboration with SGB	Discussion of yearly budget and needs in collaboration with SGB and parents	Discussion of financial matters in collaboration with both SGB and classroom educators
Budgetary indicators	Formal procedures for planning budget are not fully implemented	Formal procedures for planning budget are not fully implemented	Formal procedures for planning budget are not fully implemented.
Funding priorities	Unclear link between school priorities and funding	Unclear link between school priorities and funding	Unclear link between school priorities and funding
Data flows on learners	Registration registered to track learners’ numbers, but not linked to objectives	Registration registered to track learners’ numbers, but linked to objectives	Registration registered to track learners’ numbers, but not linked to objectives
Finance policy	Reviewed annually and regularly	Reviewed after two years, but not regular	Reviewed annually, but not regular

M&E on finance matters	<ul style="list-style-type: none"> • Financial policies guide daily operations and district monitors financial activities; • Non-existent M&E unit • Finance plan does not carry dates and targets to monitor progress 	<ul style="list-style-type: none"> • Financial policies guide daily operations and district monitors financial activities • Non-existent M&E unit • Finance plan does not carry dates and targets to monitor progress 	<ul style="list-style-type: none"> • No adequate measures to deal with claims (educator cash slips and claims) • Non-existent M&E unit • Finance plan does not carry dates and targets to monitor progress
Expenditures forecast	The sourcing of different quotes before payment	The sourcing of different quotes before payment	The sourcing of different quotes before payment

Source: Author's research, 2020

The table above is consistent with Bisschoff; Mestry (2005) and Heystek (2013) who assert that financial planning is a tool to detect management performance, especially in actions related to the financial matters of the schools with a common goal of gaining effective use of funds and is executed by a person in a position of command. However, not all the elements of financial planning are respected across the three schools. Responses linked with financial planning emulated respondents' views and fondness and are outlined as follows:

“We use checkbook and EFT to render financial services, everything is planned beforehand”
(finance head, school B)

“I think this method of EFT is convenient and safe as it is planned before time, we do not need to carry cash around” (SGB, school C)

The above responses suggest that the school is committed to ensuring the proper utilisation of school funds. Having three quotations before any purchase or service portrays the management ability to institute better performance for effective and efficient use of school funds. Also, the process of financial planning involves looking at the school needs and this requires engaging all school stakeholders. This view was shared by schools A and B.

“An indicative fund allocation is made available by the DoE at the end of the year. Immediately I received this plan statement, I convened a meeting with the finance committee. The meeting is for us to plan and report to SGB. All the stakeholders then identify their needs for the coming year and these needs are guided by the indicative allocation” (principal, school B)

“As the end of the year approaches, we plan a general meeting with parents so that the draft budget can be discussed and adopted” (SGB, school A)

However, school C regarded the issue of school resource requirement more seriously and this is done by engaging other stakeholders.

“We do not only involve SGB members in the planning process of financial matters, but, I involved classroom educators who are not SGB members” (principal, school C)

It was assumed that the respondents considered purchase as an integral part of the financial planning function. From the responses below, it suggests that these schools plan according to the needs of the school. These needs include the purchase of textbooks and there are considered necessary and demand that purchases should be planned.

“The school each year has always targeted to fundraise R6 million. This target amount is linked with planned expenses” (principal, school C)

“We planned the buying of learner’s textbooks and we planned that these books must be kept in good condition for at least five years before we buy again” (SGB, school A)

The majority of the respondents considered financial planning as the most important financial management strategy to better the financial performance of the schools' funds. In general, respondents related planning of funds with the preparation of the policy. The above responses, therefore, are in line with the literature review (cf. par.2.2:13), which defined a planned as a strategy that arises in a conventional plan, specific purpose exists, draws up by conventional controls to ensure surprise free execution. The financial policy as indicated by many respondents indicates that there is a conventional plan in place in the schools. However, implementation is a challenge across the schools. Also, in all the school planning is done based on a specific purpose, to ensure effective use of school funds. However, these purposes do not have dates and targets to monitor and evaluate progress. Moreover, the responses suggest that control of expenses is a prime concern as this is taken seriously. Furthermore, in coherence with the literature review the SGB, parent educators, the school management team is required to get involved in every day planning phase in the schools. The responses across the three schools suggest that these stakeholders are part of the planning process even though not all fully participate. Heystek (2013) asserts that all stakeholders need to contribute to formulating the school financial management strategies. The next sub-theme is budgeting.

4.4.1.2 Budgeting

Budgeting is another financial management sub-theme that emerged unanimously across the three schools. A school budget is a management duty of planning, forecasting, and emulating the expenses and revenues of the different activities in the school. When probe how these schools do their budgeting? They remarked that:

“We do budgeting with the finance committee and SGB and we take it serious” (principal, school A)

“The school has a draft budget where they specify how much they will use in things like municipal fees, water, electricity and maintenance (finance head, school B)

“There are processes to control costs and this is through budgeting” (SGB, school C)

From the above responses, it reveals that the respondents understood the importance of formulating a school budget. The responses indicate that a budget provides a detailed plan for the

management of financial activities in the schools. Also, it is indicated that the budget provides information related to expected revenue, and expenses, and this guide the schools to anticipate for the coming year.

However, some of the schools have a different approach towards the management of the school budget. School C's view budgeting from a more complex angle where the provincial department is regarded as the main user.

“The provincial department requires the school to develop a budget on how is going to spend allocated funds. The budget then follows how money should be spent. The district officer visits the school four times a year to come and monitor if the school is following the budget when spending” (principal, school C).

This view is shared by school B. *“We have numerous checks from the department or district” (SGB, school B).*

The above responses suggest that the official has knowledge of what the school budget is and its importance and how a budget is drawn. This concurs with Du Plessis (2013) argument which state that budget is a management duty of planning, forecasting, and emulating the expenses and revenues of the different activities in the school. The above responses are in line with the literature review (cf.par.2.5.2:26), consistently monitoring and evaluating of a budget help to redirect funds during a typical year; and as such prevent excessive in spending (Johansen et al, 1997). Also, monitoring and evaluating of the budget have the possibility to detect areas of inefficiencies, mismanagement at different levels of the school systems. This is helpful in that, information identified could inform budget discourse and processes for planning a future budget with robust evidence provide transparency as well as facilitates accountability and decision making (Vegas and Coffin, (2013).

Other components of the budget that arose from the respondents was that of the method adopted to draw up a budget.

“The budget, for example, is drafted a year earlier and each department within the institution does their budget according to their needs and they are informed by the number of learners they

are catering for and by the previous years including the change in prices of goods and services'' (finance head, school A)

The above response indicates that the school is using an incremental approach to prepare its budget. This approach is in line with Ntseto (2009) who states that a budget process that begins with the previous year budget, that is, adding and subtracting from budgeted items for the coming year is known as an incremental budget.

However, two schools indicate that budget implementation is not always implemented as anticipated.

''To effectively manage our school funds, we ensure cost control through the use of a budget. I mean our budget on items amount to be spent and we make sure we don't go over, but sometimes we go over as implementation is a problem'' (principal school, A)

''We adjust budget where there is a need. This is to be in control'' (SGB, school B)

'' We do budget as required by the provincial department, but we don't have the needed training on how to effectively implement the budget'' (finance head, school C).

The above responses concur with the literature review (cf, par.2.5.2:26) that in practice, the budget is hardly ever implemented as planned. This has several reasons, for instance, validity, adaptation in policies due to new challenges. However, in school C, lack of training emerged as the main reason for poor implementation of the budget. This aspect in school C is in line with the literature review (cf.par.2.5.2:24), lack of capacity may also hamper the effective execution and implementation of a budget. For instance, mismanagement, unauthorised expenses, corruption, fraud, inefficiencies and non-compliance of planned budget, etc. (Vegas and Coffin, 2013; Rankumar, 2008).

