

**The role of teachers in the decision making processes  
that relate to school financial management in the  
Pinetown district primary schools**

**By**

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## **SUPERVISOR'S STATEMENT**

As candidate supervisor I agree/do not agree to the submission of this dissertation

..... Signature.....Date.....

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I.....declare that

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Signed:

## **DEDICATION**

This dissertation is especially dedicated to my late father, Rev. Bhekuyise Bernard Ncwane, and my mother, Thandeni Gladys Ncwane for their dedication and sacrifice in ensuring that their children get educated.

To my wife, Nonhlanhla for her support, understanding and encouragement. I also dedicate it to my son, Sibonelo and my daughter, Sanelisiwe for understanding when I spent most of my time away from them.

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Thanks also go to my participants, the principals of the two schools, the teachers and the SGB chairpersons for giving me time and making this study a success.

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## ABSTRACT

The promulgation into law of the South African Schools Act (SASA) in 1996 ushered a new era in South African school management and governance. Informed by a number of values such as accountability, transparency and participation that permeate the new South African Constitution, the SASA has decentralised certain powers to the local stakeholders at school level. It meant that teachers, principals, parents and learners (in high schools) can work together towards a common vision for the school. The School Governing Body was installed as the powerful legal structure. Teachers, as one of the important stakeholders, are represented in the SGB and can participate in school decision making processes. Teachers are important stakeholder because they are the ones who are at the critical level since they deal directly with the learners. Their participation inside and outside the SGB is important.

Given the above background, a case study of two primary schools was conducted. The two schools were sampled using the convenience and purposive sampling methods. Semi-structured interviews and document analysis were used to gather data. Four teachers, two from each school were interviewed. Semi-structured interviews were deemed appropriate for this study because they give the researcher an opportunity to ask follow-up questions. This study documented teachers narratives about their experiences regarding their participation in the decision-making processes that relate to school financial management. Through teachers' narratives, the factors that hindered or promoted their participation were also explored.

The findings indicated that teacher participation in school financial decision making did exist in the case study schools but was minimal. Teacher participation seemed to be more confined to the operational decision such as making a list of classroom needs that should be part of the school budget. However, teachers were found not to be involved in strategic decisions where decisions on issues such as setting financial goals of the school were made. It was also found that, despite their minimal involvement, teachers were satisfied with the role that they were playing in the school financial decision making processes.

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## LIST OF ACRONYMS

SASA	South African Schools Act
SMT	School Management Team
SGB	School Governing Body
DoE	Department of Education
KZNDōE	KwaZulu-Natal Department of Education
HOD	Head of Department

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Figure 1: organogram of school financial management

# CHAPTER 1

## ORIENTATION TO THE STUDY

### 1.1 Introduction

This chapter introduces the study. It begins by providing a background and the focus of the study, and then explains the rationale of the study, the key concepts as well as the significance of the study. It further briefly discusses the methodology adopted in the study. It concludes by drawing the reader's attention to the way the whole dissertation has been arranged by stating what is contained in each chapter.

### 1.2 The background and the purpose of the study

The adoption of the new Constitution in South Africa (SA) put the country in a new democratic trajectory. The South African Constitution Act (No. 108 of 1996) makes provision for the principles of democracy, accountability, co-operation, maximum participation, inclusion, consultation and partnership (Carrim, 2001). The above-mentioned constitutional principles also permeate the South African Schools Act (No. 84 of 1996), hereafter SASA. Khuzwayo (2009) states that one of the fundamental assumptions underpinning the SASA, is that of ensuring that stakeholders participate in the decision making processes at school level. The White Paper on Education and Training (1996) specifically stresses the role of teachers in the school decision-making processes. In that regard, it states that teachers should be involved in both the governance and professional management of schools since they are faced with the problems that require immediate management responses (Department of Education, 1996). Teacher participation in the school decision making processes is important for democratic purposes (Anderson, 1998), particularly because teachers are the ones that are at a critical level of performing core functions of the school, namely, educating the learners (Newcombe & McCormick, 2001).

The literature on South African school governance paints a gloomy picture with regards to school financial governance. Studies done by Mncube (2009), Mthiyane (2006) as well as Khuzwayo, (2009), state that parent governors are experiencing challenges when financial decisions are to be made. These challenges, according to Khuzwayo (1999), are compounded by parent governors' lack of education, lack of confidence, and

dysfunctionality of School Governing Bodies (SGB). Some of the challenges faced by the SGBs, as articulated by Khuzwayo (2009), include poorly educated rural SGB chairpersons, and treasurers who are drawn from the parents, and these treasurers are usually asked to sign blank cheques by school principal; lack of participation by parent governors in the finance committees as well as, little fundraising efforts by these categories of SGB members. When SGBs are engulfed with these challenges the principal of the school normally assumes all responsibilities (van Wyk, 2004). A study by Mncube (2009) found that some principals tend to discuss issues with the chairpersons of the School Governing Bodies and end up taking decisions without consulting other members. These findings are consistent with those of Mosoge and van der Westhuizen (1999), which confirmed that teachers felt a sense of deprivation in terms of participation in the decision-making processes that relate to the drawing up of school budgets. My view is that, if teachers authentically participate in the school decision-making process, all other stakeholders can benefit. This view is inspired by Shortt's (1994) conclusion that decentralising the budget process from the principal's office, not only empowers teachers to make decisions about instructional goals and fiscal planning, but also that it enhances the involvement of members of the school improvement team, parents, students and administrators.

The South African Schools Act makes provision for all stakeholders in the school community to be involved in the school decision-making processes. These stakeholders include the principal, the parents, the teachers and the learners in the case of secondary schools. One of the purposes of this study is to harness the unheard voices and experiences of teachers about their legitimate role of participating in the school decision-making processes that relate to school financial management matters.

### **1.3 Rationale for the study**

My interest in this study is borne out of my exposure to and engagement with the literature on teacher participation in school decision making processes, as well as, my experience as teacher and lately as a Head of Department (HOD) in a primary school. There seems to be an extensive literature that focuses on teacher participation in general (see, Anderson, 1998; Somech, 2002 & 2010; Swanepoel, 2008). Of particular interest to me, were studies that had been done by Shortt (1994); Newcombe, McCormick and Sharpe (1997), as well as,

Newcombe and McCormick (2001). These studies viewed participation as a multi-construct which included financial management as one of the critical elements of that construct. I must hasten to say that these studies were conducted in the developed countries which have a long history of democracy and mature administration structures.

In the context of South Africa, a developing country with an emerging democratic dispensation, a number of studies (Karlsson, 2002; Heystek, 2004; Mncube, 2009) have been done that focused on various stakeholders' participation in decision-making processes. However, I have not come across any study that looks at financial management as a single construct with teachers as a unit of analysis. My experience has taught me that there is a general improvement in teacher participation in certain dimension of school management and it is my view that there is resistance from school principals in authentically involving teachers in financial decision making process.

#### **1.4 Statement of the problem**

This study is about teachers' role in financial management decision-making processes at school level. In terms of the South African School Act, teachers are elected members of the SGB and that allows them to play a role in the school financial decision-making processes. Outside of the SGB teachers ought to participate in any decision that will affect them as one of the school stakeholder. This is very important if we accept the tenet that in a democracy those affected by the decision should have the right to participate in making those decisions. Anyhow, professional staff forms a significant part of the decision-making process in a school (Mualuko, Makasa & Acoka, 2009). Studies conducted in South Africa that investigated the school financial management phenomenon, only investigated the role of parent governors and principals, and not the teachers (Khuzwayo, 2009; Mthiyane, 2006 & Naidoo, 2005).

#### **1.5 Research questions**

In trying to understand the phenomenon of teacher participation in decision-making processes on financial matters, this study was driven by the following research questions:

- How is teacher participation role in the school decision making processes that relate to financial management enacted in Pinetown district primary schools?
- What are factors that hinder or promote teacher participation in the decision making processes that relate to financial management?

### **1.6 Significance of the study**

Broadly, this study is grounded in democratic principles and values of transparency, accountability and good governance at school level. Stakeholder participation in the decision-making is one of the critical values underpinning our democratic dispensation. This study may contribute to the body of knowledge in the field of educational leadership and management by providing new or different insights about the role that teachers play or can play in the decision- making processes that relate to school financial management.

In addition, this study may create awareness amongst all school-based stakeholders about their importance, particularly in relation to the role they can play and their legitimacy of their participation in school financial management. Teachers are generally knowledgeable people with different skills other than that of teaching. School financial management is a critical element of school management. Without proper school management a school will find it difficult if not impossible to fulfil its goals. Shortt (1994) argues that if teachers play their role in school financial management as they are supposed to, they can assist schools in ensuring that school finances are properly managed. Yet many schools do not seem to have realised this and to embrace genuine teacher participation in the decision-making processes, particularly those that relate to finance matters.

### **1.7 Methodology**

This is a qualitative study that is located in the interpretive research paradigm. A case study design was used to frame this study. The case study was used in this study because it is able to depict the experiences of participants in their own setting (Niewenhuis, 2010). As a researcher I was interested in understanding how the participants experienced their role in financial management. Two schools were selected to participate in the study, using a

combination of purposive and convenience sampling methods. More details on methodological issues are provided in Chapter Three.

## **1.8 Key concepts**

Having introduced the study and summarised all the processes to be followed when undertaking this research project, the key concepts under girding the study are presented. These are management, school financial management, stakeholder and decision-making, and are presented below.

### **1.8.1 Management**

According to the Task Team Report (Department of Education, 1996, p. 27) management is about “doing things and working with people to make things happen, it is a process to which all contribute and in which everyone in an organisation ought to be involved”. Bush (1994, p. 33) “defines management as a practical activity, the task of defining aims, making decisions and evaluating effectiveness of all involved in attainment of organisational goals”. The term management in this study refers to activities which members of school perform in using school resources to attain school goals.

### **1.8.2 School financial management**

Bisschoff (2007) defines school financial management as a process of ensuring that the school governing body and the school management team plan, organise, delegate and control the funds of the school to achieve its goals.

### **1.8.3 Stakeholders**

According to Collins (2010), the term stakeholder refers to the individual and groups that are associated with a school and who have vested interest in the success of the school. Bush and Heystek (2003) further elaborate that the concept of stakeholder is based on the notion that certain groups and individuals have a stake in the activities of an institution. In this study the term ‘stakeholder’ specifically refers to the teachers, SGBs, principals, members of the School Management Team, learners as well as, the parents.

#### **1.8.4 Decision making**

Masoge and van der Westhuizen (1999) define decision-making as an action of taking decision through which an organisation is regulated, governed and managed.

#### **1.9 Outline of the study**

This dissertation has five chapters and these are summarised below.

*Chapter One* introduces the study by providing the background, the rationale and the focus of the study; it also presents the problem statement, key concept underpinning the study, and summarises the methodology as well as, the theoretical framework that is used in the study. *Chapter Two* presents detailed review of literature that is pertinent to the topic and the conceptual framework relevant for the study. *Chapter Three* presents the research design and methodology that was used in carrying out this study. *Chapter Four* presents the data that was produced through qualitative approach to research. *Chapter Five* outlines and summarises the findings, analysis, conclusions and recommendations.

## **CHAPTER 2**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **2.1 Introduction**

Chapter One introduced the study by presenting an orientation of the study. This chapter reviews literature that relates to issues of financial management. It begins by exploring the key concepts that frame this study. The second part outlines the South African context of school financial management. This is followed by a comprehensive literature review that deals with participative management with an emphasis on teacher participation in the financial decision making processes from international, African and South African perspectives.

#### **2.2 Conceptual framework**

The literature on participative management uses a plethora of concepts to describe or to refer to involving teachers in the decision-making processes of the school. This literature review commences by presenting a discussion of the concepts that frame this study. These concepts are participation, collaboration, distributed leadership, teacher leadership, participative management and participative decision-making.

##### **2.2.1 Participation**

When defining participation, Naidoo (2005) states that at basic level, it simply means sharing or taking part in the decision that is of one's interest. He goes on to say that in practice, it tends to be highly controversial because by its nature, participation is political as it relates to how groups and individuals are empowered to have control over their lives. Naidoo's view are supported by Carrim and Sayed (1999) when they argue that the notion of participation is currently in vogue, everybody is talking about the word and for many it is naturally good thing and something that is highly desirable. Ife and Tesoriero (2006) view participation as ranging from the 'means' to being an 'end'. Ife and Tesoriero (2006) argue that participation is a means when it used to achieve some predetermined goal, utilising existing resources to achieve the set of objectives of a programme. They also add that participation under this notion is more on achieving objectives not on participation itself.

Participation as an end attempts to empower people to participate in their own development more meaningfully and to increase the role of people in development initiatives (Ife & Tesoriero, 2006).

Drawing from the views of the above authors, participation is about providing individuals and groups the opportunity to be heard and it is controversial (Naidoo, 2005). It also appears that participation is desirable (Carrim & Sayed, 1999). Ife and Tesoriero (2006) also add important views when they argue participation range from being a ‘means’ to an ‘end.’

### **2.2.2 Collaboration**

Collaboration is an attempt to which teachers perceive themselves and parents to be not only involved, but to exercise influence over school and classroom- level decisions (Tschannen-Moran, 2000). Collaboration can also be viewed as a process by which people, groups and organisations work together to achieve desired results, it accomplishes shared vision, achieve positive outcomes for audiences they serve and builds on interdependent system to address issues and opportunities (Snider, 1995). Slater (2004) views collaboration as the working together of different stakeholders towards a common goal, it is informed by joint work, interdependence parity, equality and voluntary participation.

All these definitions seem to have two common threads that permeate through all of them, and the first one entails the presence of stakeholders in collaboration, while the second entails focus on common vision and goal. Tschannen-Moran (2000) refers to teachers and parents, Snider (1995) refers to people, groups and organisation and Slater (2004, p. 1) prefers not to be specific and uses a generic term “stakeholder”. Secondly, from at least two of these definitions it is argued that collaboration should be towards something that binds the group together, that is, common goals (Slater, 2004) and shared vision (Snider, 1995).

### **2.2.3 Distributed leadership**

The concept distributed leadership, as it is the case with other concepts, is understood and defined differently by different authors. For example, according to Bolden (2002), distributed leadership is the sharing, and the distributing of leadership, work across individuals and roles across the organisation. Hartley (2010) provides a more detailed but

overlapping definition of distributed leadership when [he/she?] describes it as dynamic, inclusive, collaborative and contextual-situated. Hartley (2010) adds that it requires a system-wide perspective that not only transcends organisational levels and roles but also organisational boundaries. Grant (2005) provides a South African perspective when she defines distributed leadership as maximising human resource capacity within the school by engaging many people in leadership activity, according to their expertise.

### **2.2.3 Teacher leadership.**

Teacher leadership is the latest concept that is related to participative management to emerge in South Africa. This concept has evolved from research that was done in the United States of America (USA) and Canada during the past few decades (Gunkel, 2010). Teacher leadership is relatively new concept in South African research landscape. There are few studies that have been done in South Africa which focus on teacher leadership concept. These studies include Grant, Gargner, Kajee, Modley and Somaroo (2008); Khumalo (2008), as well as, Gunkel (2010). An analysis of teacher leadership concept reveals a general and a geographically bound perspective. The first two definitions provide a general perspective while the last definition provides a geographically bound perspective.

Smylie and Denny (1990) view teacher leadership as a full participation by teachers in developing shared vision planning and implementing instructional improvement. These two authors also add that teacher leadership entails working with the community and participating in professional development in job-embedded, collegial ways, in addition to participation in decision-making. Harris and Muijs (2005) define teacher leadership as a strategy that is primarily concerned with enhanced leadership roles and decision making powers of the teachers.

In terms of the South African context, teacher leadership refers to a process whereby Post-level One educators (referred to in this study as teachers), assume leadership roles within and beyond the confines of the school and normally without financial implication (Gunkel, 2010). This author also adds that such duties are carried out by these teachers because they have earned the trust to lead, they have an ability to lead others and that they view the success of their school as integral part of their success (Gunkel, 2010).

#### **2.2.4 Participative management**

Participative management is a very old concept. The appeal of the participative was suggested as early as 1937 (William, 1976). In his definition, William (1976) argues that participative management is a procedure whereby supervisors and executives consult with employees or their peers on matters affecting employees' welfare or interests prior to establishing policies or initiating action. Kieth and Girling (1991) conceptualise participation as a regular and significant employee involvement in organisation's decision making processes. It entails involving employees in setting goals, resolving problems and making decisions that affect the entire organisation as well their individual jobs establishing and enforcing performance standards and making sure that the organisation is on target in terms of responding to the needs of the clients. However, Duke (2005) views participative management as management strategy of the principals that leads to teacher participation. All these definitions complement one another; Dukes for instance, uses the word strategy, whereas William, Kieth and Girling enumerate the activities which underpin the strategy.

