

**FUNDRAISING AS AN ASPECT OF MANAGEMENT IN
PUBLIC PRIMARY SCHOOLS**

by

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DEDICATION

This mini-dissertation is dedicated to my late father **Allen Khaene Mashigo** and not forgetting my mother **Sophie Tshwene Mashigo** who played a pivotal role through out my up-bringing.

It was her encouragement that I finally completed this research.



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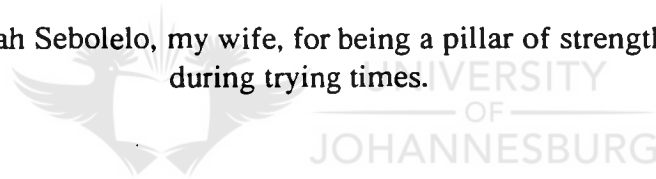
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OPSOMMING

Die meeste publieke skole in Suid Afrika ondervind 'n aanhoudende tekort aan befondsing. Terwyl die onderwys departement die basiese benodighede in die vorm van handboeke, skryfbehoeftes, ameublement en ander toerusting voorsien is daar altyd 'n nood aan adisionele toerusting en apparaat wat die voorsiening van onderwys sal verbeter. Hierdie situasie noodsaak skole om eie fondse intesamel.

Die huidige hoë werkloosheid syfer en die ekonomie wat deur moeilike tye gaan bemoeilik die insameling van fondse in die publieke skole en die probleem word daaglik groter. Ouers van leerlinge kom vanuit verskillende sosio-ekonomiese agtergronde wat op sig self 'n probleem is.

Hierdie navorsing poog om eerstens die probleme wat met fondsinsameling gepaard gaan, te ondersoek. Hiervoor was twee Suid Afrikaanse primêre skole gebruik. Hierdie skole was deur 'n proses van ewekansigheid geselekteer en kom uit verskillende sosio-ekonomiese omstandighede.

Tweedens wil hierdie navorsing fondsinsameling vergelyk tussen Suid Afrikaanse skole en die van Skool Gebaseerde Bestuur (SBG) in beide Engeland en die Verenigde State van Amerika (VSA), sowel as met Harambee skole in Kenya.

Ten laaste wil die navorser oplossings aanbeveel vir die probleme wat hierdie navorsings stuk uitlig.

Om die probleme met fondsinsameling wat huidiglik bestaan te ondersoek en om moontlike oplossings vir die probleme aan te bied word daar van 'n kwalitatiewe navorsingsonderhoud gebruik gemaak.

Die data verkry uit hierdie onderhoude was geanaliseer en die informasie was gekategoriseer volgens patrone en temas sodat kwalitatiewe teks geskryf kon word.

Die bevindinge en insigte wat ter voorskyn gekom het uit beide die literatuur studie en die onderhoude was bespreek en resultate was behaal.

Die literatuur studie het die volgende belangrike data dat SGB skole in meer gegoede lande soos Engeland en die VSA nie veel hoof fondse in te samel nie, ontbloot. Terwyl self-help (Harambee) skole in Kenya net soos publieke skole in Suid Afrika swaar leun op eie fondsinsameling om kwaliteit opvoeding te verseker.

Uit die analise van die data verkry uit die onderhoude, het die navorser die volgende bevindinge gemaak.

- Suid Afrikaanse publieke skole moet fondse insamel om die skool se behoeftes te bevredig.
- Fondsinsameling is belangrik aangesien dit die publieke skole help om die finansieele toegawe van die staat aan te vul en daardeur die uitdagings van opvoeding te bevredig.

Dit is dus teen hierdie agtergrond dat ons tot die gevolgtrekking kan kom dat fondsinsameling in die Suid Afrikaanse publieke skole 'n integrale deel moet wees van hierdie skole se dagtaak indien skole hulle doelwitte in die onderwys wil bereik en onderwys van hoogstaande gehalte wil verseker

Ten laaste beveel hierdie navorsings projek verskillende fondsinsamelings metodes aan asook instansies wat genader kan word om met hierdie taak te help. As daar dan 'n verhouding met hierdie instansies geskep word moet daar op hierdie verhouding gebou word.

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FIGURE

Figure 1.1

CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

The Constitution Act 108 (1996: 14) states that, “ everyone has the right to basic education”, meaning that the children in South Africa will be given education at primary school level which will be payable by the state. The primary school is regarded as a human right which is fundamental to the future lives of learners (Ramusi, 1992:1). This is an indication of how serious the Government of National Unity is with regard to education in the Republic of South Africa.

Historically, people were valued for their physical rather than mental capabilities for shaping the markets. However, new technological demands of the age, for instance, require a much higher level of ability and knowledge from human beings (Alexander & Salmon, 1995:46). The success, therefore, of both the nation and the state will depend a great deal on its education system.

However, the previous government (which was, inter alia, characterised by racial segregation and discrimination) pursued an educational system which was undemocratic and, therefore, unacceptable by other racial groups, other than the white population. This led to the reviewing of the structure of the schooling system and a complete changed state policy towards the provision of schooling (White Paper on Education and Training, 1995: 67).

The apartheid government (which distributed funds unfairly) led to dissatisfaction in education and the workplace. This led to strikes and unrests which subsequently led to a downswing in the country's economy. Now this

should be addressed through redress and transformation in order to create an equitable system of funding.

In order to eliminate disparities in education which were created by the policy of apartheid the present government came up with the concept of Reconstruction and Development Programme (RDP) which is funded by the state. This project is aimed at channelling the governments' resources for reconstruction and quality improvement to public schools which have been disadvantaged by past policies (Hunter, Biyela, Brijraj, Gordon, McGurk, Mtombeni, Ramorola, Steyn, Henning & Godden, 1995:73).

Even if all state funds earmarked for education is distributed equally, public schools from disadvantaged communities must still receive more funding to render education of high quality. (White Paper on Education and Training, 1995:59).

It should, however, be borne in mind that the government inherited an economy that has been in a long-term decline (Gerwel, 1993:8), consequently, the participation of public schools in supplementing (through fund-raising) the resources supplied to public schools by the government is of utmost importance for enhancing children's education. The strength of an education system (especially in primary schools) rests largely on the role played by major stakeholders such as parents. Parental participation is the main ingredient in creating both successful schools and successful learners (Hopfenberg, Levin, Chase, Moore, Kodriguez & Keller, 1993: 282). Parents should therefore be engaged to a great extent in fund- raising for the public primary schools. Parents and other stakeholders must foresee disappointments in fund-raising campaigns, irrespective of skills, planning and competence. They should, therefore, be able to hold out against the set backs.

1.2 BACKGROUND TO THE PROBLEM

Education is imperative for all human beings on earth. In order to lay a solid foundation for the education of children, consideration should be given to public primary schools. The primary school introduces children to formal education, that is, the first stage of teaching and learning before entering secondary school phase (Lawton & Gordon, 1993:145).

The primary school is the foundation on which formal education is built, and if this phase is to be neglected, efforts in pursuing the later levels of education will be wasted (Behr & Macmillan, 1971:99).

In order to realise the objective of giving the primary school a solid foundation, sufficient funds are essential. The government is the main provider of finance to public schools. The education's share of the budget increased from 21.9% in 1988/9 to 25.8% in 1995/6 (Hunter, et al. 1995:65). The budget increase is to enable the government to provide enough resources such as building structures, books, some teaching aids and furniture.

Nevertheless, while provision of these basic requirements are from the state, there is the need for additional funds to assist in educational activities like outings, excursions, cultural, social, sporting and extramural events (Educamus, 1989:7). The management and the administration of the entire institution also demand extra funding for it to run efficiently. The fact remains that excellence in education is not possible without adequate funding (Muro, 1995:44).

1.3 STATEMENT OF THE PROBLEM

The South African Schools Act no. 84 of 1996, states in Section 36, that a "governing body of a public school must take all reasonable measures within it's means to supplement the resources supplied by the state in order to

improve the quality of education provided by the school to learners at the school.” The central thrust, therefore, is that all public schools must be engaged in fund-raising.

The parents of learners come from different socio-economic backgrounds, and this presents itself as a problem for raising funds in public primary schools. How and who should do fund-raising forms an indispensable part of the research problem.

In view of what has been written about the problem it appears as if the intricacy of this research can be contracted by means of the following questions:

- 1.3.1 What is school fund-raising?
- 1.3.2 Why is it necessary to raise funds in a public primary school?
- 1.3.3 How do public primary schools raise funds?
- 1.3.4 Who raises funds in these schools?
- 1.3.5 Which problems do primary schools encounter in fund-raising?

1.4 AIMS OF THE RESEARCH

The aims of the research study are firstly to:

- 1.4.1 determine the problems associated with fund-raising at two public primary schools with parents from different socio-economic backgrounds (for instance, disadvantaged and affluent areas).
- 1.4.2 secondly, this research study wants to compare fund raising in the Republic of South Africa with that of School Based Management (SBM) - in United States of America and England and Harambee Schools in Kenya,
- 1.4.3 thirdly, this study wants to recommend solutions for the problems in (1.4.1).

1.5 DELIMITATION OF THE RESEARCH

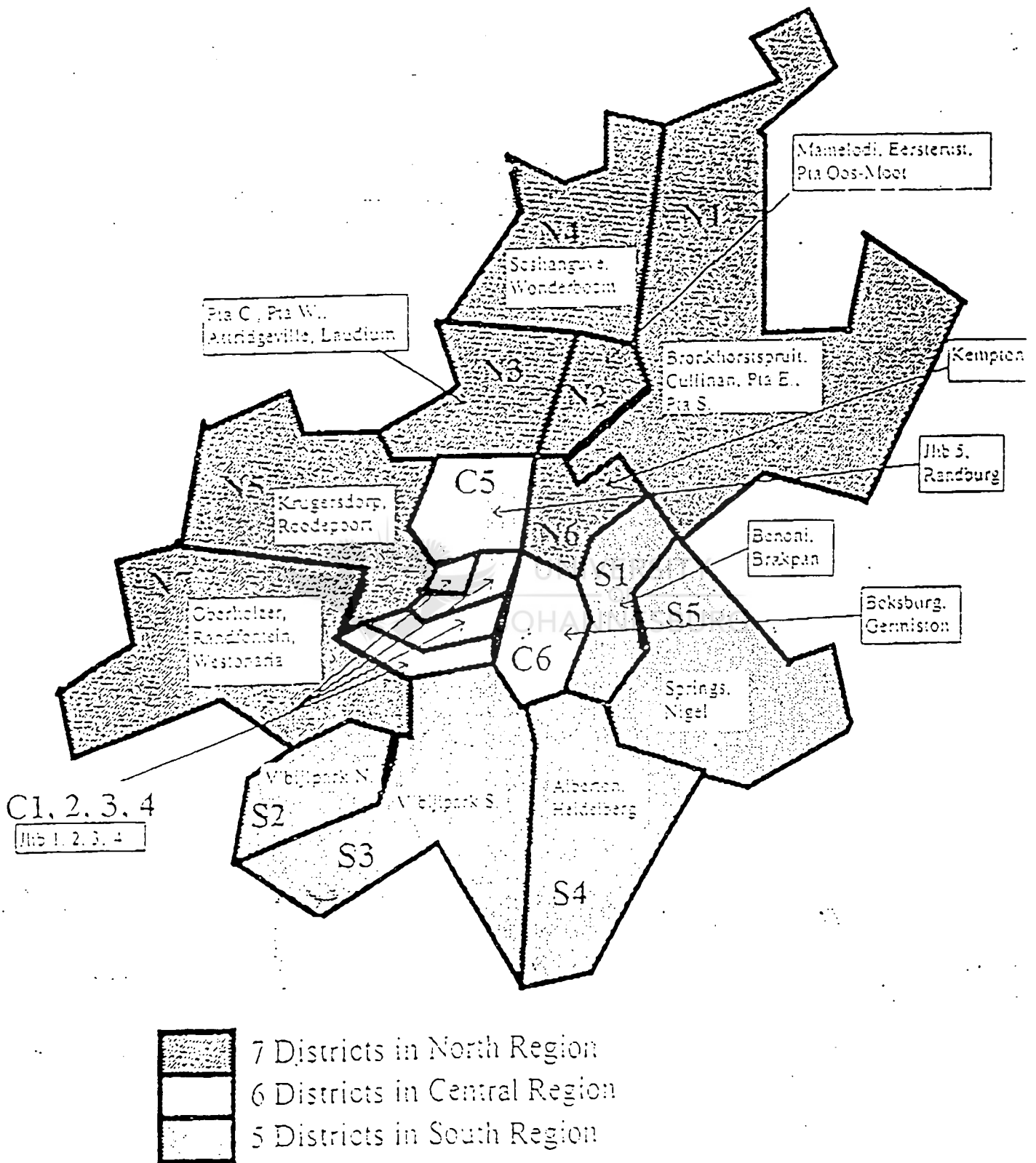
Education in the Republic of South Africa (RSA) is funded from various sources such as non-governmental organisations, the government (state, provincial, or local), private sector, interest groups (including benefactors and sponsors), international assistance (for an example, donors or developments) and families or private households (Dekker & Lemmer, 1993:103).