From the previous responses and in line with the literature it can be deduce that the present-day school management across the three schools can manage contrasting budgets, prepare a budget, has a basic knowledge and an understanding of financial related matters such as revenue and expenses. However, there are some lapses in its implementation. Also, the responses indicate that one of the qualities linked with necessary school budgeting is the ability to manage revenue. It can therefore be concluded that the above responses are also associated with arguments from

the literature review discussed in the study. The essence of this close relationship between a budget and effective utilization of resources was also asserted by some respondents.

Table 4.4.1.2: Summary comparison of budgeting approaches across the three schools.

Sub-theme	School A	School B	School C
Budgeting	<ul style="list-style-type: none"> • Budgeting taken seriously • Budget implementation challenges and overspending 	<ul style="list-style-type: none"> • Draft budget outlines expenses • Monitoring of budget from provincial departments • Budget is adjusted as the need arise 	<ul style="list-style-type: none"> • Budget control costs and expenses • Monitoring of budget from provincial departments • Lack capacity to implement budget

Source: Author’s research, 2020

4.4.1.3 Reporting, Recordkeeping, and Control

Reporting, recordkeeping, and control was another financial management sub-theme that voluntarily appeared from the interviews as respondents indicate their involvement in managing the use of school funds across the three schools. The table below shows the different approaches across the three schools.

Table 4.4.1.3: Comparison of Reporting, Recordkeeping and Control approaches across the three schools.

Elements	School A	School B	School C
Reporting			
Financial statements	<ul style="list-style-type: none"> • Income and expenses submitted to 	<ul style="list-style-type: none"> • Income and expenses submitted to 	<ul style="list-style-type: none"> • Income and expenses submitted to

	<p>WCED quarterly.</p> <ul style="list-style-type: none"> • SGB chairperson and finance officer signed submission reports 	<p>WCED quarterly</p> <ul style="list-style-type: none"> • Submission reports signed only by finance officer 	<p>WCED quarterly</p> <ul style="list-style-type: none"> • SGB chairperson and treasurer sign all submission reports
Financial compliance	Appointing accountants to ensure compliance with financial matters	Appointing accountants to ensure compliance with financial matters	Appointing accountants to ensure compliance with financial matters
Control elements			
Banking	Opening of account approved by SGB	Opening of account approved by SGB	Opening of account approved by finance committee
Signatories	<ul style="list-style-type: none"> • Approved by SGB via a formal written approach. • Minimum signatories are three but all three must be present for transactions 	<ul style="list-style-type: none"> • Approved by SGB via a formal approach • Minimum signatories are three but two can approved transactions 	<ul style="list-style-type: none"> • Approved by SGB via a formal approach • Minimum signatories are three but no specification for transactions
Income deposit	All money received is deposited into bank account via EFT	All money received is deposited into a bank account using ATM	All money received is deposited into a bank account via internet banking

Cheques	Blank cheques are not signed	Blank cheques are not signed	Blank cheques are not signed
Receipting of income	Issue receipts to acknowledged receipt of money	Receipts issued are sequentially number	Issue of receipts to acknowledged money immediately
Procurement procedure	Identify needs according to approved budget	Place orders in accordance with finance policy	File all quotes and copies orders following approved budget
Payments	Organize payments through cheque requisition, duly authorized before payment	Process cheques for payment effect, duly authorized before payment	Original source documents attached. approved quotes
Recordkeeping elements			
Inventory	Followed a FIFO approach and done by control officer	Inventory levels monitor by finance officer	Inventory updated on regular basis
Cheques	Cheques requisition are filed in chronological order	Cheques requisition are filed and supporting documents	Cheque requisition are filed but chronological.
Operating petty cash	SGB approved petty cash float	Finance committee manage petty cash	Petty cash is not in place

Source: Author's Research, 2020.

From the above table, it suggests that the three schools are aware of the importance to have a reporting, recordkeeping and control system in place. This demonstrates the school's ability to ensure effective and clear control of funds.

Section 42 of SASA, requires schools to keep financial records and statements. Oosthuizen (2013:214) states that the responsibility to keep a detail account of funds received, spent, and of assets, liabilities, and financial records lie with the SGB. Across the three schools, respondents indicate that the keeping of records, reports, and control were in place. This concurs with section 42 of the SASA, which requires SGB of public schools to have an effective control system in place to maximize the use of school funds. However, some respondents in school B, indicate that though there are measures in place to control funding, sometimes reports are not delivered promptly to the SGB.

“We do have these measures of control, but you go into a meeting and they say reports are not available due...” (SGB, school B).

The above statement from these respondents is a call for concern. Irregular reporting creates room for mismanagement, and fraud. Drawing from literature review (cf. par.2.5.3:27), Van Deventer and Kruger, (2003:242), states that funds control involves the monitoring and evaluation of school funding, and this requires a funding procedure as well as accountability, and transparency. The statement above suggests lack of transparency, and stringent funding procedure in this school.

Interestingly, the three schools did indicate in their responses that there are checks and balances in place and that this is done by external agents/persons. Their responses are reflected below.

“We have hired an external accountant that come to the school once a term and on request to oversee that due financial process is followed when handling finances (finance head, school A)

“We do hire an auditor to come and check the books for us. They also prepare financial statements for us” (principal school B)

“Not only auditors come to check out books, our sponsors too visit the school once a term and district finance officer” (principal, school, C)

The respondent’s responses concur with Mxuma (2006:37) who states that preparing financial statements by the school is not enough, these records and reports need to be checked by an external agent to ensure that they comply. The agent/persons must not be part of the financial affairs, it must be an independent agent. Also, the respondent’s responses fall in line with the

literature review (cf.par.2.5.3:27) that financial reporting on a quarterly, and annually basis will go a long way to identify gaps in terms of spending. Conradie and Fourie (2002:9), concur that financial control involves budgeting, planning, and accurate bookkeeping of records as well as good financial systems.

On the other hand, some of the schools stressed the need for monitoring and evaluating financial activities. Their responses are reflected below.

“The school has a finance policy which serves as a daily operational guideline. The district also monitors our activities” (SGB, school B)

However, one respondent in school B indicates that their school does not have an evaluation unit to ensure control and its evaluation. As such, they depend on the district for guidance.

“We do not have a unit to monitor and evaluate, that’s why we hired accountants and district officers” (finance head, B)

Also, in school C, one of the respondents indicates that even though they are control measures in place, they are still faced with some challenges regarding the handling of cash.

“Payment of petrol claims paid to educators cause a problem when they don’t return cash slips. Also, during excursions educators must purchase food for learners, they don’t bring back slips that equate the amount given, then it became a problem” (principal, school C).

Even though there are measures in place, the respondent’s response suggests that there is a lack of control structure, strategy formulation and proper cash system in this school. Also, it suggests that there is a lack of control measures to effectively manage the use of school resources and this is a great concern and needs remedial action. This is in line with the literature review, wassie (2019: 54) stress that the lack of effective control systems posed a great risk of losing funds in an institution. Furthermore, Marishane (2013:5) stress that effective management of resources involves the establishment of structures, strategies formulation and systems as well as plan for effective control. The respondents, however, recommend that there should dedicate someone to lead the process of handling cash transactions.

“If as the principal, I can go buy myself so that I can keep the slips, or tell educators that they won’t get money if they can’t bring back slips” (principal, school C).

