THE ROLE OF SCHOOL MANAGEMENT TEAMS TOWARDS PROVISIONING OF SCHOOL SANITATION AT MAN'OMBE CIRCUIT, MOPANI EDUCATION DISTRICT IN LIMPOPO PROVINCE, SOUTH AFRICA

by

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DECLARATION

I declare that the mini-dissertation titled “The role of school management teams in provisioning of school sanitation for sustainable community development in Man’ombe Circuit” submitted to the University of Limpopo for the degree of Masters of Development in Planning and Management has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein have been duly acknowledged.

Maswanganyi AL	15/09/2022
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NAME	Date

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LIST OF ACRONYMS

ACRONYM	NAME
DBE	Department of Basic Education
EE	Equal Education
EIG	Education Infrastructure Grant
EMIS	Education Management Information System
HOD	Head of Department
LDoE	Limpopo Department of Education
MBO	Management by Objectives
NEIMS	National Education Infrastructure Management System
PFMA	Public Finance Management Act
SA	South Africa
SASA	South African Schools Act
SMT	School Management Teams
WASH	Water, Sanitation and Hygiene
UN	United Nations
UNICEF	United Nations Children's Fund
WHO	World Health Organisation

ABSTRACT

The purpose of this study was to explore the role of SMTs in providing and sustaining schools' sanitation infrastructure. Qualitative research approach was conducted to determine if the SMT members fully understand the role that they can play in sustaining sanitation facilities in their schools. Primary data was collected using semi-structured questionnaires using qualitative research method. Twenty SMT members from five sampled schools from Man'ombe Circuit in Mopani East Education District were used as respondents. The study highlighted that provision of sanitation infrastructure which is not accompanied by effective management of those infrastructure cannot be sustained. Management was selected as a theoretical framework to clearly state the duties of SMT members as managers in the school community they are based in. Areas of potential effective role performance and areas of potential role conflict in school sanitation infrastructure were highlighted. The findings revealed that SMTs do not fully understand their role when it comes to school sanitation.

Keywords: School sanitation infrastructure, School Management Team, inadequate sanitation, management, school sanitation infrastructure, hygienic school sanitation

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CHAPTER 1: INTRODUCTION

1.1. GENERAL INTRODUCTION

Globally, sanitation is considered to be one of the basic needs that contributes to human dignity and quality of life (World Health Organization (WHO), 2016:3). Sanitation is also considered to be a pre-requisite for success in the fight against poverty, hunger, child deaths, gender inequality and empowerment (United Nations (UN) 2015:1). Inadequate sanitation remains a major development problem that contributes to the on-going global scourge of infectious diseases such as cholera, typhoid and trachoma (UN 2015:9). It has been reported that infectious diseases compromise school-age learners' cognitive development, psychological wellbeing and ability to thrive academically and socially (Equal Education, 2018:2).

In South Africa, the communities that are mostly affected by inadequate sanitation are typically situated in historically disadvantaged rural areas (Water Research Council (WRC) (2017:23). The Constitution of the Republic of South Africa, Chapter 2 (Bill of rights) Section 10; states that each South African has an inherent right to dignity and the right to have their dignity respected and protected. The Constitution of South Africa, Section 24(a) gives all South Africans the right of access to an environment that is not harmful to their health or well-being and is sustainable and protected from pollution and degradation. These two rights make it a mandate for the government of South Africa to provide decent sanitation facilities to all its citizens in all communities including school communities for learners.

1.2. BACKGROUND TO THE STUDY

Section 29(1) (a) of the Constitution provides that "everyone has the right to a basic education, including adult basic education". According to Variana (2018:4), the right to education has been described as an "unqualified" socio-economic right, because it is not subject to the qualifiers "progressive realisation" and "within the state's available resources" that characterize the other socio-economic rights in the Constitution. The right to basic education includes provision of adequate and safe toilets at public schools for learners (Veriana, 2018:5). Thus, the government has a clear obligation to provide safe and decent school sanitation to all learners. A failure to do so is not only an infringement of the right to basic education, but also represents a *de facto*

infringement of the rights of learners to be educated in an environment that is not harmful to their health or well-being (Section 24(a) of the Constitution), the right to equality (Section 9 of the Constitution) and the right to dignity (Section 10 of the Constitution).

The state also has the constitutional obligation to ensure public administration is governed in accordance with the principles of efficient, economic and effective use of resources, as well as those of transparency, responsiveness, and accountability, set out in section 195 of the Constitution. Schools as government institutions have to budget effectively to ensure that adequate school sanitation is financially provided for and to provide school sanitation in accordance with the Norms and Standards for School Infrastructure (Water Research Council (WRC, 2016:8). In terms of these Norms and Standards for School Infrastructure, sufficient number of safe and decent toilets must be provided and pit toilets must be eradicated (DBE, 2013:3).

Following this mandate for decent sanitation, the Department of Education has a responsibility to ensure that the school environment is conducive for learning and teaching (South African Schools Act No 84 of 1996:23). In order to implement the Act, the Department of Basic Education (DBE) published the National Policy for Equitable Provision for an Enabling School Learning and Teaching Environment on the 11th June 2010 as required by the National Education Policy Act No.27 of 1996. The aim of the policy was to design and implement strategies to ensure that all schools in South Africa have adequate infrastructure — including adequate sanitation facilities, water and electricity.

Despite the coherent policy environment designed to facilitate the implementation of adequate sanitation facilities at public schools, it was reported in the National Education Infrastructure Management System (NEIMS) Report of 2016 that 28% of schools in Limpopo Province, South Africa, continue to use pit toilets and 6% of public schools are without any sanitation infrastructure. The high levels of inadequate sanitation infrastructure in schools as communities not only represent a public health concern, but have also become an emotive symbol of discontent among rural communities. This latter point is evidenced by the high rates of service delivery protests by learners and parents, court cases, queries from the Human Rights

Commission and Public Service Commission relating to sanitation within public schools in Limpopo Province (Section 27, 2018:2).

Furthermore, the National Education Infrastructure Management System (NEIMS) report indicates that whilst there has been an increase in sanitation infrastructure provision in Limpopo Province, the “average condition of toilets was classed as bad enough that rehabilitation was required” and “most of the learners interviewed stated that toilets are not regularly maintained or cleaned” (NIEMS, 2016: 6 & 44). The contributing factor to the bad state of school sanitation facilities is partly caused by inadequate management by SMTs as managers at the school level. This latter observation is mirrored by the researcher’s professional experiences as an education expert working in the Limpopo Department of Education (LDoE).

In response to this on-going situation, the researcher decided that it was relevant to undertake qualitative research with SMTs at public schools in the Man’ombe Circuit school community, Greater Giyani municipality, Limpopo Province to investigate factors that influenced the sustained provision of sanitation infrastructure at schools.

1.3. STATEMENT OF THE PROBLEM

Sanitation is a fundamental right that every citizen in all communities should enjoy, including all school communities. The Department of Basic Education has a mandate to provide sanitation to every learner, in every school as per the minimum norms and standards for public school infrastructure (Department of Education, 2013:7). Despite efforts by the DBE through its provincial offices, providing basic sanitation to school learners and teachers remains a challenge in the province (NIEMS, 2016).

Sanitation regulation policy No 16 of 2016 state that the minimum acceptable service levels require a toilet which is safe, affordable, hygiene, reliable, environmentally sound, easy to keep clean provides privacy and protection against the weather, well ventilated, keeps smells to a minimum and prevents the entry and exit of flies and other disease carrying pests. Currently most schools have sanitation facilities which does not meet the toilet requirement as stated in the sanitation regulation, resulting in school sanitation backlog provision in the province. This according to WRC is caused mainly because even if the department of Education build toilets they revert back to unhygienic condition.

To ensure that sanitation does not violates the right of learners' safety, health and dignity, from 2015/2016 financial year Limpopo Department of Education infrastructure unit committed to use 50% of its allocated infrastructure budget to provision of sanitation facilities at schools. The effort is commendable, however provision of sanitation facilities only is not making a significant difference as even where new toilets are provided, they deteriorate to an unsafe and disgusting state in a matter of weeks or months if not managed effectively. This is a key finding of a recent Water Research Commission (WRC) (2016) funded project on rural school sanitation.

According to Water Research Council (WRC) report (2015), the difficulties experienced in school sanitation in Limpopo cannot be attributed solely to the need for new infrastructure. There are range of issues that need consideration, "hard" and "soft", technical and human: infrastructure design that considers the needs of both users and management, the choice of appropriate technologies and the appropriate use of these technologies and the need for proactive management with a sound knowledge of and commitment to health and safety. This need all stakeholders at all levels of the system (education system) – officials, planners, managers, principals, teachers, maintenance and cleaning staff, school governing bodies and learners need to share a vision for a "total solution" which works with needs, resources, constraints and issues in a coherent way (Loutin, B., Still, D.A. and Pearson, I. (2015,03).