As a major stakeholder, and the user of education, the family or private household should contribute to the funding of public schools in the Republic of South Africa. This research study limits itself to the investigation of problems encountered by public primary schools, whose parents belong to different socio-economic backgrounds in District Central Region (Gauteng Province).

This implies that the efforts of public primary school principals in the region with regard to fund-raising and its problems will be the focus of this research. A sample of two primary schools from these Districts (Central 2 and 4) will be randomly chosen to solicit views on the research topic.

The following map indicates where District Central 2 and 4 are located in the Gauteng Province:

FIGURE 1.1. Education Districts in the Gauteng Province



1.6 RESEARCH METHODOLOGY

The qualitative research paradigm is best suited for this study. This research method is based on the premise that individuals are active and not passive participants during research. Emphasis is on studying the individual and then applying the findings to a much wider and general population (Dzvimbo, 1996: 17, 18). Information about fund-raising and its problems will be gathered, collated and interpreted through the following methods:

1.6.1 SEMI-STRUCTURED INTERVIEW

Interview with the two principals (as chief executive officers and professional heads of the public primary schools) will be conducted to determine their opinions on the specific problems associated with fund-raising. A protocol, that is a specific way or form for collecting information will be utilised to note observations during these interviews (Creswell, 1994: 152).

1.6.2 LITERATURE REVIEW

A literature survey will be undertaken to determine how School Based Management (SBM) in England and USA and Harambee schools in Kenya raise funds.

1.6.3 ANALYSIS

Finally, the data from the two interviews (conducted with two principals from schools with different socio - economic backgrounds) will be analysed and compared to the information from the literature survey. From, this possible solutions with regard to the problems associated with fund-raising in public primary schools in the Republic of South Africa (RSA) will be recommended.

1.7 CLARIFICATION OF CONCEPTS

It is indispensable to clarify terminology used in this study because in research sources divergent views concerning explanations, definitions and theoretical viewpoints exist.

1.7.1 FUND-RAISING

The term refers to a specific activity in schools which is widely carried out to supply basic educational resources such as books, furniture and teaching equipment such as computers (Lawton & Gordon, 1993:89).

In many countries schools are more involved in this activity of raising funds because the government can only manage a limited percentage of resources supplied to education.

1.7.2 PUBLIC SCHOOL

According to Page, Thomas and Marshall (1977:278), the concept refers to an educational institution which is mainly funded by public funds rather than private funds. In other words it is a “state owned or controlled school, maintained by public funds for the free education of the children of the community, usually covering the elementary and secondary grades” (Webster Comprehensive Dictionary, 1992:1126).

Both Hunter, et al. (1995:16) and the Task Team Committee (1994:2) describe public schools as those schools owned and funded (wholly or partly) by the State.

The South African Schools Act, 1996 section 12(1) also defines the public school as an institution which is funded by the government (provincial legislature).

In this research, the public school should be viewed as an education institution which receives part of its resources (for instance, education materials and finance) from the government. In order to supplement these resources, the school should take the initiative of raising funds.

1.7.3 PRIMARY SCHOOL

Van Schalkwyk (1988:123) explains the primary school as an institution which provides for the educational needs of the 6 to 12 year old child. It differs from the other school types in that it's education is elementary, that is, fundamental. It actually lays the foundation and is of a preparatory nature source?

1.7.4 SCHOOL

Webster Comprehensive Dictionary (1992:1126) describes a school as “an educational institution in which formal education is given”. Children of school going age, that is, 6 to 8 years old are usually taught in a school. Children get primary education from a family setting while formal education is offered at institutions such as schools.

1.8 STRUCTURE OF DISCUSSIONS

Chapter 1 is all about the introduction and background of the research project namely, fund raising and its problems in public primary schools.

In chapter 2 a literature reviews and some research findings on the subject will be the focus. This will be undertaken to determine how School Based Management in U.S.A and England and Harambee schools in Kenya raise funds.

Chapter 3 will deal with the research design of the research project. Semi-structured interviews with two principals from public primary schools (one from an affluent area and the other from a deprived area) will be conducted in order to determine the specific problems encountered when embarking on fund raising.

Chapter 4 will specifically look at the analysis and interpretation of the empirical data collected through a qualitative research method in chapter 3.

Summary, findings, recommendations and possible solutions associated with fund raising will be revealed in this final section, namely chapter 5.

1.9 CONCLUSION

This chapter as outlined in the previous sections elucidated the background to this research study.

Fund-raising plays a vital role in the development of our children and provision of quality education in public primary schools, in South Africa.

The objective of this study is to investigate problems encountered during fund-raising by two public primary schools enched in different socio-economic backgrounds. It has been argued that fund-raising highlights the differences between those schools in affluent, middle class areas which may raise large amounts as against those schools in disadvantaged areas where the tradition has not yet been established (Lawton & Gordon, 1993:89).

The research design is semi-structured interviews conducted on two schools. Empirical (data collection, analysis and interpretation of data are all based on qualitative research paradigm.

CHAPTER 2

2.1 LITERATURE SURVEY

Chapter one of this research project deals with the introduction of the research topic and definition and clarification of concepts. Furthermore, the proceeding chapter concentrates on elucidating, inter alia, the problem, aims and objectives, and research methodology to be implemented in this research essay.

In chapter two, an extensive literature survey will deal mostly with fund-raising in School Based Management (SBM) in first world countries such as the United State of America (USA) and England, and also Harambee Schools in Kenya which is a third world country.

According to Very (1979: 3) education is regarded as a universal phenomenon. Education teaching is also, therefore, a universal phenomenon. Information received in these three countries (that is, U.S.A, England and Kenya) will assist in highlighting some of the problem, that is, with regard to fund-raising. The discussion in this chapter is centred around fund-raising in Harambee schools and in School-Based Management.

2.2 FUND-RAISING IN KENYAN SCHOOLS

Education is crucial to the people of Kenya, but the environment for learning in many Kenyan areas is far from optimal. The country does not possess financial means to meet the immense demands of its education (Dekker & Van Schalkwyk, 1995:395). There are primary, secondary and tertiary institutions in Kenya. However, the market is unable to absorb nor utilize the large number of school –leavers and graduates, consequently Kenya is rated among those third world countries with high unemployment (Dekker & Van Schalkwyk, 1995:395).

Apart from government schools, there are self-help (Harambee schools) in Kenya. The literature research on fundraising in self-help schools will be outlined in 2.2.

2.2.1 HARAMBEE SCHOOLS

2.2.1.1 BACKGROUND

Harambee or self-help schools operate at secondary or high school level. Children who qualified at the primary course of seven years duration enroll in the government secondary school while others enter into employment or become self-employed (Fafunwa & Aisiku, 1982: 129). Most students who are enrolled in Harambee schools are drawn from those incapable to find government and state-aided schools.

Harambee or self-help schools are community based, and are found mostly in villages and neighbourhood. Their quality and standard of education is generally judged to be very low as compared to the state-aided or government schools (Graham Brown, 1991:45). In some communities, families are unable to afford the direct (for example, paying up fees) or indirect (for instance supplying labour) costs of running them, because they are generally patronised by students of lower socio-economic status. It is only in exceptional conditions related mostly to political aegis can Harambee schools claim to offer much more than an educational facade (Graham Brown, 1991:45). As a result, self-help schools are actually a burden especially on local communities.

Harambee schools are basically ill-equipped. Fundamental institutional resources such as teaching and learning aids are lacking. Teachers are either inexperienced, underqualified or unqualified. This leads to poor educational results which produces minimally skilled graduates, people whom the Kenyan economy could not absorb (Shiman & Mwiria, 1987:369).

Nevertheless, self-help schools control a fair percentage of enrollment. More than 60% of all post-primary school pupils are registered in these institutions. They also make up 75% of all secondary schools in Kenya. Harambee schools represent the only hope for upwards mobility to the concourse of primary school graduates who enrolled with these institutions (Shiman & Mwiria, 1987: 369.)

2.2.2.2 FUNDING OF HARAMBEE SCHOOLS

It has been stated already in the preceding paragraphs that most Harambee schools are built and supported financially and otherwise by the community. Some were built with the expectations that the government of the country would reward their efforts assuming financial responsibility for the schools and embracing them into the network of institutions cared for by the state (Shiman & Mwiria, 1987:369). Instead the government reversed the decision of aiding self-help schools due to financial constraints. In spite of that, the government furnish these schools with the head-master (principal) and two qualified teachers who are paid by the government (Shiman & Mwiria, 1987:369). As a result, parents of these institutions have to make enormous sacrifices to keep their children at school.

Government take over of the increasing number of Harambee schools could not be fully implicated because of the much greater recurrent cost involved (King, 1977:170). Almost everything besides the salaries of two or three government supplied teachers (one being the principal) is funded through the fees paid by students. There is a building fund to assist in capital expenditures, but it is too little (Shiman & Mwiria: 1987:371).

A very small percentage of Harambee schools receive funding from the local business and churches, but at a very restricted scale. Thus, these schools

depend largely on yearly tuition fees paid by parents, who acquire their finance chiefly from selling their agricultural produce (Shiman & Mwiria 1987:370). These funds help in financing, among other things, costs such as building materials, maintenance facilities (labour is often volunteered by the local populace), salaries for nongovernment teachers, water and all school supplies (Shiman & Mwiria, 1987:371). This implies that the more children are enrolled, the more funds will be generated through school fees payment by parents.

2.2.2.3 CONCLUSION

It is a foregone conclusion (as mentioned in the previous discussion) that the existence of most Harambee schools is dependent on agricultural proceeds from parents and the community. Community participation (to a large degree) particularly in building schools and financing the day-to-day running of Harambee schools is commonplace.

The crisis caused by the shortage of public funds for education in most developing countries (including Kenya) is a cause for concern. In such schools private assistance is mobilised through cash and labour contributions to cover operating costs and school constructions (Pillay, 1989:29).

2.3 FUND-RAISING IN SCHOOL-BASED MANAGEMENT (SBM)

2.3.1 BACKGROUND

Pressures on the move to School –Based Management can be attributed to be economic, political, social and cultural pressures which contributed to this concept as an administrative strategy in education (Chapman, 1990: 29). This contextual force, brought about decentralised workable units in which bureaucratic procedures are brought down to a minimum and in which responsibility is given to those who are actually doing the spade-work (for

instance, teachers and school Management). Stakeholders at school level, particularly teachers and management, develop their own plan collectively and collegially in operating daily work and actually mapping out the schools future (Taylor & Levine, 1991: 394; Ornstein & Levine, 1993:57).

2.3.2 CLARRIFICATION OF THE CONCEPT

School-Based Management also known as Site-Based Management, collaborative decision making or restructuring is defined in various ways, and in practice it varies in terms of participants and scope. School-Based Management (SBM) means different things to different people, but all seem to agree that it involves changing school governance, moving in some way from a top-down approach to a bottom-up approach (Midgley & Wood, 1993: 246).

In these circumstances, advocates of SBM such as Leiberman (1990:85), Jones and Borman (1994:15) and Tewel (1995: 20) share this definition that, it involves restructuring schools, decentralization, and the empowerment of administrators, parents and teachers at the school site. This also implies that, inter alia, SBM is accountable to its school finance. The question, therefore, is how do School-Based Management in both affluent countries like United States of America and England fund-raise?

2.3.3 SBM IN USA

The United States of America and England form part of the first world countries. Unlike African states they are economically viable. Consequently, education, among other social aspects, enjoys a large percentage of state funding. State schools and other forms of schools such as School-Based Management rely, to a great extent, on state funds rather than their own initiative in fund-raising programmes.

School-Based Management simply means that "schools within a district are allocated money to purchase supplies, equipment, personnel utilities, maintenance, and perhaps other services according to their own assessment of what is appropriate" (Odden & Picus 1992:299). The basic assumption of SBM is that personnel at the point of service delivery (namely teachers, administrators, parents) at individual schools are better able to identify the specific problems and needs of their own students and schools. They furthermore have the authority, responsibility, and opportunity to alter procedures and practices to meet those needs (Tewel, 1995:77).

According to Tewel (1995:79) SBM in other states, for instance, California, schools develop their own budgets by modifying a projected budgetary allocation prepared by the school district. The district budget office provides each school with estimated amounts for various budget categories based on projected enrollment and required pupil-teacher ratios. Enrollment projections are crucial to the distribution of funds since they drive both the revenue received from the state and the allocation of resources to school sites (Odden & Picus, 1992:301).

Leiberman (1990:88) forwards another argument that in some states or districts School-Based Management are required to purchase their school goods or services from or through a district purchasing office. Sometimes the school decides what to buy. This could vary from paper, art supplies, text books, teaching and learning facilities and perhaps maintenance equipments. However, the actual purchases are made through the central office or must at least conform to district regulation (Leiberman, 1990:81). This confirms the idea that School-Based Management is viewed differently from one state to the other, and from district to district.

