

## **CHAPTER 6**

### **OVERVIEW, RECOMMENDATIONS AND CONCLUSIONS OF THE STUDY**

#### **6.1 INTRODUCTION**

In the previous chapter, the findings of the study were discussed. This chapter of the research is made up of the review, recommendations and conclusions of the research study. The purpose of this study is to determine the role of government policy in the administration of school funds in public schools in Actonville, Benoni.

The study was initiated through the medium of a literature review and was later developed through the application of the qualitative research method of interviewing.

The effect of government policy in shaping the financial control systems at public schools plays a pivotal role in changing people's perceptions on institutions of learning. The effect of SASA has not only been to increase the effect of change in schools, but also to increase the participation of parents at school governance level.

#### **6.2 OVERVIEW**

The first chapter provided the context of the research study, the statement of the problem, the aims of the study and the clarification of concepts.

Chapter two provided an in-depth literature study which expressed the views of various theorists in relation to the study.

Chapter three explains the research methodology used in the research study. A qualitative research method was used in the collection of data.

Chapter four dealt with data collection, analysis and interpretation. The instruments used in data gathering were explained by the researcher. Themes and categories were identified and data was analysed using the themes as sub-categories.

Chapter five dealt with the presentation of the findings of the research study. Theoretical data from the literature study was compared to information collected from the interviews (consolidated data).

### **6.3 RECOMMENDATIONS**

Self-Managing schools as indicated earlier in this research, entails the development of sound financial control structures and management systems based on the advocacies of government legislation. In order to achieve this, the School Management Team and the School Governing Body must collaborate to create a positive atmosphere that would embrace change and develop the desired financial administrative structures at school. School managers and governors must develop an understanding of the schools current position through an ongoing program of research. Then develop the skills and courage necessary to act on gaps that exist between the current and the preferred positions. In this regard the following recommendations are made.

#### **6.3.1 Awareness of Section 21 Status**

The South African education system is currently undergoing a process of change from the apartheid education system to a more democratic system of education. This process has been characterized by passing of new Acts, restructuring of management systems, and decentralization of power to schools.

The effects of SASA have not only been to increase the role of parents as consumers in choosing the school, but also to increase their participation in the school. The public response to education has changed. The authority of the principal has been challenged. Those that were seen as customers are now chairing the school governing body.

In analysing the principal's awareness of Section 21 status, the researcher recommends that:

- School principals need to view change as an opportunity to develop new skills, values and attitudes and not as a threat.
- All stakeholders should honestly accept these rapid changes in education (**Glatter, 1989:70**) and seek to adjust or improve present practice (**Bush & West Burnham, 1994:353**).

### 6.3.2 Understanding Financial Legislation

The preamble to SASA advocates the concept of partnership between the State on the one hand and learners, parents and educators on the other. The governments' Tirisano plan is a call for partnership between the state, school, learners, parents, educators, communities and business sectors.

The concept of partnership carries with it the idea of mutual accountability (**Sallis, 1988:178**). An understanding of government legislation will also forge a need for both parents and educators to work towards a co-operative partnership.

### 6.3.3 Key to successful implementation

With the introduction of decentralised control of schools, schools are expected to deal directly with external agencies, make policy decisions and supplement funds

provided by the state. Implementation of this system can best be realised within an effective resource decision-making framework. Central to this perspective is the achievement of real decentralization within the organisation as a means of empowering groups to use fully the decentralised financial framework.

**Lawler (1992:257-267)** asserts that effective management must deliver information, knowledge, power and rewards to employees in order to gain commitment and high involvement from those employees.

An interesting structure is suggested by **West-Burnham (1992)** who proposes that resources and other decisions should be made close to the client by teams of staff given authority by a central strategic management team. Once the strategic dimensions have been set to much smaller groups in the organisation, effective resources power is then given (**Bush & Westburnham, 1994:358**).

#### 6.3.4 Essence of Positive Administration

Much has already been said about sound financial administration. However, the researcher contends that little has been said about Budgetary evaluation and Costing in educational institutions.

It is important that institutions do not ignore this vital stage of the budgetary process which can be split into two parts, one concerned with outcomes and one with process. The evaluation of outcomes must involve a consideration of how well the resource allocation decisions have enabled the institution to meet its objectives in an effective but also efficient way. The evaluation process must involve a consideration of the budgetary process itself and the people involved.

Effective financial management in schools and colleges requires the appreciation of the significance of costs. It is very important for any organisation to ensure accurate costing. If errors are made in cost calculation, unsuitable and sometime disastrous decisions may be taken. In the case of a school, inaccurate costing is detrimental not only to the financial position of the school, but also to the parents, learners and the community as a whole (Bisschoff, 1997:54).

### 6.3.5 Room for Improvement

New systems usually have “teething problems” that need to be dealt with. All schools in the sample population are experiencing problems with retrieval of school funds from parents who are liable to pay these funds. Law-enforcement retrieval procedures take a long time and are costly by themselves. Failure to retrieve these school fees can threaten a school’s cash-flow during the year.

In an attempt to overcome this problem, the researcher recommends:

- SGB fund-raisers that are based on the shortfall created by school-fee bad debts;
- Payments to be made as monthly instalments’
- To value and allow payments made in kind; and
- To allow for discount incentives to be build into school-fees for payment made in full.

## 6.4 CONCLUSION

The exploratory and qualitative study of the role of government policy in the administration of school funds in public schools was undertaken with the aim of determining why the study was necessary and especially pertinent to:

- The importance of government legislation/policy;
- The perceptions of five school principals on the research study; and

- How a school needs to align its administration of finances with government policy.

The findings of this research study should indicate to principals of public schools and their communities, the importance of establishing a sound financial control system that is in line with government policy. This will to a large extent, depend on how the Governing Body and the parent community, the teaching staff and learners strive collectively to provide the necessary resources, that is human and physical resources, so that the school should eventually become self supporting in all major key areas.

It is therefore imperative that managers and governors of educational institutions set up managing and monitoring structures and processes according to the directives of legislation and policy if they are to survive in this tidal-wave of change that characterizes our young, healthy, democracy.