1.4. MOTIVATION OF THE STUDY

The researcher has been working as an education specialist in the Limpopo Department of Education's provincial office for the last six years. One of the responsibilities of the researcher is to assist the LDoE to ensure that schools are provided with infrastructure — including sanitation infrastructure that are sufficient in quantity, accessible, safe and hygienic for learners. Over the last six years, it has become apparent to the researcher that despite the provision of adequate school sanitation infrastructure by the LDoE, more-often-than-not the infrastructure is not subsequently maintained in a safe and hygienic manner. This observation is mirrored in reports from the Water Research Council (2016:3) which highlighted the challenges associated with planning, implementation and management of sanitation facilities at schools—as well as the NIEMS (2016) report that has been referred to above.

The inadequate maintenance of hygienic school sanitation infrastructure prompted the researcher to undertake a mini-dissertation on the topic in order to gain insights into the underlying causes associated with the problem in the Man'ombe Circuit in Mopani Education District, Greater Giyani Municipality. In order to investigate the topic, it was decided that because School Management Teams (SMTs) at schools in the area are responsible for the daily maintenance and management of school sanitation infrastructure, they should become the primary focus for the research. It was further decided that the management and leadership skills relating to school sanitation infrastructure management of SMTs be used as a lens through which to implement the study would be appropriate.

1.5. SIGNIFICANCE OF THE STUDY

The study on the role of SMTs on the provision of school sanitation infrastructure within Man'ombe Circuit in Mopani Education District may assist affected stakeholders in the following ways:

- The study may assist stakeholders such as the Department of Basic Education (DBE), schools and communities to determine the role of SMTs on the provision of school sanitation infrastructure in Man'ombe Circuit in Mopani Education District and may provide insights from the research that can be applied elsewhere;
- The study may assist the LDoE's circuit and SMTs to identify factors that hinder the provision of school sanitation infrastructure in Man'ombe Circuit in Mopani Education District and may provide insights from the research that can be applied elsewhere;
- The study may assist SMTs to develop strategies that may improve the provisioning of school sanitation infrastructure at affected schools in the circuit, and
- The study may also contribute to the body of knowledge relating to the broader issue of school sanitation infrastructure in South Africa and beyond.

1.6. AIM OF THE STUDY

The aim of the study is to explore the role of SMTs with regard to the provision of school sanitation infrastructure in Man'ombe Circuit, Mopani Education District, Greater Giyani Municipality, Limpopo Province.

1.7. RESEARCH OBJECTIVES OF THE STUDY

The following research objectives will be pursued:

- To determine the role of SMTs in the provisioning of school sanitation at Man'ombe Circuit in Mopani Education District;
- To identify factors that hamper the effective management of school sanitation programmes in the area of study;
- To suggest strategies that can be utilised by the SMTs to improve the provision and sustainability of school sanitation facilities in Man'ombe Circuit in Mopani Education District.

1.8. RESEARCH QUESTIONS

With the above-mentioned objectives, the following research questions were developed:

- What is the role of SMTs in the provisioning of school sanitation infrastructure in Man'ombe Circuit in Mopani Education District?
- What are the factors that hinder the provision of school sanitation infrastructure in the area of study?
- What strategies can be used by SMTs to improve the school sanitation infrastructure in Man'ombe Circuit in Mopani Education District?

1.9. DEFINITION OF KEY TERMS

The section below describes the key concepts underpinning the study.

1.9.1. Sanitation

Sanitation relates to how human waste is disposed safely. Sanitation is a multi-step process in which human excreta (faeces and urine) and wastewater are safely managed and treated from the point of generation to the point of ultimate disposal (Tilley et al., 2014). Access to adequate sanitation is necessary for personal dignity and security, social and psychological well-being, public health, poverty reduction, gender equality, economic development and environmental sustainability (Funamizu, 2017:13).

The World Health Organization (WHO) provides a broad definition of the term sanitation which most countries accept as being accurate. The WHO's (2014:2)

definition alludes the provision of facilities and services for the safe disposal of human urine and faeces. The WHO (2014) also states that sanitation can be defined as a facility which is safe, reliable and private, protected from the weather, ventilated, keeps smells to the minimum, easy to keep clean and minimises the risks of the spread of sanitation related diseases.

South African legislation—including the South African Norms and Standards for school sanitation infrastructure—is aligned with the WHO. The Department of Water and Sanitation (2011:4) defines sanitation as "a facility which is safe, reliable, and private, protected from the weather, ventilated, keeps smells to the minimum, is easy to keep clean and minimises the risks of the spread of sanitation related diseases by facilitating the appropriate control of disease carrying flies and pests and enable safe and appropriate treatment and/or removal of human waste and bleach or grey water in an environmentally sound manner". The Department of Water and Sanitation also emphasises the importance of minimising the risk of sanitation related disease through appropriate control of disease carrying flies and pests and enabling the safe and appropriate treatment and/or removal of human waste materials and/or grey water in an environmentally sound manner (Department of Water and Sanitation, 2011:4). It also requires provision of sanitation facility with appropriate personal hygiene materials such as clean water and soap (DBE, 2014:10).

1.9.2. School sanitation in South Africa

For the purposes of brevity, the expression 'school sanitation' refers to 'school sanitation in South Africa. Schools with adequate sanitation facilities are described as schools that have sufficient number of toilets for students and teachers that are private, safe, clean, and culturally and gender appropriate; hand-washing facilities close to toilets; and sustained hygiene promotion. Facilities should also be age appropriate, cater for small children, girls of menstruation age and children with disabilities (WRC, 2014:17).

1.9.3. Infrastructure in the context of 'school sanitation infrastructure'

Infrastructure is used for the purposes of this manuscript to describe any physical facilities and/or organisational structures that contribute to the provision of school sanitation that complies with the guidelines pertaining to minimum Norms and Standards for public schools' infrastructure.

1.9.4. Management and leadership

The term management has attracted many definitions from multiple authors from variable perspectives. According to Parkhouse (2011:23), “management is concerned with coordination of materials, human resources, technologies, support units dealing with facilities and the contextual factors such as organizational networks, government regulations and community expectations”. This definition is reinforced by Mathebula (2015:9) who argues that management may be defined as the process by which human, financial, physical and information sources are utilised to achieve enterprise objectives.

Leadership is typically considered to be a sub-component of the management sciences. In the context of this research, following Drucker (1954), leadership is used throughout to denote the role that some people play to enable and ensure the correct and appropriate management processes which facilitate the provision of school sanitation infrastructure occur in a timeous and efficient manner.

In the context of this research, management and leadership are considered to be interdependent behaviours and attitudes that fuse into the collective skill-sets required to facilitate the organisational tasks performed by SMTs to create conditions that enable the provisioning of school sanitation infrastructure (Ngobeni, 2013:8).

1.9.5. School Management Team

School management is regarded as a component of organisational management. School management is about achieving results in collaboration with other people (Nkuna, 2018:5). The management of schools is generally a complicated matter that is influenced by multiple factors such as, *inter alia*: the size of the school buildings, the curriculum, funding, staffing and enrolment figures (Mathebula, 2015:9). It therefore requires well-trained and competent people to manage schools.

The expression ‘School Management Team’ (SMT) refers to the main executive body in school that is responsible to ensure the smooth running of the school (Van Wyk and Marumoloa, 2012: 103). To support this, Ntsoane (2018:13) argues that schools are managed by teams of educational experts who, through planning, organising, leading and controlling ensure that quality teaching and learning takes place in a conducive learning and working environment. The South African Schools Act (1996:25) explains

SMTs as management structures in schools tasked with the professional, day to day running of schools (RSA, 1996). This team typically consists of the school principal — usually the Chair of the SMT — deputy principal/s, departmental heads and senior teachers (SASA, 1996:23). The Personnel Administrative Measures (1998:11) and the South African Standard for Principalship (2014:16) indicate that one of the roles of SMT members is to insure the safe keeping of physical resources.

1.9.6. Provisioning

In the context of this research, the word 'provisioning' is used to denote the systemic nature of ensuring that there is appropriate school sanitation infrastructure at schools.

Provisioning is thus inclusive of:

a. Being prepared—which implicitly requires being aware of, and applying for, the various access points for funding in order that a school complies with the South African Norms and Standards for school sanitation infrastructure—for what is required to maintain appropriate school sanitation infrastructure;
b. Having sufficient stocks or materials in place to ensure day to day maintenance of appropriate school sanitation infrastructure, and
c. Ensuring that a contingency plan is in place in the event of an unexpected event that undermines the utility of school sanitation infrastructure.

1.9.7. Community

There are different ways of defining community. Community can be defined in three different ways i.e. geographically, identity and infirmity. Normally, community is defined as a group of people with common interests living in the same area. For the purpose of this research, community is defined in terms of identity. Schools in Man'ombe Circuit are regarded as our community of study because they are in the same geographical area and they share a common interest of improving the lives of learners in the area and to improve the lives of community members as a whole.

1.10. OUTLINE OF RESEARCH REPORT

The outline of the study will be as follows:

Chapter 1: Introduction

This chapter provides introduction and background of the study which include the research problem and what the researcher seeks to investigate during the research process; the significance of the study, followed by a definition of the key terms used in the mini-dissertation. This is followed by an introduction into how the literature review is, the methodology to be applied, ethical considerations as well as the outline of the research.