In the United States of America some districts are permitted to carry over funds and even to transfer funds (Tewel, 1995:81). The capability to transfer funds is especially popular with teachers. They enjoy the flexibility of modifying spending decisions as needs change throughout the year. The

carrying over of funds depends largely on school spending patterns. Some School-Based Management authorities spent almost everything within a year, others accumulate funds and do long-range planning, for example, to repair or built a computer centre (Tewel 1995:81).

Nonetheless, in a state such as Canada schools are required to spend all their allocated funds within the given year. Districts believe that schools are allotted funds to educate the children that are in the school that particular year, not those who will be there the following year. It therefore means that such School-Base Management (which are unable to utilise their annual ration of funds) may forfeit their unspent funds (Tewel, 1995:81). The implication here is that appropriate control and accountability of state resources by the district schools, but in particular the School-Based Management authorities and parents is essential.

2.3.4 SBM IN ENGLAND

Expansion of school choice reform and decentralization has also been an imperative national issue in Great Britain especially in England. Concepts such as Local School Management, School-Based Management or Restructuring came into existence as early as 1982. Authority in these schooling system is decentralised with a basic aim in accountability of, among other things, school finance (Reynolds, Bollen, Creemers, Hopkins, Stoll & LARGERWEY, 1996:65).

In England the educational finances were looked upon as mainly a local affair, that is, controlled by the Local Education Authority (LEA). However, this changed with the development of Grant –Maintained Schools (GMS) and School-Based Management (Dekker & Van Schalkwyk 1995:211). New policies increased the accountability and autonomy of these schools particularly in the financial arrangements and governance.

In general this led to the weakening of traditional ties between the Local Education Authorities and their schools (Reynolds, et al, 1996:64). Schools in England have historically been funded on a cost basis which had been adjusted annually of an incrementally-based budgetary cycle (Davis & Anderson, 1992:8). The introduction of SBM has made the funding of LEA schools dependent on formula funding based on pupil enrollment for at least 80% of their budget, with the remaining amount determined by other factors such as premises and protection for small schools. The formula is driven largely by pupil numbers as in SBM. The more pupils enrolled in a school the more funding from the state and vice versa (Davis & Anderson, 1992:8). This led to a number of LEA schools approaching parent and business for financial assistance due to scarcity of funds (Dekker & Van Schalkwyk, 1995:212). Hence the introduction of financial delegation in SBM.

2.3.4.1 FINANCIAL DELEGATION

It has already been explained that School-Based Management or Site Based Management has the task of full responsibility and accountability in the normal running of the school, including school budget and finance. Participation by the partners (that is, parents, the staff, headmaster and pupils) in managing the school to meet the challenges of education serves as the basis. Financial delegation therefore, refers to the school having absolute control of its finance (Davis & Anderson, 1992:6).

Funding of these schools is received from the government, particularly the Department of Education and Science (DES). The funds come in the form of an annual maintenance grant (Davis & Anderson, 1992:6). The school then arranges to spread this income from the government over the range of expenditure headings in the school budget (Davis & Anderson, 1992:6).

2.3.5 CONCLUSION

The primary role of School-Based Management organization is to enlist wider participation in school decision making and operation. The decentralization of authority within the school allows extended functions for teachers in the process of handling governance issues and planning improvement activities (Tewel, 1995:75).

Therefore, the need to deal with school finance (mainly obtained from either the district or government) also intensified (Leithwood, 1995:128). Under decentralised budgeting teachers felt it easier to obtain school equipment or supplies, that they needed for their school.

It has already been explained in the previous paragraphs that School Based Management receives its funding from either the district or direct from the government, (as it is in the United States of America and England respectively). Odden and Picus (1992:301) also emphasize the fact that in School-Based Management, the extend to which schools are funded (to purchase, inter alia, textbooks, aids and supplies) depends on per-pupil allocation formula. This simply means the number of pupils enrolled in a school. It, therefore, implies that in School-Based Management fundraising is not a common concept, in view of the fact that, the state or government takes full responsibility in financing schools.

Public funds provide by far the largest share of the finances of SBM in England and they are an essential component of school development. These funds provide much of the means upon which schools draw in order to meet their aims and objectives and, to a certain degree, they set limits to what can be achieved (Ribbins & Burrige, 1994:92).

CHAPTER 3

THE RESEARCH DESIGN

3.1 INTRODUCTION

In this chapter, the researcher aims to elucidate and determine how this research is going to be conducted and how to collect data.

Researchers employ various research methods for collecting data. One or two of these paradigms, qualitative and quantitative are used. In this study qualitative research method will be employed.

The researcher will follow this format;

- (a) Research design,
- (b) The role of the researcher as part of the research process,
- (c) Data Collection procedures,
- (d) Verification methods and
- (e) Conclusion

3.2 THE RESEARCH DESIGN

The proposed research paradigm to be used in this study is a qualitative research design. According to Dzvimbo (1996:17) qualitative research paradigm refers to the interpretative ethnographic model of social science research because of its focus on comprehending the manner in which individuals derive meaning from their world . Miller and Dingwall (1997:1) and Denzin and Lincoln (1994:4) support this definition when they say qualitative research emphasizes the socially constructed nature of reality and constructing relationships between the researcher and what is

being studied. In other words, individuals are active participants in naming the world.

They are not passive actors, but do have the potential that enables them to explicitly interpret the world.

As Patton (1991:10) puts it, the qualitative researcher talks with people about their experiences and perceptions about a particular subject. In this regard the subject researched "Fundraising as an aspect of management in public primary schools will be researched by engaging primary school principals around the Gauteng province. The investigation relates to the natural everyday life of these individual principals.

The qualitative research method suits this study because the researcher is interested in natural occurrences. The researcher does not attempt to manipulate the research setting. The research setting is a naturally occurring event, programme, relationship or interaction that has no predetermined course established by and for the researcher (Patton, 1991:118). Trustworthiness, that is, the believability of a researcher's findings (Maykut & Morehouse, 1997: 46) and objectivity are crucial because the qualitative researcher pursues credibility which is founded on comprehension, insight, logic and consistency and instrumental utility (Creswell, 1994:162).

Furthermore, the method befits the study because of being inductive or nonemergent . A nonemergent research design means pursuing your focus of inquiry with qualitative methods of data collection and data analysis, but then collect data first and then analyze it (Maykut & Morehouse, 1997:46) The researcher does not make assumptions about interrelationships before collecting data (grounded theory).

3.3 THE ROLE OF THE RESEARCHER

In the qualitative research design biases, personal values and judgement of the researcher are expressed clearly in the research study (Creswell, 1994:147). Personal experiences will play a significant role in determining the significance of fundraising and also problems associated with fundraising in public primary schools.

The researcher has been a teacher for over fifteen years and now a principal in a public primary school for about five years in a disadvantaged area. A close relationship developed between the school where the researcher is a principal and some in the affluent areas. As a result, sufficient experience has been gained in almost all aspects of education including fundraising. The socio-economic background of schools from affluent and disadvantaged areas are therefore well understood by the researcher.



In view of the above explanation it is also apparent that the qualitative researcher will utilise certain biases to this research study, even though precautions were taken to ensure objectivity. These biases may shape the way the researcher views and comprehension of the collection of data is interpreted.

3.4 DATA COLLECTION PROCEDURES

Qualitative researchers collect data by using one or more techniques. Some techniques are more effective when addressing specific kinds of questions or topics (Neuman, 1997:30). Techniques such as questionnaires, observations, written documents and interviews may,

among other be used to collect information by the qualitative researcher (Creswell, 1994:148).

In this research, the researcher opted for the use of an interview for collecting data on fundraising in public primary schools.

3.4.1 RESEARCH INSTRUMENT

In order to elicit information in-depth, facts and answers about the research topic, the researcher chose to use the qualitative research interview. The interview questions will be semistructured and open-ended even though this is not a fully complemented focus group interview. In this regard, the interviewer introduces the topic, then guides the discussion by asking specific questions to get details, examples and context (Rubin & Rubin, 1995:5).

Because of being open-ended no boundaries are set for respondents. They have ample time to comment, expound, and share experiences and attitudes (Krueger, 1994:7) on the subject of fundraising.

Qualitative research interviews are characterised by pivotal aspects such as:

- (a) modifications or extensions of ordinary conversations, but with important distinctions,
- (b) they are more interested in the understanding , knowledge and insight of respondents than in categorizing people or events in terms of academic theories,
- (c) the content of the interview, as well as the flow and choice of topics, changes to match what the individual interviewee knows and feels (Rubin & Rubin, 1995:6),

(d) qualitative interviews attempt to gather as rich and presuppositionless descriptions of the relevant themes of the interviewee's life-world as possible.

The semi-structured, open-ended qualitative interview will be audiotaped and later on transcribed verbatim.

3.4.2. SAMPLING

Whenever you have a choice about when and where to get information, observe, whom to talk to, or what information sources to focus on, you are faced with a sampling decision (Brickman & Rog, 1998:87). As much as a researcher might want to, the researcher cannot study everyone, everywhere, doing everything. The researcher's choices - whom to talk to, when, where, about what, and why plays a critical role in qualitative research (Miles & Huberman, 1994:27)

Qualitative researchers usually work with small samples of people. As Patton (1991:173) puts it, qualitative inquiry typically focuses in depth on relatively small samples even single cases, selected purposely.

Brickman and Rog (1998:102) define sampling as a "model of the population or a subject of the population that is used to gain information about the entire population". Often, samples are described as being representative as a way of indicating that they are good models of given population.

3.4.3 THE SUBJECTS IN THE STUDY

In this study the researcher will draw respondents from the Gauteng Department of Education (G.D.E.) specifically from Districts Central 2

and 4. Two principals will be selected from a population of over 120 public primary school principals, one from an affluent socio-economic school background and the other from a disadvantaged school background.

According to Patton (1991:184) there are no rules for sample size in qualitative research. Sample size depends on what you want to know, the purpose of the research, what is at stake, what will be useful, what will be credible and what can be done with available time and also resources.

Classification of respondents to be interviewed is as follows;

Category 1: Comprises a public primary school principal who will represent sentiments of principals whose schools are socio-economically viable.

Category 2: Consists of a public primary school principal who will represent sentiments of principals whose school's population is mainly from disadvantaged socio-economic background.

3.4.4 PROCEDURE FOLLOWED IN THE STUDY

In order to enhance the reliability with regard to honesty of responses, which is crucial to the success of this research study, respondents who are known to the parents and districts already mentioned (that is known to be long time principals who proved to be honest, responsible, reliable, accountable and relatively trustworthy) were selected. These respondents were selected from a wide range of public primary schools based in both districts 2 and 4 in the Gauteng Department of Education.

The researcher has to gain entry by getting permission from the school governing bodies (SGB's) and principals of the two respective schools. This will enable the researcher to establish personal relationship with the respondents and the mission of the visit stated.

Respondents will be assured of anonymity (that is, if they wish so) and how data is going to be recorded. Audiotape recorder will be used, with few notes scribbled during the interviews. This recorded information will then be transcribed as is.

3.5 DATA ANALYSIS

The findings, understandings and insights that emerge from the interviews and subsequent data analysis are vital in qualitative research. Creswell (1994:153) argues that several simultaneous activities engage the attention of the researcher in qualitative data analysis. These among other things should be collection of information from the field, sorting the information into categories, patterns or themes, and actually writing the qualitative text.

Data will also be analyzed by using inductive reasoning where the researcher will develop theoretical propositions or explanations out of the collected data, in a process commonly known as moving from the particular to the general (Mason,1991:142).

For the purpose of this research, information about fundraising as an aspect of management in public primary schools, will be gathered through interviews. An open coding procedure will be used to analyse data. Open coding refers to the process of breaking down, examining, comparing, conceptualising and categorizing data (Strauss & Corbin, 1990,97).

3.6 VERIFICATION

Creswell (1994:169) explains verification as the process whereby the researcher demonstrates internal validity and applies external validity and reliability to a particular research. Explained differently, the study must stand up to the test of trustworthiness and authenticity (Creswell 1994:168)

In qualitative research, the use of internal and external validity is essential. These characteristics of qualitative research are used in order to satisfy the requirements of the research process for the reliability and validity of the study.

3.6.1 VALIDITY

According to Silverman (1994:149) validity refers to the extent to which an account accurately represents the social phenomena to which it refers. In this research, qualitative interviews will be used to collect data. The interview method tends to be phrased more closely to the empirical world of the respondents than the other methods used in other research design (Woods & Cantazoro, 1998:138).

Interviews give access to facts in the world. Although these facts include both biographical information and statements about beliefs, all are to be treated as accounts whose sense derives from their correspondence to a factual reality (Silverman 1994:91). Because interviews will be conducted in a natural setting whereby the respondent's reality will be reflected, is likely to increase. Furthermore, literature review is imperative in order to verify on the validity of the categories and findings arrived at.

