

TABLE OF CONTENT

CHAPTER 1 ORIENTATION	PAGE
1.1 INTRODUCTION	1
1.2 DESCRIPTION OF THE PROBLEM	3
1.2.1 Motivation of the Problem	3
1.2.1.1 Possible problems with Implementation of Policy	3
1.3 STATING THE PROBLEM	6
1.4 THE RESEARCH PROBLEM	7
1.5 AIMS OF THE STUDY	10
1.6 RESEARCH DESIGN	10
1.6.1 Selecting the paradigm	10
1.6.2 Target Group	11
1.6.3 Interview guide	11
1.6.4 Sample Size	12
1.6.5 Data Collection	12
1.6.6 Data Analysis	12
1.6.7 Confidentiality	12
1.6.8 Information Leaflets	12
1.6.9 Literature Study	13
1.7 DEFINITION OF CONCPPTS	13
1.7.1 Act	13
1.7.2 Constitution	13
1.7.3 Governance	13
1.7.4 Management	14
1.8 ORGANISATION OF STUDY	14
1.9 CONCLUSION	15
CHAPTER 2 LITERATURE REVIEW	17
2.1 INTRODUCTION	17
2.2 GOVERNMENT LEGISLATION AND POLICY AS IT RELATES TO THE FUNDING OF PUBLIC SCHOOLS	18
2.2.1 The Constitution of South Africa	18
2.2.2 The South African Schools Act (No. 84 of 1996)	19
2.2.2.1 New Context: Self Management Schools	20
2.3 ADMINISTRATIVE PROCEDURES REGARDING FINANCIAL MANAGEMENT IN SECTION 21 PUBLIC SCHOOLS	22
2.3.1 Budgeting	22
2.3.2 Banking	24
2.3.3 Accounting Records	26
2.3.4 Petty Cash	27
2.3.5 Annual Financial Statements	28
24 CONCLUSION	30
CHAPTER 3 RESEARCH METHODOLOGY	31

3.1	INTRODUCTION	31
3.2	SAMPLE AND SAMPLING METHOD	31
3.2.1	Actonville Primary School	32
3.2.2	Benoni Primary School	33
3.2.3	Pioneer Primary School	33
3.2.4	William Hills High School	33
3.2.5	Liverpool Secondary School	34
3.2.6	Comparison of the five schools	35
3.2.7	Research for the choice of the five schools for research purposes	36
3.3	QUALITATIVE RESEARCH	36
3.4	RESEARCH INSTRUMENTS	37
3.4.1	Interviews	37
3.4.2	Selection of Interviews	38
3.4.3	Participants in the five interviews	39
3.5	INTERVIEW GUIDE	39
3.5.1	How does government legislation affect financial control systems at section 21 public schools?	39
3.5.2	Elicit perceptions of principals with regard to financial control systems	40
3.6	TRUSTWORTHINESS AND VALIDITY OF THE RESEARCH INSTRUMENT	40
3.7	LIMITATIONS OF THE STUDY	41
3.8	CONCLUSION	41
CHAPTER 4 DATA COLLECTION, ANALYSIS AND INTERPRETATION		42
4.1	INTRODUCTION	42
4.2	DATA COLLECTION	42
4.3	NEGOTIATING ENTRY WITH RESPONDENTS	42
4.4	QUALITATIVE ANALYSIS DOCUMENT FORM	43
4.5	ANALYSIS PROCEDURE	44
4.6	ANALYSIS	45
4.7	PATTERN 1: AWARENESS OF SECTION 21 STATUS	45
4.8	PATTERN 2: UNDERSTANDING FINANCIAL LEGISLATION IN EDUCATION	47
4.9	PATTERN 3: THE KEY TO SUCCESSFUL IMPLEMENTATION OF GOVERNMENT POLICY	50
4.10	PATTERN 4: ESSENCE OF POSITIVE ADMINISTRATION	53
4.11	PATTERN 5: SCOPE FOR IMPROVEMENT	56
4.12	VERIFICATION OF FINDINGS	57
4.13	CONCLUSION	58
CHAPTER 5 PRESENTATION OF FINDINGS		59
5.1	INTRODUCTION	59
5.1.1	Awareness of Section 21 Status	60

5.1.2	Understanding Financial Legislation in Education	61
5.1.3	Key to successful implementation of Government Policy	63
5.1.4	Essence of Positive Administration	65
5.1.5	Room for Improvement	67
5.2	CONCLUSION	68
CHAPTER 6 OVERVIEW, RECOMMENDATIONS AND CONCLUSIONS OF THE STUDY		69
6.1	INTRODUCTION	69
6.2	OVERVIEW	69
6.3	RECOMMENDATIONS	70
6.3.1	Awareness of Section 21 Status	70
6.3.2	Understanding Financial Legislation	71
6.3.3	Key to successful implementation	71
6.3.4	Essence of Positive Administration	72
6.3.5	Room for Improvement	73
6.4	CONCLUSION	73