Chapter 2: Literature review

This chapter will review relevant literature relating to the research aims, objectives and research questions. The literature consulted includes published books, completed theses and dissertations, journals for both education and social sciences disciplines.

Chapter 3: The research methodology and design

The focus of this chapter will be on the research methodology used to conduct the research and details how the research instruments were designed, the population of the study, sampling methods and data collection methods and procedures.

Chapter 4: Data analysis

Data analysis and interpretation are reflected in this chapter. The chapter presents the themes that emerged from the findings of the research.

Chapter 5: Conclusion and recommendations

This chapter will seek to find out if the research question have been adequately answered and what are the implications of findings concerning the research findings will be the focus of this study.

1.11. CONCLUSION

Chapter1 introduced the problem under investigation including the aim of the study, background information about provisioning of sanitation infrastructure in public schools, the motivation of the study, objectives, the research questions and the outline

of the research report. Chapter 2 will review relevant literature about school sanitation infrastructure, management and leadership.

CHAPTER 2: LITERATURE REVIEW

2.1. INTRODUCTION

This chapter reviews literature related to school sanitation and, followed by education management and leadership in the provisioning of school sanitation. The purpose of exploring what has already been researched is to locate the current study within the existing body of knowledge. According to Mouton (2011:39), the reason for a review of existing literature is to identify widely accepted empirical findings in the field of study as a mechanism to save time and avoid duplication. Thus, a literature review is a fundamental component of the research process because it ensures that the research that is planned is contextually situated within the relevant body of knowledge.

This literature review draws on sources from journals and books, the internet and other documents related to the role of SMTs, school sanitation and sustainable community development in South Africa and beyond.

This chapter is presented as follows:

- First an overview of literature relating to 'hard' school sanitation infrastructure ;
- Second a summary of the 'softer' skills that are required for the provision of school sanitation;
- Third, a description of the theoretical and conceptual frameworks;
- This is followed by a summary of management and leadership literature in the context of the provisioning of school sanitation, and
- Finally, the chapter is concluded with a summary.

2.2. BACKGROUND TO 'HARD' SCHOOL SANITATION INFRASTRUCTURE

For the purposes of brevity, the expression 'school sanitation' refers to 'sanitation in primary and secondary public schools. Schools with adequate sanitation facilities are considered to be schools that have sufficient number of toilets for students and teachers; toilets that are private, safe, clean, socially and culturally acceptable, gender appropriate with hand-washing facilities close to them (Wienecke, Atkinson and Botes, 2017:405). The WHO (2014:17) indicates that school sanitation facilities should be age appropriate, cater for small children, girls of menstruation age and children with disabilities and be maintained in a hygienic condition—with soap being available for

hand washing. UNICEF (2014:11) states that for school sanitation systems to contribute towards the goals of equity and a sustainable society, they must at least partially be able to facilitate the following:

- Disease prevention (destroy or isolate pathogens in faeces);
- Environmental protection (prevent pollution, conserve water);
- Recycle nutrients to the soil;
- Affordability (be accessible to the world's poorest);
- Acceptability (aesthetically inoffensive, consistent with cultural and social values), and
- Sustainability through simple design (robust enough to be maintained within the limitations of local technical capacity, economic capacity and institutional support).

2.2.1. School sanitation infrastructure: an international perspective

According to the WHO (2014:1), the fact that sanitation is an important issue in development has already been established. The 2030 Agenda for Sustainable Development agreed upon by all 193 Member States of the United Nations (UN) General Assembly, resolved to end poverty in all its forms, thereby taking bold and transformative steps to shift the world onto a sustainable and resilient path and ensure that no one will be left behind (WHO & UNICEF JMP, 2018:3). The 2030 Agenda established 17 Sustainable Development Goals (SDGs) and 169 global targets addressing the social, economic and environmental dimensions of sustainable development in an integrated manner. It seeks to realize the human rights for all, and achieve gender equality and empowerment of all women and girls (WHO, 2014:5). This ambitious universal agenda was implemented by all countries and all stakeholders, working in partnership between state, private sector and community.

SDG6 aims to "ensure available and sustainable management of water and sanitation for all' and includes targets for universal access to drinking water, sanitation and hygiene for all by 2030'. According to WHO and UNICEF's (JMP) (2018:8), the expression 'universal' implies all settings, including households, schools, healthcare facilities, workplaces and public places, and 'for all' implies services that are suitable for men, women, girls and boys of all ages, including people living with disabilities.

SDG4 aims to “ensure inclusive and quality education for all and promote lifelong learning, improved learning outcomes and the elimination of inequalities at all levels of education” (WHO, 2015:20). Target 4(a) addresses the means of implementation and aims to build and upgrade education facilities including but not limited to sanitation facilities (WHO & UNICEF JMP, 2018:22).

According to Wienecke et Al. (2018), sanitation is not only a technical issue, but also includes socio-economic, political, cultural, psychological and ethical aspects. It requires interaction between science, government, private sector manufacturer and community engagement to determine the suitable and appropriate technology for a particular area. At an international level, school sanitation standards are mainly implemented through WHO and UNICEF’s joint programme called Water Supply, Sanitation and Hygiene (WASH).

2.2.2. School sanitation in sub-Saharan Africa

The population of Sub-Saharan Africa is nearly 1 billion, of which around 63 per cent live in rural areas (UN, 2019:2). The proportion of the population in this region with access to drinking water and sanitation is the worst in the world—with only 28 per cent of people having access to basic sanitation facilities (UN, 2019:3). All ten worst countries in terms of access to sanitation are all situated in sub-Saharan Africa. Children in the region are 14 times more likely to die before the age of five compared to children in developed countries, mainly from diseases like diarrhoea which are caused by poor sanitation (reference). The report also says that one among every ten girls misses school during menstruation in the region which is attributed to inadequate sanitation facilities (Sengupta, Verma and Kazmi, 2018:8).

According to research conducted by World Bank (2018:23), African countries lost almost 0.9 per cent of their Gross Domestic Product (GDP) in 2015 due to poor sanitation, which is higher than the global average. A study by WHO in 2012 found that African countries lost around US $5.5 billion annually because of the poor state of sanitation. Open defecation alone costs these countries around US $2 billion. The poorest sections of the society practise open defecation at a higher rate than the richest. Another finance brief published in 2016 shows that the situation had hardly

improved. The economic burden of poor sanitation falls heavily on the poorest of the poor.

Sanitation coverage in schools is the lowest in the region (JMP report, 2018: 3). Tanzania reported the lowest coverage of toilets in schools, with only one in ten schools having decent toilets. On the other hand, South Africa shows 100 per cent toilet coverage in schools. Lack of toilets in schools hits female students the hardest and there are incidents of dropping out for this reason. In other areas, school toilets did not have separate toilet facilities for girls and boys. This prevents girls from attending schools in the area leading to high gender inequality in the region (Sengupta et Al., 2018: 20).

2.2.3. School sanitation in South Africa

According to Mathews (2018:2), many schools across South Africa fail partially or totally to provide children with sanitation infrastructure which is safe, protect their dignity and meet hygiene standards. This situation was caused by inadequate funding in the apartheid era in the country (Marishane, 2013:1). To catch up with apartheid backlogs, the Department of Basic Education (DBE) developed different programmes to speed up the provision of sanitation in South Africa (Mafoko, 2019:2). The programmes include the following:

- The Accelerated School Infrastructure Delivery Initiative (ASIDI) is a programme driven by the DBE to address the school infrastructure backlogs in schools. ASIDI is funded through the Schools Infrastructure Backlogs Grant and its primary focus is to ensure that all schools meet the basic safety norms and standards gazetted by the Department of Basic Education (DBE) in 2013. The purpose of the programme is for the eradication of schools made entirely of inappropriate structures and provision of basic level of water, sanitation and electricity.
- The Education Infrastructure Grant which is a conditional grant provided to assist with accelerating the construction, maintenance and upgrading of new and existing infrastructure in education and enhancing the capacity to deliver infrastructure in education. Sanitation was considered the priority in this fund after a child fell into a pit toilet and died (DBE, 2015:2).

- The Sanitation Appropriate for Education initiative (SAFE) is a programme driven by DBE to eradicate all pit latrines and other unacceptable sanitation, such as plain pit latrine. SAFE also aims to provide safe and appropriate ablution facilities and to contribute to the maintenance of those ablution facilities (DBE, 2018: 14).

Notwithstanding efforts by the DBE to provide adequate sanitation to all schools in the country, the situation in many schools in South Africa is sub-optimal. The study by Marishane (2013:5) indicates that school sanitation can improve if school sanitation can be incorporated in community development. This allows all stakeholders to participate in schools sanitation in deferent ways as some community members are technical experts and can assist with some skills needed.

Backlogs are determined by DBE in the form of schools with only pit toilets, schools which are in need of grade R and disable toilets and schools with proper toilets but pit toilets had not been demolished (Mafoko, 2019:6).