#### **2.2.5 Participative-decision making**

Participative- decision making is closely related to participative management. It is a more general term that refers to sharing decision authority among stakeholders in a given context (Duke, 2005). Duke's conceptualisation of participative decision making is consistent with her views, stated above about participative management, which assume that participative is a strategy. A strategy is generally viewed as a broad, long term plan. This means therefore, that if participative management is a strategy, participative- decision making is one of the elements of participative management.

In a narrow and rigid sense, participative decision making can be viewed as individual participation in the process of management (Ho, 2010). Somech (2010) also adds, in what she terms a comprehensive definition, that participative decision-making is totally, the form, i.e. direct or indirect and intensifies i.e. ranging from minimal to comprehensive by which individuals groups collective secure self-determined choices among possible action during the decision making process. Somech's definition seeks to clarify the form in which stakeholders can participate and issues that stakeholders should participate in, whereas Ho's

definition looks at participation as an individual activity. I however, do not concur with Ho's conceptualisation because I believe that participative management should be conceptualised at both individual and collective levels (Duke, 2005).

### **2.3 The context of South African school financial management post SASA**

In post-apartheid South African schools, financial management is characterised by decentralised decision making. This is as a result of the promulgation of the SASA into law in 1996. This piece of legislation divides the school into Section 20 and Section 21, as well as, no fee schools in terms of funding. The Section 20 schools receive a letter informing the Department of Education about their financial allocation for the year. The money is not deposited in the schools account, but is kept by the provincial department of education, on behalf of the school. The school has to spend the money through the Department of Education. This form of a budget is called "a paper budget" (Mestry, 2004). Being a Section 20 school comes with big disadvantages.

Some of these disadvantages are that such schools are unable to negotiate discounts when making purchases, and cannot even get an efficient supplier of their choice. There are challenges at district levels as well, in terms of timeous processing of procurement documents. The lack of capacity in the district office to process requisitions timeously can mean schools lose their allocation at the end of the year since there is no role-over of unspent budgeted amounts (Mestry, 2004).

Section 21 schools model is viewed as the most ideal one. In Section 21 schools, the Department of Education deposits the school allocation directly into the school's bank account. There are many, advantages that are associated with Section 21 status as well. Some of these advantages, according to Mestry (2004), include the schools' ability to choose and negotiate prices with the suppliers and that the schools receive ordered goods timeously.

Both Section 20 and Section 21 schools are expected to spend their allocation according to Departments of Education prescribed requirements. These requirements prescribe that schools must spend 60% of allocation on learning material, 28% on services and 12% on repairs and maintenance (Department of Education, 1998). According to the SASA the SGB

is responsible for the governance of the school's finances. The SGB is formed by the teacher and parent representatives, the school principal and learner representatives in the case of a secondary school. Teachers, as elected members of the SGB, participate in the deliberation about the school's governance matters which include financial matters.

## **2.4 Operationalisation of financial management.**

According to Section 37 of the SASA, it is the responsibility of the SGB to manage the school's finances. In practice, it is fair to state that it is the school principal as an individual and the financial committee that operationalise the school management process including the school budget. This is through the SGB delegating some of the financial responsibility to the principal and the financial committee. The SGB, in most cases, delegates various responsibilities to the school principal (Mestry & Naidoo, 2009). This is done because it is believed that the principal is better informed with regard to the delegated task than the SGB is (Mestry, 2004). The school finance committee and school finance policy are discussed below as they constitute the major elements of financial management.

### **2.4.1 School financial committee**

According to Section 30 (1) of SASA, a School Governing Body may establish committees including an executive committee (Department of Education, 1996). Through this legislation schools have many committees. Finance committee is one of those committees and is tasked with the responsibility of dealing with all financial matters. Some of the most important functions of finance committee are to construct a budget and keep control of it, monitor and approve all expenditures, ensure that all expenditures are done through correct quotation and tendering procedures (Mestry, 2004). The SGB may delegate some financial responsibilities to the finance committee (Mestry, 2004). The finance committee has the responsibility to lead a process of drafting the school finance policy. This process must be an inclusive exercise. It should include all the stakeholders within the school.

### **2.4.2 School financial policy**

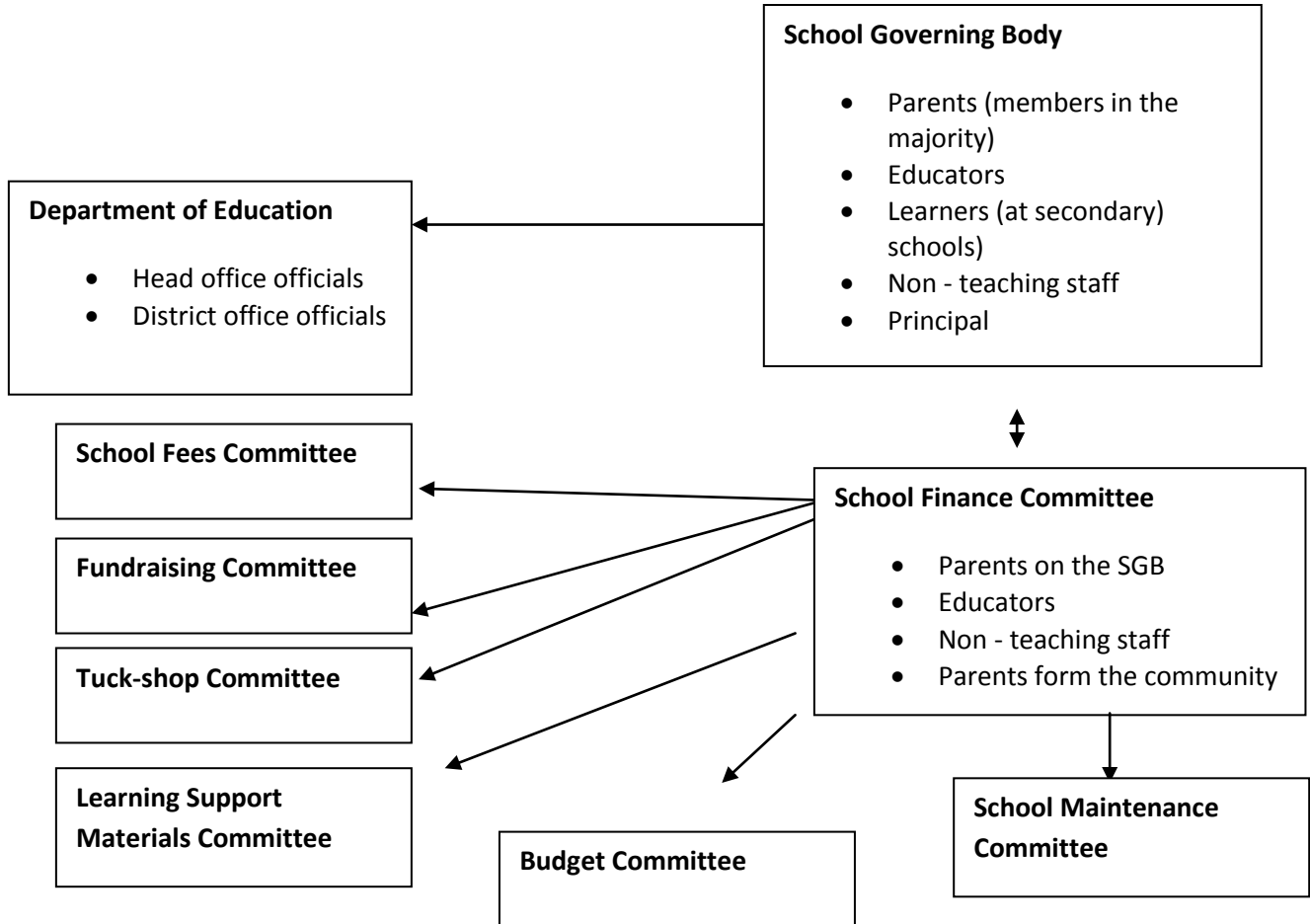
One of the most important responsibilities of the finance committee is the development of the finance policy. In order for the school to manage its finances effectively and efficiently,

a school finance policy must be developed, adopted by all relevant stakeholders and implemented accordingly (Mestry, 2004). It is apparent that the school finance policy is a critical blue-print for proper school financial management, it is therefore also important that it is properly crafted. A good policy identifies and articulates the values and basic principles that are to be applied to satisfy the specific needs in the organisation (Bush, 2007). For the finance policy to meet the specific needs of the organisation, it is crucial that its development process is inclusive of all the stakeholders.

Schools are expected to have a budget that will inform all the school's spending in a particular financial year. When referring to the budget, Bisschoff and Sayed (1999), assert that it can be stated that the essence of the budget is that it represents the school's financial plan and therefore, its preparation and control is an integral part of the financial process management. The school budget represents more than the plan of how school finances will be spent. The school goals or mission is the source of most decisions taken, which is then reflected in the budget as projection or expected outcomes (Mestry & Naidoo, 2009). It is therefore very important that proper planning should inform school budget process.

Planning a budget involves joint decision making by all the stakeholders represented in a school on the financial resource allocation, distribution and spending (Marishane & Botha, 2004). The system adopted when planning a budget, needs to be fully appreciated by all members of the school governing body, including the principal and the teaching staff, if they have to be successful (Mestry, 2004). It is apparent that stakeholder participation in the budget process is critically important.

To ensure stakeholder participation in the budget, school financial management committee and sub-committee or teams are used. These teams are also used for the general participation of stakeholders in school management. They include committees such as curriculum, fundraising, tuck shop and many others. Individual teachers and departments can be part of the initial budget process by submitting their requests to the financial committee. The organogram of the school financial management (Bischoff & Mestry, 2003) below illustrates how these teams can be involved. The lines connect and show who makes what decisions and at what level (Naidoo, Joubert, Mestry, Masoge & Ngcobo, 2008). The following page shows the organogram:



Adapted from & Mestry & Bisschoff (2003)

The financial committee prioritises the requests against the financial resources available and then compile a draft budget to be discussed with all stakeholders and eventually, must seek the SGB approval. The SGB will also table the budget in the parents' meeting for their approval. Once approved by the parents, the day-to-day management of the finances will fall within the hands of the school principal and /or financial committee, with the SGB receiving scheduled reports and also approving some major spending which may be a deviation from the planned spending.

## **2.5 Factors influencing teacher participation in the decision making process**

A review of literature on teacher participation in school decision-making process points to some factors that play a role in determining the extent and the manner in which teachers can be involved in school decision making processes. These factors are discussed below and they include the organisational trust, decisional zones, levels of participation and the principal's role as a leader.

### **2.5.1 Organisational trust**

People who work together ought to have a trusting-work relationship. Newcombe, *et al.* (1997), conceptualise trust in financial context, as integrity, consistency and fairness of the decision makers and the decision-making process, the expertise of the decision maker, the effectiveness of the process, and the degree of disclosure of financial information. It is believed that if school stakeholders do not trust one another, they are not likely to disclose information openly. The issues of transparency, openness, accountability and democracy are the building blocks of the new South Africa as envisaged in the Constitution. These building blocks are aimed at ensuring trust and faith in the public institutions such as schools, hospitals, clinics, and many other public institutions. It is therefore important that stakeholders who work within these institutions have trust in each other, in order for them to be able to ensure proper stakeholder participation. The desire to be involved or not to be involved, on the part of the teacher in the corporate affairs of the school, may stem from lack of trust in the decision makers and the decision-making processes (Newcombe, *et al.* 1997).

The challenge for school administrators is to establish an environment of trust through the implementation of the processes based on integrity, openness, consistency, fairness and professional approach to financial decision making processes (Newcombe & McCormick, 2001). Newcombe *et al.* (1997), assert that, in circumstances where participative decision making is based on full disclosure of information, an absence of perceived bias in the decision making process and implementation of the decision resulting from collaborative process research, has shown an increased trust in school administration always result.

Tschannen-Moran (2000) concurs with the sentiments expressed in the above paragraph when she argues that reciprocal processes depend upon and foster one another. Collaboration and trust takes place between autonomous partners who choose whether or not to participate and therefore, it is unlikely that collaboration will develop without at least a measure of trust having been established. She continues and states that collaboration involves the investment on time and energy, as well as the sharing of resources, responsibilities and rewards and, that this is difficult without trust. Building trust, according to Tschannen-Moran (2000), requires attention to the five facets of trust. A person who desires to be regarded to be trustworthy will need to demonstrate benevolence, reliability, competence, honesty and openness. These facets share some commonality with the democratic values permeating the South African constitution (namely, participation, consultation, transparency and accountability), and these are fundamental underpinnings of this study.

### **2.5.2 Decisional zones**

It would unrealistic and unproductive to expect school principals to involve teachers in every school decision, especially those that relates to school financial management. Hoy and Tarter (1993) developed a normative model of shared decision-making. This model is based on two rules. The first rule has to do with whether or not the subordinates have a personal stake in the decision. The second rule has to do with whether or not the subordinates have the expertise to contribute in the decision. This means that subordinates may want to be involved in an area or issue because they have the expertise or personal stake in the decision. This model advocates extensive teacher involvement in the decision in which teachers have personal stake and or expertise.

This model provides school leaders with a tool that they can use to decide on which decisions to involve teachers and how. In a school setting where a decision falls outside the teachers' zone of acceptance, involving them in that decision will increase the likelihood that the decision will be accepted (Tschannen-Moran, 2000). In instances where a teacher has the expertise but no stake in that particular decision, teachers can be asked to share that expertise as a consultant, but full involvement in the decision may not be necessary (Hoy & Tarter, 1993). This model is very important for principals when dealing with financial

matters especially the budget. The budget process entails many items which teachers have both the stake and expertise and in some they have neither of the two.

### **2.5.3 Levels of participation**

Teacher participation in decision making process can be considered in three different levels (Somech, 2002). The first level is the individual. Participation at this level relates to individual teacher's performance with the classroom such as the choice of teaching material, teaching schedule and student performance. The second is the group level decision. Decisions made at this level are those that relate to the subject panel, co-curriculum activity groups and discipline. The third level is the school. At this level, participation in the decisions relates to the whole school such as setting the school goals, school budget, admission policy, development and training. All these levels of participation in the decision making processes have serious importance for the participation in financial management. This is mainly because in all these levels, there are financial implications. Teacher ought to participate in the school decision-making process in all the levels. It is however a principal's prerogative to determine the level of participation that is required for a particular problem.

### **2.5.4 The school principal as a leader**

The principal, as the most senior leader, has a critical role to play in the manner and the direction a school takes. Leadership is seen as the ability to convince, inspire, bind and direct followers to realise common ideals (Van der Westhuizen, 1997). The culture of a democratic order displayed in school-based management requires school principal to exercise leadership styles that promote participation of stakeholders (Masoge & van der Westhuizen, 1998). This entails participation in the school decision-making processes. Principal should therefore take responsibility for and accountability for other stakeholders in school management; they should give guidance, particularly to the teachers to elect members who have the motivation, interest, expertise and knowledge so that their participation can be effective (Masoge & van der Westhuizen, 1998).

School principals are ultimately accountable for everything that happens in their school. This notion represents an important contradiction. In one hand, you have policies that promote teacher participation and, on the other hand, you have the notion that the school

principal is accountable for everything that happens in the school. Because of their (school principal) official position and their accountability to external bodies, they may be reluctant to share power with their colleagues (Steyn & Squelch, 1997).

## **2.6 The rationale for advocating teacher participation in the decision making processes**

The school-based management reforms were underpinned by the assumption that those who are closer to the situation are better placed to make decisions. Proponents of participative management argue that participation in the school decision-making processes adopt a team approach to problem solving. Such an approach is based on the idea that the intelligence of a group exceeds the intelligence of an individual (Stofile, 2006). Decision making is a major part of management process (Newcombe & McCormick, 2001).

For good decisions to be made in a school Smylie (1992), suggests that the issue should not simply be the extent of involvement of teachers in the school-based decision making, but that the issue should be the determination of which decision should be made centrally and which one should be made at school management level and which should be made at classroom teacher level. Somech (2002) concurs with this view when she states that teachers appear to be willing to accept the principal's authority in matters connected with acquisitions, handling and the provision of resources; they are less willing to accept the incursions of the principal or others into the areas that affect their teaching practice and their classrooms. Teacher participation in school decision-making needs to be clearly defined for it to be effective in improving decision making. Teachers should be allowed to participate in areas they feel their skills and knowledge will make a difference.

Smylie (1992), in her study about assessing the willingness of the teachers to participate in the different areas of decision-making, proposed four factors that influence teacher participation. The first one is the principal-teacher working relationship. The second one is the norms influencing the working relationship among teachers. The third one entails the teachers' perceived capacity to contribute to or make a decision. The last one relates to the teachers' sense of responsibility and accountability. The findings from this study suggest

that the teachers' willingness to participate in the school decision making is influenced primarily by their relationship with their principal (Smylie, 1992).