Yin (1993:40-44) gives the following synopsis of various kinds of validity:

(a) Internal validity

Internal validity is interpreted as the accuracy of the information and whether it matches reality.

(b) External validity

This type of validity refers to the extent to which researchers can generalize their findings.

3.6.2. RELIABILITY

The concept reliability is concerned with the degree of consistency of the study under similar circumstances. In other words, the naturalistic researcher derives consistency through coding the raw data in such a way that another investigator could comprehend the themes and arrive at similar conclusions (Rudestam & Newton, 1992:40)

The inaccuracy of the instrument presents a problem related to validity of the instrument. It is possible for an instrument to be reliable without being valid. However, an instrument cannot be valid if it is not reliable. Hence, in order to be reliable a measuring device should produce precisely the same result everytime it is used (Ary, Jacob, & Razaviech, 1985:121). Reliability is therefore an essential component of validity.

In this study, the researcher will ensure the following factors to attain reliability, namely:

- (i) as a primary school principal within Gauteng province, colleagues whom I do not share relationships will serve as respondents,
- (ii) the services of the District Education Coordinators of both central 2 and 4 will be employed so as to randomly assist in selecting the two primary school principals for the research interviews.
- (iii) respondents will then be phoned to arrange the interview. Because the subject will be introduced on the day of the interview, their true insight, knowledge and experience could easily be extracted,
- (iv) school premises of the individual respondents would be utilized in order to curb inconveniences,
- (v) the interviews will be tape recorded and there after transcribed, and finally this recorded tape will then be sent back to the respondents for verifications, and then the recorded tape together with the transcriptions be made available for both the supervisor and the independant decoder.

3.7 CONCLUSION

This chapter discussed the qualitative method to be used throughout the research. The collection of data, analysis of data and also validity and reliability were outlined. Chapter 4 and 5 will be based on these given criteria.

CHAPTER 4

ANALYSIS OF DATA

4.1 AIM OF THE CHAPTER

This chapter is aimed at analysing data gathered through interviews. The challenge is to make sense of massive amounts of collected data, reduce the volume of information, identify significant patterns, and then reveal the framework for communicating the essence of what the collected data reveal.

4.2 PROCEDURE FOR DATA GATHERING

The researcher first identified the problem (topic) for research, which was then presented to the supervisor for discussion and evaluation. The initial topic was finally reconstructed as “fundraising as an aspect of management in public primary schools”.

Eight interview questions were formulated around the research topic, and after discussions with the supervisor they were then increased to twelve in order to enable sufficient relevant answers for the research to be revealed.

In order to save time and money only two public primary school principals formed the focused group for the interview. These headmasters are both from the Gauteng Province specifically from Central Districts two and four. One principal is from a disadvantaged community and the other from an affluent community. The two respondents were phoned to request for their participation in this interview. Arrangements were then finalised telephonically as to when and where interviews will be conducted.

Individual interviews were conducted in their respective schools through the medium of English. Both interviews were tape recorded and later transcribed.

4.3 THE PROTOCOL

The following procedure was followed:

- (a) transcribed interviews were read objectively to get a general opinion of the problems,
- (b) each question in each interview was separately analysed and only relevant answers were considered. Preconceived ideas were put aside,
- (c) a complete list of relevant answers was compiled from which categories were prioritised,
- (d) the collected data were grouped together according to their similarities,
- (e) the categories were listed in order of importance. Prioritisation of categories was done by counting the number of times reference was made to a code or problem,
- (f) from the main categories and relevant answers, subcategories were also identified,
- (g) the transcript was also made available to an independent decoder who was a former student of RAU but not involved in this research,
- (h) comparison and integration with independent decoder's findings came up with a final list of categories in order of their importance.

4.4 REPORT ON DATA ANALYSIS

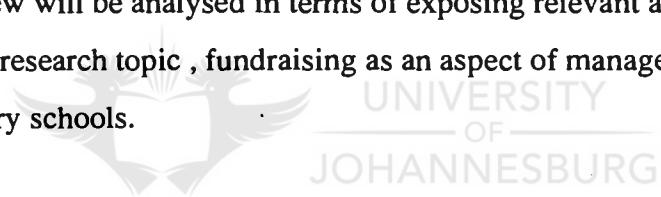
Two interviews were conducted. These interviews were conducted in English because both respondents preferred this language as a means of

communication. Each interview was separately analysed. Relevant answers were compiled and a list drawn. The identified main and subcategories were analysed according to their priorities.

The categories formulated from the collected data were defined and explained. In order to verify that a category is valid the researcher referred to the respondent's actual words. These actual words were then integrated with the discussion. Literature was also checked in order to enhance the validity of categories and conclusions for findings arrived at in this research study.

4.5 RELEVANT ANSWERS

Each interview will be analysed in terms of exposing relevant answers based on the research topic , fundraising as an aspect of management in public primary schools.



4.5.1 First Question: In your own view how would you explain fundraising

(a) Interview 1

- fundraising is when the parent body and staff from a school raise extra funds in order to help to keep school fee down and also to get other things for the school.

(b) Interview 2

- fundraising is ways in which parents, teachers and learners go on collecting funds for the school.

4.5.2 Second Question: Why is it essential for public primary schools to raise funds?

(a) Interview 1

- to keep the school fee low

- to help the schools improve themselves

(b) Interview 2

- so as to run their school affairs (because schools do not receive money from the government)

4.5.3 **Third Question:** Who should do fundraising in public primary schools?

(a) Interview 1

- parent body
- teachers

(b) Interview 2

- parents
- educators/teachers
- learners

4.5.3.1 Why these people?

(a) Interview 1

- this helps to get parents involved in the school.
- teachers should work hard if they want extras in the school.

(b) Interview 2

- because education is theirs
- the school belongs to parents
- teachers are also the driving force, they want to see children receive quality education and therefore would like to buy material that would help them achieve their goal.

4.5.4 **Fourth Question:** How do public schools raise funds?

(a) Interview 1

- there are lots of ways
- you can start with normal sponsor form or donation form
- sell tickets for winning a price (raffle)
- big walk (organised during fun day) where drinks, food etc would be sold at school.
- selling cake, candy and valentine cards

- Miss Forest (entrance fee and donation form)
 - civvies, where children would be made to pay certain amount of money
 - beer feast, where outside schools, parents etc are invited to buy beer, wors etc.

(b) Interview 2

- fun run (on that day various things are sold e.g cakes, drinks, there is also raffle)
- get donors
 - sell valentine cards
- children dress casually in some days and pay for that,
 - contributions from parent's work places (management, colleagues etc)

4.5.5 Fifth Question: What problems do public primary schools encounter in fundraising?

(a) Interview 1

- lack of sufficient parent involvement
- children do not carry their fundraising tasks of distributing and circulating forms
- money given to them (children) does not reach the school
- some parents are unreliable (they pocket some of the collected money)
 - parents have no sense of ownership.

(b) Interview 2

- no response

4.5.6 Sixth Question: Do you think the socio-economic background of the parents of learners play a significant role in the success or failure in fundraising?

(a) Interview 1

- a school can raise double the amount if it is situated in a high income area than in a low income area.

- at times children from low income areas do raise the same amount of money raised by children from high income area.

(b) Interview 2

- yes socio-economic background plays a role in school fundraising
- parents from disadvantaged areas “pocket” some of the money they meant to collect for the school because of family economic problems.
- other race groups do realise that schools depend on their fundraising effort, thus, they do their best.

4.5.7 **Seventh Question:** Do you think the government should play a role in financing schools? Why?

(a) Interview 1

- the government should get more involved
- they used to help primary schools with equipments
- they can assist in building a better country for everybody
- schools are really battling to make ends meet
- they must pay teachers

(b) Interview 2

- government assistance is necessary
- because assets like teaching and learning aids, e.g. radio, television etc are lacking in some schools.

4.5.8 **Eighth Question:** How can we know how well schools are doing financially?

(a) Interview 1

- by judging, observing physical facilities of the school , e.g. swimming pool, cricket pitch, media centre, school transport.
- inside the classroom; enough learning and teaching facilities
- employment of extra staff paid by the school.

(b) Interview 2

- by the development of the school in terms of having a, b, c which other schools do not have,
- these facilities may not necessarily mean they were bought outright by the school. They may be donated to the school.

4.5.9 Ninth Question: Do you happen to have a pattern of fundraising?

(a) Interview 1

- each term there is a big fundraising event and during the term smaller events.
- parents should not be overloaded with fundraising activities.
- hence fundraising activities are spread evenly throughout the year.

(b) Interview 2

- question was either misunderstood or not properly phrased.

4.5.10 Tenth Question: Have your pattern(s) changed in the past two or three years? Why?

(a) Interview 1

- patterns are constantly changed
 - this is to avoid boredom from the side of parents
- it is easier to get parents involved in a new programme.

(b) Interview 2

- changes are there
 - we do develop and expand participation in some fundraising events e.g fun run.

4.5.11 Eleventh Question: How would you motivate/encourage a public primary school which is not doing well financially to raise funds?

(a) Interview 1

- start by motivating the staff to work harder in helping towards fundraising since this extra money will help them.
- teachers will then motivate pupils
- it is difficult to motivate parents
- You must make them (parents) realise that they are raising money for their children.

(b) Interview 2

- image of the school is important
- advertise your school by motivating the teachers to teach
- outside visitors, business, institutions like READ will start associating itself with the school.
- get advices from other schools which are doing well financially.
- you can't work in isolation
 - do something tangible for your school
- let people see you do something
- start right at home, by bringing staff members together and their concern be the children.

4.5.12 **Twelfth Question:** To what extend does funding or lack of funds affect the school?

(a) Interview 1

- funds help school to buy school facilities like e.g school bus
 - the school will stagnate without funds
 - school activities e.g teaching and learning aids, trips, equipments etc will come to a halt.
- education system will not function.

(b) Interview 2

- lack of funds will affect the running of the school terribly.
- there won't be learning aids and this will retard progress of the children.
- children learn by manipulating, staring.

4.6 THE DATA ORGANISED TOGETHER ACCORDING TO SIMILARITIES

The relevant listed data will be grouped together according to similarities derived from the questions. The researcher will then organise the data into relevant categories in order of importance and where possible come up with subcategories .

4.6.1 Question 1 : In your own view how would you explain fundraising
Respondent 1 and 2

- fundraising involves the participation of parents and teachers in collecting funds for the school.

4.6.2 Question 2: Why is it essential for public primary schools to raise funds?
Respondent 1 and 2

- in order to improve themselves by running their school affairs.

4.6.3 Question 3: Who should do fundraising in public primary schools?

Why these people?

Respondent 1 and 2

- parents
- teachers

Respondent 1 and 2

- parents should be involved in the running of their schools. They should develop a sense of ownership and therefore assist in almost all school matters.
- teachers should help in fundraising if they want to get teaching and learning facilities in order to deliver quality education.

4.6.4 Question 4: How do public primary schools raise funds?

Respondent 1 and 2

- there are numerous ways
- donations/contributions
- fun run/big walk
- selling
- using valentine days
- casual wear

4.6.5 Question 5: What problems do public primary schools encounter in fundraising?

Respondent 1 and 2

- lack of parental participation

4.6.6 Question 6: Do you think the socio-economic background of parents of learners play a significant role in the success or failure in fundraising?

Respondent 1 and 2

- the socio-economic background of parents do affect fundraising programmes of the school.
- parents from a disadvantaged background will raise far less than those from a high income background.

4.6.7 Question 7: Do you think the government should play a role in financing schools? why?

Respondent 1 and 2

- the assistance of the government is essential.
- government should tackle major needs such as building classes, payment of teachers, buying of some teaching aids such as, television sets, radio etc.
- schools battle to make ends meet.

4.6.8 Question 8: How can we know how well schools are doing financially?

Respondent 1 and 2

- when the school has facilities which another school does not have.

4.6.10 Question 10: Have your pattern(s) changed in the past two or three years?

- there are changes
- in order to expand other fundraising events and also to make it easier to involve parents in new fundraising programmes.

4.6.11 Question 11: How would you motivate a public primary school which is not doing well financially to raise funds?

Respondent 1 and 2

- start right at home first by motivating the teachers.
- it would then be easier to motivate others.

4.6.12 Question 12: To what extent does funding or lack of funds affect the school?

Respondent 1 and 2

- the schools will be terribly affected without funds.
- the school won't have teaching and learning facilities.
- education system of the school will not function.

4.7 DISCUSSION OF CATEGORIES

The researcher will further scrutinise the two interviews with intention of organising categories. Once these categories are revealed, they will be arranged in order of priorities and then discussed. From these main categories, subcategories may be derived and also discussed. The findings in the form of categories will be arranged in order of importance with quotations from the two interviews, so that the views of the interviews (respondents) are exposed. Only the most imperative categories will be discussed.