The National Education Infrastructure Management System (NEIMS) report for January 2018 indicates that there are 23 334 active public schools in South Africa and there is no school without any form of sanitation, 3 898 schools countrywide have only pit latrines, which are 'not allowed at schools' according to the Norms and Standards for School Infrastructure regulations, published in November 2013, 7 274 schools are in need of grade R and disable toilets, 3 040 schools had proper sanitation but pit had not been demolished. There are 9 122 schools with adequate toilets in the country (DBE, 2018:3).

2.2.4. School sanitation in Limpopo province

According to the WRC (2016:2), sanitation in many schools in Limpopo province like other rural South African provinces are of such a low standard that level of sanitation violates the rights of learners to safety, health and dignity. Toilets are not maintained in a safe condition and pose a threat to the lives of learners. Filthy conditions undermine health, spreading infections which compromise cognitive development and result in absence from school. Degrading and frightening experiences in the toilet undermine learners' psychological wellbeing, compromising learning and their ability to thrive academically and socially. Learners who avoid using the toilets because of

the conditions there find themselves unable to concentrate in class, or leave school to find a more acceptable toilet elsewhere.

According to research conducted by Water Resource Council, sanitation in most of schools in the province is mainly not age appropriate and there is no hand washing facilities inside the toilets. Most schools do not have enough money to hire a cleaner making toilets to be dangerous, dirty and degrading. In fact, because toilets are often monitored less than any other area of the school – if they are monitored at all – they could well be the place where they face the greatest threat to their safety, health and dignity. Some toilets pose a threat to the very lives of learners, who could fall into the pit and drown. Unpleasant toilets that are not monitored create a space where the worst of learner behaviour flourish, placing learners at risk of bullying, abuse and humiliation. All of this negatively affects teaching and learning. Learners who feel afraid and uncomfortable in the toilets will not be able to thrive in the classroom. Learners who get diseases from the toilets, or develop health problems from avoiding going to the toilets miss learning time. Education is also compromised when learners who stay home because it is too unpleasant to deal with their periods in the school toilets or learners who leave school to find a better toilet (WRC, 2015:3).

2.2.5. School Sanitation in Man'ombe Circuit

Sources of information relating to school sanitation in Man'ombe Circuit are scant. Nevertheless, primary indicators of the state of school sanitation in the Circuit retrieved from the Circuit Manager of Man'ombe Circuit. This was augmented by secondary data that was retrieved from both the EMIS and local District Infrastructure Office.

2.2.6. Primary sources of information

The conversation that the researcher had with the circuit manager prior to deciding on the research topic indicated that:

- All 30 schools in the circuit have sanitation;
- All schools use more than one sanitation technology–such as a combination of water borne, ventilated improved latrines, plain pit toilets and enviroloos;
- Some schools use pit toilets built by communities;

The circuit manager also explained that the reason for different sanitation type in the circuit was because the source of resources for the infrastructure varied. The different resources for school sanitation infrastructure included the following:

- Community construction;
- Private donations, or grants from non-profit organisations, and
- The DBE.

The circuit manager also explained that maintaining the infrastructure in both technical working order and hygienically was a challenge within the circuit.

2.2.7. Secondary sources of information

According to information from EMIS, Man'ombe Circuit has 30 public schools, for which 20 are primary schools and 10 secondary schools (EMIS, 2018). Nine of these schools are in Giyani Township and 21 in the villages around Greater Giyani. Data sourced from the Local District Infrastructure Office indicates that 80% of the schools in the circuit were provided with new safe technology, which is safe and is conducive to be used in the area (Premis, 2015: 7). However sustaining the sanitation in good hygienic condition is a challenge (Premis, 2015: 8).

In summary, whilst the information relating to school sanitation in the Man'ombe Circuit is incomplete, it does indicate that there is sanitation infrastructure at each school, but the management of that infrastructure is not sufficient to ensure that the infrastructure is maintained in a hygienic manner.

2.3. PROVISIONING OF SCHOOL SANITATION: FROM GLOBAL TO LOCAL

2.3.1. The Joint Monitoring Programme for Water Supply, Sanitation and Hygiene

In 2009, WHO and UNICEF established the Joint Monitoring Programme (JMP) for Water Supply, Sanitation and Hygiene (WASH) to monitor the implementation of WASH in all countries. The JMP has been instrumental in establishing global norms to benchmark and compare progress in water, sanitation and hygiene across countries. In 2015, when the SDGs were adopted, the JMP for WASH was also mandated with monitoring SDG6 ('sustainable management of water and sanitation

for all') in schools globally. WHO and UNICEF, through the JMP, are responsible for monitoring global progress towards the WASH-related Sustainable Development Goal (SDG) targets. The global effort to achieve sanitation and water for all by 2030 is extended beyond the household to include institutional settings such as schools, healthcare facilities and workplaces (JMP, 2018:8).

Notwithstanding these efforts to achieve 'water and sanitation for all', there is evidence from multiple sources in multiple global settings that these commitments are not being achieved (UN, 2018: 26). The most important thing is that JMP mainly records availability and ignores accessibility, acceptability and quality of sanitation facilities.

2.4. THEORETICAL AND CONCEPTUAL FRAMEWORKS

2.4.1. The th*eoretical framework*

A theoretical framework is a construction used by a researcher to interrogate, interpret and analyse events or phenomena to explain, or justify, events, behaviours or phenomena (Imenda, 2014:188). In this instance, the 'phenomena' is the provision of school sanitation within Man'ombe Circuit, Limpopo Province. The logic of the theoretical framework is provided below.

The process of provisioning of school sanitation in Man'ombe circuit requires a combination of 'hard', technical infrastructure and 'soft', management skills. DBE provides the hard infrastructure and the responsibility for the management processes are typically implemented by the SMTs at each school.

The background information prior to the study indicated that the following is in place:

- The legislative framework in South Africa provides well-articulated legal requirements with regard to the provisioning of school sanitation throughout the country;
- Budgets are available for the provision of school sanitation infrastructure throughout the country;
- SMTs are aware that they are responsible for the upkeep and maintenance of school sanitation infrastructure. Their role in the provisioning and advocacy of school sanitation is primarily one of management;

- The schools within Man'ombe circuit have—albeit varying—levels of school sanitation infrastructure;
- Budget is for maintenance of sanitation as this function is funded through financial norms and standards. It allows the use of 15% of that budget to maintain all school facilities;
- SMTs should devise means to get help from communities, NGOs and CBOs to assist in keeping the sanitation in both technical working order and in a hygienic condition at all times.

The above information suggests that the 'hard', technical infrastructure — including legislative measures — are contributing to the provisioning of school sanitation in Man'ombe circuit. However, the school sanitation infrastructure is not maintained at an optimal level. This suggests that it is plausible that the management of school sanitation infrastructure by the SMTs is a factor that is contributing to the sup-optimal levels. Furthermore, the literature revealed that there was very little prior research into the management processes that are currently being utilised by SMTs to ensure adequate provisioning of school sanitation within Man'ombe circuit. The theoretical framework excludes the 'hard', technical components of the provisioning of school sanitation infrastructure within the circuit from the focus of the research. In turn, this enables the research focus to be on the 'soft', managerial aspects of the provisioning of school sanitation within the circuit.

2.4.2. The conceptual framework

A conceptual framework is developed to provide theoretical coherence between the foundational concepts that are utilised throughout the research process (Adom, 2018:3). Typically, the conceptual framework is a "system of concepts, assumptions, expectations, beliefs and theories that support and inform one's research" (Hughes, Davis & Imenda, 2019:28). The conceptual framework also "directs the kind of data [that will be] collected and where and how, and it guides [the] analysis" (Rossman and Rallis, 2012:121). In addition, the conceptual framework provides the theoretical glue that links the foundational concepts with the research and analysis (Adom, 2018:3).

The components of a conceptual framework include the following:

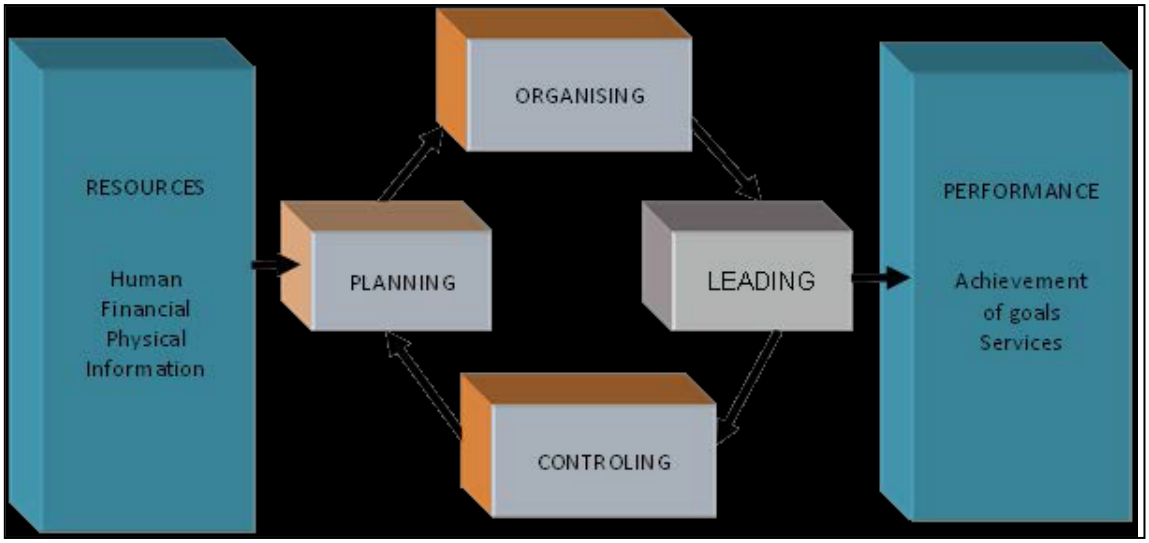
- A representation, picture, visual display and/or narrative of how key variables, concepts and/or themes in a study relate to one another (Grant & Osanloo, 2014; Miles and Huberman, 2016);
- A logical statement that justifies the relevance and meaning of the concepts that are focused in the study (Luse, Mennecke & Townsend, 2012) and what meaning can be attached to the "data accruing from such an investigation" (Imenda, 2014:185), and
- The basis for the sequential steps that are made during the implementation of the research (Adon, 2018:3).