The respondents’ view suggests some sort of lack of leadership. This entails, educators have not been taking the instruction of the principal and it seems the educators cannot be held responsible by the principal. Furthermore, there is some form of dishonesty from the educators which indicates the lack of transparency and accountability. This indicates a lack of cordial relations between the principal and other stakeholders. A case in point is the view of Botha (2013) who states that the need for a change and creating of a culture of accountability is vital for the management of school funds in these no fee schools in South African Townships. The other main theme on financial management is a fund-raising management strategy.

4.4.2 Fundraising management strategies

This theme is the second main theme that attempts to provide answers to the research objective one. Oosthuizen (2003:217) points out that a school may seek other alternatives to amend their funding. Bisschoff further points out that the success of funding depends on the effective management strategies employed by the school. The theme is divided into the following relevant sub-themes.

4.4.2.1 The formation of a fund-raising committee

Flowing from the above main theme, the issue of the formation of a fund-raising committee emerged. The fundraising committee is tasked with the duty to attract extra funds for the school. However, members of this committee must have an interest in the school funding desired (Campher 2003:62). When probe what strategy they are using to attract funds? They remarked that:

“The committee makes a list of items that the school will be fundraising for and the possible amount that it will cost. Money that has been collected is divided among items agreed on” (finance head, school A)

“The fundraised money must be budgeted for a year and the institution must state how much they are going to receive from this and what are they going to spend it. For instance, if the school

were fundraising for dictionaries and it happened that parents did not bring the money, the school must still buy those dictionaries'' (principal school B)

''Each committee must account and present their expenditure or income when organizing an event that involves funds'' (SGB, school C)

The explanation in the three schools turns to suggest they have a fund-raising committee. The duties of this committee are supervised by the SGBs.

The above responses suggest that the school fund-raising committee is organised, there is a fund collection procedure in place. This type of strategy is intentional as there is a clear plan on what the funds are needed for, and it shows that other things can equally emerge that can be catered for. Mintzeberg and waters (1985:258) described this type of strategy as entrepreneurial. These are strategies that arise in main the vision; personal intentions exist, the vision of a single leader is unforeseeable and thus adjustable to new opportunities; strategy is intentional and can emerge. Therefore, the formation of a committee indicates that not one person can handle the fund-raising activities. The responses are in line with the literature review (cf.par. 2.4.3.1:24) which stated that the organization of fundraising functions is an important element. This entails that funds collection procedures need to be well organized and planned for effective monitoring and control (Van Deventer and Kruger (2003:240).

Other approaches use by the schools included the planning of project activities and wild publicity.

''The fundraising committee organizes events in the school to raise funds'' (finance head, school A)

''The school raises money for a specific target resource or service within a specific period, but we normally take a quarter to raise funds for a particular resource or service'' (SGB, school C).

The last response suggests that there are difficulties in raising funds in some instances. This is shared by other respondents in schools A and B.

''We use to target amounts, but parents are not helping at all'' (SGB, school A)

“We sent letters to sponsors or service they offer, they show interest, we would then submit our proposal, but many a time we don’t get responses” (finance head school, B).

The majority of the respondent’s responses suggest that there are strategies in place to generate funds but many times the funds are not coming in as expected. This could be associated with the implementation techniques that the schools are using. Jeremiah and Palmer (2005:43), opine that fundraising activities depend on the way the school viewed the process, and coordination and strategies is imperative for a successful implementation.

4.5 Research objective two: To examine the funding models in selected no-fee primary schools

This section will attempt to provide answers to research objectives two. The section is divided into themes.

4.5.1 Voluntary contribution funding model

A voluntary contribution is a main theme that emerged from the respondents across the three schools. These are funds that the schools get from the sales of items, donations, etc.

When asked what are the different funding models? The respondents explain as follows:

“We have a tuck-shop so that we can use the profit to buy school equipment” (SGB, school C)

“The school asks R50.00 voluntary fee from parents and on certain Fridays’ the school asks for R50.00 donation in the form of American day” (principal school C)

“Selling items to learners on a special day and collecting money for special occasions for example cultural day. America day is more special because most of the learners do contribute, and the school normally, make a lot of money” (principal school B)

“The finance committee also organizes events in the schools to raise funds” (finance head school A)

The responses above show a unanimous approach across the three schools. Therefore, the table 4.5.1 displays the different school collections and other private contribution approach across the three schools.

Table 4.5.1: Comparison of school collections and other private contributions approaches.

Schools	Parental monetary contributions	Parental non-monetary contributions	Sales of items	Rentals of infrastructure and materials	Philatophy donations	In-kind donations
A	No fixed amount set for contribution	Open for parents	Dispose school items only to learners and on special days	Rentals materials and infrastructure	Designated donor, for example, lotto	Open to the public
B	No fixed amount set for contribution	Open for contribution	Disposed items only to learners	Rentals facilities limited only to learners	No designated donor	Open to the public
C	Fixed amount of R50.0 set for contributions	Closed for any non-monetary contributions	Tuck shop open to the public	School hall for rent, open to the public	Designated donor, for example, Chevron	Open to the public

Source: Author's Research, 2020.

In school C, a voluntary fixed amount is asked by parents as fees. This is voluntary as no fee schools are not allowed to formally charge school fees. These responses tie with Mestry (2014) that no fee schools are forbidden from charging fees, but in effect, they are forcing parents to make contributions to schools. The researcher concurs with Mestry as this type of fundraising is an act of intimidation on the side of learners; it creates room for competition among learners which is not well as those learners who do not have money to buy items in school will feel rejected by their peers. Furthermore, no fee schools are gradually turning into a market place. A learning environment is supposed to be free from any destructive activities.

“The funding is not enough, and during fundraising the school likely to be interrupted because learners got excited with the program of the day of fundraising” (principal school C)

The above response ties with the researcher's viewpoint. The response suggests that though schools do organize these events, they are aware that they are interrupting learning as learners turn not to focus on the schoolwork of the day but for fundraising events.

Across the three schools, responses from the respondents also indicate that funds from donors constitute part of their funding sources. This also is voluntary as donors will either accept or decline contributions. The responses below reflect the viewpoints of respondents.

“Funding from Chevron has assisted us according to our needs, for instance, in LTSM and installed security system on the school” (SGB, school C)

“We once get R300, 000 funding from lotto to start a sports field, but it was not enough” (principal school A)

The above responses suggest that the schools are engaged in a private-public partnership with business operators to raise extra funds for the sustainability of the school's activities. This initiative concurs with the recommendation of UNESCO-UIS (2011) that educational institutions should partner with the private sector so that more funds can be generated in the financing of schooling at all levels thus this could relieve the state over financial stress. This is a good initiative from the schools, but how often they do get this funding is a concern that one would like to know. Already one respondent indicated a shortage of the funding they get from donors. The respondent's response is in concurrence with the literature review (cf.par.2.4:21) where Van Rooyen (2006) points out that they are other sources that have contributed to the funding of schooling in the public schools.