## **2.7 Benefits for teacher participation in the financial management decision making**

Teacher participation in the decision making process that relates to school financial management has important benefits. These benefits are to be discussed below and they include fulfilment of democratic principles, job satisfaction, improvement of the quality of decisions, as well as, teacher empowerment.

### **2.7.1 Fulfilment of democratic principles**

The critical value of teacher participation in school financial management is the fulfilment of democratic values. This view is supported by Anderson (1998) when he argues that the ultimate end of participation should be the constitution of a democratic citizenry and redistribution of justice for the disenfranchised groups. South African society is founded on democratic values, and these values are expected to permeate all the sectors of the South African Society. Therefore, participation has been promoted on the basis of ethical argument for professionalising teaching and democratising workplaces (Somech, 2002).

Funds allocated to schools belong to the people of South Africa. It is therefore important that they used in a transparent and democratic manner. Marishane and Botha (2004) state that when funds are allocated to the school that has been given a Section 21 status, the principles enshrined in the country's constitution are applied, and this gives credence to education as a service and the schools' financing as a matter of public interest. They go on to state that these principles are equity, redress, quality, and efficiency. This view is also shared by Meastray and Naidoo (2009) when they state that financial management is not only a vital component of school management everywhere, but in the wake of South African history and undemocratic and unjust system of school management and financial regime of the apartheid regime, it is a vital democratic principle is applied in the South African school finance management. Central to the SASA is the notion of the decentralisation of decision making to the schools and the stakeholder participation in the decision-making. Teachers are an important stakeholder in a school and therefore, they ought to have a voice on issues that relate to school management.

The increasing decentralisation of fiscal, political and administrative responsibility to the local spheres of government, local institution and communities, the notion of participation and deliberation has emerged as a fundamental tenet in the promotion of the local governance and management of schools (Mestry, 2004). Stakeholders should be given an opportunity to be part of the financial management decision-making process, if we are to develop our communities.

### **2.7.2 Job satisfaction**

Teacher participation in the financial decision making improves job satisfaction among the teachers. This view is supported by White (1992) who found that in a school with high teacher participation on school budget, teachers reported that the involvement gave them a feeling of importance and being in charge. The teachers in this study also reported that participation in budget decisions had led them to a better relationship with the parents since having a closer role in making decisions had enabled them to explain the school goals and teaching objectives better.

When teacher are part of any decision, they own the process which then motivates effective implementation. The more teachers participated in responsible and initiating roles in school, the more positive they felt about the change, and the more willing they were to seriously engage in future change (Poppleton & William, 2004).

### **2.7.3 Teacher participation in the decision making process improves the quality and the implementation of the decision**

Teacher participation in the decision-making gives administration access to critical information closest to the source of many problems of the schooling (Smylie, 1992). When school management gets access to information from the teacher, they will be able to make informed decisions. Somech (2002) states that teacher participation is thought to give administrators access to critical information, close to the source of any problems of schooling, namely, the classroom.

Teacher participation seems to improve the acceptability of the decisions. It is believed that when teachers become part of the people who take part in the decision-making process, they

are motivated to see to it that the decisions agreed upon get implemented. Reforms, involving decentralisation of some of the management functions of the schools, have been based on the rationale that the effectiveness of the decision making is increased when decisions are made by those who will implement them and as close as possible to those who are effected by them (Newcombe & McCormick, 2001).

#### **2.7.4 Teacher empowerment**

Literature analysis on teacher participation points out that one of the rationale for decentralisation reforms was to ensure local stakeholder participation in the decision-making processes. Central to ensuring proper stakeholder participation, is the empowerment of stakeholder in order to be able to play their role effectively. Participation of teachers in the financial decision making processes seems to empower teachers about knowledge that relates to school financial management. Teacher empowerment, according to Steyn and Squelch (1997), refers to fundamental transfer of authority that includes the process by which teachers are involved in the creation of ways to maintain a productive and a satisfying work environment, and their involvement in the daily problem solving and decision making. The core theme of this definition is the provision of an environment where teachers participate in the decision making processes. Empowering teachers to participate in decision making process will greatly enhance their role as professionals (Shortt, 1994).

Shortt (1994) proposes a three-phase framework for developing teacher to become active in the budgetary processes. His three-phase framework is based on three assumptions. These are based on the idea that the budgetary process is decentralised and that the school is empowered to make budgetary decisions. The first assumption is that teachers are empowered to be active partners. Secondly, there is active school financial management team. Lastly, that all participants have knowledge base of skills that are needed for the success of the empowered team.

The first phase of the framework provides for the teachers to address issues relevant to their financial needs for the coming budget cycle. The second phase provides a framework to address issues that are related to their needs for the coming budget cycle. In the last phase

the framework provides for the financial management teams to set priorities amongst all budget requests.

The framework explained above makes it clear that teachers have a critical role to play in the school financial management. No longer can principals make decisions in a vacuum; there must be input from all stakeholders that the decision will affect (Short, 1994). This framework also makes principals aware that for schools to have a school financial management that seeks to respond to the educational needs of the school, teachers must be part of it. Teachers need to have knowledge about technical components of budgeting such as procurement laws and fiscal management (Shortt, 1994). For teachers to become active participants in the financial management decision making process, it is unavoidable that they should be provided with relevant knowledge, skills and empowerment. School financial management is fraught with legislative and policy issues. These should be clearly explained to the teachers as early as possible. Whatever empowerment framework the school chooses to implement, teachers must know where they stand; they must be clearly advised of any policies or regulations that exclude them from any process (Shortt, 1992).

According to Steyn and Squelch (1997), empowerment covers three areas: knowledge, status and access to decision making. They continue and state that knowledge *per se* is power, and an increase in knowledge is an obvious step to empowering the teachers. They refer to status as an ability of teachers to look upon themselves with dignity and confidence. For teachers to attain this status they need to know that they are important and that their experiences and expertise are valued and trusted. The third and final area of empowerment is access to decision, which implies access to knowledge, power structure and decision making (Steyn & Squelch, 1997).

## **2.9 Barriers to teacher participation in financial decision making processes**

Participative management is believed to be an ideal way of leading and managing any organisation including the school. However, participative management is not easy; it is fraught with challenges which make it difficult for both the leaders and sub-ordinates to work together. It is important that practitioners of participative management should be aware of these challenges so as to develop measures to mitigate their impact. These barriers

include the fact that participative management is time consuming, the lack of requisite skills, as well as, the lack of trust and the bureaucratic structure of school management. These barriers are discussed below.

### **2.9.1 Participative management is time consuming**

Time is believed to be a very important resource for any organisation (Steyn, 2001). It is against the backdrop of such a view and belief that teacher participation in school decision making processes can be regarded as a big headache for any principal in terms of time management. One of the most documented hindrance to participative management in general (Somech, 2001; Swanepoel, 2008), and financial management in particular (Shortt, 1994; Newcombe & McCormick, 2001), is the fact that it is time-consuming. Tschannen-Moran (2001) defines collaborative decision making as a process with a potential benefit of higher quality decision and greater ownership and implementation of decisions. This scholar also cautions that it can also be costly in terms of time and energy and that despite such huge investment in time, there is no guarantee that potential benefits will actually be realised.

In an attempt to establish a high level of teacher involvement in decision making processes, and to promote an image of self-management, some schools have established administrative structures that, in effect, distract the teachers from their primary instructional role; they are encouraged to be involved in a plethora of financial issues ranging from income generation to marketing and long term financial planning (Newcombe, *et. al*, 1997). Such views are also shared by White (1992) when he states that teacher participation in school decision making involved a wide array of time-consuming activities, such as meeting to discuss school budget issues, serving on textbook selection committee *etcetera*. If insufficient time is allocated for all these activities, there is a barrier to effective participation.

The issue of time is reported to be the cause for some teachers to shun participation, because they prefer to stick to their classroom responsibilities. As a result some teachers choose not to participate. A study conducted in South Africa by Steyn and Squelch (1997) about teacher empowerment found, among other things, that many teachers were not interested in participating in management issues, particularly when it involved extra meetings, and that

they liked to do their work and leave immediately after school. These teachers argued that the school management team was being paid to manage the school. This study reported that teachers have to cope with workload that has increased quite significantly over the last couple of years (Swanepoel, 2008). This may add another dynamic regarding the teachers who may wish to be part of the decision making team, but who, due to the work over-load, might find it very difficult participate in school decision-making processes.

### **2.9.2 Lack of requisite knowledge**

The lack of requisite skills that will enable teacher to effectively participate in the school financial decision-making is a major hindrance Steyn and Squelch (1997). White (1992) concurs with this view by stating that teachers lack the specific training in shared decision making, school budget, curriculum, as well as, staffing decisions. This makes the principal to be reluctant to extend genuine influence to teachers and parents, perhaps assuming that they do not have expertise to make valuable contribution or make decisions in the best interest of the school (Tschannen-Moran, 2001).

To paint a South African picture Swanepoel (2008) states that complicating the scenario of teacher involvement even more, is the fact that a considerable proportion of teachers are not sufficiently qualified or trained to take part in decision-making processes. It is therefore going to be difficult for teachers who are overworked and unqualified to accept and embrace those tenets and the demands of participating in school decision making processes.

### **2.9.3 Lack of trust**

Tschannen-Moran (2001) defines collaboration as a reciprocal process that depends upon and fosters one another. If school leaders, parents and teachers do not have trust in one another, especially on issues of school finances, it is apparent that participation will be very minimal. School financial management is very broad and it is impossible for school principals and or the SGBs to do everything. If there is an element of distrust it will be very hard for school principals to share responsibilities and authority with teachers (Tschannen-Moran, 2001). Somech (2002) also concurs with such views when she states that when there is notable mutual trust and loyalty in the exchange relationship, subordinates are provided with more responsibility and discretion.

#### **2.9.4 Bureaucratic structures of school management**

The bureaucratic structure of school management is also a hindrance to authentic participation (Steyn, 2001). In bureaucratically structured schools, significant decisions about strategy, policy and organising mode may lie outside the arena of participation (Somech, 2002). The inability to create flatter management structure is believed to militate against authentic management. Such views are echoed by Adams and Wiggins (2005) when he states that the increased emergence of participative management in schools reflects the wide shared believe that flatter management and decentralised authority structures carry the potential for achieving outcomes unattainable by the traditional top-down bureaucratic of school.

Participative management is at the discretion of the school principal, because of his or her official position and as a person accountable to external bodies (Bush, 2003). Collaboration usually takes the form of delegation and is thus a gift of a principal (Poo & Hoyle, 1995). It has become very easy for the principals to justify their non- involvement of teachers by citing that they are the ones that are accountable, but it should also be noted that such comments go against the spirit and the general purport of the South African constitution.

There has always been a resistance by school leaders to create a flatter management structure; this, sometimes, is attributed to the fear of losing power (Tschannen-Moran, 2001). This view is also shared by Steyn and Squelch's (1997) research which showed that people in the position of power such as principal might feel that are threatened by teachers' becoming empowered. They feel like their own power will diminish.

#### **2.10 Research conducted in area of teacher participation in the school financial decision making process**

There seems to be very limited research conducted about the role that teachers play in the financial decision making process. However, I managed to get three studies done about teacher participation in the decision making processes that relate to financial management. All these studies sought to understand the role that teachers play in the decision-making processes that deals with school finances. The following section reviews these studies.

### **2.10.1 International context study**

Newcombe and McCormick conducted a study about trust and teacher participation in school-based financial decision making. This study was done in New South Wales, Australia in 2001. It sought to investigate the relationship between teacher involvement in the first order financial decision making and the perceived trust in the decision making process. A questionnaire, consisting of 21 different financial decision issues, was used to solicit data from the teachers.

The researchers in that Australian study make a distinction between first and the second order decisions in the organisation. The first order decisions are broad policy decision or strategic decisions which establish a framework within which a second order decisions are made. The first order financial issues include preparing the whole school budget and allocation for cost centres throughout the school. The second order issues in financial management include the provision of resources for the school, allocating financial resources within a teaching area.

The study was informed by the researchers' fundamental argument which purported that if a high level of trust does not exist within a school and if teachers judge the first-order financial decision outcomes to be inequitable, inconsistent with or not supportive of their teaching, the level of expertise of the decision makers to be low (Newcombe & McCormick, 2001). This study also found that if teachers are suspecting that financial information is withheld, then the desire to be involved in certain managerial financial decision issues, is likely to increase. They continue to add that if the level of trust in the decision makers and the decision making process is high, teachers may not feel the need to influence first-order financial decision making.

The study sought to answer the following research questions.

- Do teachers distinguish between the first- and the second- order financial decision issues?

- Is there a relationship between the level of trust teachers have in decision makers and the decision making processes and their desired involvement in financial management?

The study found that teachers themselves may distinguish between the first- and the second- order issues and among different types of second order issues. This distinction may give teachers an opportunity to be selective about decision domains in which they wish to be involved. The study findings also suggested that teachers, who had high level of desired involvement in first-order financial decision-making, were likely to become highly involved if the level of trust in the decision makers and decision-making processes was high. Lastly, Newcombe and McCormick's study found that the actual involvement in technical decision making was found to be positively associated with trust.

Newcombe and McCormicks' study is important for the current study because it extends the understanding of participation of teachers in the financial decision management decisions. Both studies focus on the teacher participation in financial management decision of the school. The two studies, however differ in the sense that Newcombe and McCormicks' study sought to understand the role played by trust in deciding as to which decision issues were the teachers willing to participate in between the first and the second order financial decisions.

### **2.10.2 African context study**

In Zimbabwe, an African developing country like South Africa, a study was conducted by Newman Wadesango in 2010. The aim of the study was to investigate the extent of teacher participation in the decision making in secondary schools. A multiple-case study research design was used where 25 secondary school teachers and 5 heads of school participated. Face-to-face semi-structured interviews, document analysis and school staff meeting observation were used to gather data.

By conducting the study Wadesango sought to firstly understand the extent of teacher participation in decision making. He also wanted to know the types and area of decisions teachers participate in. Lastly, and most importantly, Wadesango aimed to know the nature as well as the outcomes of teacher participation in decision-making processes. This is

important because if teachers are to be motivated to participate in decision-making it is believed that they have to ensure that the school management does implement teachers' suggestions.

Through Wadesango's study, it was established that teachers were hardly involved in certain issues of school governance such as school budget processes, recruitment and selection of teachers and fund raising activities through school development association (SDA) committee. In these committee teachers were represented by fellow members. The study found that decisions made by the committees reflected the interests of the school head master. It also emerged in that study that teachers in most cases were not consulted by these committees on any decisions.

Wadesango's study is similar to this study in the sense that it sought to understand the extent of teacher participation in decision making. The current study sought to develop from Wadesango's study by investigating how participation was enacted in selected primary schools. The current study was done in primary schools whereas Wadesango's study was done in secondary schools of Zimbabwe. Wadesango's research looked at participation in various areas of school management such as the choice of curriculum, subject and teaching load allocation as well as governance and other administration (an area where financial management is confined). In contrast, the current study focused on participation only in financial management issues.

### **2.10.3 South African context study**

Mosoge and van der Westhuizen (1999) conducted a study about the extent to which teachers participate in the decision-making process that relate to school management in South Africa. They used questionnaire to solicit data. The study sought to establish the extent of teacher participation in school management by measuring and comparing the actual and the desired participation of teachers in the school management.

Mosoge and van der Westhuizens' study is similar to this study because both these studies sought to understand teacher participation in school management issues. These issues that have traditionally been the principals' sole responsibility. The difference between these studies and that of Masoge and van der Westhuizen is that theirs (Masoge and van der

Westhuizen), researched teacher participation with an intention to understand the extent of teacher participation in the school decision-making processes. The current study, on the other hand, sought to understand the manner in which participation school decision-making that relate to school financial management is enacted.

Masoge and van der Westhuizens' study found that the drawing up of school budget was an item that showed the highest levels of deprivation in terms of teacher participation. Other constructs showed high levels of deprivation, were the drawing up of year plans of school activities, particularly when changes in the school policy were to be made. Orientation of new learners showed medium deprivation.

## **2.11 Conclusion**

This chapter has discussed the literature that relates to participative management with special reference to teacher participation in financial management. The literature review has indicated that teacher involvement is critically important for various reasons. In South Africa teacher participation in financial management of the school is not different from any form of participation. It is a constitutional imperative. It is a useful tool to entrench school democratisation through accountability, transparency.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

The previous chapter presented the literature review on teacher participation in school financial decision-making processes. This chapter presents the research design and the methodology that was used to generate data about the role that teachers' play in their respective school's decision-making process on issues relating to financial management. The first part of the chapter explains the qualitative-interpretive approach and reasons for its adoption in the study. This is followed by the descriptions of the sampling and data production methods, as well as how the sampling and data production methods were used, the rationale for their use and their effectiveness. Finally, the chapter concludes by a discussion of trustworthiness measures that were employed and the ethical issues that were considered during the entire research process.