A conceptual framework should also be simple and straightforward so that it "informs not only the development of the research design while helping the researcher decides what to study and what not to study, but it can also help student researchers justify those decisions to dissertation committees. Essentially, it puts everyone on the same page (Hughes, Davis & Imenda, 2019: 28). For this study, education management is used as a perspective for investigating how SMTs contribute to provisioning of school sanitation within Man'ombe circuit, Limpopo Province South Africa.

2.5. EDUCATION MANAGEMENT AS A "CONCEPT"

Education management is a component of management. Education management is getting results through people (Nkuna, 2018:5). To support this definition, Mavuso (2017:8) defines education management as a process of achieving schools' organisational objectives through people and other resources. According to Nyathi (2017:6) education management is defined as "planning, organising, leading and controlling of resources" to achieve organisational goals effectively and efficiently.

Conceptual framework draws on Seema' (2016:30) definition of education management "as a means of defining and achieving an organisation's stated purpose" which is comprised of four management functions: planning, organising, leading, and controlling, see Figure 2.1.



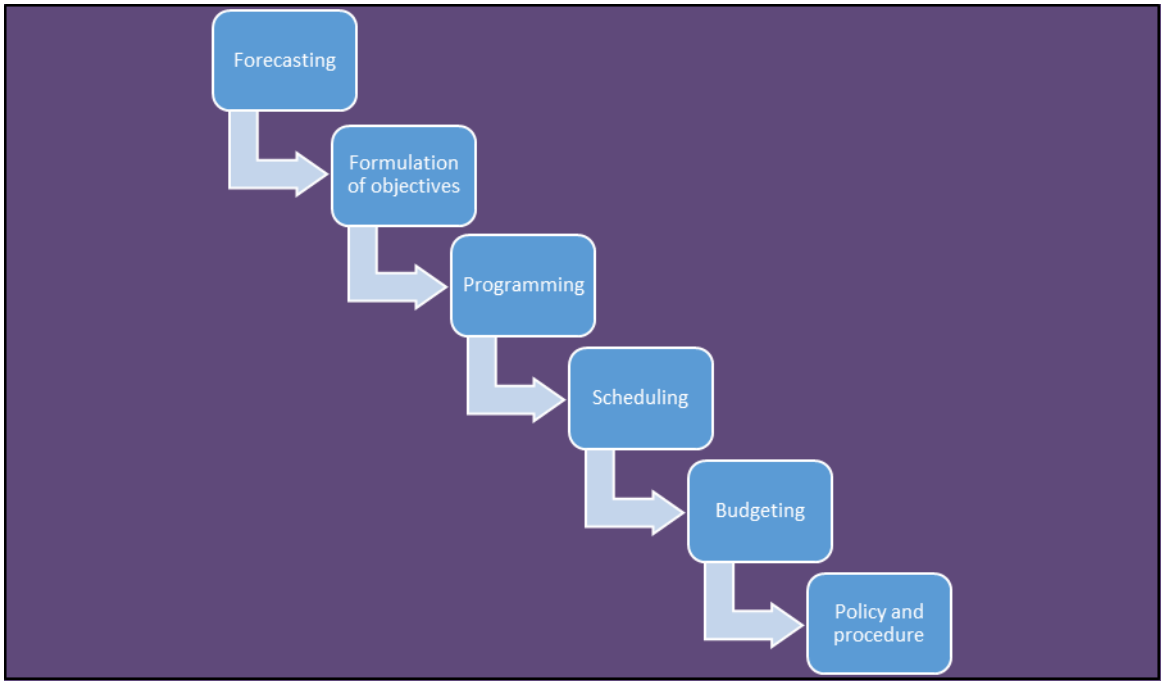
Source: Seem, 2016:30

Figure 2.1. Education management processes

Seema (2016) argues that the four functions of management described in Figure 2.1, constitute the primary and interdependent tasks of education managers which should be performed efficiently to optimise the outputs of an educational organisation. Whilst in reality, the four functions represent a process of management, and are described as standalone entities in the sections that follow.

2.5.1. Function 1: Planning

Planning is described by Seema (2016:31) as a process of "defining the organization's objectives or goals, establishing an overall strategy for achieving those objectives, and developing a comprehensive hierarchy of plans to integrate and coordinate activities". Planning is concerned with what should be done and the manner of doing it in advance. For the members of a SMT to plan school sanitation effectively, they need to follow the processes described below in Figure 2.2.



Source: Mavuso, (2018:17)

Figure 2.2. The process of planning

Planning requires planners to have prior knowledge, or experience, of the issue that is being planned. Based on the collective knowledge and experience of the planning team, the purpose of the planning function is to ensure that a comprehensive representation of the actions—and the constraints on those actions, such as budget or policy—is developed and agreed upon. Once the planning function is considered to be complete, the next step involves organising how the planned actions will occur.

2.5.2. Function 2: Organising

Seema (2016:33) defines organising as a process of delegating and coordinating tasks and resources to achieve predetermined objectives. The process is designed to facilitate the integrated implementation of the planned tasks and includes the following key characteristics:

- Grouping tasks by establishing the relationship between persons and groups to promote co-operations, based on the planning requirements;
- The allocation of duties, authority and responsibility without abdicating final responsibility;

- Determining relationships between various people to promote collaboration by means of co-ordination and job and duty descriptions.

In essence, organizing is intellectual work that involves thought processes which carry out the planning processes and involves desk-work (Bush and Middlewood, 2013:182). It is also a creative process designed to facilitate the systematic execution of the work—within the constraints of the organization's resources to ensure the achievement of objectives and goals in the most efficient manner (Mavuso, 2017:5). Ideally, proper organization will ensure that the work load required to achieve the objectives of the plan can be comfortably performed by an individual or group of individuals within an organization (Mavuso, 2017:5).

Characteristics of organising

Organizing is the management task which is performed to initiate planning and to initiate connections with the various parts of the organization so that goals may be realized and attained effectively. The following characteristics of organizing can be determined as indicated below:

- It is concerned with grouping tasks, or, stated differently, the vision of work in such a way that plans are affected;
- It is concerned with the allocation of duties, authority, and responsibility without abdicating final responsibility;
- It is concerned with determining relationships between various people to promote collaboration by means of co-ordination and job and duty descriptions, and.
- It is concerned with common effort to achieve set goals.

Importance of organizing is summarised below.

- Organizing is an essential and integrating element of the management process;
- Organizing leads to a comprehensive analysis of the work that must be done, and the resources required to achieve the enterprise objectives;
- Devised the total work load into activities that can comfortably be performed by an individual or group of individuals;
- Organizing promotes the productive application and use of resources (Mavuso, 2011:5).

From the above information, it is clear that the effectiveness of organising depends on the leadership that the members of SMT can display during the management of school sanitation in that particular community.

2.5.3. Function 3: Leading

According to Seema (2016:10), leading is a quality, or trait, that contributes to facilitating processes associated with education management. The most important task of SMTs as an executive body in school is to provide leadership inside and outside the school environment. In this study, leading is regarded as both a process and a property. The process of leading is the use of non-coercive methods to direct and co-ordinate the activities of the organised group towards achievement of the group objectives. As a property, leading is a set of qualities, or characteristics attributed to those who are perceived to motivate their workforce to achieve organizational objectives (Bush and Middlewood, 2013:79).

Robbins et al. (2013:244) also describe leading as the process of influencing other people to work towards achieving objectives. Robbins et al. (2013:245) state that leading people successfully involves understanding their attitudes, behaviours, personalities, and motivations. Effective leading requires SMTs to motivate subordinates and the school community at large, to communicate effectively and to use power and authority vested in their position. If school managers are effective leaders, their subordinates are more likely to be enthusiastic about exerting effort toward the attainment of set goals. Common to these definitions is that leadership is a process, or activity, where individuals or groups influence others to achieve set common goal (in case of school situation where this function is given to SMT members).