4.7.1 FUNDING

The respondents supported strongly the idea of schools having their own funds. This idea is derived from utterances such as:

- “collect money for the school”.
- “raise extra funds”.

The statements imply that the school headmasters of public primary schools need extra funds to address the needs of their schools.

4.7.1.1 SUBCATEGORIES

(a) Value of school funds

It was revealed in interviews that funds are significant “so as to run ... school affairs” and because “schools do not receive money from the government”.

The interviews regard fundraising as an essential aspect of school management because “extra funds” enable schools to have better administration. The implication of the quotations is that public primary

schools need sufficient money to have effective education in place. Somehow it would be difficult if not impossible to head a school without funds.

(b) School development

The following quotation: “schools should improve themselves” emerged when the question: Why is it essential for public primary schools to raise funds? was asked. It was from this quotation that the researcher realised that schools need improvement in order to meet the education challenges. However, improvement needs resources, among which, money would be given first priority. In other words, schools are able to develop if enough funds are raised. These funds would be used effectively to raise the standard of that school.

4.7.2 FUNDRAISERS

The interview with regard to the question - who should do fundraising in public primary schools? Came up with the following school stakeholders namely:

- parental bodies
- teachers/educators/staff
 - learners and
- government

According to the respondents these stakeholders are indispensable during fundraising periods. The formation of a strong partnership should be a natural event. Parents, teachers and learners are often in the best position to see what their schools need (Gauteng Department of Education, 1997;2)

4.7.2.1 Parental role

Parents are one of the major stakeholders in schools. As custodians of learners and the fact that schools “are theirs” have to play an imperative role in school fundraising projects. Bond (1991:8) agrees with this notion when he says it is beneficial to involve parents in the activities of their children’s school.

4.7.2.2 Teachers’s role

The teachers should also be in the forefront when it comes to fundraising, because they need “extra funds” for buying facilities such as “teaching and learning aids”. This means that they are a strong component of partnership towards fundraising for the school, because they also assume a position of in loco parentis within the school.

4.7.2.3 Learner’s role

The interview also stressed the fact that learners have a role to play in fundraising for the school. This was highlighted by “--- they are the people who receive education”.

4.7.2.4 Government's role

Respondents agreed without hesitation that the government should play a pivotal role in furnishing schools with resources. Among other things, the government should pay salaries of teachers, building of schools, buying of furniture and acquiring learning and teaching aids for schools. The suggestion that the government should get involved in helping schools with resources is reinforced by Potgieter, Visser, Van der Bank, Mothata and Squelch (1997:37) when they say that, the state has a fundamental duty to finance schools on an equitable and fair basis .

4.7.3 METHODS

There are various ways of raising funds for public primary schools according to respondents. Some of these methods were mentioned as:

- acquiring sponsorships
- getting donations and contributions
- organising raffles
- organising fun runs and big walks
 - casual wear (children pay a certain fee for wearing clothes other than school uniform on specific days).

These methods, drawn from the interview suggest that it should be the responsibility and commitment of individual public primary schools to produce ways and means of raising funds.

4.7.4 Problematic areas

Interviewees are in agreement that they normally experience problems concerning school fundraising.

4.7.4.1 Attitude towards fundraising

It was expressed by respondents during interview sessions that they experience the following problems during fundraising:

- lack of sufficient parental involvement ,
- some parents cannot be entrusted with money,
- lack of sense of ownership,

and also that business and the government are not prepared to fully commit themselves to financing schools in all departments.

These statements are a clear prove that principals of public primary schools need more commitment from the parental body.

4.7.4.2 Family status

The following quotations reveal that schools are affected one way or the other by socio-economic status of parents or guardians of the school.

These are:

- “high income areas fundraise more.”
- “... parents become unreliable, (they pocket some of the fundraised money) because of family economic problems.
- “Other race groups do realise that schools depend on their fundraising efforts, thus they do their best”.

These statements put a spot light on problems encountered by principals of public primary schools during fundraising missions. The statements suggest that some families are unable to carry their obligation due to their poor economic background. Other families are capable because they don't experience much financial difficulties as compared to the other mentioned family group.

4.7.5 Effects of Funds

Fundraising was regarded as important in the effective running of schools.

Schools would perish without financial background. This opinion emerged when the interviewees responded to the question - To what extent does funding or lack of funds affect the school? Their answers became:

- it will affect the school terribly
- there won't be school activities
- the education system will not function.

These statements highlight the fact that principals are concerned about the damage that can be caused by lack of funds in their schools. Education depends to a large degree, on the financial position of the school. Without funds “the education system will not function”.

4.7.6 MOTIVATION

The term motivation means to cause (a person) to act in a particular way. Put differently the concept refers to stimulation of the interest of a person in an activity (Fowler & Fowler , 1995:887) . Respondents are in agreement that motivation plays a role in assisting schools which are not doing well financially to fundraise.

When asked how would you motivate a public primary school which is not doing well financially to raise funds? The interviewees responded positively by saying :

- start right at home first, that is, by motivating the staff to work hard. This statement suggests that it will then be easier to bring in parents, learners and other sectors once teachers are adequately motivated.
- get advices from other schools.

Principals are aware that it would be through their motivation skills that every stakeholder participate in fundraising projects.

4.8 CONCLUSION

Data collected from interviews was analysed in this chapter. The categories derived from research data was also highlighted. This chapter is also linked to chapter 2 (literature research) and chapter 3 (research

methodology) . The final link will be reflected in chapter 5 where the findings, the conclusion of the findings will be discussed and recommendations made.



CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

The aim of this chapter is to integrate information gathered in this research study. The literature study in chapter two will be intergrated with the data analysis found in chapter four.

The findings of the research will be discussed. Thereafter recommendations or guidelines and conclusions will be made concerning problem areas which have been identified in this research.

5.2 FINDINGS

5.2.1 IMPORTANCE OF FUNDRAISING

5.2.1.1 LITERATURE SURVEY

It has been mentioned in literature study (refer to chapter two) that education is a universal phenomenon. It forms an important part of human life. However, secondary education, unlike primary education needs resources. Financial backup is given first priority in formal education.

Harambee also known as Self - help schools could not get resources from the government of Kenya. The existence of these school were dependent entirely on parents and community funds. The parents had to raise funds by selling their agriculture produce to keep schools in operation.

Fundraising does not play a vital role in School-Based Management. These schools receive their funding directly from their governments (see chapter two).

5.2.1.2 PUBLIC PRIMARY SCHOOLS IN SOUTH AFRICA

The data analysis of the conducted interview research (see chapter four) revealed the following points about public primary schools in South Africa that:

- a) Fundraising is important because schools depend to a very large extent on funds for existence. If there are no funds, formal education will be difficult, if not impossible to implement.
- b) There is little financial assistance from government, as a result fundraising is necessary.
- c) Fundraising help parents to pay lower school fees.
- d) Schools need facilities, equipment and proper infrastructure for quality education to take place.

Apart from these findings, the South African School Act (SASA) no. 86 of 1996 section 36 encourages public schools to embark on fundraising in order to supplement the resources supplied by the government.

5.2.1.3 METHODS OF FUNDRAISING

The SBM in England and USA as stated before are not engaged in fundraising. These schools receive full financial support from their respective governments. The SBM funds were initially controlled by the

Local Education Authorities (LEA) in England, but later the concept of financial delegation was introduced (refer to 2.3.4). In USA for instance, States handle the question of SBM budgets differently (see 2.3.3).

The Harambee schools in Kenya were not economically established and therefore had to raise funds because they were not state owned schools. They used the following methods for generating school funds namely:

- a) Annual tuition fees payable by parents who obtained it from sales of their agricultural produce.
- b) Curtailed donations from the local business and churches.
- c) Help from the government, but only for the salaries of the principal and two teachers.

The interview research disclosed the following fundraising methods for public schools.

- a) Security sponsorships from the private sector.
- b) Getting donations from business, non governmental organisations and the community.
- c) Organizing school raffles,
- d) Initiating fun runs and big walks,
- e) Civvies, that is where learners pay a certain fee for wearing clothes other than school uniform.
- f) Compulsory yearly school fees paid by every learner in the school.

5.3 FUNDRAISING PROBLEMS

As stated before SBM in England and USA do not experience fundraising problems. Public funds provide by far the largest share of their finances which is utilised for, among others, school development and meeting the

school's aims and objectives (Ribbins & Burrige, 1994:92). However, it is different with Harambee schools in Kenya and public schools in South Africa, which apart from government subsidy rely more on fundraising for meeting other school needs.

Sales from agricultural produce serve as the major source of funding for Harambee schools. This implies that during dry seasons parents and the community may not be able to meet the financial demands of their schools, for instance, buildings, equipment and payment of teachers.

Harambee schools depend a great deal on school enrolment. The more children the school is able to recruit, the more school funds will be made available through school fees. Schools without adequate number of children will find it difficult to meet the demands of their children's education.

Public primary schools in South Africa experience problems during fundraising projects. These problems can be summed up as follows,

- a) poor parental participation,
- b) lack of trust from other stakeholders,
- c) poor family socio-economic background,
- d) reluctance of private enterprise to fully assist schools with funds,
- e) there is only limited financial support from the government.

5.4 COMPARISON OF FUNDRAISING PROJECTS

5.4.1 SOUTH AFRICAN PUBLIC SCHOOLS AND SBM

Literature study indicates that it is difficult to compare fundraising in South African public schools with SBM in the two first world countries,

England and USA. These countries are economically stable and therefore are able to finance their schools (see 2.3).

5.4.2 SOUTH AFRICAN SCHOOLS AND HARAMBEE SCHOOLS

South Africa and Kenya are third world countries found in the continent of Africa. Economic crisis, stabilization and adjustment policy measures have brought about severe pressures on the education sectors (Samoff, 1994.9). Even though these governments are trying hard to finance their education systems, they only do this at a very small percentage.

In order to respond to these economic pressure, public primary schools in South Africa and Harambee schools in Kenya were found to be using common methods of fundraising. The following were eminent:

a) School fees

Research interviews and literature survey conducted by the researcher highlighted that yearly school fees, payable by parents is one of the core ways of fundraising for these schools (see 5.2.). Parents determine the amount of school fees affordable by the majority of parents.

b) Donations

In addition to school fees, it is the responsibility of individual schools to supplement school fees by organizing donations. Sources for donations are private sectors, especially local business who normally take interest in local education. Sometimes local churches are also approached for fundraising purposes.

c) Government

The Kenyan government does assist Harambee schools with resources but at a limited scale. The government is responsible for the salaries of two qualified teachers and the headmaster. The other major responsibilities such as buildings, furniture etc. are left in the hands of the parents and the community. On the other hand, the South African government is responsible for a large portion of education resources, including staff salaries, buildings and equipment.

5.5 RECOMMENDATIONS

The data analysis conducted by the researcher highlighted significant factors such as high level of unemployment and the decline of economy in South Africa. These factors retard progress of the majority of schools, more particularly schools in disadvantaged environments. Besides basic requirements provided by the education department, additional funds are essential to finance other school needs.

Nevertheless, experience at schools over many decades shows that there is literally no limit to the ingenuity of educators, parents and learners when it comes to ideas about fundraising.

From the findings (refer to 5.2), recommendations can be made so as to attempt to fill the gaps observed during fundraising activities. These recommendations will be made in order of their importance.

5.5.1 FORMATION OF A SCHOOL GOVERNING BODY

Most if not all schools in the Gauteng province and probably the whole country have already established school governing bodies (SGB) as

required by the South African Act no. 84 of 1996 in section 17 (1).

The Act states that governance of every public school is vested in its governing body. Once this body is in place, most school activities will be easily managed.

The SGB is responsible, among other things, for the following arrangements concerning fundraising:

- initiation and organisation of fundraising activities,
- call parents meetings to discuss fundraising,
- conduct an audit of facilities,
- identify the needs of the school,
- scrutinise the feasibility of these suggested needs,
- prioritise fundraising projects as part of the year's fundraising drive.

The SGB should be capable, dedicated, trustworthy, cooperative and hardworking. In order to conquer, they should be able to answer questions like:

- what is the necessity of fundraising?
- why are some schools more successful in raising funds than others?
- who are the potential funders?
- which methods of fundraising should be used?

5.5.1.1 SUGGESTED FUNDRAISING PROJECTS

The list of possible fundraising methods is endless. Here are a limited suggestions of ways of fundraising for the SGB. The feasibility would have to be tested according to the particular resources and circumstances in a community.

- ◆ Concerts featuring well known artists, for an example, Rebecca, Mdu, Johnny. Some schools in Soweto are trying this method even though is slightly expensive and demanding.
- ◆ Collecting old clothes, household equipment, uniform, and other commodities to be sold once a sizeable quality has been gathered (jumble sale or some kind of fete)
- ◆ A variety of talent concert performed by the very learners of the school.
- ◆ A fashion show sponsored by private sector.
- ◆ Film or drama shows for learners, parents, community and visitors from other schools.
- ◆ Outdoor food sales by learners, parents and teachers at bus and taxi terminuses, shopping complexes, train stations etc.
- ◆ Collecting waste paper, used cans and bottles for recycling purposes.
- ◆ Running a tuckshop for learners, teachers, visitors and the neighbouring community.