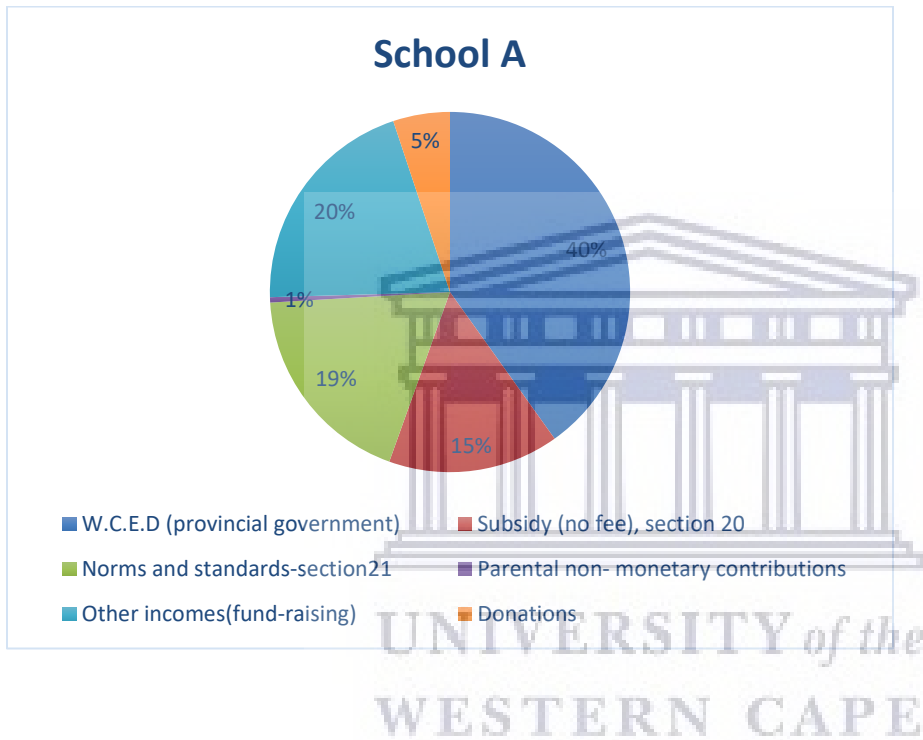
According to SASA 84 of 1996 mandate the SGBs of public schools to negotiate its fee status. According to section 34 (1) of SASA, SGBs have the power to take decisions and actions within their reach to supplement the school resources so that quality education can be improved for all learners at schools in South Africa. The next main theme that emerged was the input-based funding model.

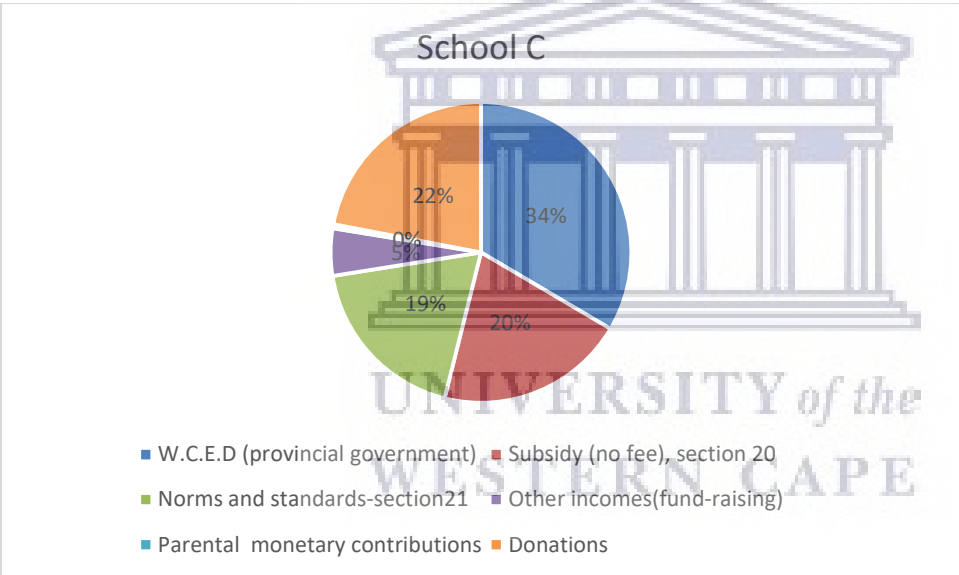
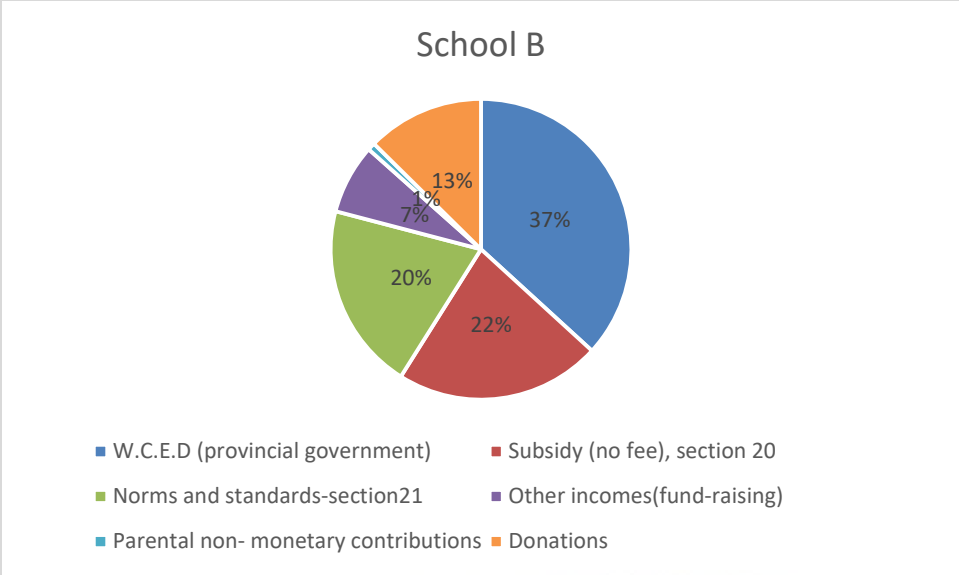
4. 5.2 Input-based funding

Input-based funding was a model that emanated from the interviews conducted. During the interviews on funding models, respondents were unanimous in their views regarding the main

source of their funding. Input-based funding is a government strategic model of funding that can be equated to a market-oriented model of funding (Jongbloed, 2000:18). With the input-based funding, personnel and material resources are the key elements to be considered in the budget system of institutions Jongbloed, 2000:18). Figure 4.5.1 below shows the different models of funding across the three schools.

Figure 4. 5.2 Funding sources in percentages





Sources: Author’s Research 2020 based on audited financial statements, 2017/2018

The above figures suggest that the main funding model of the three schools is the input-based funding, which is the state. The Provincial Department of Education provides funding to the schools and there are the norm and standards which are a government subsidy to schools. In addition, the figures suggest that funding does not only come from the state, parents and donors also make contributions toward the funding of the schools. The figures are supported by responses from the respondents. When asked what are input-based funding? The respondents had this to say:

“Firstly, let me indicate that this is a no fee school meaning that the school does not charge any amount from parents in the name of school fees. The school gets its funding from the Western Cape Education Department, and the fundraising we do with parents and learners” (principal school C)

“ The department of education allocates funds as per the number of learners. It’s not for the school to raise allocations, the school has only done that by fundraising and donations” (principal school B)

“We get money from the government allocation” (finance head, school A)

The above findings are in line with the literature review (cf.par.2.4:21) Van Rooyen (2006:12), asserts that public-school funding is a collective responsibility that involves the state, parents and other stakeholders. This view is supported by the South African Schools Act 84 of 1996. Marishane (2013:3) further asserts that the no-fee main source of funding is from the state. Furthermore, the norms and standards for schools is a government strategy meant to fund public schools based on equity. The policy has a central focus on disadvantaged schools. The findings across the three schools suggest that norms and standards, funding is based on the number of learners in the school.

However, across the three schools, respondents indicate that this funding from the state and fundraising is not adequate to run the school educational activities. The responses reflected the respondent’s viewpoint.