#### **3.2 Research design and methodology**

The study adopted a qualitative research design within an interpretive approach to inquiry. This design and approach to inquiry were deemed appropriate for this study whose objectives were to provide an understanding of the multi-realities and multi-truths that are socially constructed in a particular context (Gunkel, 2008). This view of research design is shared by Nieuwenhuis (2010) when he states that interpretive research is an attempt to see how others have constructed their reality by asking about it. This approach was also deliberately selected because it had the potential to allow for thick descriptions by the researcher of the role that teachers play in the school financial management decision-making processes. Nieuwenhuis (2010) describes qualitative research as an attempt to collect rich descriptive data in respect of a particular phenomenon or context with the intention of developing an understanding of what is being observed or studied. Denzin and Lincoln (1998) also add that qualitative researchers are basically concerned with understanding the social phenomenon from the respondent perspective.

Epistemologically, knowledge generated through qualitative interpretive research such as this one, is not intended for generalisation (Cresswell, 2009), but for the provision of in-depth description of a phenomenon under investigation for better comprehension. Interpretive researchers carry out their studies in natural context to reach best possible understanding (Lincoln & Guba, 1995). In keeping with the qualitative interpretive approaches, the study employed a case study.

According to Henning, van Rensburg and Smit (2004) case study strives towards a comprehensive (holistic) understanding of how participants make meaning of a phenomenon under study. Case studies are also appropriate for studying phenomena in their natural settings. This study sought to document the stories told by teachers about the role that they were playing in the decision-making processes that relate to school financial management. A case study was deemed appropriate for this study because, case studies strive to portray “what is it like” to be in a particular position to catch the close up reality and thick description (Cohen, Manion & Morrison, 2010, p. 254). According to Cohen *et. al.* (2010) a case study focuses on individual actors or a group of actors, and they seek to understand their perception of events. This study sought to harness voices of teachers about their role in school financial management decision- making processes. A case study explores and depicts a setting with a view to advancing understanding of it (Cousin, 2005).

### **3.3 Sampling method**

Sampling is a critical part of any study. According to Cohen *et. al.* (2010) the quality of research not only stands or falls by the appropriateness of methodology and instruments but also by the suitability of the sampling strategy. In this study I used a combination of convenience and purposive sampling. Convenience sampling was chosen because it allowed me to use schools that were geographically easily accessible to conduct an investigation in terms of financial costs. Cohen *et. al.* (2010) describe convenience sampling as based on choosing the nearest individuals to serve as respondents and as sampling suitable for case studies.

I also used purposive sampling because I wanted to choose particular informants to fulfil the objectives of the study. In this regard, Cohen *et. al.* (2010) maintains that in a purposive

sampling, the researcher handpicks the cases to be included on the basis of typicality or possession of the particular characteristics being sought. This view is shared by Nieuwenhuis (2010) when he states that purposive sampling ensures that participants are selected because of some defining characteristics that make them holders of data that is needed for the study. Henning *et. al.* (2004) also add that purposive sampling looks for people who meet the criteria of desirable participants.

The characteristics that I used to select schools were that they should have Section 21 status, be primary schools and that they should be in the Pinetown District. When it came to selecting teachers within a school that had been selected, principals assisted in identifying them. Each of the two schools had two teachers who were members of the SGB.

### **3.4 Data production methods**

This study used semi-structured interviews and the document analysis as data production methods. Semi-structured interviews and document analysis were deemed appropriate because they ensured that data gathered through interviews could be corroborated through document analysis. McMillan and Schumacher (1997) argue that data collection is a process that involves both interactive and non-interactive strategies. The use of document analysis as non-interactive strategy served as some form of triangulation to check for some consistency from data produced through semi-structured interviews as an interactive strategy.

#### **3.4.1 Semi-structured interviews**

Semi-structured interviews were used to generate data in this study. Semi-structured interviews were suitable for this study because they allowed me to probe and seek clarification of answer (Nieuwenhuis, 2010). An interview is a two-way conversation in which the interviewer asks participants questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participants (Nieuwenhuis, 2010). The use of semi-structured interviews allowed me to construct reality and truth in terms of the views of each individual participant. Henning *et. al.* (2004) also add that research interviews are but one of the many types of interviews, all of which assume that the individual's perspective is

an important part of the fabric of society and for our joint knowledge of social processes and of the human condition.

Through use of interviews the researcher intended to learn about the views of participants regarding their participation in the decision making that relates school financial management. The data emanating from probing allowed me to get a deep understanding of this phenomenon. All interviews were conducted in English except those of the SGB chairpersons which were conducted in IsiZulu. This was done in order to ensure that they understood the questions and that they could express themselves clearly as IsiZulu is the language in which they were confident. The interviewing of teachers and school principals by the researcher took place on the school premises. The interviews with the chairpersons of the SGBs were conducted at their respective homes. All interviews lasted for about 30 to 45 minutes.

#### **3.4.1.1 Recording interviews**

A digital, battery- charged tape recorder was used to record all the interviews. Using a tape recorder to record the interviews assisted me to ensure that I always have an accurate record of all my interviews. According to Best and Kahn (2003) recording interview on tape is preferred because it is convenient and inexpensive. In addition, it obviates the necessity of writing during the interviews which may distract both the interviewer and the subject. The purpose of using the tape-recorder was explained to the participants and the permission to use it was requested and granted. Recording the interviews allowed the researcher to concentrate on taking short notes of non-verbal communication such as facial expression, gestures, tone of the voice and body language. In this regard Nieuwenhuis (2010) maintains that even if you tape the interview it is helpful to take notes so that you can review the answers and ask questions at the end of the interview.

I transcribed the data from interview soon after each interview session. This was important because it allowed me to easily fill in all the gaps that relate to non-verbal communication while everything was still fresh in my mind. It is advisable to transcribe as much of data as you can yourself, since working closely with data assists in the analysis that will follow (Henning, *at. al.* 2004). Nieuwenhuis (2010) adds that all data collected by electronic or

digital means must be transcribed and this is best done by yourself as you will most probably include some non-verbal cues in the transcript. Soon after data was transcribed it was sent back to the participants for verification.

### **3.4.2 Document analysis**

This case study used document analysis to complement data generated from the semi-structured interviews. Henning *et. al.* (2004) argue that any document, whether old or new, whether in printed format, hand written or in electronic format and which relates to the research question may be of value. Merriam (1998) concurs when she states that documents are a major source of data in qualitative research and can help to uncover meaning, develop understanding and discover insight relevant to research problem. The documents such as staff meetings minutes, finance committee meetings minutes and SGB meetings minutes were analysed as these were deemed related to the this study.

#### **3.4.2.1 Recording document analysis**

To record document analysis a template (Annexure G) was used. This template was informed by the questions in the semi-structure interview schedule. The documents such as school staff meeting minutes, SGB meeting minutes and financial committee meeting minutes formed part of the document analysis.

### **3.5 Data analysis**

Schummacher and Mcmillan (1997) describe qualitative data analysis as a systematic process of selecting, categorising, synthesising and interpreting data to provide explanation of the single phenomenon of interest. Qualitative data analysis is usually based on the interpretative philosophy that is aimed at examining the meaningful and symbolic context of qualitative data (Nieuwenhuis, 2010). It is a process that requires analytical craftsmanship and the ability to capture understanding of the data in writing (Henning, *et. al.*, 2004). To achieve this, this study employed content analysis to analyse data.

Henning *et. al.* (2004) state that qualitative content analysis is the preferred choice for novice researchers because it is easy to access and work on one level of meaning - the content of data text. Content analysis was appropriate for this study because its flexibility,

since it can be used to analyse different types of data including document and interview transcriptions, which were used in this study. Content analysis was also deemed suitable for this study because it focuses on a language and linguistic features and context (Cohen, *et. al.* 2010). Soon after the interviews had been conducted, data was transcribed.

Inductive codes were generated as a first step to analyse data. Nieuwenhuis (2010) defines inductive coding as informed by grounded theory which assumes that the codes used for data analysis emerge from the data rather than being pre-developed. Open coding was firstly used, where I identified words and phrases (codes) from the transcripts. This was followed by the use of axial coding, where different words and phrases that emerged during open coding were later grouped to form categories. These categories were given names. Eventually, selective coding was used by selecting and identifying different core categories and systematically relating them to other categories (Nieuwenhuis, 2010). From the categories, themes emerged. These themes were used in the discussion. Data from the document analysis was also used to complement data that had been produced through interviews.

The study had 6 participants, three from each school. To hide the identity of the participating schools they were coded and these are explained below:

A – Refers to School-A

B – Refers to School-B

Principals were coded as follows:

P-A: Refers to the principal of School-A

P-B: Refers to the principal of School-B

Teachers were coded as follows:

T-A: Refers to the teacher of School-A

T-B: Refers to the teacher of School-B

Chairpersons of the SGB were coded as follows:

C-A Refers to the chairperson of the SGB of School-A

C-B Refers to the chairperson of the SGB of School-B

### **3.6 Ensuring trustworthiness of the findings**

Assessing trustworthiness is the acid test of data analysis, findings and conclusions in qualitative research (Nieuwenhuis, 2010). Accordingly, to ensure trustworthiness in this study I adopted the Guba and Lincoln's model (1985). This model is informed by four criteria, namely, credibility, transferability, dependability and confirmability (Guba & Lincoln, 1985).

In an attempt to ensure that the findings of this study were credible, I triangulated both the data production methods (interviews and the document analysis) and research participants (teachers, the school principal and SGB chairperson). By interviewing three categories of participants, that is, the teacher, the school principals and the chairpersons of the SGBs, I was able to get a balanced view about teacher participation. As part of triangulation of methods, information gathered through the semi-structured interviews was checked against that gathered through document analysis. To increase the credibility of the findings, I also employed stakeholder check. To do this, participants were given a chance to make comments on the extent to which my interpretation of what they had told me during the interviews was in line with their personal experience of what they had tried to express during the interviews (Nieuwenhuis, 2010). This was done by asking participants to confirm or refute my interpretation of what they told me.

Guba and Lincoln (1985) argue that transferability in a naturalistic cannot be specified by a researcher. They add that the researcher has a responsibility to provide thick descriptions necessary to enable someone interested in making a transfer to reach a conclusion about whether the transfer can be contemplated as a possibility. In this study I attempted to provide rich description and analysis of the context about teacher participation in the school decision making processes that relates to financial management in Pinetown district. It is therefore incumbent on readers of this report to establish the possibility of transferability.

The concept of conformability in qualitative research is a comparable concern for objectivity in quantitative research. It entails steps to ensure that, as far as possible, the work's findings are the results of experiences and ideas of informants rather than characteristics and preferences of the researchers (Shenton, 2004). Trochim, (2006) argues that ensuring confirmability should entail the researcher's own admission of his or her predisposition and the belief underpinning the decisions made. Merriam (1998) argues that one of the ways of reducing researcher bias is clarifying the researcher's assumption, views and theoretical orientation before starting the research. These views are also echoed by Nieuwenhuis (2010, p.100) he states that "how you collect data, how you order it and what you extract from it are very much the product of the lens through which you look at the world and consequently the angle from which you will approach data". Consistent with these views, I have declared in this study that it is underpinned by interpretive assumption. Such underlying assumptions advocate a view that there are multi-truths and multi-realities and that these are socially constructed in a particular context.

In order to address dependability the process within the study should be reported in details (Guba & Lincoln, 1985; Shenton, 2004). This, they argue, will enable future researchers to repeat the work if not necessarily to gain the same results. In my report I have therefore provided an in-depth coverage of the research design underpinning the study, the methods used to gather data, their effect and the reasons for choosing them.

### **3.7 Ethical issues**

It is important that in a research process ethics are followed, and in carrying out this study, ethical procedure were followed as well. I applied for ethical clearance from the University of KwaZulu-Natal Ethics Committee. The permission to conduct research in schools was obtained from the KwaZulu-Natal Department of Education (KZNDoE), the schools as well as each participant. The letters were sent to two school principals asking permission to do research in their schools.

Letters were also sent to two teachers and two chairpersons of the SGB asking them to participate in the study, (Refer to Appendix-A to C). In all these letters I briefly explained the purpose of the study. I also stated that the identity of the school and the participants

would be protected and that the interviews would be conducted at times and dates most convenient to them. That was meant to avoid disturbing the normal functioning of the school.

Prior to the first school visit I telephoned the school principals informing them that I would like to meet them because their schools had been identified as possible participants in the study. The date and the time for the first site visits were agreed upon during these telephonic conversations with the principals. The first visits were very important because it was during such visits that I explained the purpose and contexts of the study. I also used that time to allay any fears and tensions that may have existed and this enabled me to establish rapport with the participants. The importance of this exercise is well articulated by Bogdan and Bilkein (1992) when they assert that the researcher needs to court potential participants as a way laying groundwork for good rapport with those he/ she would be spending time.

During the first visits relationships were created, anxiety was reduced and the consent forms were signed. The reasons for this visit are clearly articulated by Cohen *et. al.* (2010) when they state that investigators cannot expect access to nursery, school, college or university as a matter of right; they have to demonstrate that they are worthy, as researchers and human beings, of being accorded the facilities needed to carry out their investigations. Subsequent visits were used to conduct interviews, document analysis and to bring back the interview transcripts for verification.

I also attained an informed consent from the participants. Cohen *et. al.* (2010) define informed consent as a procedure in which an individual chooses whether to participate in an investigation after being informed of the facts that would be likely to influence their decisions. Participants need to be assured of their confidentiality of information supplied by them (Mouton, 200). I explained to the participants the purpose and the possible benefit of the study.

The consent letter was used to guarantee the anonymity of the participants, confidentiality and the freedom of the participants (Best & Khan, 2003). Confidentiality was constantly emphasised especially because I had access to sensitive documents kept by the SGBs,

SMT's minutes of meetings which in are confidential documents in most schools. I also used pseudonyms to protect the identity of the participants.

### **3.8 Conclusion**

This chapter has presented the research design that was used in this study. Research methods that were used to gather data were discussed. This chapter has also provided a description of and the justification for the use of interpretive qualitative research. Issues of ethics, validity and reliability were explained and the researcher has explained how these were enhanced in this study.

## **CHAPTER 4**

### **DATA PRESENTATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents and discusses the findings of the study. Data that is presented in this chapter was produced through semi-structured interviews with teachers, the SGB chairpersons and school principals. In addition to semi-structured interviews, official documents that are kept in the school were also reviewed. As promised in the methodology chapter, I intended to produce thick descriptions of the phenomenon under study. I am aware of the fact that central to case study research the understanding of the context, under which a particular phenomenon is studied, is very important (Henning, van Rensburg and Smith, 2004). Because of this awareness, this chapter begins with the profiles of participating schools. This is followed by the presentation of biographical data of the participants. The main content of the chapter consists of emerging issues and these are presented thematically.

#### **4.2 Site by site profiles**

This section presents site by site profile of all the sites which formed part of the study. It is a normal practice to begin data presentation by describing each case study site so that the readers have a clear picture about, not only the data but also the site where the data was generated.

##### **4.2.1 School-A**

This is a Section 21 school, situated in a socio-economically challenged area that is characterised by poverty and is approximately five kilometres from the local town. Currently (2011), the school has a learner population of 890. It serves learners from the nearby township. Although school fees have been set at R80.00 per annum for this year (2011), payment of school fees has been a major challenge. This could be indicative of the poverty situation in this area.

Difficulties in raising funds through school fees have resulted in the SGB applying to have the school declared a “No-Fee” school. It was built on a Roman Catholic Church’s land and consequently, it has a strong Roman Catholic Church ethos. The school was built in 1949. Being an old school, the buildings resemble the Victorian style. There are 12 fixed classrooms and 3 temporary and movable classrooms. The SMT comprises the school principal, who is female, one deputy principal, who is the only male and three HODs, all females. The total number of teachers is 23, and all are females. Arriving in the school in the morning, the learners are busy sweeping the veranda and picking-up papers in the yard under the supervision of the teacher on duty. The school starts 7h45 and finishes at 13h30 for the learners, whereas for teachers, the school day begins at 7h30 and ends at 14h30. Each day begins with an assembly where choruses are sung, a moral story is read followed by prayers. The principal also uses this time to talk to the learners, reminding them about school rules and regulations and also to make announcements.

Classrooms that are available in the school, do not match the learner enrolment, and as a result, learners are congested. This is evidenced by the number of desks in some of the classrooms. These desks fill up the classrooms in such a way that there is very small space between the chalkboard the desks. There are two rooms, adjacent to each other, that serve as an administration building. One of these, houses the principal’s office, and the other one is used by the school’s administration clerk. The school has a computer room that was donated by two companies. This computer room is used by the learners and the teachers as well.