Fundraising projects should be spread over the whole year. This enables proper planning and overloading of fundraisers. Each project is able to stretch over a certain time to allow more funds to be generated.

5.5.2 THE NEED FOR PARTNERSHIP

Public schools in South Africa need resources for development and improvement. It would be very difficult if not impossible for schools to realise this objective if they operate in isolation. Stoll and Fink (1996,134) expresses this idea more coherently when they say, schools should be viewed in their contexts as being like spiders' webs. In order to catch unwary insects, these webs must be carefully knit together.

The school, in its unique position, should create a partnership “web” with all who share the responsibility for the growth and development of learners. Potential major partners of the public school are the parents, community, business and industry and higher education. Building this partnership is a long-term process founded on trust and but does not just happen overnight (Jackson, 1997:1).

5.5.2.1 PARENTS AS PARTNERS

Parents in many public schools in South Africa have assumed the role of being the major source of school income. By virtue of being the biological parents of learners, they are willing to help the schools financially.

Hence Sarason (1995,47) look upon parents as potential assets of the school because of being citizens accountable for what schools are in the sense that they (and others) provide the money making schools possible.

It is up to the individual governing bodies to take this opportunity and utilise this resource effectively. School governing bodies can call meetings to discuss various ways of raising funds for their schools. Their knowledge, skills, vocations and special interests is of great importance in this regard.

Every reform effort has placed a heavy emphasis on parental involvement (Stoll & Fink, 1996:134). The governing body should assign special fundraising assignments to parents. Let them take important roles of leading fundraising projects. Surely they know what is best for their children and therefore their schools.

5.5.2.2 COMMUNITY AS PARTNERS

The local community has potential which awaits tapping. Many public schools are able to do financially well because of their sound relationship with the community. In order to bring them nearer to the school, involve them not only when the school is fundraising, but in many educational and social matters that affect the school. They have to be invited to school gatherings. Avail the school environment for community development projects such as adult education classes. In doing so they will play a vital role in assisting the school in all aspects-vandalism, burglary, development etc. It is through the community that schools are able to raise funds by:

- getting contributions of whatever sort.
- during fun runs and big walk and other entertainment activities.
- running school tuckshop and availing proceeds to the school.
- influencing their workplace to assist the school with resources.
- donating funds from their own businesses.
- influencing the local structures (councillors, associations, non governmental organisations) to help financially.
- avail their labour whenever needed.
- buying items sold by the school.

5.5.2.3 HIGHER EDUCATION AS PARTNERS

Public schools should not overlook the potential in tertiary institutions in assisting schools with fundraising. The Gauteng province is blessed with institutions such as universities, technicals, colleges and technikons. These institutions should be approached for ideas and assistance.

5.5.2.4 PRIVATE ENTERPRISE AS PARTNERS

Business and industry are capable of uplifting and developing schools financially and materially. The easiest ways of communicating and exposing financial problems to the private sector is through letters, personal contacts and also telephonically.

The SGB should explore appropriate ways of involving business in school activities. Once rapport has been established it should be maintained. This could be done by disclosing statements of donated funds, annual school results, offering labour services during holidays and inviting them to school occasions.

Public schools can think of multiple ways of bringing private sector on board.

5.5.2.5 THE MEDIA AS PARTNERS



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The media is an asset to schools if used properly. In order to catch the attention of the outside world, public schools should make their concerns newsworthy. In most cases the media looks for issues of public concern that are understood simply and recognized quickly by many of their readers (Cooperman, 1996:153).

It is therefore important for the public school to present their issues cogently to make them important to the press. In issues of fundraising the public school must work towards adopting a journalist of the local paper. In this regard the Sowetan, The Star, Citizen, Beeld, City Press are always available. Allow this journalist to be part of the decision making process.

In order to attract the readers' eyes, the public school must have a logo which people can immediately identify with. This will help the school when they advertise their fundraising activities.

5.5.3 NETWORKING

All public schools must develop good networks. These are essential groups of people who share a common vision or interest or have contact for one reason or another (Street, 1997:42). Everyone who works in a school is not only entitled to a unique and personal vision of the way he or she would like the school to become, but has an obligation to uncover, discover, and rediscover what the vision is and contribute to the betterment of the school (Barth, 1990:159). Network help to:

- communicate information about the school's planned fundraising projects to potential participants.
- inform other members of the network of their activities and seek support or resources for the activity.

Effective networking depends upon participants assuming positive and constructive attitudes. Network members should be seen as partners who each have their own aspirations but are willing to work in partnership with others (Street, 1997:42) This relationship should be based on mutual trust and respect.

Successful public schools, in terms of resources have effective networks. However, this relationship of teachers, parents, business, community, local structures etc. can all be brought on board only if the school governing body is properly organized. This is therefore the responsibility of the school principal to see to it that the SGB receives the correct shape.

The principal does not give away his ultimate decision-making authority, but if he uses a more participatory management style, his decisions become respected for all involved (Cooperman, 1996:78). Furthermore he/she should be able to motivate everybody aboard for their fundraising successes or failures. Little things like “thank you” to anyone for the services they rendered during fundraising projects would mean a lot. This sincere appreciation is about as motivational as payment itself.

5.6 LIMITATIONS OF THIS RESEARCH STUDY

In this research project, the researcher acknowledges the fact that, the research study on fundraising as an aspect of management in public primary schools is not intensive. Only two interviews were conducted in two Gauteng education districts. Respondents are one principal from an affluent background and another from a disadvantaged background. This is insufficient if adequate data is required concerning the research topic. Nonetheless the limitation is necessary because this is a mini

dissertation which requires a limited numbers of pages. Furthermore, the situation analysis has been curtailed because of time and money.

The findings of this study are not statistically generalizable. Nevertheless, the implications for this research study can be debated on the basis of qualitative research practice.

5.7 POSSIBILITY FOR FURTHER RESEARCH

This study has highlighted valuable information concerning fundraising. The economy of this country cannot sustain the voluminous growth of education in the later years. Schools should therefore be equipped with fundraising skills in order to render quality education. This brings us to

the fact that further research is essential because only a limited study was conducted.

The researcher recommends further research on this topic. Focus should be on:

- furthering research by obtaining more data from parents, teachers, provincial and district officials, a much more bigger focus group of principals and the community.
- implementation of different research methods such as questionnaires, observations etc.
- The objectives of further study is to get a broader perspective on this topic. This will eventually benefit all public schools in South Africa.

5.8 CONCLUSION

Fundraising is a major concern to the majority of public schools in South Africa. With unemployment as high as it is, and the economy facing really tough challenges, public schools experience a perpetual shortage of funds. Ways and means of generating funds are becoming more and more of a problem.

In order to alleviate these financial problems public schools should organise fundraising activities. Although this research provides a limited study on fundraising, valuable information about findings and recommendations have been coherently highlighted in this chapter.

One of the recommendations which is highly regarded by the researcher is that schools should exist within the context of networks. Public schools cannot afford to operate in isolation. The need for networking

(partnership) with other stakeholders is of utmost importance to ensure success in meeting financial obligations.



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APPENDIX

A

The logo of the University of Johannesburg, featuring two stylized birds facing each other with a sunburst above them, and the text 'UNIVERSITY OF JOHANNESBURG' to the right.

**QUESTIONS AND ANSWERS OF
THE INTERVIEWS**

THE RESEARCH INTERVIEW TRANSCRIPT

TRANSCRIPTION SYMBOLS

SYMBOL	EXPLANATION
1. [Left brackets indicate the point at which a current speaker's talk is overlapped by another's talk.
2. =	Equal signs, one at the end of a line and one at the beginning, indicate no gap between two lines.
3. (.4)	Numbers in parentheses indicate elapsed time in silence in tenths of a second.
4. (.)	A dot in parentheses indicate a tiny gap, probably no more than one-tenth of a second.
5. .hhh	A row of h's prefixed by a dot indicates an inbreath, without a dot, an outbreath.
6. ()	Empty parentheses contain researcher's inability to hear what was said.
7. (word)	Parenthesised words are possible hearings
8. (())	Double parentheses contain researcher's descriptions rather than transcriptions.
9. //	For possible interruptions.

FIRST INTERVIEW

This interview was conducted in an affluent area.

Interviewer: Johan Botha would you please respond to this question, in your own opinion or view how would you explain fundraising?

Interviewee: Fundraising to me is when the parent-body and staff goes from a school and in their own way raise extra funds to help the school to keep school fees, school fees low, now so that we can get things for the school//ja// for extramurals or whatever, but is a, the thing that the staff and parent body do themselves to raise extra funds for the school.

Interviewer: So it has to do with extra funds?

Interviewee: Raising extra funds.

Interviewer: Thanks very much. (cough)

Interviewer: And then what about (err) this following one. Why is it so essential for a public school, a primary school for that matter to raise funds?

Interviewee: Now, first of all, to keep the school fees low, right, and (err) you know, to help the school to improve themselves.

Interviewer: Mr Fourie are you saying to keep the school fees low?

Interviewee: Ja, to keep school fees low ja//Ok//. To make it easier for parents, if they can raise extra funds it will keep school fees lower//all right//err ja//right//.

Interviewer: Who should do fundraising in these schools-public school-primary school in particular?

Interviewee: Parent body and, (err) teachers. (Err) mainly the parent body, right, with the help of teachers.

Interviewer: With the help of teachers?

Interviewee: Ja.

Interviewer: Could you have perhaps a specific reason why do we target the parents and teachers?

Interviewee: Err (cough) first of all, (err) they must () to help the parents and you find now if the parents help in fundraising we get the parents involved in the school. Now I can see this is what is going on in

the school, this is what they do with the money, and now if teachers, you know, if they want something extra, you know, they have to work for.

Interviewer: O.K, So in this case you are not involving pupils.

Interviewee: Pupils? They do the work, ja, you know when one fundraising is a big walk, where we give them a sponsor book or donation book, and they have to go out. They get the donations or sponsors. This, you know they help us, you know, that organisations - things like that help us - the parents and staff.

Interviewer: And then how do public schools raise its funds?

Interviewee: (Err), there is a lot of ways that you can do, or go about to raise funds for your school.

You know you can start with a normal sponsor form, or a donation form and let them do a big, or, (err), sell tickets and you can win a price (), (err), millions of ideas that you can use. Here at our school we have a big walk, where we give each child this donation form, and they go out and they get donations and we have a big walk, and we have a fun day, you know to get parents here, and we sell cold drinks and boere worse, and know that is a fundraiser. And then, and later in the year we have a Miss Forest where we give each girl in the school a donation form where they have to get-get a donation up to a hundred rand. Then you put them on the stage and we got judges and then we select down the spot. Then we have smaller fundraising like selling cake and candy , and selling valentines cards and having a fund day at the school or even () where child pays an X amount of money and they are allowed to make civvies.

Interviewer: So that sounds like, (err), an internal project, sort, off.//ja,ja.

Interviewer: And then do you have anything that has to do with internal, (err) fundraising, I mean external?

Interviewee: External? //ja.

Interviewee: (cough) External we have a beer feast, where we invite people from other schools, parents from other schools, parents that stays in the neighbourhood to come and join our beer feast, but mainly our fundraising is internal.

Interviewer: Mainly is internal, So you stated the major ones as?

Interviewee: Internal?

Interviewer: I mean the major (err) ways of fundraising, you mentioned?

Interviewee: the big walk // the big walk

the Miss Forest // O.K.

and the beer feast

Interviewer: All right, thank you Sir (Pause)

Interviewer: Have you encountered some problems in this fundraising project, or what could be the problems that (err) public primary schools in your opinion do encounter in raising funds?

Interviewee: Now first of all parents involvement, you know we don't get a lot of parents that are involved helping us to raise funds. Normally is just some old parents that helps us you know. And then (err) getting the prices also makes a problem, You don't get donations anymore from companies. So you have to go and get the prices yourself. So we only rely on our parents,. And if the parent got a company, they normally help us as well.

Interviewer: So you saying, your, your main problem could be on the parental side?

Interviewee: Ja, parent involvement.

Interviewer: They don't get involved, they don't participate?

Interviewee: Ja not really

Interviewer: Do you think there is any reason towards that?

Interviewee: (Err) well I don't think that the parents realise we are doing it for the child and for the parent to make, you know, school fees lower for

them. If we can raise more money on fundraising you know, school fees will definitely stay lower// n n n// ja,ja,ja,

Interviewer: So (err) this parental involvement is very, very, crucial// ja,ja definitely// parents have to// ja// be there to fundraise? // and they have to be willing to work, as well// O.K.

Interviewee: because you can't expect everything from the teachers.

Interviewer: All right, but, but there is, you don't find problems with teachers?

Interviewee: (mmmmm) No,// not at all?// they are willing to help everytime// O.K.