“Parents during the meeting would understand that we are no fee school. So, we depend on their efforts to raise funds for other resources at the school and when the time comes very few would cooperate. I think the government should allow us to charge fees” (finance head, school A)

“The money from government is not enough, we are not able to get enough resources” (SGB, school B)

“The fact that funding is not sufficient leads to minimum purchasing of learners, teacher support material, and teaching and learning suffer” (principal, school C)

The responses indicate that the schools are struggling with funding even though the government is providing the funds. As a result, the schools are not able to acquire learning material. According to the responses, respondents think that with enough funds they can be able to carry schools' projects and get more teacher resources for effective learning. These responses are in accordance with the key theory of the study. The theory of finance and achievement is based on the assumption that good performances are directly influenced by financial availability (Marion and Flanigan, 2001). Therefore, interpreting schools' structure and behavior help us track a more specific link between schools' achievements and input variables such as the funds.

Interestingly, respondents across the three schools think that if certain things are done correctly, the situation of the funds can improve. Hear their recommendations.

“ I think the government can go back and make fees compulsory, especially now that even the poor receive government grants. Schools that were built prior 1994 in townships do not have halls and sports facilities, but the current government does not reimburse them by building those, each school must find ways to build those facilities for themselves ” (finance head, school A)

The recommendation of this respondent points to a number of key issues. First, the respondent thinks charging a school fee can improve on the current predicaments of the school. The respondent sound optimistic that charging these fees parents will be able to afford as many parents today are receiving government grants. Secondly, the respondent points to the problem of infrastructure. This is important because lack of school infrastructure has the potential to hinder learning. Thirdly, the respondent response suggests that the school is under pressure to seek alternative sources of funding in order to support learning. This is in agreement with the literature review (cf.par.2.5:25) that the school management in no fee schools is from time to time put under pressure to identify urgent school resources needs and are required to be creative in formulating funding strategies to satisfy the school needs (Marishane, 2013:5).

Another respondent in school C shared a similar view with school A.

“I can recommend that the school can be allowed to ask for school fees from parents, and became a fee paying school, that will assist in the money school already have to be able to purchase enough learners teacher support material for all grades and all learners ”(principal school C)

The respondent response suggests that not all learners in the school have the necessary learning materials due to the lack of funds. Teachers' materials are insufficient to thus hampering effective teaching.

The recommendations indicate that there is a need for capacity building in terms of financial strategies. Also, the respondent thinks that parents are not looking after their child's education. This is certainly in the line of funds.

Another respondent that draws the researcher attention was a response from a respondent in school C.

“Do things according to the policy of the school, in this way everyone will be safe which we are trying to do” (SGB, school C).

The above recommendation indicates that things are not done right and this respondent feels they are not safe should things are not be improving.

In general, the findings revealed that state funding is the main source of funds across the three schools. However, there is still a lack of funds to serve the diverse learning requirements of learners and teachers. Sufficient resources and the effective management thereof were identified as prerequisite for the effective management of funding. However, effective management of schools' funds is not an easy thing to come by giving that many who are involved in the management of these finances and resources are not properly train. Lack of adequate support from the department of education was identified as a challenge faced by these schools. More guidance is needed from the authority in strategy formulation, implementation and evaluation of funding processes.

4.6 Research objective three: To determine what extent the funding strategies have influenced the effective and efficient utilisation of resources in the selected schools.

This section focuses on the extent to which the above discussed strategies adopted by the selected schools have been able to influence the effective and efficient use of resources. The section is structured into themes gathered from respondents during interviews. This section, therefore, attempts to provide answers to research objective three. The figure below shows the differences and similarities in approach across the three schools in the study.

4.6.1 Transparency and accountability

Transparency and accountability emerged from the interviews conducted. Responses across the schools were in the same line when asked how the funding strategies have been able to help their schools. Thus, the responses below show a comparison of the elements of transparency and accountability. The elements captured represent respondents' views.

“Transparency is the first one everyone is aware how the school funds are made and spent”
(finance head, school A)

“There is SGB that gives the mandate for any funds to be used from the schools account, this has help in accountability” (principal school B)

“Each committee must account and present their expenditure when organizing an event that involves funds, this is to ensure transparency” (principal school C)

The above indicates that across the three schools, they are aware of the importance of ensuring transparency and accountability in the financial transaction of their schools. Van Deventer and Kruger (2003) mention that a well-organised system could attract donors and sponsor to contribute should they notice that they are efforts towards transparency and accountability. Van viewpoint concurs with the views of the respondents as they are signs of efforts toward achieving accountability and transparency. Funding strategies have thus raised the yardsticks of transparency and accountability and collective responsibility to a whole new level. There is significant progress in strengthening transparency and accountability processes. However, even with this elaborate design the performance and quality of strategies have been far from uniform across the three schools.

4.6.2 Knowledge management

Knowledge management emerged as one of the factors that have helped the schools to improve their funding. According to Frolic et al. (2010), educational strategies and funding systems in public schools are influenced by knowledge-based management, governance, and developmental processes in educational institutions. Thus, the responses below show a comparison of the elements of knowledge management. The elements captured represent respondents' views.

“We have been able to get some form of financial efficiency even though not in all aspects”
(SGB, school A)

“ Our school is able to match objectives to plan resources” (principal, school C)

“ I think our school has been able to develop skills on how to assign funds coming from the departments to needs” (finance head, school B)

The responses indicate that respondents across the schools have been able to attain some form of knowledge on the managing of schools' funds and they feel that this knowledge have been fruitful to the school. According to Mahishane (2004), school knowledge management entails financial efficiency that is being able to match allocated financial resources to the financial needs of the school. The respondent's viewpoint concurs with Mahishane assertion. The responses reveal that the schools have developed the techniques to identify the channels through which school funding is distributed, governed and monitored. This in itself plays a major role in ensuring that resources are directed to where they can make the most difference.

To round up with the interviews section, interviews were all linked to the questions and the interview schedule. However, not all questions were discussed, as would have been but answers from these questions provided a valuable contribution to the findings. The findings of the qualitative analysis were in accordance with related themes and sub-themes from the literature overview and in specific with the theoretical framework underpinning this study. The next section focuses on the analysis of documentary data.

4.7 Documentary data analysis

This section provides an analysis of the documents issued by the selected schools. A detailed explanation of the documents reviewed was discussed in chapter three (cf.par.3.7.3:48).

4.7.1 The school financial policy

In analysing the financial policy of school A, it was found that the finance policy spelled out the roles and responsibilities of the financial officers or treasurer, the procedures, and processes of banking as well as withdrawal of funds, the functions of the finance committee and recordkeeping procedure. In order to comply with the requirements of the SASA, the school has

ensured a regular review of the financial policy. However, the finance policy does not state clear objectives of these processes and procedures and how its implementations can be assured. Also, the finance policy does not outline in details the monitoring and evaluation processes and procedures. School C shared a similar reorganisation of the financial policy as school B but it was deduced that some aspects of managing the use of school funds were not properly handled. For instance, there was no petty cash book in place, thus, daily purchases cannot be effectively accounted for. In school B, things were different. The school policy is not regularly updated. According to Rai (2007), a strategy is required to be dynamic as organised internal and external environment constantly changes over time. The non-reviewed by the finance policy in school B indicate non-compliance with SASA 84 of 1996. As a result, it was deduced that the financial policy does not have a clear objective at short and long term. Roles and responsibilities of the various committees are not well formulated.

4.7.2 Audited financial statements

Reviewing the financial statements across the three schools it was found that their major source of income is from the state, with voluntary contributions forming a significant portion of the funds. This is in concurrence with respondents' responses discussed earlier. However, the table below shows a comparison between income and expenditures across the three schools.