#### **4.2.2 School-B**

School-B is a No-Fee school situated on the boundary between a rural and an informal settlement. These two areas are separated by the river. The school falls within the rural land and it is under the leadership of Inkosi, formerly known as the chief. It serves the learners from both communities. School-B is a relatively new school because it was established less than ten years ago. The road towards the school is terrible. The school has a learner population of 365 enrolled for this year (2011). The school buildings are built in an L-shaped fashion, which forms two blocks. One of the two blocks is haphazardly built, whereas the other block is well built with ceiling boards and all the modern fittings which are considered as standard features of an ordinary classroom. The school has both electricity

and running water. There are 7 standard classrooms and one big room that is used for Grade-R class. There is also a windy-house which is used as a kitchen to prepare food for the learners since the school feeds its learners as part of the school feeding scheme programme.

School management consists of the principal and one HOD who deputises in the principal absence. The school currently (2011) has 10 teachers; 7 are females while 3 are male teachers. This number has slightly dropped compared to last year's staff establishment. This drop in the number of teacher is the result of redeployment that was caused by the drop in the number of learners in the school. Each day starts with a school assembly which starts at 7h45. Classes resume at 8h00 and end at 13h30 for the Foundation Phase and to 14h15 for Intermediate and Senior Phases respectively. Teachers are expected to report on duty at 7h00, and leave after 14h30. When arriving in the morning, teachers pass through the principal's office to sign the time book.

The school seems to have sufficient classrooms for other grades except for Grade-R which is housed in a congested classroom that looks like small hall. The school has neither the school library nor the computer room. It has no staff room, staff meetings are held in classrooms after learners have been dismissed. The office is beautiful, clean and neat it has a principal's desk, two chairs and a big photo copier inside.

One of the major challenges that the school faces is the issue of late deposit of their allocation by the DoE. This causes problems for the school in the sense that right at the beginning of the year the school usually does not have money.

### **4.3 Participants' Biographical data**

This section presents and discusses biographical details of the participants. Biographical details of participants are important because they assist the reader to have a clearer picture regarding the participants' personal contexts as reflected in for instance, their qualifications, gender, age and length in the job.

	Qualification	Status of employment	Experience in years (as a teacher or as a principal)	Gender	Age
T-A	M+4	Permanent	11	Female	41-50
T-B	M+4	Permanent	09	Female	41-50
P-A	M+5	Permanent	5 years	Female	41-50
P-B	M+4	Permanent	10 years	Female	51-60

**Table 1: Biographic details of teachers and principals**

The biographical details of the teachers above show that the teachers have been teaching for some time. Both teachers had M+4 qualifications, and this means that these teachers were fully qualified as teachers with a 4 year degree or a three year degree and a teachers' professional diploma. Sometimes, a teacher receives a 3 year diploma and they further their studies by completing a further diploma as part of their in-service professional development. In South Africa, a fully qualified teacher is the one whose qualifications match the above descriptions. If a teacher has M+3, he or she is regarded as under-qualified. The teachers that participated in this study had three year diploma when they started teaching and they improved professional qualifications by engaging in further studies and attained an M+4 qualifications.

Table1 above also illustrates that the principal of School-A had been a principal for 5 years. She also had an M+5 qualification. She also studied Education Management at post-graduate level. According to the School-A principal, it is management qualifications she held, that assisted her to manage the school better. She also has the least experience as a principal compared to the School-B principal.

The principal of School-B had an M+4 qualification. This means that she had also upgraded her qualifications after graduating with her teacher's diploma from college. She did not have any management qualification. She, however, had 10 years experience as a school principal.

	Qualifications	Employment status	Experience as SGB chairperson	Gender	Age
C-A	Matric	Permanently employed	+3 year	Female	51-60
C-B	Below matric	Temporary employed	-1year	Female	41-50

**Table 2: Biographic details of SGB chairpersons**

Table 2 above shows that the parent governor from School-A had more than 3 years of experience as the chairperson of the SGB. This implies that she was serving a second term as a parent governor. This also tells us that parents had faith and trust in her abilities as the chairperson of the SGB. The parent governor of School-B had less than one year of experience as the chairperson of the SGB. The lack of experience as the SGB governor was apparent, in my interview, with this governor because I had to probe her to get information and had to clarify certain statements she made. This information also tells us that the parent governor of School-B was a novice when it comes to school governance issues compared to that of School-A. Speaking to parent governor of School-A, I could see her level of confidence in her work as a chairperson of the SGB. She had a very assertive and commanding voice. She was willing to volunteer more information without much probing she was willing to tell me about some of the challenges that they had faced as a parent component of the SGB.

In terms of educational qualification the School-A governor had a matric certificate. This could put her in a better position to understand school financial governance matters. The School-B governor did not have a matric. This might cause some challenges for her to understand some of the complicated policies that relate to school financial governance and management.

#### **4.4 Themes emerging from data analysis**

Through an analysis of interview transcriptions and notes taken from document analysis four main themes emerged. These themes are attitudes, methods as well as levels of teacher participation in the school financial management decision making processes, the factors that

promote and those that hinder teacher participation in the school financial decision making processes. All these themes and their sub-themes are discussed below.

To illuminate my data analysis as part of my discussion, many teachers and school stakeholders when talking about the SGB they usually mean the parent component. This tended to be misleading because the SGB is composed of the parents, teachers, principal and learners in the case of the secondary schools (Bhengu, 2005; Heystek, 2004; Mabovula, 2009 & Mncube, 2009). This view can be justified to a certain extent because the parent component, according to the provision of SASA, must always be in the majority. This means that whenever there is disagreement among the different component in the SGB and voting is required parents must always win. This view is underpinned by the assumption that parents have major stake in the school. In this study the SGB refers to the body comprising teachers, parents, principal and learners, as articulated in SASA.

Also teachers who were participants in this study were expected to participate as members of the SGB (teacher component) and also as ordinary classroom teachers. These teachers somehow had multi-identities, that is, as individual classroom teachers and as members of the SGB, and that can cause confusion. Therefore the discussions in this chapter is going to attempt to make a clear distinction where and when it is necessary.

#### **4.4.1 Attitudes of participants regarding teacher participation in the school financial decision making processes.**

Attitudes are very important because peoples' attitudes are likely to influence the manner in which they perceive and think about a particular phenomenon. Zimbardo (1999), an American psychologist, defines attitude as a construct that represents an individual's degree of like or dislike. The author continues to add that attitudes are generally positive or negative views of place, person, or a thing. Understanding the importance that participants attach to teacher participation, is necessary because the value in which the participants attach to teacher participation in school decision making processes, will eventually have an impact on the manner and form of participation they pursue or yearn for.

For instance, when participants were asked about the importance of teacher participation in the school decision making processes, they all agreed that it was important for teachers to

participate. It was also noted that participants had different reasons as to why it was important for teacher participation in the school financial decision-making. Four participants (teacher, school principal and two SGB chairpersons) out of six participants thought that teacher participation was important for ensuring that teachers' needs were known by the SMT and the SGB. This is a statement given by a teacher from School-A:

*I think it is important because it is them (teachers) who know their needs so they should know about school finance so that they can use the money for those needs (T-B).*

This view was also held by the school principal of School-B. This is what she had to say about this issue:

*It is important because they (Teachers) have needs and to get different ideas about their needs (P-B).*

The chairperson of the SGB of School-B also concurred with the views echoed above:

*I can say it is them who know, it is them who are in the school. It is them who know what they need, how they need it and when they need it. So I can say it is important that they should be involved in the management of school finances (C-B).*

This view by the SGB chairperson of School-A is supported by the SGB chairperson of School-B when she stated that:

*Oh yes we need teachers so that we can know what is going-on in the school. We cannot take decisions as parents without knowing what is going on in the school. So if there is one teacher (teacher component)...who is going to tell us that they need this and that (C-A).*

I found the response of the principal of School-A to be consistent with the spirit of SASA. She thought that teacher participation in the school financial decision-making was important because she regarded teachers as one of the school stakeholders and professionals who were trained to teach (tool of education). Teachers, like all other school stakeholder, must have a space to make an input in the school financial decision making processes. Their role cannot

be limited to just telling the SMT and the SGB about their needs. These were some of the reasons that teachers were made to be member of the SGB. This is how the principal of School-A described the importance of teachers' role in the school financial decision-making processes:

*They are the stakeholder in a school...It is important for them to have an input because they spend a lot of time in a school and they are a tool for education. It is indeed very important (P-A).*

The school's functionality emerged as one of the reasons teachers in the case study schools thought that their participation in school financial decision making processes was important. A teacher from School-A felt that since they were the ones who were directly responsible for the attainment of the school's educational goals they also needed to know how the school funds were spent. This is evident in a statement given by teacher from School-A:

*I think it is important because the school cannot function without the teachers playing a role in the decisions that are made. They need to be informed (T-A).*

From the responses given by the participants it appear that they all agreed that the teachers spent most of their time at school, and that such a reality placed them in a better position to know what the school needs were. It was also noted that the majority of participants seemed to have a very limited expectation of the importance of the role of teachers in the school financial decision-making processes. These are the participants who saw the role of teachers as that of only informing or making suggestions to the SMT and/or the principal, and nothing more.

The data from the two schools points to the fact that teachers were satisfied with the way in which they participated in the school financial decision making processes. They were happy with the structure and the manner in which decisions were taken. For instance, teachers in the two schools did not feel excluded in any decision-making processes. This is well articulated by the teacher from School-A, who said:

*In my opinion and knowledge there are no instances where teachers are excluded from the decision making process. It is just that they do not come out and say it is*

*going to be like this or that. Like I told you at the beginning everything goes to the SMT then teachers are told, it is up to them whether they agree or not. If they do not agree they state their reasons and or concerns (T-A).*

Such a view was also corroborated by the teacher from School-B's utterances below:

*In this school we work as team. We work together, if there is something that is not clear, that we do not understand we go to the SMT and tell them that this is not clear (T-B).*

Teachers' attitudes in both schools point to the fact that teachers valued and were satisfied with the role that they played in the school financial decision-making processes. The teachers in both schools felt valued and their participation is appreciated by the SMT. As much as teachers have showed that they were satisfied with the manner in which they participated; data analysis also revealed that there were some tensions when it comes to performing certain tasks or roles. Such tensions were as a result of the teachers doing what was believed to be the competencies of other stakeholders. These roles included teachers' going out to big companies looking for funding for the school. The data suggests that school principals did not feel comfortable with teachers taking an initiative to look for school funding from outside community. They preferred to be part of such fund raising initiatives mainly because if such ventures are successful, the profile of leader or initiator is enhanced. When asked about her general experience of her role in the school financial decision making processes this is what teacher from School-B said:

*Other experience or challenge is that we can't communicate with big companies like to ask companies. It is difficult for you as an educator to ask companies for and ask for donations, especially the big amount. You have to ask permission from the SMT. Sometimes you lose motivation to do that and end up not doing it because you can't do it as an individual (T-B).*

The principal of School-B raised her concerns about teachers over-stepping what she believed to be their legitimate role and enter into the SMT or the SGB terrain. This is what the school principal of School-A had to say:

*They also don't know that as a teacher I can go up to here if I am in this situation; this is my role and this is not my role (P-B).*

To resolve this challenge the principal from School-A decided to take teachers with her whenever she was on fund raising campaigns among big companies. She has even recorded a DVD for this purpose.

*Oh, I was trying to say we have involved them. We have also applied for funding from the Lotto. We did involve teachers we shot a DVD. Even if there is a person who invites us to come and explain about our school or when I go around raising funds for the school, I always take one teacher, not that he is in the SGB. He/she maybe in the SGB if he does not have a know-how he/she cannot be of use (P-A).*

This citation confirms my earlier comment that teachers in the researched schools do participate in decision-making process even if they are not members of the SGB. It is also apparent that teachers in the researched school like to participate in the school financial decision-making processes. This finding is consistent with Carrim and Sayed (1997) views that participation is naturally a good thing and is something that is highly desirable. It also emerges that the principal of School-A promotes teacher participation to a certain extent. Mosoge and van der Westhuizen (1998) concur when they state that principal should take responsibility and accountability for the participation of other stakeholders in school management. The two authors continue to add that the principal should give guidance particularly to teachers to elect members who have the motivation, interest, expertise and knowledge so that their participation can be effective.

#### **4.4.2 Methods of teacher participation in the financial decision making processes**

This section focuses on the methods that were used to ensure that teachers participated in the school financial decision-making processes. This theme that emerged when doing data analysis in both schools, seemed to point to similar methods of teacher participate in school financial decision making processes. This theme is discussed under four sub-headings below:

### **School budget development processes**

Mestry and Naidoo (2009), in their study on budget monitoring and control in the township schools, found that stakeholder participation was one of the important four factors. Consistent with Mestry and Naidoo's (2009) views, I have also found that teachers played a critical role in the school budget development. This finding also refutes that made by Masoge and van der Westhuizen (1998), who found that teachers experienced highest deprivations in participating in the drawing of the school budget. Since the school budget is informed by the school's needs from both inside and outside the classroom, interviews that were held with all the participants revealed that teachers assisted in that process by creating a list of school needs. They also prioritised the school needs according to their importance. This is the role which the SMT and the SGB cannot fulfil since it is teachers who know their classroom needs. The SMT and the SGB can only be able to discuss the broad issues that relate to the school budget. The teacher from the School-A had this to say about their role in the budget processes in her school:

*If the budget is to be drawn, the SMT meets. It discusses the issues that relate to the budget that it want to see implemented in the school. The draft budget is explained to the SGB. The SGB says what it wants to say, for example if it wants to add something; it is given an opportunity to do so. Sometimes the SMT meets and draws the budget and then calls a staff meeting. The SMT will then call the teachers to table a budget for the coming year. The SMT will explain and give teachers an opportunity to comment and raise opinions and their views. They do not just do it on their own. They prepare a draft and consult teachers (T-A).*

According to Teacher-A, teachers in her school are consulted after a draft budget has been done by the SMT. These views contradicted those expressed by Teacher-B who said:

*We identify our classroom needs. Then we prioritise, look at what is important. All this is added...the list is forwarded to the HOD and the HOD will forward it to the SMT (T-B).*

The SGB chairpersons of the studied schools concurred with the view that the SMT and the SGB were in-charge of the school budget, with teachers only responsible for listing the school needs. This is what the chairperson of the School-A had to say:

*As the SGB we are very much part of the school budget process in this school. For instance, I was there (at school) to check if things that are needed are the right things. Teachers also state all the things that they need to be put in the budget. In the budget development process, the principal can be part of it so that we can assist each other within the SGB (C-A).*

The researched schools seem not to have a finance policy that guides school spending. This emerged from both the interviews and document analysis. They relied on the Public Finance Management Act which is a very broad policy framework. This is how the principal of school principal of School-A had to say about the school financial policy:

*We use the PFMA in this school. We use this government policy, for an example, if you buy something that is less than R2500.00 there is no need to go to the SGB, the finance committee takes the decision. If it is something that is above R2500.00 we go to the SGB and follow the process of quotation (P-A).*

The development of the school budget is not an easy task. This is compounded by the principle of democratisation of school finances by getting all the stakeholders involved in the process of school budgeting. This is based on the assumption that decisions are best made at lowest possible level (Mestry & Bisschoff, 2003) It should also be noted that the SASA makes provisions for the SGB to delegate some responsibilities to the financial committee. In the studied schools, most of the responsibilities of the finance committee are performed by the principal.

The principal is likely to enlist some expertise from his or her SMT. In the school studied the role of teachers in the budget processes seem to be very limited as mentioned in the previous sections.

### **Fundraising activities**

Funds allocated by the government to school are usually not sufficient to fulfil their obligations; schools are therefore required to raise additional funds. Fundraising entails making decisions about how to get additional funds from various financial sources such as donors and parents themselves (Khuzwayo, 2009). Data gathered through interviews and document analysis (staff meeting minutes) indicates that fundraising seemed to be the main area where teachers really play a role. They have a responsibility to plan and organise all the school fundraising activities. This was found to be so important. When a teacher from School-B was asked about the teachers' role in the school financial management, she regarded financial decision making as synonymous with fundraising, and remarked that:

*It is when school things are needed like resources. Teachers need to know what they can add on the school fund for example fundraising (T-B).*

The school principal of School-B also confirmed this view from Teacher-A by remarking that:

*The money the government gives the school is not enough? The teachers therefore have the role to go out and raise the money to add what the Department has given to the school (P-B).*

Such views by the teacher and the school principal above were also supported by those of the parent governor from School-B who said:

*I have seen something when I became the chairperson of the SGB the school had no kitchen. They (teachers) tried to raise some funds and now we have a kitchen, a place where learners' food can be prepared (C-B).*

According to the SASA fundraising is the responsibility of the SGB. The emerging role that is played by the teachers is consistent with the findings of Khuzwayo's (2009) study. The author in his study of parent governors in the school decision making processes found that the SGB parent component were not directly participative in any formal decision making based on fundraising activities and that school fundraising remained largely an activities of the professionals.