Interviewer: And then do you think the socio-economic background of the parents of learners play a significant role in the success or failure in fundraising? That is, the background of parents?

Interviewee: Definitely, you know if you stay in a high income area, you raise double amount of money than you stay in a low income are.// O.K. // and that definitely have effect on the amount of money you raise.

Interviewer: (Err) do you perhaps have that balance of parents who are from a healthy background and parents from poor background?

Interviewee: Ja, we have got big variety, and we have got high income, low income, middle income as well// O.K // they are spread evenly in our school. So we expect, we do have the parents that battle, and then we do have the parents that got the money// mmm// you know, but one way or the other you find that in your fundraising. Again some of the children who come from a low income area just raise the same amount of money that is raised by children who come from high income areas.

Interviewer: O.K. so it depends on// the child itself// the child itself. And perhaps in fact as you have said maybe the parents// ja are involved. Long pause.

Interviewer: The next one could be, do you think the government should play a role in financing primary schools?

Interviewee: Well they have always used to help primary schools you know, with equipments. They used to buy all the equipment and other things like that (err) now days of the Model C just going around is the government only pay their teachers, and the school has, you know, provide everything for themselves. Like build another classroom, the school has to build. So the government can get more involved ja, but we all know at this state.

Interviewer: Ja, ja but otherwise you, you feel that (err)// they can get more involved// they can get more involved.

Interviewer: Could you give maybe a reason or two why should they get involved?

Interviewee: Well is, only helping to build a better country for ourselves, and the more even for the children, and then in the long future it gonna pay off. Well at the moment schools are battling. They are really battling with funds and you know trying to provide the children with sufficient equipment and (err) the things they need.

Interviewer: So in a way what you are trying to say is without assistance of// the government// ja

Interviewee: is difficult for us ja. We manage here, we manage to provide everything the school need, but is only gonna be easier if the government assist.

Interviewer: How can we know how well schools are doing financially? How do you judge a school which is doing either well or is failing in its//

Interviewee: Well if you look at the schools when you stand outside the school or look upon the school, then you can see the school's facilities, you will see that things are going absolutely well in this school. Just by looking at the facilities, you can see that they have money. You know,

they have the facilities, you know, inside the school you know, you can look at the conditions of the class, text books or work books or exercise books. You know and (err), nowadays we got extra teachers that the government of (err), parent body pays for. You know you can actually see how this involves the school, is not allowed to schools, because we got get healthy schools that are not doing very well.

Interviewer: So judgement could be you can see through, through, what the children, I mean are through what the child is able to carry to school, are you saying that?

Interviewee: No (err) the schools facilities, you know what the children bring to school and how they dress, is from home// O.K., school uniform?// school uniform comes from home, the parents buys that, you know but in what is at the school, You know there is a swimming pool or at least a cricket pitch or you know the facilities. You know how big is the media centre you know, and if they got a new buses, how wealthy the school is.

Interviewer: Are we looking at the physical environment?

Interviewee: Ja, physical environment, ja that gives you a good idea how wealthy the school is.

Interviewer: O.K. So is there anyway perhaps if, I mean for one to be able to judge from, say, (err, err), the standard of education itself. Say for instance, that the school is perhaps doing well financially.

Interviewee: (Err) our school?

Interviewer: Let it be any school// any school?// any school.

Interviewee: Well is difficult to judge the school's standard. You know, (err), especially primary school, you know, they picked up the standard of the schools work in a high school, then the teachers realise, that listen, these children aren't on standard, (Err), so is difficult to judge the standard, but is easy to judge the financial state of the school by just looking at the school itself, you - the equipments they have.

(Pause)

Interviewer: Do, do you happen to have a pattern of fundraising?

Interviewee: Ja, (err), with, we have each term, we have a big fundraising event, and then, during the term a smaller event. We are not trying to overload the parents, by sending, you know, tickets home. Sending a donation form at the same time, you know, we are trying to spread it evenly. So we don't try and overload the parents so that we got the pattern workout at the beginning of the year, for the whole year. Everytime at the beginning.

Interviewer: And then say you have a school which does not do well in terms of finance, how would go about motivating the school, you know, encouraging the school to, to actually get into this fundraising?

Interviewee: You know I will start off with the teachers first. Make them realise, listen, they are actually working for themselves, you know, if they work, there is an extra money that they need. You know, for the teachers. The teachers will motivate the pupils in the school. And pupils are the actual ones who raise the funds. They do hard work. They must go out and get the donations, to sell tickets. See, start off by motivating your staff.

Interviewer: O.K. you start with the staff and then how do you reach the parents?

Interviewee: Parents? Is difficult to motivate the parents. (err) you must just make them realise that, you know, they are actually raising for their own child, and if they can raise an extra funds, they can provide facilities for our children. That is gonna help our children.

Interviewer: Ja, (err) going back to the patterns, have your patterns changed in the past two or three years?

Interviewee: We have to change our patterns. (err) we can't keep the same thing over and over and over// ja// You know we try and change our

fundraising event. You know, is different for the parents so they don't get bored and say is the same thing as last year or year before. So every year there is something on your programme.

Interviewer: So is there a reason for changing these patterns?

Interviewee: Ja, it keeps the parents more involved, because is a thing, if they do the same for 20 years all over, eventually you know the parents are not going to be involved that much more. They will say is the same thing as last year and so we trying very year to do something new// ja// so that, you know, the parents can prove that we are doing something as well.

Interviewer: And finally, to what extend does funding or lack of funds affect the school?

Interviewee: (Err) extra funds, the only thing we get from the government nowadays is the salary of teachers and the rest the parents body must provide for, through school fees. And if the school fees does not cover everything. You know, let's say the school need a new bus you know, if you want the parents to pay for the new bus you gonna raise, you gonna double your school fees. You know, in order to keep that low, you know, what you do you fundraise. So you definitely need fundraising. Each school must have fundraising events to raise extra money// ja.

Interviewer: So you are, you are saying, or how, how did you respond, how did you respond to this one, (err) if, if, the school lacks this, (err), the funds?

Interviewee: Then, you, (err), the school will stagnate. You know, (err), there is not going to be money for anything. There won't be money to take own children to trips, or you know buy new books, and things like that. Because your, (err) school fee only pays basically for the running cost of the school. And things that need extra, you have raise funds for.

Interviewer: So in a way, would it, I mean if, if thfe school lacks funds, is it going to affect// definitely, ja// the educational system of the school?

Interviewee: (Err), ja is gonna affect the educational system, because there won't be anything, you know equipment, or you know, equipment to use. They will have all the equipment but sooner or later, you will have to have new equipment and if there is no funds you can't buy anything.

Interviewer: Thank you very much Sir.

Interviewee: O.K. pleasure.

(Rattle of paper)

SECOND INTERVIEW

This interview was conducted in a disadvantaged area.

Interviewer: Right, perhaps if we could start with the first question. In your own view how would you explain fundraising, or what do, what does fundraising entail?

Interviewee: Well to start with I think I must first explain who I am //yes// yes I am Flora Lesele, Mrs Lesele, the headmistress of Ikaneng primary school (cough). O.K. I think to explain this fundraising is ways in which the school that is, the parents, the teachers and learners you know, go on collecting funds, The way, the ways of collecting funds for the school.

Interviewer: Ways of collecting funds for the school

Interviewee: (mmm) various ways, various of collecting// O.K.// funds.

Interviewer: All right, thank you very much. And then, why, why is it so essential for public schools, secondary school, primary schools in particular to raise funds?

Interviewee: Ja, I will tell you something, you know, let me talk about Ikaneng. Maybe this all takes place in other schools. You know, (err) we don't get money from the government . Gauteng RDP funds does'nt give

any money to any school to run its, to run its affairs (err) that is why schools have got ways of bringing in money to run their schools, because we get funds, no funding from the department to run these schools. The Gauteng education schools.

Interviewer: O.K. so that is why (err), schools have to fundraise?// Yes.

Interviewer: Thank you, thank you. Could we go to number three question. Who in your own opinion do you think or let me put it this way, who should do fundraising in public school?

Interviewee: In public schools?

Interviewer: Yes.

Interviewee: The school. The school. You know when I talk of the school, I don't talk of the education and learners. I am talking of the parents, the teachers and the learners also// and learners?// Yes. There are ways that learners are involved to fundraise.

Interviewer: Could there be a reason why should these people be the ones targeted for fundraising?

Interviewee: Yes because education is theirs. The parents are the God given guardians of these children. So the school is theirs. The learners are the ones that receive education and the teachers are there for as the force behind the whole thing, that is, the people who are doing the educating. So there are various things that they would want to make sure that education goes on. That demands money. There are various things that they would like to buy for the school, for educational, that school ().

Interviewer: How do these public school be it primary or secondary, how do they raise their funds?

Interviewee: Well, here now we are going to be particular. We are going to be a little bit specific. Lets talk about our school// O.K.// O.K. Our

school fundraise in this fashion. We have got what we call the governing body in which apply in every primary school. And in addition to that, we have got parents from what we call parent's reps. That means each and every classroom is presented by for parents. Now these parents form what we call parents' reps. Now the duty or functions of the parents reps is to fundraise. To look after the needs of these - like if I will give an example, you know (err), every year at Ikaneng on the first of May, it used to be on the 16 of June but right now they have turned it for, to the first of May. We have what we call fun run. Now fun run is an activity that involves everybody in that school. Right now on Saturday we have a meeting of governing body and the parents' reps coming to prepare for that day. What we are going to do is. Once, (err), (pause) (err), group themselves, you know (pause), you know certain groups, either ten in a group (.) for them to can say now we ten, we would like to fundraise in this way (.) either by way of the raffle or we are going to bake and sell, or they going to buy some clothes, or they going to sell, (err) cold drinks or they going to be involved in games on that particular day. And the, this has to be prepared well in advanced. Now in this fashion, now especially in 1998, (err), fund run because is a yearly thing we have also involved other people like (err), (err) Mr Chuene, Lebogang Chuene who is the president of Athletics South Africa (err), who, who is now busy trying to help us to get some donors for that thing. Because we are going to need cold drinks, we are going to need some prizes. We are going to need you know, (mmm) some awards. So we have involved even community members you know, who are not even community members, you know, who are not even necessarily parents at Ikaneng to come and help us, you know , prepare for this. Because, in (err) one other thing is that, you know, even if you say you are fundraising but we want to have a bond, we want to a tie, you know, between the community of Diepkloof not Ikaneng primary of Diepkloof connected to the school. Ja, so ways of fundraising is by way of

fun run like is a yearly thing (err). Another thing is cake sales. Parents, the parents' reps, you know came up with this idea were cakes are being baked by parents. Now this take the form of standard. Standard, lets say grade 1 and 2 might take Monday and Tuesday, grade, (err), 3 and 4, (err) Wednesday and Thursday, you know to bring in cakes for sales and this what the parents reps would like to make sure that very other parent now can contribute by sending some cakes to school for sales. Another, one way of fundraising, also we make use of public holidays like Valentines. You know, (err), we buy Valentine glasses in the school. This is ordered from a certain company which makes us Valentine glasses, and they are being sold on that day. (Err), like we had that the classes were sold for R5,00 and on that (err), (err), very day children, you know, dress in mud, you know, casually, and they buy that that day for R1,00. And the other thing is that on that fun run day tickets are being printed and sold to the public and sold in this fashion - some parents take these tickets to their work place and their managers or colleagues contribute, you know to this. And we also go to some shops because on that day there should be some eats. We must get some eats for our guests. So we go to shops like () and various shops to ask for donations for that day. And we have seen that definitely there is a need for that.

I mean that is in a smaller scale, but, err, right now we are busy with (err) with (err), fence. We want to you know install some fence around the school. And now we have to target big companies, because there we are talking money. It's better if people know exactly what we are talking about. What we normally do is we make an appointment with companies. We go and visit them and we present our case.

Interviewer: So you, you that can be done internally. Fundraising can be done internally and even externally?

Interviewee: Even externally. You know, if you are talking big money, definitely you must go to big companies.

Interviewer : That is right?

Interviewee: Yes, and then know, especially if your, your, your reasons are valid. If they see that (err), people are really for education, they will definitely send your case to people who see that this person are serious and you must know your cards// ja// you must definitely know what you are talking about// ja// (mm)

Interviewer: Thank you very much.

(Pause)

Interviewer: Number 5. Normally problems are there in fundraising.

What, what, what could be the problems, constraints perhaps do public primary schools encounter in fundraising?

Interviewee: Ja, you know in fundraising you find that is not everybody who participates. Like , (err) lets talk about (err), fun run. You know, let, you know, papers are being printed. Theres (err), compaies that do that, they, papers are being printed. And then children take these papers for donations but the donations, the papers are not being circulated by the, by the children. They are taken by the parents. Some parents take them to their workplaces and those papers never come back. Thats one problem we have encountered that not every parent is sincere about bringing the papers back. And another problem is that, (err) you find that, (err), when it comes to Valentine, Valentines is that, O.K. the children likes the idea. They definitely like the idea but there are those, you know, (err) children, you know, who cannot bring anything. You find that, I mean we normally ask for R1,00 (cough), but, (err), being kids, you know, they just ignore it.