Table 4.7.2: Comparison between schools' incomes and expenditures

Schools	Total income in Rand	Total expenditure in Rand	Variance
A	2 765 398	2 901 354	(135 956)
B	2 178 207	2 361 657	(183 450)
C	2 437 311	2 397 180	40 131

Source: Author's research 2020 based on audited financial statements, 2017/2018.

Table 4.7.2 revealed that schools A and B are operating at a deficit for the periods under review. This entails that the school's expenditures are more than the incomes. In other words, revenues have not been sufficient enough to offset expenditures. This, therefore, has a close linked with the type of funding management strategies these schools are applying in the management of funds and funds mobilisation. However, one could not conclude as there are other factors that

influenced schools' financial statements. What was evident is that salaries of staff form a bulk of expenses across the three schools. In school C, the financial statement revealed a net surplus for the periods under review. According to the auditor's report, school A and B, lack appropriate funding strategies to supplement funds from the state. The report also revealed that the SGB could not account for some funds used in the preceding year. The audit report recommends that there is a need for the schools to improve their management strategies. Drawing from the financial statements, the researcher found that the effectiveness of strategies, translating into action crucially depends on the capacity of the school management team.

4.7.3 The schools' budget

To give effect to the legislative requirements of the SASA 84 of 1996, public schools require having a school budget to ensure that the institution manages schools' funds effectively and efficiently. Gauging across the three schools, it was found that all the schools do have a school budget. This is in line with respondents' responses as earlier discussed. The Western Cape Education Department in a way, ensures that this budget is done correctly; sets some budgetary standards for schools. The researcher has used these guiding principles as indicators to measure the school's engagement with the budget. According to the Western Cape Education guiding indicators on the budgetary process, a good school budget should follow the following stages;

- Stage 1: preparation of the budget;
- Stage 2: submission of the budget to parents;
- Stage 3: monitoring of the budget;
- Stage 4: accepting the budget.

The researcher extensive analysis was based on the above indicators. The budget preparation stage is where inputs are obtained from the various school departments for the submission to the finance committee. The finance committee then draws up a draft budget for submission to SGB through a coordinator. This draft budget is based on historical data and future needs. Assessing this process across the three schools it was found that in school A, the finance officer draws up the budget based on historical data and anticipated needs without inputs from the various departments. In school B and C, the budget is drawn up using historical data and anticipating needs and this is done with inputs from various departments. The act of consultation is important

in the budget process because its implementation requires collaboration from all stakeholders and where one department is not aware of what is going on in the next department, it poses a future implementation problem. In the interview analysis some respondents have indicated the lack of awareness in the budget process.

Submission of the budget to parents: The draft budget is required to be submitted to the parents for scrutiny and this is within a notice period of 30 days and must be available 14 days prior to the parents meeting. Assessing the three schools, it was found that the draft budget is submitted to parents for scrutiny. However, the time period of 30 days and 14 days is not respected across the three schools. These findings coincide with the responses from the respondents as earlier discussed in the interviews conducted.

Monitoring the budget: In school A the finance officer manages the budget in consultation with the school governing body. In school B and C, the finance committee manages the budget in consultation with school governing bodies. However, budget adjustments or deviation are not subject to SGB approval as would have been the case. The Western Cape Education Department requires that any deviation from the approved budget must go back to SGB for approval. But in practice this not happening in the three schools. This is an indication of the lack of strong leadership across the three schools.

Accepting the budget: Across the three schools, the budget submitted to the parents is generally accepted by the all the parents. The process of presentation across the three schools is respected and it follows this order;

- The previous year's budget meeting is read;
- Parents attending meeting vote and approved the budget;
- The approved budget form framework within which all expenses are affected over the budget year.

A closing note on why the government and society is embarking on no fee schools

It worth highlighting that the apartheid state created huge disparities and inequalities in South Africa as many citizens were destitute, unemployed, illiterate and thousands were orphaned.

Post-1994 the new government through the 1996 Constitution and other pieces of legislation and international legislation on education sought to address these imbalances and to ensure that all South Africans citizens and especially learners are provided with an opportunity to attend primary education and attain a status where they can read and write. These steps of empowering the citizenry are in line with the human capital theory which seeks to explain how citizens can be empowered through tuition, education and training to become productive members of society and gradually improve their earnings.

Therefore, the interventions of the state through no-fees primary schools are vital to address these gaps in incomes created by apartheid. This in many ways reveals the relevancy of this study as one with value propositions to address inequities in the society. The study supports this as these learners are blacks and the medium of instructions in IsiXhosa and there are no White learners in these no-fees schools.

4.8 Conclusion

This chapter has provided analysis of the data collected from the field and it started with a presentation of the stages laid for the semi-structured interviews conducted, followed by detailed background information of participants. The chapter presented an interpretation of the data and data was analysed according to major themes and sub-themes, thus addresses the theme of financial management use when managing the use of school funds as well as fundraising mechanisms when seeking measures to mobilized extra funding. The main theme for financial management was associated with sub-themes such as financial planning, budgeting and reporting, recordkeeping and control. The second part presents the documentary data analysis as it analysed the various aspects of the documents the key issues were finance policy, budgeting, and audited financial statements. The next chapter will present the conclusion and recommendations of the study.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study is an assessment of funding management strategies in no-fee public primary schools with specific reference to selected primary schools in Cape Town. The research objectives, the researcher set out for this study were to spotlight the theoretical and legislative frameworks underpinning management strategies and funding models in no-fee primary schools in Cape Town, thus, the study identified and discussed the funding management strategies adopted by the selected schools to mobilise and manage funds; examine the funding model in the selected no-fee primary schools; determine the extent to which school funding management strategies influence the effective and efficient use of resources, and make recommendations to improve the efficiency of funding management strategies in the selected schools. In this final chapter, the researcher will briefly summarise the spotlights of all the chapters, present a summary of the research findings, present conclusions and finally, make recommendations that could enrich the development of funding strategies in selected schools.

5.1 Summary of chapter organisation

Chapter one presented a general introduction to this study. The chapter serves as a critical plan for this study. The researcher has from time to time referred to this as a core chapter as it is the gateway to this study.

Chapter two of this study presented a critical discourse on the funding management strategies and school funding models in general. The chapter has drawn inspiration from extracted literature of revealed perspectives on how schools implement funding management strategies. These perspectives range from strategic management concepts, type of strategies to other sources of no-fee school funding, and fundraising mechanism. The chapter also presented a critical discourse on theoretical and legislative frameworks underpinning this study. The concepts and theories presented in this chapter revealed what informs management strategies and funding models in public schools.

Chapter three presented the research methodology that was employed to gather the data on the funding management strategies in the selected no-fee primary schools in Cape Town. These were necessary for directing the study and providing claims and evidence. Moreover, the researcher provided and explained the thematic analysis approach which would be used to analyse data to enhance the trustworthiness of this study. Furthermore, the research design assisted the researcher to focus in a given study area as well as the collection of data. The researcher took cognisance of the limitation, which in this case cannot be used for generalisation as the information might not be the same in the other public primary schools.

Chapter four presented and analysed the data collected from the field through semi-structured interviews. Document data collected from the selected schools were also analyzed. The focus was on both documents and interview responses. Conclusions and recommendations can be made due to the gaps identified in this chapter.