### **Recommending to the SGB and or the SMT**

Section 20 of the SASA stipulates that the SGB is ultimately responsible for school finance. However Section 30 allows the SGB to delegate some of its financial responsibility to various stakeholders such as finance committee, the principal and the fundraising committee. Data obtained from the school principals and the SGB chairpersons indicate that one of the methods teachers participated in school financial decision making processes was through recommendations to the SGB and or the SMT. Teachers seemed to be responsible for identifying school needs and taking them to the HOD or the SGB, through a teacher representative. The final decision-making seems to rest with the SGB and or the SMT. This view is confirmed by what the principal of School-B has to say:

*Like in our school they (teachers) know that we need a strong-room, our school does not have a strong-room. Teachers cannot say okay since we do not have a strong-room let us use school fund and build one....It is a decision that must be taken by the principal, the SMT and the SGB together (P-A).*

Views by principal of School-A seemed to purport that the SMT needed to be in agreement first before decisions can be taken to the SGB for final decision. This view was also shared by the principal of School-A when she stated that:

*I think it is important for them (teachers) to have an input, not to decide, but to have an input. They should have an input. They should not have a final say ...as people who work and spend most of their time at the school there are certain things that they should recommend must be done with school money (P-A).*

The decisions of the SMT and the SGB are also taken to the staff meeting where they are discussed and teachers are given an opportunity to discuss them. This is evident in a statement given by a teacher from School-A:

*Like I explained in the beginning that everything goes through the SMT then they (teachers) are told that it is up to them whether they agree or not. Teacher can also say what they wish to see happen so that there is a smooth working environment (T-A).*

Consistent with the views of the principals of both schools, data analysis revealed that the chairpersons of the SGB strongly believed that they, as parents have a final say. Teachers are supposed to send a request for the things they need. This is what the SGB chairperson of School-A had to say about the matter:

*Actually I cannot say they take decisions...It is not them who take decisions. They tell us that they need this and that. They bring requests to us to consider. They get reports that certain decisions have been taken, if there is something that they like to do they come back to the SGB and say we have a problem can the SGB help with money (C-A).*

The above discussion tells us that teachers in the SGB do not have equal voices as the parent governors do. The South African School Act (SASA) advocates for stakeholder participation in the decision making processes. It is also very important to note that it (SASA) makes provision for parent governors to be always a member more than other stakeholders that is, teachers, non-teaching staff and learners in the case of high school. In instances where voting has to be done parents will always be in the majority. This, is as it has been discussed above, is done because it is believed that the parents have a major stake in the school (Mestry, 2004). An analysis of parent governors' views seem to point to the conclusion that parent governors in the schools studied were aware of this provision of Section 23 of the SASA.

### **Teacher consultations**

Data gathered for this study also revealed that teacher participation in the school decision making processes that relates to school financial management was characterised by consultation. This process makes provision for the SMT to get teachers' views about a particular decision. When I asked the teachers about their role and the strategies they used to involve teachers in the decision-making processes, it was evident that teachers were consulted about decision taken at the SMT and the SGB levels. The principal is responsible for initiating a consultative process on behalf of the SMT whereas, the teacher component of the SGB, were expected to seek teachers opinions on imminent SGB matters.

Similar strategies were used by the teacher representatives of the researched schools to ensure teacher participation in the SGB. Both teachers told me that once they, as members of the SGB-teacher component get a notice of the SGB meeting with the agenda they convene an urgent staff meeting in order for them to get teachers views on the issues in the agenda. They also use the opportunity to get some issues which teachers would like discussed at the SGB meeting. This is what the teacher from School-A has to say about this issue:

*The first thing that I do is that whenever there is going to be a meeting of the SGB, before I go to the meeting I go to the teachers. I begin by telling the teachers that we are going to have a meeting. Before the SGB meeting we normally have an agenda. I then explain to them that we'll be talking about number 1, 2, 3 and so on. Then after I have told them it is up to them to tell me about what they want me to take to the SGB. They may, for example, say in this point about money we wish you take a particular message to the SGB. If there is an issue that is not in the agenda yet they wish the issue to be discussed at the SBG meeting, they are free to say that they want me take that issue to the SGB (T-A).*

Data derived from teacher participants' interviews from both schools, purports that consultation is another method that was used for teacher participation in the school financial decision making processes. Staff meetings were regarded as an important vehicle to facilitate teacher consultation.

#### **4.4.3 Nature of teacher participation in the school financial management.**

Data that was produced through interviews and document analysis points to three ways which characterised the nature of teacher participation in the school financial decision making processes. The teacher participates as individuals, groups and as a whole school. This theme is discussed in three different sub-topics below:

##### **Teacher participation as individuals**

This study has shown that there were instances where teachers acted as individuals by taking initiative to advance the school's financial interests. This, they did by organising

funding for the school, enumerating their learning areas/ subject needs, procurement of service provider to the school and identifying areas for improvement in their classrooms or in the whole school. This is what a teacher from School-A had to say about her role in finding a donor for the school.

*To be honest with you it was me who secured the money for the school. I spoke to them (white people) about the school so they agreed to send us the money (T-A).*

Schools receive funding from the provincial Department of Education every year through Norms and Standard for Funding; teachers are therefore, requested to decide which textbooks should be bought and how much should be spent on textbooks for this learning area or subject. Teachers play a role of advising the principal about special items that they think should be bought in the school. This is what teacher from School-B had to say about this:

*Like furniture there were chairs that were delivered for Grade 7. One teacher had an input she told the principal that Grade 7 needs chairs that are in their level (T-B).*

Teachers in the studied schools also played a role in assisting the school with procurement of goods and services. To facilitate this process, the school principal informed the teachers about the work that was going to be done by the school. Teachers were therefore, advised to inform the principal if they knew anyone who could provide such a service. This is how the principal of School-A explained this process:

*If there is service that should be rendered like doing the floor, in this school, what we normally do is that we write in the communication book and tell the teachers that we want to do a particular task, and if there are teachers who know someone who can do the job or provide the service, should let the principal know (PA).*

Teachers, as individuals, also played a role of ensuring that school funds were used properly and efficiently. These teachers ensured that there was a certain extent of accountability in the manner in which school finances were handled. They voluntarily assumed this responsibility outside of the formal structures like the SMT, finance committee, or the SGB

and they have respect for their colleagues. They also seemed to work very well with the SMT and the finance committee. The statement by the teacher of School-A below supports the above argument:

*In this school we have a teacher who is very strict. He is in the SGB and the finance committee; he is so strict that when we are supposed to use the money, one has to fight with him because he does not want the school money to be used anyhow. Even when we are fundraising in this school, we put him in the forefront. This teacher, due to his strict disposition, works well with the SMT and the finance committee with regards to school financial management (T-A).*

This citation indicates that teachers in the researched schools believe that in their individual capacities they possess certain skills which, if properly harnessed, can assist the school to succeed. It is also clear that some teachers like to take an initiative in school financial matters. This, I believe, is borne out of their realisation of the importance of properly managed school finances. This finding refutes that of Duke (1978) who found that teachers have little desire to be involved in decision making unless it relates to classroom practice. It is however consistent with Slater (2004) conceptualisation of collaboration as informed by voluntary participation.

### **Teacher participate as team or groups**

It has emerged in the literature (e.g. Steyn, 2001; van Niekerk, 2001) that teachers play an important role in different school committees. Some of these committees expose teachers to school governance issues. The SGB has various sub-committees like fund raising committee, finance committee and many others. The SGB delegates some of its responsibilities to these committees (Mestry, 2004). Teachers are also co-opted in some of these committees because of the special skills they possess. This is what a teacher from School-A had to say about the existence of committees in her school:

*What I can say is that in this school we have committees like the SMT, the SGB and other teacher committee (TA).*

The school principal of School-A also added an important role that was played by the committees in her school:

*I called the coordinator of the fund-raising committee. I explained to him that the school needs some money. So the fund-raising committee had to initiate the project. Oh they asked for R300.00 from the school fund. They bought a microwave. They bought it at Shoprite. They then started a competition and came to parents meeting and explained it to parents. As a result of that competition, we managed to raise R6000.00 (P-A).*

The use of school teacher committee has over the years been used as a way of delegating some school management responsibilities to the teachers. In these two schools I have found that teacher committees played an importantly critical role.

### **Participation at a school level**

An analysis of documents (staff meeting minutes) indicated that different committees including fundraising did not take certain decisions without consulting the teachers. These committees meet and prepare their plans of action; these plans of action are tabled in the staff meeting. Teachers are told about the plans and are given an opportunity to raise their views. The school principal uses the staff meeting to present the whole school budget. There are areas of the school financial management which must be discussed by all the members of the staff together.

This finding is consistent with Somech's (2002) views wherein an argument is advanced which says that teacher participation in school decision making should be conceptualised on three levels, the individual level, the group level as well as at the school level. Newcombe and McCormick (2001) also add that it is important to determine which decision should be made at school management and which decisions should be made a classroom level. He continues to add that this distinction may be particularly important with regard to financial decision issues. Tschannen-Moran (2001) also adds that it would be unmanageable and counter-productive to try, include every teacher in decision faced by the school.

#### **4.4.4 Factors that promote teacher participation in the school financial decision making processes**

Four main factors that seemed to promote teacher participation in school financial decision making emerged from data analysis. This theme is discussed in four sub-headings below:

##### **Consideration of teacher's views**

Teachers are believed to be knowledgeable about their classroom needs. Schools exist solely for education purposes. It is therefore important that when decision makers take decision, teacher views, as classroom experts, are considered. Teachers in both schools, when probed about what they thought promotes teacher participation in school financial decision making, consideration of their views was one of the factors that they said were important. The manner in which they are engaged, which should be democratic and considerate of their opinions, is important. This is what a teacher from School-B had to say about this:

*One teacher had an idea she told the principal that Grade 7 needed chairs that were at their level. The principal accepted an idea and the chairs that were suitable for Grade 7 were ordered. The principal accepted their opinions because as we work as a team. She did not say why are you telling me that? For example if we have an opinion no one looks down on your opinion. It means the SMT is democratic (T-B).*

The views of the teacher expressed above are corroborated by the principal from the School-B:

*When a teacher representative comes with a good idea we do not dismiss it if it is a good idea (P-B).*

This tells us that teachers and principals are aware of the importance of consideration of teachers' views as an important motivator. Such a view is shared by Tshennen-Moran (2001) when she states that it is important that the knowledge and the expertise that teachers contribute during collaboration processes, lead to real changes in outcomes, because when administrators only pretend to be interested in their input, teachers are likely to become disillusioned with involvement.

### **Seeing tangible result of participation**

It appeared during interviews that teachers were motivated by seeing fruits of their participation. It emerged that teachers for instance, liked to know why fundraising activities were done and they also wanted to see tangible outcomes/ result of their participation. This means that over and above the consideration of teachers' views, teachers are also motivated by knowing and actually seeing the material things which were a result of their work. If teachers played a role in raising funds and were part of the decision to buy a school television set for example, seeing this TV set will remind and motivate them to play a more decisive role in school financial decision making processes in the future. This statement below represents the views of School-A principal on this matter:

*I think that I have learnt that if teachers are involved they can do something especially if they are going to see something that has been done with the money. The problem arises when you see teachers doing fundraising activities and the next time they do not want to do it. It is important that when the fundraising is done it should be stated what the money will be used for, at least three things should be identified out of those three things two things should be done (P-A).*

The principal views are consistent with the Public Finance Management Act (PFMA). This Act compels school to articulate the reasons for any school fundraising activities.

### **Working in committees**

As I have previously indicated that working in teams or committees was one of the methods of involving teachers in the decision making processes, I have also found that working in teams or committees motivated teachers to play a role in the school financial decision making processes. Teachers do not like to see the school principal taking the financial decision all alone. They prefer to see committees playing a major role in that process. When asked about what motivated them to participate in the school financial decision making processes, this is what the teacher from School-A had to say:

*Some of it is what is currently happening which is that the school finances are not controlled by one person, the principal alone. As I am saying that, some of it is that*

*there are committees now. During that time there were no committees and I had just arrived at the school, but right now there are committees the principal does not control the school finances alone (T-A).*

This view was also echoed by the teacher from School-B when she was describing her satisfaction with the manner in which they were involved in her school:

*In this school I always see that we work as a team. We work through committees. We work together (T-B).*

Working in committees is one of the strategies that were used to involve teachers in the school decision-making. Through working in committee, teachers in the researched schools felt empowered to know about certain elements of school management. This view is supported by Steyn (2001) when he states that by using team it becomes possible to involve large numbers of people in decision making and this is the first step in building ownership, commitment and empowerment. Teachers who work in the fundraising committee got an opportunity to learn about school financial management.

### **Trust in the school principal**

When participants were asked about factors that they thought promoted teacher participation in the financial decision-making processes, trust emerges as one of the main factors. Trust in financial context can be conceptualised in terms of the integrity, consistency and fairness of the decision makers and the decision-making processes, the expertise of the makers, the effectiveness and the degree of disclosure of financial information (Newcombe, *et. al.* 1997). A teacher of School-A is very trustful of her school principal. This is what the teacher from School-A had to say which clearly demonstrated her trust in her school principal:

*We know her in terms of money she is not the type of a person whom you can give money and she will steal it. She does not involve herself with the school money. The money is controlled by the financial committee and the SGB. It is the principal who motivates us to participate in school financial management (T-A).*

The role of the school principal in the school financial decision-making process is very important since the SGB delegates the school budget management to the finance committee. The school finance committee, in practical terms, also delegates the day-to-day running of the school finances to the school principal. The findings therefore, suggest that the principal is always under the watchful eyes of the teachers, particularly in relation to how she handles school financial management. There seems to be a high level of trust in the principal which could be attributed to the manner in which teachers are involved and the information about school finances is shared amongst stakeholders.

This finding confirms that of Newcombe *et. al.* (1997) who found that in circumstances where participative decision was based on full disclosure of information, an absence of bias in the decision-making process and the implementation of decision, resulting from collaborative process, the increased trust in the school administration always results. It therefore, seems that, if teachers are not happy with the level of trustworthiness of the principal, they will shun participating in school financial decision-making process. This finding is also consistent with that of Smylie (1992) which found that teachers are more willing to participate in all decision making if they perceive their relationship with the principal as more open, collaborative, facilitative and supportive.

#### **4.4.5 Factors that hinders teacher participation in the school financial decision-making processes**

Data analysis revealed that there are three main factors which hindered teacher participation in the two researched schools. These factors are the lack of transparency, poor knowledge of school financial management and insufficient funds.

##### **Lack of transparency**

When participants were asked about factors that hinders teacher participation in school financial decision making, lack of transparency emerged as a factor. Transparency is one of the important values underpinning our democratic dispensation. Transparency implies openness, communication and accountability. Transparency procedures include disclosure statement, budget review and audits (Davids, 1998). Teachers in the case study schools think that for participation to succeed there should be no secrets or hidden things,

transparency should be encouraged. This is evident by the statement made by the teacher of School-A:

*If there are hidden things, secrets, teachers won't be able to participate. I think that there should be transparency (T-B).*

Responding to the same question about the factors that hinder teacher participation in the school financial decision-making processes, the principal of School-A referred to the importance of maintaining transparency based on the disclosure of information. This is what she had to say about this matter:

*Transparency is very important. I also tried to apply a system of asking teachers what they want to do with the money. I found that it was not working for me; they just folded their arms and said they do not know. When you want to raise funds, teachers will ask why do they have to fundraise because they do not know the amount of school fees paid during the year and the money deposited by the department in the school account (P-A).*

A teacher from School-A also lamented the unavailability of auditors' report to the teachers. Schools are required to submit their finance books to an auditor every financial year end. The auditor evaluates the books and writes a report to be submitted to the provincial Education Department. This is what the teacher from School-A had to say about this matter:

*Each school has an auditor who checks the school's books. We, as teachers, would like to have the copies of the auditor's report. So that everybody can see the income of the school and the spending for that year. According to my experience when the report has been issued it is only viewed by the finance and the SGB, and the teachers do not get to see the report. They are only told that the school finance books have been taken by the auditor and again when the books are back from the auditor. The teachers do not get to see what the report says. I think we have to improve on that (T-A).*

The findings of the study also suggest that teachers can be a tool for ensuring financial accountability. Their levels of education and the amount of time they spend in the school

allow them be better positioned to contribute to the school financial accountability. Such a view is supported by Carrim (2001) when he argues that the demand for democracy and participation in South African education is based on the idea that greater representation will ensure educational accountability, legitimacy and democracy.