In order to lead effectively, members of SMTs need to understand the behaviour of learners, the staff members and the community at large towards their school sanitation issues. Issues relating to sanitation is typically influenced by cultural norms, thus many of the sanitation behaviours displayed by learners and educators are learnt, embodied and subsequently enacted from an early age (Zimba, 2020). Consequently, awareness of cultural norms relating to sanitation issues at a community level may assist SMTs to improve the management of school sanitation in ways that are culturally aligned with community norms (Mawila, 2017: 8). Thus, following Bush and Glover (2016:3),

for the purposes of this study, issues relating to localised cultural norms, leadership and sanitation are considered to be relevant.

- *Motivation*

Motivation is described by Grobler, Wärnich, Carrel, Elbert and Hatfield (2011:237) as the force that gives energy to human beings to behave in a certain manner despite constraints and obstacles with the ultimate aim of achieving organisational objectives. Therefore, motivation is the driving force, behind performance. Seema (2016:42) found that motivation has more to do with incentives, needs, tensions, and other forces within (internal motivation) and outside (external motivation) human beings that energise, channel and sustain human behaviour.

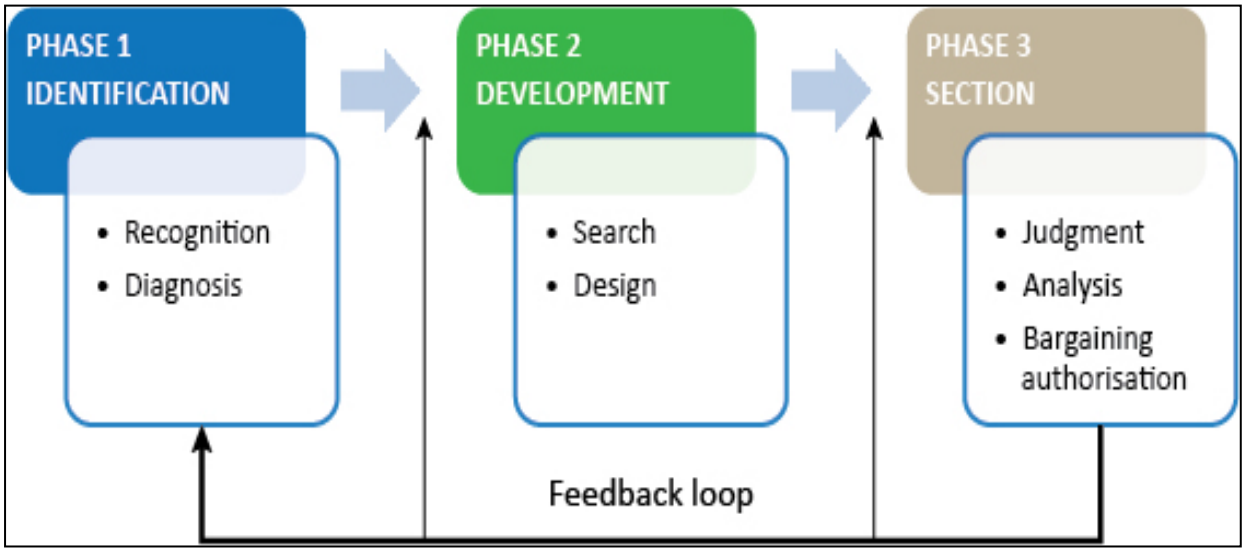
According to Robbins and Coulter (2013:425), the trigger for motivation is a recognised need that arises either within, or outside the individual. Feedback about the need creates individually — and sometimes a shared — embodied tension. The individual's eagerness to satisfy this need creates motivation which drives the behaviour of the individual concerned to behave in a particular manner. Once the need is satisfied, the tension is reduced and motivation recedes. In a school environment, the motivational 'need' is related to the organisational objectives of the school.

- *Decision Making*

Fred Luthans (2011:259) defined decision making as "choosing between alternatives". Cassidy and Kreitner (2008:286) describe this further as a "process of identifying and choosing among alternative courses of action in a manner appropriate to the demands of the situation". Luthans (2011:259) does not indicate whether decision making is an act or a process and does not indicate the relevance of the situation in his explanation. On the other hand, Cassidy and Kreitner (2008:286) indicate that choosing is a process of making the right choice that should be in line with the demands of the situation. The following is a discussion to clarify a process and demands of the situation (Robbins and DeCenzo, 2008:101).

Decision making is a process, not an act. It consists of steps (Seema, 2016:188; Robbins and Coulter, 2013:425; Mathebula, 2015:32 and Bush and Middlewood (2013:236) or phases (Luthans, 2011:260) beginning with the identification of a

problem; which is a discrepancy between an existing and a desired state of affairs, followed by development of an alternative solution, and ending with the evaluation of the effectiveness of the decision. The demands of the situation require that the decision maker should try to isolate a solution out of a number of alternatives, to fit the demands of the situation within which the state of affairs prevails. Every problem is unique, and the solution to it should be appropriate to the context within which it is made.



Source: Luthans (2011:260)

Figure 2.3. Decision making processes

Figure 2.4 illustrates a linear representation of a decision making model with three phases. A feedback loop indicates that decision making process is interactive and ongoing, whereby the results of one decision provides new information upon which other decisions can be based (Mathebula, 2015:32). A feedback loop may be caused by timing, disagreements among SMTs, management turnover and abrupt appearance of new alternatives among others.

- *Delegation*

Delegation is defined by Mathebula (2015:36) as a "process of assigning various degrees of decision making authority to lower-level employees". Mullins (2011:691) makes an addition to this definition by indicating that it is part of the managerial function that involves some element of risk. At a school level, this process implies that

a principal distributes a portion of his or her workload to others at lower level, for example, deputy principal, Heads of Departments (HODs), senior teachers, teachers and even administrative officers.

By distributing these tasks to other staff members, accountability is created for the staff member to complete delegated tasks effectively and then report progress made to the person who delegated these tasks. Seema (2016:68) warned managers that what should be delegated is authority and not the responsibility. Therefore, delegation is the sharing of authority, and it should not be confused with the abdication of responsibility. The main question pertaining to delegation is: if authority is delegated, can power, responsibility and accountability also be delegated? In order to respond to this question, differences between authority, power, responsibility and accountability have to be drawn. According to Mawila (2017:8), most of the members of the SMT in the Giyani area are failing to effectively manage school sanitation because of lack of proper control. In the next section the researcher discusses the concept control in organisations.

2.5.4. Theme 4: Control

Robbins *et al.* (2013:370) describe the purpose of control to be the process of establishing and implementing mechanisms to ensure that an organisation achieves its objectives. The mechanisms typically associated with control that represents "the process during which personal behaviour and job performance can be observed and monitored to determine whether the behaviour and job performance correspond with the standards and objectives that have been set , so that corrective action can be taken, if necessary" (Mavuso, 2017:7). Invariable, organisational contexts are variable, thus the mechanisms required to achieve control will reflect these contextual differences. The control mechanisms used to ensure that the objectives of organisation A, are achieved, cannot be replicated to organisation B without modifications. Likewise, school situations differ and therefore the performance measure of control in school A will not be the same as that of school B. According to Bush and Middlewood (2013:356), school oversight committees cannot be expected to know whether their schools are performing properly until they have evaluated the activities being performed by such schools with their vision or their set objectives. This is done, or should be done, by comparing the actual performance with the desired

standard's set in the vision or objectives. Bush and Middlewood (2013) argue that there are three primary mechanisms of control which are managed using control processes. These mechanisms are described below.

- Feed forward, or preliminary control

Feed forward control mechanisms are designed to anticipate and prevent possible problems. The major difference between the successful and unsuccessful school managers is the ability to anticipate and prevent problems before they occur, rather than solving problems after they have occurred. Feed forward control mechanisms include standing plans which are designed to control educators' and learners' behaviour in recurring situations to prevent problems and contingency plans which are designed to inform educators and learners what to do if problems occur.

- Concurrent control

This is the type of action taken when inputs are transformed into outputs to ensure that standards are met. The key to success is quality control and common tests are used in schools to ensure that quality teaching is not compromised.