5.2 Summary of the research main findings.

The following are a summary of the main findings of the research:

Objective 1

Across the three schools, it was found that those involved in the financial management acknowledged it would be wise to manage their funds carefully than before, especially as there is always a tighter budget for the coming years. Thus, themes of financial management, financial planning, reporting, record-keeping, and control occur similarly. Across the schools, the schools have a similar understanding of the concept of financial management. Financial planning involves either the SGB or both the SGB, parents, and educators. The schools adhere to supply chain management practices and sources three quotes (for the delivery of goods and services) which is required by the Public Finance Management Act. Concerning reporting and record keeping, across the selected schools, the schools have proper recording mechanisms in place for incoming donations and all three schools makes use of either auditors or accountants to ensure that the school complies with financial regulations and policies. However, there are still gaps in the management of schools' funds, like the Lack of clear strategic planning, irregular reporting, and control measures. Also, the Finance plan does not designate dates and targets to monitor and evaluate progress.

The non-reviewed by the finance policy in school indicate non-compliance with SASA 84 of 1996. As a result, it was deduced that the financial policy does not have a clear objective in the short and long term. Roles and responsibilities of the various committees are not well formulated.

The act of consultation is important in the budget process because its implementation requires collaboration from all stakeholders and where one department is not aware of what is going on in the next department it poses a future implementation of the approved budget. Thus, although across the schools, there is some form of consultation, all stakeholders from the different departments need to be involved in any budget process.

It was found that the schools have developed techniques to identify the channels through which school funding is distributed, governed, and monitored. This in itself plays a major role in ensuring that resources are directed to where they can make the most difference.

It was found that across the three schools there is a fund-raising committee. The duties of this committee are supervised by the SGBs. The main duty of the committee is to establish a strategy to generate funds. Although there is a fund collection procedure in place many at times the funds are not coming in as expected. This could be associated with the implementation approaches that the schools are using. Jeremiah and Palmer (2005:43) opine that fundraising activities depend on the way the school viewed the process and coordination and a good strategy approach is necessary for a successful implementation.

Objective 2

It was found that the schools' major source of income is from the state, with voluntary contributions and donations forming a significant portion of the funds. However, there is still a lack of funds to serve the diverse learning requirements of learners and teachers. Thus, the schools with the highest needs often have a lowered ability to raise the necessary funds. The inability of the schools to raise equal amounts of funds leads to a disparity between school funding. This is inconsistent with the research problem.

Sufficient resources and the effective management thereof were identified as prerequisites for the effective management of the funding. However, effective management of schools' funds is not

an easy thing to come by giving that many who are involved in the management of these finances are not properly trained across the three schools.

Lack of adequate support from the Department of Education was identified as a challenge faced by these schools. More guidance is needed from the authority in strategy formulation, implementation and evaluation of funding processes.

It was found that salaries of staff formed a major part of the budgets. Schools felt that they are left with so few funds as they had little flexibility to make any major changes due to government regulations.

Objective 3

It was found that Funding strategies have thus raised the yardsticks of transparency and accountability and collective responsibility to a whole new level. There is significant progress in strengthening transparency and accountability processes. However, even with this elaborate design, the performance and quality of strategies have been far from uniform across the three schools.

It was difficult to differentiate between the school that is more efficient in its strategies than the other, as they all present similar characteristics. There was no clear evidence to show that schools conducting and managing funds significantly and mobilising more funds are more efficient. However, what was clear is that some schools seem likely to struggle to get greater levels of financial efficiency due to their current circumstances.

5.3 Conclusion

There are several issues in the management of school funds in the three schools. As a result, the following conclusions were arrived at:

5.3.1 Ineffective implementation of the budget process

The Western Cape Education Department requires that any deviation from the approved budget must go back to SGB for approval. However, budget adjustments or deviations are not subject to SGB approval as would have been the case. The period of 30 days and 14 days for budget submission to parents is not respected across the three schools. Limited budget consultation may

constrain strategic development at the school level and hence greater risk of mismanagement of school funds.

5.3.2 Lack of clear strategic planning

The guidelines contained in the finance policy lack clear and relevant roles as well as responsibilities in the management of the school's funds and fund-raising activities. This entails a lack of clear objectives in terms of its formulation, implementation, and evaluation. The financial policy has also not been reviewed to meet with the changing environment. This has adversely affected the school management strategies.

5.3.3 Irregular reporting and control measures

There is a lack of control measures to effectively manage the use of school resources and this is a great concern and needs action. The lack of effective control systems posed a greater risk of losing funds in an institution. Effective management of resources involves the establishment of structures, strategy formulation, and systems as well as planning for effective control.

5.3.4 Lack of strong leadership

The devolution of funds management to the finance committee and other stakeholders requires adequate leadership capacity. The lack of leadership in the three schools has resulted in some educators not taking instruction from the principal and it seems the educators cannot be held responsible by the principal thus indicate a lack of cordial relation between the principal and other stakeholders. The effect is that educators do not return cash slips for purchases, hence creating room for mismanagement of school funds. While noting that the SGB is responsible for the school's funds as stated by the SASA, section 36 of 1996, the leadership of the school principal is imperative for the proper functionality of the SGB.

5.3.5 Lack of financial strategy capacity

Drawing from the respondent's responses, it was revealed that there is a lack of financial management capacity, even though the Western Cape Education Department provides some form of workshops and training. These workshops are not adequate to translate into actions and outcomes. The lack of adequate training has impacted the schools negatively. For example,

allocations of funds to other units are not well calculated, budget procedures, processes, and reporting are not accurate as discrepancies are noticed across financial statements.

5.3.6 Lack of school funding Sustainability

State allocation is an interim measure to assist no-fee schools and to redress the issues of inequality. The dependency of schools on state allocation of funding in the three schools without a well-formulated strategy to attract extra funding from other sources cannot be sustained in the long term. They are therefore faced with the problem of lack of fundraising skills and if better strategies are not implemented, quality education cannot be assured in the long run.

The main purpose of this research was to assess whether the fee status of public primary schools and funding management strategies affect the efficacy of primary schools. Thus the researcher concluded that the fee status and funding management strategies of “no-fee” public primary schools are affecting the efficacy of these schools. However, this is particular to the three schools reviewed. Furthermore, the school environment is constantly changing and today across the globe schools are being managed as financial institutions. This implies that more attention is required on the management of the school’s finances. But, should good strategies be not formulated and implemented, many schools could find themselves in an adverse situation that might harm their schooling objectives.

5.4 Recommendations

Based on the findings, the researcher has developed recommendations that if implemented, would enable the schools to manage the funds effectively and efficiently and also to be able to generate more funds for the schools. These recommendations also provide answers to research objective four. The recommendations are divided into three sections and discussed as follows:

5.4.1 Recommendations for the school level

5.4.1.1 Formulating and effectively implementing the school financial policy

The school financial policy should not only direct but give direction. Therefore, a good policy strategy should identify and be coherent with the values and fundamental concepts that apply to the particular needs in the school. The formulation and implementation of the strategic policy

should embody all relevant stakeholders. The financial policy should set clear rules and regulations for handling cash. The policy should clearly state the procedures for fundraisings such as donations, voluntary fees, sales of items, payment of cheques, banking processes, recording, and reporting. The collection of voluntary fees should be communicated to the parents with a clear set of rules. For instance, educators should not allow collecting cash from learners in the name of voluntary fees. A designated person who in this case should be the finance officer should be responsible for collecting all the funds from learners and parents and a receipt issued and banking is done immediately.

5.4.1.2 Building school financial strategy and capacity

Training in financial strategy needs to be conducted continuously. Du Preez (1998) point out that there is a closer relationship between sound financial management, effective, and efficient School Governing Bodies in ensuring the survival of these no fee schools in South Africa. Training in financial strategy is a basic occurrence in equipping school officials with financial skills. Bush et al (2004) suggests that ‘‘not just a few’’ should be trained but ‘‘every member’’.