### **Poor knowledge of the school financial management**

The lack of sufficient school financial management knowledge emerged as a hindrance to the effective teacher participation. A teacher from School-B attended a workshop on school financial management. She, however, conceded that she did not have sufficient knowledge of school financial management despite exposure to workshops. This is what she told me about her knowledge of school financial management:

*Although I have not developed sufficient knowledge, but I know that you need to concentrate on things like banking where you need three signatures to withdraw school money, you do not sign a blank cheque. The chairperson must not do that because it will result in a fraud (T-B).*

A teacher from School-B has never attended any workshop or training about school financial management. The principal of School-B also shared the sentiment that teachers' lack of knowledge is not only detrimental to their effective participation, but it also causes tension amongst other stakeholders. She argued that some of the teachers, through the lack of knowledge and failure to up-grade their qualifications, were unable to understand their roles. This principal also criticised the teachers for not reading education related policies as contained in the Education Labour Relation Council (ELRC) files that were given to them. This is what she had to say about this:

*I think that teachers at times cause harm to themselves (bayazilimaza) when they do not upgrade their qualifications. They also do not know that, as a teacher, I can go up to here if I am in this situation, this is my role and this is not my role (P-B).*

From both the school principals' views, teachers do have challenges in their knowledge of school financial management. It appears that teachers do not understand how school monies are allocated in terms of the Norms and Standard for School Funding. Teacher do not know

that the Norms and Standard for School Funding actually compels schools to spend 60% of the allocation to learning material, 28% to services and 12% to do repairs. When asked about some of the reasons for the lack of teacher participation in the school decision-making processes, this is what the principal of School-A had to say:

*You see there is a very big problem where the school Norms and Standard allocation is concerned. If for example, the school is allocated R430 000.00, some teachers will ask what the problem is if we have so much money. The teachers do not understand that the department has taken R160 000.00 and that has to be subtracted from the R430.000.00. So it is important to educate them so that they understand the situation. This will make them know that from the amount the department deposits into the school's account, certain percentage of the total allocation has been taken, even the deposited amount is ring-fenced (stipulated where it should be spent). Some for an example complain that why do we continue to buy books and say look we ordering with R98 000.00 instead of using the R98 000.00 to fence the school (P-A).*

The findings of this study suggest that teachers are experiencing challenges in fulfilling their participation role in school financial decision-making partly because of insufficient knowledge they have of school financial management. This view is also shared by Short (1994) who states that teachers need to have knowledge about technical components of budget system and procurement laws and fiscal management. Financial management of the school is a specialised area with particular laws and regulations teachers need to have knowledge of these effectively participate meaningfully.

### **Insufficient funds**

It has also emerged that when funds that are allocated to the school or the school has, are not sufficient to meet the teachers' and schools needs, teachers are likely to shun participation in the financial decision-making processes. Sentiments expressed by the teacher of School-A in this regard, are indicative of her school reality:

*I think it happens that there is not enough money. If there is not enough money although they might have an input but they'll look at how much money the norms and standard have allocated to us (T-B).*

Teachers lack of motivation to participate in instances where there is less funds allocated to the school is consistent with Ife and Tesoriero (2006) notion of participation as ranging from the ‘ means’ to an ‘end’ (See 2.2.1 in Chapter 1). These teachers view participation as means to achieve some predetermined goals, utilising existing resources to achieve the set of objectives for the programme.

#### **4.5 Conclusion**

This chapter has presented and discussed the findings of the study. It has attempted to describe the role that teachers play in school financial management decision-making processes in the selected school. The next chapter presents and summarises the findings and makes recommendations.

## CHAPTER 5

### ANALYSIS, FINDINGS AND RECOMMENDATIONS

#### 5.1 Introduction

While in the previous chapter, I have presented data analysis and discussion, this chapter summarises the main findings of the study. It begins by a brief across site analysis, followed by the discussion of the enactment of teacher participation in the school financial management decision making processes. Thereafter it examines the factors that promote and those that hinder teacher participation in the school financial decision-making processes. It then concludes by suggesting few recommendations.

The main questions were as follows:

- How is teacher participation role in the school decision-making processes that relate to financial management enacted in Pinetown district primary schools?
- What are factors that hinder or promote teacher participation in the decision-making processes that relate to financial management?

#### 5.2 Across site analysis

This section discusses the characteristics of each school. Such characteristics may assist in obtaining an understanding of conditions which may or may not affect teacher participation in the school decision-making processes.

Both these schools are situated in economically challenged contexts. Both schools received learners from informal settlements, and in the case of School-B, others come from rural area. School- A had good immediate surroundings in terms of the school buildings. It was built in the Catholic Church precinct. The community where the school is situated is poverty-stricken; this is indicated by the quality of their houses and the high level of unemployment which was reported to be high. The buildings of these two schools were very different from each other. School-A had a distinct Victorian style which could be indicative that the school was built during the colonial era.

The school also had a computer room and few prefabricated and movable structures. These additional structures tell us that the school was progressing in terms of having a computer room and growing in terms of the number of learners enrolled in the school which had an impact on the number of teachers employed at the school. School-B consisted of one L-shaped building. The school was struggling to get funding to build more classrooms and other facilities. These factors suggest that the school was poor.

Although both these schools served learners from poor background, School-A was in an economically better position compared to School-B. Both School-A and School-B were Section 21 schools which meant that the schools' monies from the KZNDoE were deposited directly into the schools' account. That put the schools in an advantageous position in terms of procurement of goods and services, (See 2.3 in Chapter 2). School-A was a "No-Fee" school whereas School-B was "Fee-Paying school", but I was told that it was still awaiting approval of its request to be declared a "No-Fee" school. Being a "No-Fee" school presented both advantages and disadvantages. One advantage is that the school does not have the headache of begging the parents to pay school fees and the administration burden of dealing with school fee exemption application. The disadvantage is that the school has to wait for few months before that money is deposited in the school's account, because the KZNDoE fails to deposit the school money into the school account right at the beginning of the year. Therefore precautionary measures have to be made to ensure that the school has some money for the beginning of the year's activities.

There were differences between them that relate to management experiences and qualifications. The principal of School-A was younger and had less experience as principal but had a school management qualification. The principal of School-B is qualified as a teacher without any school management qualifications and has more experience as a principal. Talking to the School-A principal one can sense she is conscious of the different approaches of management. She supports the idea of teacher participating in school financial decision-making process by recommending to the SGB or the SMT. "...*they recommend what should be done with school money*" (P-A). Personally, I am not impressed by this form of participation as it seems to be limited. School-B principal is a reluctant supporter of teacher participation in school financial decision-making processes.

Her reluctance is driven by what she terms teachers' lack of knowledge about school financial management which make recognise their place. "... *they do not have enough knowledge about their role in the school financial management and end up extending their role in what is suppose to be the role of SGB*" (P-A). The School-A remarks are also worrying because they seem to point to the notion of the SGB which excludes teachers because there can be no instances of teachers extending their role to the SGB matters since they are members of the SGB as a structure. This view goes against the view expressed by Mncube (2009) that school governance creates an opportunity for all stakeholders to develop a sense of ownership of the school and thus take responsibility for what is happening at school. It also contradicts Karlsson (2002) view that school governance in post apartheid South Africa has been used instrumentally to democratise school and to calibrate governance functions to accommodate diverse school context.

Looking at the staff complement in these two schools, the differences were glaring. School-A had 23 teachers, 3 HODs and 1 deputy principal. School-B on the other hand had 10 teachers, 1HOD and a deputy principal. These differences in the staff complement can have an impact on the form and kind of participation that the principal adopts. Big schools with many teachers are difficult to manage with staff meeting used as a battle ground for different groupings within the school, whereas small staffed school are compact and easily managed (Steyn, 2001).

### **5.3 Findings of the study**

Findings presented below are according to the research questions which were used to guide the study.

#### **5.3.1 The enactment of teacher participation in the decision making processes that relate to school financial management.**

To respond effectively to the enactment of teacher participation in the school financial decision-making processes, this study has come up with various findings and these relate to the following:

- (a) Participants' attitude about teacher participation in school decision making processes.

(b) Limited expectation of teachers about their role in school financial management decision making processes.

(c) Artificial teacher participation in the school decision-making processes.

(d) Tensions that characterise teacher participation in school decision-making processes.

(e) Different methods of teacher participation in school financial decision-making processes and characterisations of school financial decision-making processes.

### **Participants' attitudes about teacher participation in school financial decision-making processes**

Before the finding that directly relate to the enactment of teacher participation in the school decision making processes that relate to school financial management are discussed, findings that relate to attitudes of participants in relation are discussed first. Magadla (2007) states that participation is an attitudinal matter and thus changing the mindset, requires the change of attitudes. This study has found that school stakeholders such as SGB chairpersons, principals and teachers have a positive attitude about the role of teachers in the school decision making processes that relate to school financial management. All the participants in this study expressed a belief that the role of teachers in the school financial decision-making was important.

Most participants believed that teacher participation in the school decision-making process was important because it afforded teachers an opportunity to raise their classroom needs. *"...it is them (teachers) who know their needs, they need to know about school finance so that use the money for those needs"* (T-B). Ensuring the smooth functioning of the school was also another reason why participants thought it was important for teachers to play a role in the school financial decision making process. *"...school cannot function without teachers playing a role in the financial decisions that are made"* (T-A). It has also been found that teachers were happy with the form and the manner in which they participated in the financial decision making process. This finding of the case study contradicts Anderson's (1998) view that many participants are reporting a sense of disempowerment rather than empowerment from the so-called participatory.

### **Different methods of teacher participation**

The findings of this study indicate that schools used different methods such as the budget, fundraising, consultation and recommendation for teacher participation in the school financial decision-making processes.

The school budget processes as one of the methods, was the most important since it entailed everything that the school would spend money for in a year. Both participating schools were Section 21 and poor schools. Because their socio-economic situation, they received a big slice of the DoE funding, through the Norms and Standard for School Funding. This means that the school must buy stationery, textbooks, furniture, pay water and electricity *etcetera*. The complicated nature of these tasks compel school principals and SGBs to seek teacher participation in determining the school needs and alleviate the administrative work that comes with being a Section-21 school. This view is also echoed by Hansraj (2007) when he states that Section-21 has made life harder for school principals by increasing their administrative and financial management role.

It is very difficult for the school principal to know which textbooks, exercise books to buy for all the grades in the school. It has therefore, been found that teacher participation in some elements of school financial decision making was no longer an option for school principal and SGB, but a compelling necessity. This view is also shared by Shortt (1994) when he states that no longer can principals make decisions in a vacuum, but that there must be input from all stakeholders to be affected by the decision. Shortt (1994) argues that teachers can no longer rely on the principal to make all financial decisions because teachers are now vital part of leadership. Teachers are an important part of the school budget processes; therefore, their input was very important in the successful development of the school budget.

Fundraising was another activity in which teachers played a role. According to Section 30 (1) of SASA, the SGB is expected to have committees such as the fundraising committee tasked with raising funds for the school. These committees must be chaired by a parent member of the SGB. The findings of this study suggest that teachers were the ones who took initiative to raise funds for their schools. There was little or no direct support from the

parent or the SGB. However, fundraising was made difficult because of the case study schools' lack of finance policies.

This became a source of tension between the school principals and the teachers. This finding also confirmed some of the findings that were made by Mestry (2006). Consultation was another form of participation by the teachers in school decision-making processes. This was done by ensuring that teachers' views were taken to the SGB and back. *"...if there is an issue that is not in the agenda yet they (teachers) wish the issue to be discussed at the SGB they are free to say they want the issue to be taken to the SGB"* (T-A). This was done so that teachers who represented other teachers could carry their views to the SGB.

### **Teacher's limited expectation of their participation in the school financial decision making processes.**

The SASA makes provision for all school stakeholders to play a role in school decision making processes. It has also been noted that teachers had a very limited expectation of their role. This expectation was based on their view of the importance of their participation. Teachers' view of their participation was limited to ensuring that they are informed about school financial matters and just listing their needs. *"...we need to be informed about school financial management matters"* (T-A). This tells us that they have low levels of desire to be involved in the school financial decision-making processes. This form of participation does not seem to be genuine participation and does not seem to advance democratic values.

The manner in which teachers participated in the school financial decision-making was superficial. Kieth and Girling (1991) (See Section 2.2.4 in Chapter 2) view participative management as involving employees in setting goals, resolving problems and making decisions that affect the entire organisation. In that way the teachers' participation is substantial rather than superficial.

### **Tensions between stakeholders**

The findings suggest that teacher participation in the school decision-making processes that relate to school financial management was characterised by tension which seem to emanate from raising funds for the school. Teachers have raised concerns that a person who manages

to get funding for the school receives recognition and limelight. Principals felt threatened by that, and started complaining that some teachers were encroaching to their space; (See Section 4.4.1.in Chapter 4).

### **Characterisation of teacher participation**

Teacher participation has been found to be characterised by individual, group and school level participation. There were so many things that teacher did as individuals which had to do with school financial management. These included teachers individually making lists of their various classrooms' needs. Fundraising campaigns to various companies by the teachers formed part of this category of individual initiatives. Teachers also play a role in different committees some statutory such as Fundraising Committee, Finance committee and non-statutory such as the Sports committee, Welfare committee.

### **5.3.2 Factors that promote teacher participation in the decision process that relate to school financial management.**

This study has found that consideration of teachers 'views, seeing tangible things, and working in teams promoted teacher participation in the school financial decision-making processes. These factors are discussed below.

#### **Consideration of teachers' views**

Participative management is about having a say and having your views seriously considered. The data from the two schools indicated clearly that teachers were aware of what should be the product of their participation, and also having their views considered and respected was important. *"...if you have an opinion no one looks down on your opinion"* (T-B). This teacher's voice is an indication that teachers felt encouraged when their opinions were being considered.

#### **Seeing tangible things**

One of the factors that were found to promote teacher participation was seeing tangible results for their participation efforts. Teachers were encouraged to participate when they felt that they were part of the decision-making process, and there was something tangible that

was an outcome of their participation. As the principal of School-A put it, “... *they became encouraged when they see something that has been done with the money*” (P-A). Teachers like to see the fruits of their labour.

### **Trust in the principal**

This study has also found that the principal’s role was very important in the participation of teachers in the school’s decision making processes. Most of the day-to-day finance committee’s responsibilities were delegated to the school principal as a person who is school-based, has time, knowledge and resources to take finance decisions. Democratic principals used this opportunity to engage teachers. Teachers are always watching what the principal is doing. “...*we know her in terms of money she is not the type of a person whom you can give money and she will steal it*” (T-A). If the teachers see that the principal is acting in a dishonest manner they lose trust in him or her. Once they lose the principal’s trust they also lose interest in financial management decision making processes. This finding is in line with an earlier study that was conducted by Newcombe and McCormick (2001). That study found that teachers were likely to become involved only if the level of trust in the decision makers and decision processes was high.

### **Working in teams**

The final factor that was found to promote teacher participation in the case study schools’ financial decision-making was working in teams. Teachers liked to work in committee such Fund raising Committee. By working in such committees teachers got to learn about the schools’ financial management and they also worked closely with the principal when progress reports were given to him or her. Working in teams or committees did not only satisfy the teachers need for belonging, but it also ensured openness and transparency because it was not just the principal who sat alone and made decisions, based on his or her wishes.”...*right now there are committees; the principal does not control the school finances alone*” (T-A).

The above extract from interviews with the teacher of School-A, tells us that accountability and transparency are also dependent on people working together rather than one person working alone. Working in teams is the emotional building block of the school for the staff

as it satisfies the needs for recognition, responsibility and achievement, and it also gives them the sense of belonging and shared values and understanding (Bush & West-Burnman, 1994).

### **5.3.3 The factors that hinder teacher participation in the school decision-making process that relate school financial management**

This study has painted a generally positive picture about the enactment of teacher participation in the school financial decision-making. These findings are slightly different from those of the study that was done by Masoge and Westhuizen (1998) which found that teachers were deprived of participation in school financial decision making processes. This study indicates that there was some kind of progress regarding the democratisation of schools. In spite of this progress, there were still some factors that seemed to hinder teacher participation in the school decision making processes. The study also identified three factors which hindered teacher participation in the school decision-making processes that relate to schools' financial management. These factors were the lack of transparency, lack financial management knowledge and lack of funds. These factors are briefly discussed below.

#### **Lack of transparency**

Transparency and accountability are some of the important values that underpin our democracy. Therefore it is my view that the South African society and schools in particular need to live by these values. This study has found that teachers in the case study sites were discouraged to participate by the lack of transparency. As one teacher put it, “...*we as teacher would like to have a copy of the auditor's report*” (T-A). If teachers participate properly in the school financial decision-making, they can assist in ensuring proper school financial management practices. This finding confirms Kubeka's (2010) finding which highlighted that the exclusion of educators (teachers) in school finances can have negative repercussions such as low staff morale, and embezzlement of funds.