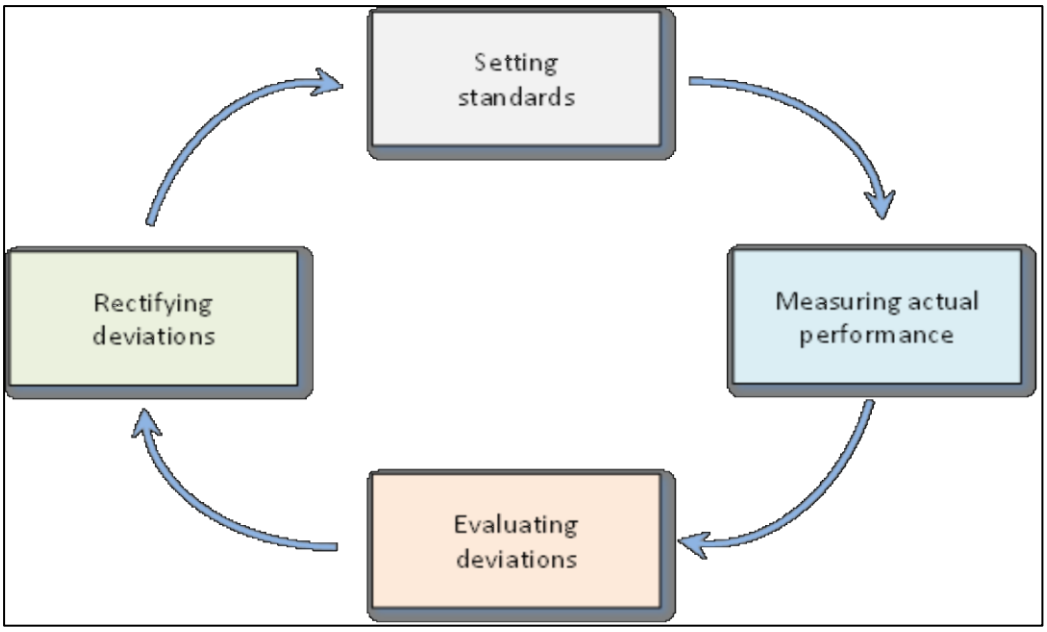
- Feedback control

This kind of control takes place after an action. Two sub-controls are used here, namely: rework control and damage control. Rework control is used to fix output where feed forward and concurrent control have failed. In the school situation, this will refer to the re-emphasis of sections of the curriculum where learners' performance was not satisfactory. Damage control includes actions taken to minimize negative impacts on school stakeholders due to faulty outputs. An important part of the control process is the feedback loop for stakeholders. In order to satisfy stakeholders' needs, tests (products) should be improved continually. Feedbacks provided by SMTs to educators, learners, departments and the community at large help to continually improve the quality of tests.

- *The control process*

Bush and Middlewood (2013:388) describe control process as a cycle composed of four steps, namely; setting standards, measuring actual performance, evaluating

deviations and rectifying deviations, as Figure 2.5 below indicates. Therefore, control process is a means whereby management ensures that the organization's objectives are realized or that the organization's actual performance is in line with predetermined standards. If there are deviations, they are rectified and put in line with the set standards, if they are in line when evaluated, no correction is needed. With control, management ensures that all organization's resources are deployed to achieve the organization's mission and goals. Figure 2.5 below illustrates four steps of this process.



Source Bush and Middlewood (2013:236)

Figure 2.4. The control process

For members of SMTs to apply the principles of management they need to relate the theory to organisational practice. For the purpose of this study, the researcher describes three theories of leadership.

2.6. THEORIES OF LEADERSHIP: THE FULL RANGE LEADERSHIP MODEL

For the last 50 years, leadership styles have been extensively researched across the globe because multiple empirical studies indicate that quality leadership contributes to improved organisational performance (Anderson and Sun, 2017). The reason that multiple types of leadership styles have been interrogated is that there is a consensus among leadership scholars that, typically, leaderships styles can be optimised by

people in leadership positions if they adapt their leadership styles to particular, and often changing, contexts (Snowden and Boone, 2016). For the purposes of the exploratory research into the potentials of management and leadership styles to contribute to an improved understanding of the factors that influence the provision of school sanitation at Man'ombe circuit, Limpopo Province, the Full Range Leadership Model of Leadership was considered appropriate. The reasons for choosing the Full Range Leadership Model of Leadership are as follows:

- After an initial literature review, it became evident that the Full Range Leadership Model of Leadership has influenced other types of leadership styles, which suggests that there could be unnecessary overlaps with other theories relating to leadership during the analysis of the results, and
- The Full Range Leadership Model of Leadership is comprehensive and is well documented—thus represents an appropriate entry point into the research objective and aims.

The Full Range Leadership Model of Leadership was initially developed by management scholars (Bernard Bass and Bruce Avolio) in the 1980's and 90's. They identified three ideal-type leadership styles—transformational, transactional and laissez-fair—that could improve organisational effectiveness (Bass & Avolio, 2014). The three ideal-type leadership styles are described below.

2.6.1. Transformational theories of leadership

Transformational leadership styles focus on the interpersonal connections that develop between leaders and followers. The focus of transformational leadership was initially described as by Bass and Avolio as "idealized influence, intellectual stimulation, and individualized consideration" and was further developed to include "inspirational motivation" (Bass and Avolio, 2004, cited in Yahaya & Ebrahim, 2016: 191).

Transformational leadership aims to motivate and inspire people by helping group members see the importance of the task at hand—as well as the impact the task will have on the organisation. Transformational leaders focus on the performance of group

members and they also want each person to fulfil his or her potentials. Hooper and Potter in Clarke (2009:15) identified seven leadership competencies that are essential for successful transformational leaders which include following:

- Effective communication across all spheres of the organisation;
- Leaders represent role models for followers and typically display respected ethical and moral behaviours;
- Leaders are sensitive to contexts that demand an organisational change, are able to create a vision for that change and then execute the organisational changes required to attain the desired vision;
- Besides being visionary, transformational leaders are also strongly committed to organisational goals and highly motivated to maintain and improve organisational performance;
- Transformational leaders dedicate time and energy to demonstrate to followers that they are valued members of the organisational team;
- Typically, transformational leaders are also committed to life-long learning and are committed to encouraging others to do the same, and
- Transformational leaders proactively seek out creative ways to improve organisational performance.

Two examples of transformational leadership include charismatic and visionary, or inspirational leadership. Charismatic leaders have the ability to inspire and motivate people to do more than they would do despite obstacles. Visionary, or inspirational, leaders are able to formulate vision and steer followers to the envisaged vision that cannot be simply attained without commitment (Daft, 2012:451).

2.6.2. Transactional theories of leadership

The transactional leadership styles associated with the Full Range Leadership Model include “contingent reward and passive management by exception” (Bass and Avolio, 2004 cited in Yahaya & Ebrahim, 2016:191). The main focus of these theories is on the role of supervision, organisation and group performance. They further base

leadership on a system of rewards and punishments valued, as such, by both the leader and the follower, i.e. when employees are successful, they are rewarded and when they fail, they are reprimanded or punished in a particular way. According to Daft (2012:452), the advantages offered by transactional leadership are as follows:

- The leader's ability to satisfy subordinates through rewards may improve results;
- Transactional managers are hardworking, tolerant and fair minded;
- They take pride in keeping things running smoothly and efficiently;
  They emphasise the importance of aspects of performance such as plans, schedules and budgets;
- They conform and are committed to organisational norms and values.

Transactional leadership styles are often critiqued for being overly technocratic and reducing an employee to being a mere cog in the organisational machine (Thoroughgood, Sawyer, Padilla & Lunsford, 2018).

2.6.3. Laissez-faire leadership

Laissez-faire leadership styles—sometimes associated with participative leadership—are associated with leaders who are typically absent from decision making processes, whilst expecting followers to shoulder those responsibilities. This type of leadership style is often described as "passive" and, *in extremis*, "non-leadership" (Breevart & Zacher, 2019:386). This style of leadership encourages followers to autonomously complete tasks and projects, but does not enable followers to make decisions that affects organisational planning—in contradistinction participative leadership does enable followers to influence organisational planning (Wong & Giessner 2018).

There are different types of leadership theories and they all have advantages and disadvantages. Due to the exploratory nature of the study, the leadership styles that were considered to be potentially relevant fall under the umbrella expression Full Range Leadership Model of Leadership which includes transformational, transactional and laissez-faire theories of leadership. These three styles were chosen because these three styles were considered to be sufficiently contemporary and broad ranging for an entry level round of research in Man'ombe Circuit, Limpopo Province.

2.7. LEGISLATIVE FRAMEWORK

This section reviews legislation and policy related to education management and sanitation in South Africa. The purpose of the section is to provide the statutory context within which school sanitation is situated in South Africa.

2.7.1. The Constitution of the Republic of South African (108 of 1996)

Chapter 2 sets out the Bill of Rights as the cornerstone of democracy in South Africa. It contains various clauses relating to basic education and provision of sanitation which are summarised below.

- Clause 10 confirms that “everyone has inherent dignity and the right to have their dignity respected and protected”;
- Clause 24 confirms that “everyone has the right to an environment that is not harmful to their health or well-being; and to have the environment protected”, and
- Clause 29 confirms that “everyone has the right to a basic education, including adult basic education” (Constitution of the Republic of South Africa No 108 of 1996, 1996).

From these clauses in the Bill of Rights, it is evident that the government has an obligation to provide safe and decent school sanitation to all learners in the country. A failure to do so is not only an infringement of the right to basic education, but also implicates learners’ rights to an environment that is not harmful to health or well-being, the right to equality, the right to dignity, and the right to have a child’s best interests treated as paramount.