The schools should establish a private-partnership with financial service providers or tertiary institutions to provide quality training in financial strategies. After training, the members should be accountable for funds that have been received for the attainment of particular school objectives. Adequate training will also enhance the school to make contributions to the improvement of quality education (Mestry, 2004). In cases where the school cannot hire a finance provider or tertiary institution, the provincial department of education should continue to organise workshops, but this period to develop the capacity of governance and management. Also, to develop school register needs which are different from the old annual budget that the schools draw up in September of each year in these schools. The schools should establish a competency framework for school finance officials and management team, SGB and this should reflect skills and be used to guide training processes as well as professional development.

5.4.1.3 Provide the necessary conditions for effective leadership at the school level

For a school to have effective leadership and management capacity, the school requires increasing investment in leadership. The effects of school autonomy greatly depend on the ability of schools to make use of this autonomy to manage their resources effectively. Therefore,

schools' strategies need to concentrate specifically on establishing school leadership capacity as well as strengthening management. This should form an integral part of strategies to develop the school leadership, for example, the creation of a school leadership framework, performance assessment, and career development.

5.4.1.4 Linking strategies priorities with spending

Linking up funding strategies with policy objectives is pivotal to secure that financial resources are effectively utilized to steer schooling development and reforms. This needs both formulations of clear, relevant, adequate, economical, and monitoring objectives and their relationship to the budget planning process. School-level schooling objectives should be well defined and priorities, specifically in school strategies with resource planning responsibilities; convertible into solid objectives at the school level.

5.4.1.5 There is a need for incentives for efficiency and sufficient pliability

Establishing a suitable stage of pliability into the budgeting procedures can ameliorate its impressionable to unpredicted situations and encourage more efficient spending decisions at the school level.

5.4.1.6 There is a need for evaluation and research evidence in the budgeting procedure

The efficacious organisation of schooling resources use depends on the methodological mobilisation of proof gathered through research, evaluation, and monitoring activities. Proof of the efficiency of spending decisions should be used to informed decisions throughout the budget preparation process.

5.4.2 Recommendations for the government

The researcher concurs with the recommendations of the respondents across the schools. Thus, I think the government can go back and make fees compulsory especially now that even the poor receive government grants. Schools that were built prior to 1994 in townships do not have halls and sports facilities, but the current government does not reimburse them by building those, each school must find ways to build those facilities for themselves (Finance head school A, 2020). Similarly, I can recommend that the school can be allowed to ask for school fees from parents,

and became a fee-paying school, that will assist in the money school already have to be able to purchase enough learners teacher support material for all grades and all learners (Principal school C, 2020).

5.4.3 Recommendations for further study

The researcher notes that this study was limited in scope and focused on the funding management strategies in no-fee public primary schools in Cape Town. It would be interesting and useful to understand the reasons for fundraising activities in public schools across South Africa and the effects they have on learners, the school environment, and educators.

Though as stated earlier post-1994 the new government introduced a series of educational investments interventions which sought to address these imbalances inherited and to ensure that all learners are provided with an opportunity to attend primary education and attain a status where they can gain employment. These steps of empowering the citizenry are in line with the human capital theory which seeks to explain how citizens can be empowered through tuition, education and training to become productive in society and gradually improve their earnings.

Therefore the interventions of the state through no fees primary schools are vital to address these gaps in incomes created by apartheid. This in many ways reveals the relevancy of this study as one with value propositions to address inequities in the society. The study supports this as these learners are blacks and the medium of instructions in IsiXhosa and there are no White learners in these no-fees schools. A further study can be conducted to evaluate whether these learners are progressing to higher education and making valuable contribution to their societies and the larger South African society.

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APPENDICES

APPENDIX 1: RESEARCH QUESTIONNAIRE

Interview guide for school management (school principals, chairpersons of school governing bodies and school finance heads).

Interview with-----

Date of interview-----

Introduction: Good day

Purpose: This interview is being conducted as part of my research ‘‘ an assessment of funding management strategies in ‘No Fee’ Schools: with specific reference to selected primary schools’’.

Process: *This interview should take approximately 1 hour. I will be tape recording our conversation so that I can later have access to the information. This information sheet outlines the details of the process including confidentiality and that the interview is voluntary. After the interview is completed, I will send you a copy of the key points and if you feel I have missed any important points or misunderstood our discussion please send comments to me. The purpose of this is that I record all the details but at the same time be able to carry on an attentive conversation with you. Do you have any questions? If you agree to this interview, please sign this consent form.*

The following questions will seek for some answers in terms of the nature of funding management strategies, sources of funding and the effective utilization of funds in your institution.

- 1) What are the different fund management strategies in your institution?
- 2) What measures are put in place to assess that strategies are effective?
- 3) How often is this done?
- 4) How are these strategies assisting in ensuring institutional objective is effective?
- 5) How are the funding strategies coordinated at the school level?

- 6) When developing and implementing fund strategy, does your institution effectively balance short-term and long-term priorities? If so, can you please explain how?
- 7) What are the key sources of school funding? Can you please identify them according to their importance?
- 8) Are these funding sources affecting the efficient and effective use of school resources? Please explain how.
- 9) Does the institution have targeted amount of funds to raise within a specific period? If yes, please explain.
- 10) Do you in any way recommends to your sponsors what you will want them to fund? Or the fund provider chooses what to fund? And does this in any way affect the institution strategic planning?
- 11) Does a fund provider evaluate the institution to see that funds are used as intended?
- 12) Which mechanism do fund providers used to assess the institution? That is, do you send reports on how funds were used or their representatives are actually sent to ensure that the funds are well managed?
- 13) What recommendations can you make as to how funding can be well managed and which funding models you think can be suitable for the institutional needs?
- 14) The effective utilization of school funds required capacity to design a strategy to ensure proper use of funds. Does your institution have institutional experience to set funding strategies? If no, why not. Is there any technical assistance or training in strategic evaluation now or in the past? If no, why not
- 15) Effective management of school funds involves cost control, and financial planning. Please tell me more on how this is done.
- 16) Can you please explain to me some of the factors that your school employed to ensure effective management of school funds?
- 17) Based on your knowledge of current efforts to promote efficiency and effectiveness of resources, what are the internal barriers encounters? Can you please suggest how this can be improved?

18) Can you please suggest to me what other fund strategies you would like your institution to adopt to help improve the current financial situation of your school?



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APPENDIX 2: CONSENT FORM

CONSENT FORM FOR SCHOOL PRINCIPAL, CHAIRPERSON SCHOOL GOVERNING BODY, SCHOOL FINANCE HEAD (INTERVIEWS)

RESEARCH TITLE: An assessment of funding management strategies in “No Fee” Schools in Cape Town: with specific reference to selected primary schools.

I have read the information presented in the information letter about a study being conducted by **EUGENE BEYONYI Y.** towards the degree of Master’s in Public Administration Programme at the School of Government (SOG) at the University of the Western Cape.

This study has been described to me in a language that I understand and I freely and voluntarily agree to participate. I understand that our conversation will be audio recorded and I agreed to make available requested documents (finance policy, audited financial statements and budget). My questions about the study have been answered.

I understand that my identity will not be disclosed and was informed that I may withdraw my consent at any time by advising the student researcher.

With full knowledge of all foregoing, I agree to participate in this study.

Participant Name : _____

Participant Signature : _____

I give consent for recordings to be taken:

Agree	Disagree

Date : _____

Place : _____

Student Researcher : Eugene Beyonyi

Student Researcher Signature : __signed

Student Number : 3687321

Mobile Number : 0735208834

Email : 3687321@myuwc.ac.z

I am accountable to my supervisor : _Prof.Isioma Ile

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