#### **Lack of school financial management knowledge**

The study also found that teachers' lack of school financial management knowledge was a major hindrance. Teachers have a problem in understanding school financial management

because they have attended a few or no workshops at all.”...*I have never attended any workshops*” (T-A). This lack of understanding will perpetually make their participation both superficial and cosmetic. In this regard Steyn and Squelch (1997) state that teachers need to be empowered in order to participate more fully in decision-making processes.

### **Lack of funds**

The lack of funds has been cited as one of the factors that hindered teacher participation in the school financial decision-making processes. This was found to be a problem in poor schools where there were so many needs, yet there were little financial resources to deal decisively with such needs. This seemed to create problems as teachers were discouraged by at times, seeing no tangible improvement to the challenges they faced at school.

## **5.4 Recommendations**

Informed by the findings presented under Section 5.3 recommendations have been generated, and these are directed to teachers, principals and parents who are SGB members.

### **5.4.1 Teachers**

There is a need for teachers to empower themselves about school financial management. One of the ways in which this can be done is through reading relevant documents such as SASA, PFMA and DoE guides. Teachers in the SGB need also to view themselves as legitimate stakeholders who have every right and responsibility to discuss and debate issues of school financial policy with other stakeholders. Teachers need to refrain from limiting their participation to only operational decisions and exclude themselves from strategic decisions.

### **5.4.2 Principal**

The SASA makes provision for teachers, as one of the stakeholders in school governance, to participate in the school decision-making processes. This study has found that, due to complicated nature of school financial management, it is difficult for teachers to participate without being empowered. Therefore, school principals need to provide teachers with relevant developmental support in this regard.

It is in the best interest of the school to have empowered teachers. Providing developmental support will assist in alleviating the tension that is caused by the lack of school financial knowledge.

#### **5.4.3 School governing body**

The SGBs need to be seen to be transparent in the manner in which they take decisions. The SGB as a structure must provide opportunities for all stakeholders to have a say in the decision that are taken.

The SGB needs to ensure that the financial committee performs its responsibilities. The financial committee is responsible for drawing of school financial policy, leading the process of budget development and implementation. It is also important that when financial policy is made and the school budget is developed all the stakeholders participate.

#### **5.5 Conclusion**

This study has shown that in the researched schools there is an attempt to embrace a democratic way of school financial management. This is different from the ways in which the schools were run prior to South Africa becoming a democratic state in 1994. It is also clear that teachers in the case study schools, inside and outside the SGB structure, are playing some kind of a positive role in the school financial decision making processes of the school. It is evident also that such a role is being valued by the school stakeholders. The study also concludes that teachers in the researched schools are not participating in the manner that they should. There is still a lot of work that teachers in these two schools should do to empower themselves so that they can participate in any meaningful way. My engagement with literature has indicated that, in fact, there is very limited literature that deals with the issue of teacher participating in school financial decision making processes. This study has, therefore, made a contribution by reduced a gap in knowledge that relates to this area. It is also noted that there is still a lot of research that needs to be done in this area. This study has found for instance that there are some questions in this area which needs further research, and these issues are:

- Why are teachers seemingly willing to accept unauthentic participation in school financial decision making processes?
- What are challenges that teachers who serve in the SGB face in discharging their responsibility of representing other teachers especially in matters of school financial management?
- What do teachers who are not in the SGB feel about the teachers who represent them in the SGB regarding school financial management decision making processes?
- What is the influence of the SGB parent having majority in the SGB decision making processes that relate to school financial management?

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**APPENDIX- A**

PO Box 53036  
Yellowwood Park  
4011  
29 August 2011

The Principal

.....  
.....  
.....

Dear Madam

**Re: Permission to conduct research**

I, Sithenjwa Hopewell Ncwane, am a Master of Education student at University of KwaZulu-Natal. I therefore request a permission to conduct research in your school. I intend to interview you as the school principal and get you views about the role that educators play in the decision-making processes regarding financial management. The title of my study is **“The role of teachers in the decision making processes that relate to school financial management in the Pinetown district primary schools”**. In addition I will also like to interview, one teacher who serves in the School Governing Body (SGB), and the Chairperson of the SGB. To ensure that a balanced and comprehensive view is obtained, I may also like to view some documents kept in the school such as records of meetings where finances are discussed.

Should you agree to participate in this study, please note that your anonymity is guaranteed; no one will be able to identify your school and the content of our discussion will remain confidential. In addition you will have full access to the interview transcript and the report when it is completed.

I shall spend not more than sixty minutes with each participant on the day that will be suitable to them. Absolute care will be taken in order to ensure that the smooth running of the school is not disturbed by participating in this research project.

For further information about this research, kindly contact my supervisor Dr TT Bhengu at the University of KwaZulu-Natal on this number (031) 260 3534 or 0839475321.

Thanking you in advance.

Mr S.H. Ncwane (0729467172)

-----

**DECLARATION**

I .....(Full names of the participants) hereby declare that I understand the content of this document and the nature of this research project. I am willing for my school to be researched in the project.

Signature of the principal

Date

.....

.....

**APPENDIX-B**

PO Box 53036  
Yellowwood Park  
4011  
29 August 2011

**Request for you to be a participant in the research project**

Dear Sir/Madam

My name is Sithenjwa Hopewell Ncwane. I am conducting a research at two primary schools in the Pinetown district. The title of the study is **“The role of teachers in the decision making processes that relate to school financial management in the Pinetown district primary schools.”** I kindly request you to participate in this study by agreeing to be interviewed by me. Such interview will take approximately 45 minutes. The interview will take place at any time that is convenient to you. During the interview I will have to use a tape recorder in order to ensure my reporting is accurate.

Anonymity of those who participate is fully guaranteed. You also assured that information you will provide will not be used for any other purpose other than research itself. Should you wish to withdraw from the study you are free to do so, and no negative consequences. Once data has been transcribed it will be brought back to you for validation before it is analysed.

If you need further information about this research you can contact me or my supervisor Dr TT Bhengu. My supervisor can be contacted on this number (031) 260 3534 at the University of KwaZulu-Natal. If you agree to take part in the study kindly complete the consent form on the next page.

Thank you

Mr SH Ncwane

**CONSENT FORM**

**I.....(Full name of the participant)  
hereby confirm that I understand the nature of this research project and I consent to  
participate in the research project.**

**I understand that I am at liberty to withdraw at any time should I desire.**

**Signature of the participant**

**Date**

.....

.....

**APPENDIX-C**

PO Box 53036

Yellowwood Park

53036

July 2011

**Lunga lomkhandlu wesikole elihloniphekile**

Mina ngingu Sithenjwa Ncwane, umfundi waseNyuvesi yakwaZulu-Natal ePinetown. Ngenza ucwaningo **“Ngeqhaza elibanjwe othisha ekuthathweni kwezinqumo eziphathelene nokuphathwa kwezimali zesikole, ezikoleni zamabanga aphansi esifunda sasePinetown”**.

Ngicela ungiphe imizuzu engamashumi amane nanhlanu (45min) ukuzwa imibono yakho njenge lungu lomkhandlu olawula ukuphathwa kwesikole ngaloludaba. Ngikunika isiqiniseko sokuthi ngokomthetho wase Nyuvesi yakwaZulu-Natal lapho ngifunda khona, konke esizoxoxa ngakho kuzoba imfihlo futhi ngeke kudalulwe kwabanye abantu. Futhi unelungelo lokuhoxa kulolucwaningo noma inini.

Uthisha wami udokotela TT Bhengu ungamthinta kule nombolo ethi (031) uma kukhona ofisa ukukubuzisa mayelana nalolucwaningo.

Ngiyabonga ngesikhathi sakho.

Mnumzane Sithenjwa Ncwane.

0729467172

**NGICELA UNGIGCWALISELE LELIFOMU UKUKHOMBISA UKWAMUKELA  
ISICELO SAMI ESIBHALWE NGENHLA.**

Ngiliqonda kahle iqhaza okumele ngilibambe kulolucwaningo. Angiphoqelelwanga ukuthi ngibe yingxenywe yalo, futhi ngiyaqonda ukuthi ngingahoxa noma inini uma kukhona ukuthile engingahambisani nakho.

Ngiyaqonda ukuthi igama lami nelesikole sami kuzogcinwa kuyimfihlo nokuthi ngeke kuvezwe kunoma imuphi umbiko.

**UKUSAYINA**

**USUKU**

**ISIKHUNDLA SAMI**

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**APPENDIX-D****APPENDIX D: INTERVIEW SCHEDULE FOR THE TEACHER****A. BIOGRAPHICAL INFORMATION****1. GENDER**

Male		Female	
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**2. AGE**

21-30		31-40		41-50		51+	
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**3. YOUR QUALIFICATION IS**

Below M+3		M+3		M+4		M+5& above	
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**4. NATURE OF EMPLOYMENT**

Permanent		Temporary		Acting	
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**5. YEARS OF EXPERIENCE**

0-5yrs		6-10yrs		11-15yrs		16+yrs	
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**B. SCHOOL INFORMATION****1. LEARNER INFORMATION**

1-299		300-599		600+	
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**2. SCHOOL FEES**

NO FEES		R1-R100		R101-R500		R501-R1 000		R1 001-R5000+	
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### **C. TEACHERS' ROLE SCHOOL FINANCIAL MANAGEMENT DECISION MAKING PROCESSES,**

1. Do you think it is important that teachers should play a role in the decision making processes that relate to school financial management? Please explain.
2. What role do you play in decision making processes that relate to school financial management in this school? (**Probe:** What kinds of decisions are teachers involved in? What kinds of decisions are teachers excluded from? What decisions would you like to be involved in?).
3. Does your school have a Financial Committee? (**Probe:** How was the committee set up? Does it have a financial policy? How and by whom was the financial policy developed?).
4. How is the school budget formulated? (**Probe:** What other roles do teachers play in the school budget processes? What role do teachers play that has to do with school finances?).
5. What can you say about your knowledge of school financial management? (**Probe:** Have you ever attended any development training that relates to school financial management?).
6. What do you think promotes teacher participation in the school financial decision making processes?
7. What do you think hinders teacher participation in the school decision making processes that relate to school financial management? (**Probe:** What do you think should be done to overcome these challenges?)
8. What do you think is your role as a teacher representing other teachers in the SGB? (**Probe:** What strategy do you use to ensure that teachers that you represent participate in financial decision making at the SGB level).
9. Overall, what would you say are your experiences of teacher participation in the decision making processes especially those that relates to financial matters?
10. Is there anything that you would like to add to what you have told me? Please elaborate.

Thank you for your time and for the information you have provided.

## APPENDIX E: INTERVIEW SCHEDULE FOR THE SCHOOL PRINCIPAL

### A. BIOGRAPHICAL INFORMATION

#### 1. GENDER

Male		Female	
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#### 2. AGE

21-30		31-40		41-50		51+	
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#### 3. YOUR QUALIFICATION IS

Below M+3		M+3		M+4		M+5& above	
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#### 4. NATURE OF EMPLOYMENT

Permanent		Acting	
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#### 5. YEARS OF EXPERIENCE AS A PRINCIPAL

0-5yrs		6-10yrs		11-15yrs		16+yrs	
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### B. SCHOOL INFORMATION

#### 1. LEARNER INFORMATION

1-299		300-599		600+	
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#### 2. SCHOOL FEES

NO FEES		R1-R100		R101-R500		R501-R1 000		R1 001-R5000+	
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### **C. TEACHERS' ROLE SCHOOL FINANCIAL MANAGEMENT DECISION MAKING PROCESSES,**

1. Do you think it is important that teachers should play a role in the decision making processes that relate to school financial management? Please explain.
2. What role are teachers playing in decision making processes that relate to school financial management in this school? (**Probe:** What kinds of decisions are teachers involved in? Why are teachers involved in those decision making processes? What decisions are teachers excluded from. Why are teachers excluded from those decisions).
3. Does your school have a Financial Committee? (**Probe:** How was the committee set up? Does it have a financial policy? How and by whom was the financial policy developed?).
4. How is the school budget formulated? (**Probe:** What role do teachers play in the school budget processes? What role do teachers play that has to do with school finances?).
5. How do you promote teacher participation in the decision making processes that relate to school financial management?
6. What do you think promotes teacher participation in financial decision making processes.
7. What do you think hinders teacher participation in the financial decision making processes of the school (**Probe:** What do you think should be done to overcome these challenge?).
8. Overall, what would you say are your experiences of teacher participation in the decision making processes especially those that relate to financial matters?
9. Is there anything else that you would like to add to what you have told me? Please elaborate.

Thank you for your time and the information you have provided

## APPENDIX F: INTERVIEW SCHEDULE FOR THE SGB CHAIRPERSON

### A. BIOGRAPHICAL INFORMATION

#### 1. GENDER

Male		Female	
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#### 2. AGE

21-30		31-40		41-50		51+	
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#### 3. HIGHEST QUALIFICATION

Below Matric		Matric		M+3 &above		Other	
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#### 4. SOURCE OF INCOME

Permanently employed		Temporary employed		Self-employed		Unemployed		Other	
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#### 5. YEARS AS A CHAIRPERSONS

0-1yr		2-3yrs & above	
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### B. TEACHERS' ROLE SCHOOL FINANCIAL MANAGEMENT DECISION MAKING PROCESSES,

1. Do you think it is important that teachers should play a role in the decision making that relate to school financial management? Please explain.

1.Ucabanga ukuthi kubalulekile yini ukuthi othisha babambe iqhaza ekuthathweni kwezinqumo ezimayelana nokuphathwa kwezimali zesikole? Ngicela uchaze.

2. What role are teachers playing in decision making processes that relate to school financial management in this school? (**Probe:** What decisions are teachers involved in? Why are

teachers involved in those decisions? What decisions are teachers excluded from? Why are teachers excluded in those decision making processes?).

2. Iliphi iqhaza elibanjwa othisha ezinqunyewni ezithinta ukuphathwa kwezimali? (Iziphi izinqumo ezithathwa kanye nothisha? Kungani lezozinqumo zithathwa kanye nothisha? Iziphi izinqumo ezithathwa ngaphandle kothisha? Kungani lezozinqumo zithathwa ngaphandle kothisha?)

3. Does your school have a Financial Committee? (**Probe:** How was the financial committee set up? Does it have a financial policy? How and by whom was the financial policy developed?).

3. Likhona ikomodi lezimali kulesisikole? (Lakhiwa kanjani leli komiti lezimali? Linayo inqubo-mgomo wokuphathwa kwezimali? Yakhiwa obani kanjani lenqubo-mgomo).

4. How is the school budget formulated? (**Probe:** What role do teachers play in the school budget processes?)

4. Lwakhiwa kanjani ulwabiwo-mali lwesikole? (Iliphi iqhaza alibanjwa othisha kulwabiwo-mali yesikole?)

5. How does the SGB promote teacher participation in the decision making processes that relate to school financial management?

5. Isigungu esingamele ukuphathwa kwesikole (SGB) silituthukisa kanjani iqhaza elibanjwa othisha ekuphathweni kwezimali zesikole?)

6. What do you think hinder teacher participation in financial decision making processes. (**Probe:** What do you think should be done to overcome these challenge?).

6. Yini obona ukuthi yenza kubenzima noma kube lula ukuthi othisha babambe iqhaza ekuphathweni kwezimali zesikole? Yini obona ukuthi ingenziwa ukuthi othisha babambe iqhaza ezinqumweni izithinta ezezimali zesikole?

7. Overall, what would you say are your experiences of teacher participation in the decision making processes especially those that relate to financial matters?

7. Phezu kwakho konke esesikhulume ngakho yini ongayisho ngeqhaza lothisha ekuphathweni kwezimali zesikole?

8. Is there anything you would like to tell add to what you have told me? Please elaborate?

Kukhona yini ungathanda ukukusho phezu kwalokhu osungitshele kona? Ngicele uchaze.

Ngiyabonga kakhulu ngesikhathi kanye nangolwazi onginike lona.

**APPENDIX G: DOCUMENT ANALYSIS TEMPLATE**

<b>NAME OF DOCUMENT</b>	<b>AVAILABILITY OF THE DOCUMENT</b>	<b>EVIDENCE AND NATURE OF TEACHER PARTICIPATION</b>
<b>Staff minute book</b>		
<b>SGB minute book</b>		
<b>Financial policy</b>		
<b>Financial committee minute book</b>		

Document analysis will be done to complement data collected through the semi-structured interviews. The following questions will inform document analysis.

1. Do teachers participate in the decision making processes that deals with school financial management? What are these decisions and how do teachers participate?
2. How and by whom is the school budget system formulated?
3. How is teacher participation in financial decision making enacted at SGB level?
4. What promotes teacher participation in the decision making processes that relate to school financial management?

5. What hinders teacher participation in the decision-making processes that relates to school financial management? What is your knowledge of school finance management of role player in the financial decision making processes?