Interviewer: In a nut shell, are you trying to say, (err), we, we the schools do not have enough participation from, from parents?

Interviewee: We do have, but (err), you know, trustworthiness when it comes to money. Some people collect the money, and then the child brings the, the paper, but not the whole money. You find, I mean people have collected for their child, but not you know, the exact account as appearing in the paper comes to school// O.K.// mmm. So they have some how used the money// O.K.

Interviewer: So people are not actually fair// mmm.

Interviewer: Number 6// and, and another another problem that we have realised, is that even during fun run because parents, now they have their stores, you know, for selling that and that. And when it comes for bringing in the money at the end of the day, not all the money comes to school// O.K.// ja, they still have that, that problem.

Interviewer: Still in your own view, do you think the socio-economic background of parents of learners play a significant role in the success or failure in fundraising?

Interviewee: Yes, you know, (err), it definitely plays, - let me tell you, like the example that I gave you. People collect money from their workplace but because of , (err), economic problems, they end up not bringing all the money to school. And another thing. The social aspect is that you - up till now our parents have not yet taken schools as theirs. They still think the school belongs to teachers. You see, we tried to , yes they have reached, I mean, I took them from that level, mmeer, up to higher level now to make them understand that the school is theirs. But there are those who are still dragging their feet. Who are not yet, you know, certain, you know, you know, ja. I think oppression, oppression took a long time in their minds. So until now, they think that the school is the state's property.

You see, I think the socio-like you look at other race groups, they know that the school is theirs. So now that social aspect, that social background is there, they know that definitely without the parents the school is not there. But with us we are still trying to you know, educate them realise that this is their property, their property. This is their school. The school is theirs. (Sotho: Ba tla senka). Let them know, you know, these parents has definitely worked in the mind of parents because with now - that those two parents, I am talking four per, per class ne? I mean there are 16 classrooms you know that committee helps you to infiltrate into structures of the school// O.K.

Interviewer: Do you think the government should play a role in financing primary schools, public primary school?

Interviewee: (err) you know I think financing, even if it could be in the form of learning, proper learning activities, you know for the schools. Like (err) you know, an asset for the school. Like you find that you, you need (err) T.V at school, you need a radio, a school radio, you know, such essentials. You find that in some schools they definitely not have it at school. Some schools have got (err), have got (err) the, the status you know, So I think if, if the government not necessarily giving us money but buying some assets. If it was possible, if it was possible you know, that the government would buy some of the necessities of the inside of the classroom.

Interviewer: So those are the reasons you are saying the government should take, take part?

Interviewee: Let them take part yes. You know, (err), (mmm), yes, O.K, but (err), (err), right now I am, I am very happy that you know with this thing where the governing body are made to understand that the school is theirs. Where they are being work-shopped// O.K.// to understand this thing// O.K.//. Maybe if we could understand that they own these schools.

They will understand that they have to fundraise because as it is they are going to be handling school money. They have to fundraise. They have to take up the school. But (err), if you know this was built in very slowly, very slowly when everybody realises that the school is theirs while the government is trying to help with the assets in these schools// O.K.

Interviewer: Now how, how can we know how well school are doing financially. How do you judge a school that this school is really doing well financially.

Interviewee: Financially?// ja// (err mmm) () because like we say we are dependent on fundraising, ja, if a school has foresight will definitely make money. And if there is money, (err) we will see by the development of the school, that this school unlike other schools have got a, b, c, like this.

Unlike other schools are able to you know, provide education with this and that// that right// ja, but when it comes to finance, that means to judge schools like that school has money? That one doesn't got, I think the thing, like no school gets money from the department, that the school, school gets are trying to uplift themselves by sort off fundraising for themselves.

Interviewer: So (err), it is not very easy to judge the physical environment or the physical features of the school. That this one is the school that does well.

Interviewee: It is possible to judge, to see that this school does well, but we cannot say this school has got money// O.K.// ja, it might be that what we see physically have been donated by certain companies// O.K.// (mmm), not necessarily the schools' money. Ja, but the running of the school, (err), definitely could be judged by the outside appearance of the school, can be monitored, but (err), I am afraid, if we can talk about money here, it might derail us because sometimes, like a school bought a fence, you know, A fence you will never know whether the school bought a fence or it was donated// O.K.

Interviewer: And then what about the standard of education? Does it have to do with, (err), the fence that the school has or the fund that the school has?

Interviewee: The, the standard of education?// standard of education// It has to do a lot with leadership. Not necessarily with money// O.K.// ja, just with leadership and with organisations inside the school ja// so the funds cannot affect// funds cannot affect// standard of education// cannot affect as definitely cannot. When we talk about, lets talk about the running of the school. The appearance, the discipline of the school// ja// . You know under that, once you are school but when without discipline, that coming to running, the way they run the school. Definitely you can, I can, can outvote, you know, the school with, you know much finance// thanks.

Interviewer: Do you happen to have pattern of fundraising?

Interviewee: A pattern of fundraising?// yes// (err), beside what I have said?// (err) beside what you have said yes// ja, beside what I have said, well, I am worried. I am a person who is very much worried, about fundraising as you know, I want to an extend of trying to get ways of addressing companies. So I think one time I discussed this with you. I bought a book on fundraising. Yes, (err) ithas definitely helped me a lot by showing one exactly what to say if you are asking for funds. If you are presenting. We got a problem when you are presenting to a company. You don't know exactly what to say and how to approach. You know, (err), how to present your case, ja. I think (err), is fundraising in South Africa. Something like that, yes, and that book is very, very and it has helped us a lot. You know with that book I managed, as we are saying we are busy fundraising for a fence. And the fence that, the quotation that we have got, right now what we are working towards something like R100,000. So like I said for the fence, so we were so helped on by using

that very book. Remember I told you about that book// ja you told me// ja, that very book we managed to use for big companies. Up to now we have already raised something like R100,000 . That's the book, (err), that helps us a lot// O.K.// it is very very good, (mmm).

Interviewer: Have, have your patterns changed in the past two or three years?

Interviewee: Of (err)// fundraising// fundraising?// yes// I would say yes. It has because, (err), let me talk about the small scale. You know, there, ja, it has changed its, err, when we started, it started very small. It was just only the school. But right now with fundraising as I am saying now we are approaching fun run as a means of fundraising. And last year's fundraising was to pay the school's () with the fun run . But this year we are, are, expanding. We are, you know, enlarging or extending our second of participation. People who will help now to organise and arrange fundraising. Because this year's fundraising 1998 fundraising we want definitely you know, we want to () which must involve people you know, who can definitely be help to us// all right.

Interviewer: So this is why the pattern have changed?

Interviewee: Yes, that is why the patterns has changed because now we have grown. We are growing// all right// ja the participants we want to bring many people who knows some contacts, and, we are focusing now, the fundraising. The fundraising, the objective for fundraising this year you know, is to pave the school, ja// O.K.//. We want to sort off, see if we cannot definitely do that, there are so many holes in the yard. So now we want to attend to that at the school// O.K.

Interviewer: Thanks. How would you motivate or encourage a public primary school which is not doing well financially as to raise funds? How do we, we motivate// yes// then or encourage them?// encourage them?// ja.

Interviewee: I think to motivate the people who are not doing well, (err). I think the image of the school is very important. Starting of by making yourself known. Make yourself known by starting of right inside the classroom. The teachers must teach. They must teach. They must attend workshops, like when we started we didn't miss any of the Read organisation, Read// ja// We had direction// ja// Now from you know (err), we used to have visitors. Now because we were definitely doing well. You know, parents would talk about us. Every visitor who comes there would definitely see that this is a school that I can be involved in. You know, people didn't, didn't, were not disappointed when they associate with us. So a school must start with pedagogic. You must with educating the community's children. The parents will definitely recommend the school to their, to their bosses. You know and in that way, again I mean we have got Read. Read has been there for years now. So the visitors. There are people who visit South Africa and definitely they would like to know and see that school. And in that way when people come to your school and they see that this is a school that I cannot (err), be ashamed to associate with. Then present your needs to those people, they can manage to help you, They will definitely.

And then again associate with schools that you think are doing well. Get some advices from such schools as to you know what can I do, like incase I also need one, two, three. What can I that I also get some sponsors. What can I do that can also grow. What can I do that my school can also improve. Now in that way because definitely. A person will never grow if you are going to sit in your little corner there and cry. You will definitely have to come up. Let people see you doing something for the very people. For the very children that you are at. Now in that way definitely even the parents will definitely,- there are visitors who come here will definitely. So, to other primary schools start off right at home. Start off right at

home, and you can never do anything if you are divided. Let the staff be one, speak with one voice, and, (err), definitely let the children be your concern. The learners, let them be your concern.

Interviewer: Thanks.

Interviewer: And then finally, to what extent does funds or lack of funds affect the primary school or just a school?

Interviewee: Lack of funds?// yes.

Interviewer: How does (err), how do these funds affect the school if the school doesn't have funds?

Interviewee: Doesn't have funds?// yes// Meneer, it definitely, it affects them terribly. You know, you know, how, how, we we came out of our cocoon, is by way of, (err) realising that, one, we don't have funds. Right lets start off by fundraising. Like I am talking cake, cake setting and so on, because without this, what are you going to use to buy learning aids. If you need, you need learning aids for these children. You know nowadays the child can never be taught, (err), theoretically The need some objects to handle. They need some things, you know that they can, you know, stare, you know. They need things, (emmmm), to can manipulate. Now without funds you are not going to be able to buy learningaids and your children are definitely are going to be just like that. And a person who will just be crying that I don't have funds, there is nothing he could do, ja, because people believe, people do need to be taught by way of instructions. But those times have past. They have past so I think (err), the real fact that you don't raise funds you are you are not going to get learning aids. No learning aids no education.// No learning aids no education.// No education.

Interviewer: Mam I think that is about all and thank you a great deal for your patience and cooperation.

Interviewee: Thank you very much.

Interviewer: Thank you.

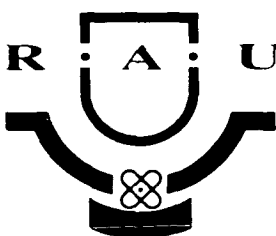


APPENDIX



PERMISSION LETTER INTO INSTITUTIONS

RAND AFRIKAANS UNIVERSITY
PO Box 524
Auckland Park
Republic of South Africa
2006



RAND AFRIKAANS UNIVERSITY
Telegraphic address Rauniv
Telex 424526 SA
Telephone (011) 489-2911
+ 27-11-489-2911
Fax (011) 489-2191
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DEPARTMENT OF EDUCATIONAL SCIENCES

April 10, 1997

Dear Sir/Madam:

**RE: REQUEST TO CONDUCT RESEARCH IN YOUR MINISTRY,
DEPARTMENT, DISTRICT, SCHOOL OR LOCAL COMMUNITY**

This letter is an official introduction of:

Mr./Ms *EZEKIEL MASHIGO*

Registration Number *9438386*

S/he is a second-year full-time M. Ed. student in Education Management at this university. S/he is required to conduct an empirical research-study as part of the fulfillment for the requirements of the M. Ed. degree. We would be most grateful if you can give the student permission to conduct research in your Ministry, Department, District School or Local Community.

We can assure you that the results of the study will be treated with the utmost confidentiality and that, they will be used for the sole purpose of fulfilling the requirements of the degree.

Please feel free to contact me on fax number (011) 489-2262 and telephone number (011) 489-2681 if you need any more information. On behalf of the Faculty of Education at the Rand Afrikaans University, I thank you in advance for your assistance in this regard.

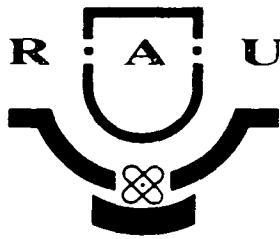
Sincerely,

Prof. K. P. Dzvimbo, Ph. D.
M. Ed. Coordinator

APPENDIX



APPROVAL OF TITLE



RANDSE AFRIKAANSE UNIVERSITEIT
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FACULTY OF EDUCATION AND NURSING

Telephone: (011) 489-2550
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Enquiries: JA Vermeulen
Ref.: 94/3838/6
Date: 1997-09-05

Mr E Mashigo
1380 Phase 3
Diepkloof Extension
DIEPKLOOF
1864

Dear Mr Mashigo

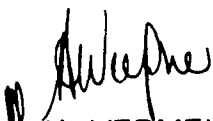
APPROVAL OF TITLE

I wish to inform you that the title of your mini-dissertation was approved as follows:

“Fundraising as an aspect of management in public primary schools.”

Supervisor : Prof TC Bisschoff

Yours sincerely


JA VERMEULEN
DEPUTY DIRECTOR (EDUCATION AND NURSING)