

MANAGEMENT OF SCHOOL FINANCE IN TECHNICAL SECONDARY SCHOOLS: ITS IMPLICATIONS FOR TEACHING AND LEARNING

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The purpose of this research is to find out the management of school finance in Technical Secondary Schools in Peninsular Malaysia and its implication towards the teaching- learning process. Some 43 technical secondary schools were involved in this study.

Objectives

The main aims or objectives of this research were:

1. To find out adequacy of federal government financial allocation to the schools.
2. To find out any other financial resources besides the government financial allocation and to ensure teaching – learning was not interrupted.
3. To find out whether Technical School principals had attended training and short courses in School Financial Management.
4. To find out whether the Technical School principals had skills and competency in managing school finances.
5. To find out the problems encountered by the technical school principals in managing school finances.
6. To find out whether the students who stay in school hostels had paid hostel fees.
7. To find out if inadequacy of financial resources affected the teaching- learning process.

Methodology

Two methods of data collection were employed in this study, namely quantitative and qualitative. In the Quantitative, survey method was used to find out the frequency and percentages count, while the Qualitative method, on the other hand, utilizes document analysis, and interview technique. The research questions were distributed to 68 Technical Secondary school principals, but only 43 or 62% of the respondents returned the answers. Technical secondary schools were chosen because these schools were known as Responsibility Management Centre (PTj) in term of financial status and received warrants and grants in the form of Federal Government per capita grant.

Findings

The findings of this research show that government financial allocation for subjects per capita grants was adequate but for non- subjects per capita grants especially for utilities and miscellaneous (LPBT) yearly financial allocation was not enough; most schools have other financial resources to compensate for the shortfall in financial resources; most of the principals have attended short courses in school financial management; principals had skills and competency in financial management, students had paid their hostel fees and, lastly, the findings show that inadequacy of financial resources would not affect the teaching and learning process in the technical secondary schools.