2.7.2. Public Finance Management Act No.1 of 1999

The main aim of Public Finance Management Act (PFMA) is to regulate the financial management in the national and provincial governments to ensure that all revenue, expenditure, assets and liabilities of those governments are managed efficiently and effectively. All public schools are considered to be public entities thus are required to adhere to the requirements of the PFMA—which are inclusive of school sanitation. Relevant sections from the PFMA are listed below:

- Section 38(a) (iii) of the PFMA (1999: 23) states that the institution (school) must have and maintain an appropriate procurement and provisioning system which is fair, equitable, transparent, competitive and cost effective;
- Section 38(d) states that the accounting office is responsible for the management of school infrastructure by both safeguarding and maintaining the schools physical assets.

2.7.3. South African School Act No.84 of 1996

The South African Schools Act, 1996, (henceforth 'Schools act') ushered in a new legislative context relating to the provision of school infrastructure in South Africa. The Schools Act prescribes that the state has a responsibility to provide basic school infrastructure to all public schools, especially prioritising schools that were previously disadvantaged.

In terms of the Schools Act, the objectives of the regulations are follows:

- To provide minimum uniform norms and standards for public schools infrastructure;
- To ensure that there is compliance with the minimum uniform norms and standards in the design and construction of new schools and additions, alterations and improvements to schools which exist when these regulations are published;
- To provide timeframes within which school infrastructure backlogs must be rectified, and
- To ensure equitable funding for the above. Specifically, Section 34 of the Schools Act prescribes that the State must fund public schools from public revenue on an equitable basis in order to ensure the proper exercise of the Schools Act.

The Schools Act serves as a legislative framework that is designed to ensure that educational infrastructure—which is inclusive of school sanitation infrastructure—meets appropriate, national standards. The Act also states that responsibility for ensuring compliance rests with Members of the Executive Council of a province (Republic of South Africa, 1996).

2.7.4. Equitable provision of public school infrastructure (2010)

The National Policy for the Equitable Provision of an Enabling School Physical Teaching and Learning Environment (2010) recognises that infrastructure is critical to quality learning and teaching and good educational outcomes. It also suggests that "equity in the provision of an enabling physical teaching and learning environment is … a constitutional right and not just a desirable state". The National Policy for the Equitable Provision of an Enabling School Physical Teaching and Learning Environment (2010) specifically seeks to ensure and equalises provision of infrastructure across all the provinces (Swanepoel, 2019:36).

2.7.5. Minimum uniform norms and standards relating to provisioning of public school infrastructure

The Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure (henceforth 'Infrastructure Norms & Standards') was designed to counter the uneven provision of functional school sanitation infrastructure. The Infrastructure Norms and Standards outlines the minimum uniform norms and standards for school infrastructure and "timeframes within which school infrastructure backlogs must be eradicated" (Swanepoel, 2019:7).

With respect to the provision of school sanitation, the Infrastructure Norms and Standards stipulates the exact number of toilets, urinals and basins required for learners and staff for different school enrolment ranges. The schools must have sufficient sanitation facilities to comply with these numbers, and it must "provide privacy and security, promote health and hygiene standards".

2.7.6. Role of SMTs in school sanitation

As it was already established, SMTs are the executive management body in a school. They had to oversee that all things runs smoothly at school including school sanitation.

2.8. CONCLUSION

In this chapter, the status of school sanitation around the world, other factors that influence school sanitation in different areas, how management processes and leadership skills can influence the provision of school sanitation for sustainable community development were reviewed. In the following chapter, the researcher will present and discuss the research methodology used in this study.

CHAPTER 3. RESEARCH METHODOLOGY

3.1. INTRODUCTION

The previous chapter provided a literature review relating to the provision of school sanitation in both global and local contexts. This chapter details the research methodology. Research methodology is a plan that a researcher proposes to collect, analyse and interpret data in a particular study (Creswell, 2014:4). Research methodology can be quantitative or qualitative. In quantitative approach, numbers and statistics are used to describe the findings of the research. In qualitative approach, words and meanings are used to describe the findings of the study. Quantitative research allows the researcher to test the hypothesis by systematically collecting and analysing data while qualitative research allows the researcher to explore ideas and experiences in depth (Creswell, 2014:6). This chapter is presented in the following way: first the research approach, including the research paradigm and design used in this study. This is followed by the sampling technique, the data collection strategy, data analysis, how the trustworthiness of the research was conducted and ethical issues.

3.2. RESEARCH APPROACH, PARADIGM AND DESIGN

This section presents the research approaches, paradigms and designs that are applied in this research undertaken in Man'ombe Circuit.

3.2.1. Research approach

Creswell (2014:3) describes a research approach as "plans and procedures that the researcher follows while doing research." These plans reflect the research paradigm and include sampling, data collection, data analysis and reporting the results of the study. According to Cresswell (2014:5), there are three approaches that can be used to study research, i.e. Qualitative, quantitative and mixed methods approach. For this study, the researcher used a qualitative approach. The qualitative approach is defined as "research that attempts to collect rich descriptive data in respect to a particular phenomenon or context with the intention of developing an understanding of what is being observed or studied" (Maree, 2011:50).

To support the above definition, Creswell (2014:6) states that the qualitative approach is used to explore and understand meanings that communities and individuals attach to a social problem or phenomena. McMillan and Schumacher (2014:32) attest that qualitative research studies the phenomenon in its natural settings because behaviour is influenced by the environment and context. They further posit that qualitatively collected data is rich, descriptive and is concerned with the 'whys' and 'hows' of behaviour; sees reality through the eyes of the participants and the design is not pre-figured but emergent with the purpose of describing and exploring.

The researcher selected the qualitative approach as appropriate for this study because of the aim of this study to understand and to describe the roles that the SMT members can play in the provisioning of school sanitation in Man'ombe Circuit. In this study, the researcher visited the SMT members in their respective schools where they performed their daily duties. The researcher collected and analyzed the data--and reported on the findings. The central role played by the researcher in the data collection process enabled the researcher—as stated by Creswell (2014:15)—to acquire rich data using different methods of data collection. Following this procedure, enabled the researcher to accumulate a holistic picture of the phenomenon under study. It also enabled the researcher the opportunity to hear the participants' different views and experiences which is relevant to the study because different people may view the same phenomenon differently.

3.2.2. Research paradigm

Creswell (2014:6) describes research paradigms as "general philosophical orientations about the world and the nature of the research that the researcher brings to the study". Each research paradigm is defined by its basic beliefs or metaphysics about how the researcher sees reality (ontology), how the phenomenon should be studied (epistemology) and the tools for studying the phenomenon (methodology) (De Vos et al., 2011:76).

This study is situated within the interpretive paradigm. The interpretive paradigm is "the study of interpretation where the researcher reconstructs the original words of the participants in order to reconstruct the intended meaning and try to understand the phenomenon through the meanings that the participants assign to them " (Maree,

2011:58). The same sentiments are supported by de Vos et al. (2011:79), that in interpretivism, reality should be interpreted through the meanings participants attach to their situations. Lindsay (2010:16) reiterates that man (sic) has the ability to construct meaning according to his/her interpretations of the world in which they live, resulting in multiple realities and relative truths.

The researcher believes that there is no concrete and absolute reality out there because reality is constructed in the participants' mind as they interact with the social phenomena in their daily lives. This way of seeing reality is supported by Denzin and Lincoln (2011:180), in that in constructivism, reality is constructed in the minds of participants resulting in multiple realities. In this study, the researcher believed that reality is how SMT members experienced and perceived their roles as they went about dealing with sanitation in their respective school communities and not normative theories written in books and / or articles.

The interpretive paradigm is based on the ontological assumption that reality exists in the form of multiple mental constructions, is subjective and is value laden because different people have differing experiences, knowledge, views, interpretations and experiences of the same phenomenon (Denzin & Lincoln, 2011:182). The researcher believes that as people interact with their environment, they assign meaning to different phenomena in their environment and as such, the researcher should interpret those meanings through the eyes of those people, not his/her own.

To achieve this, the researcher developed a relationship with members of the SMT and together they created a construction of local realities relating to school sanitation from the perspectives of the SMTs using multiple research methods. The researcher put his/her experiences and knowledge aside during the interaction and concentrated on the experiences, knowledge and values of the SMT members. This latter point reflects the view by Denzin and Lincoln (2011:22) that the epistemological assumptions held by the interpretive paradigm is that knowledge is constructed by maintaining a relationship between the researcher and the participants. Together they co-construct reality which then becomes a social construction of their own understanding based on their views within the environment. .

In order to co-construct the realities of the SMT members, the researcher interacted with SMT members during the study, heard their different views including their subjective realities, experiences, values and knowledge. This provided the context from which a relationship formed between the researcher and the SMT members from which new knowledge emerged. Denzin and Lincoln (2011:22) see this as subjective co-created findings. The methodological assumptions underpinning the interpretive paradigm is that new knowledge should be constructed by using multiple methods which are interactive and humanistic such as observations, documents, interviews and using humans as research instruments (Creswell, 2014:68). The humanistic methods of interpretivism enabled the researcher an opportunity to hear SMTs' perceptions about the phenomena under study during the subjective co-creation of the findings and subsequently interpret them by comparing and contracting them with principles to gain new knowledge (Denzin & Lincoln, 2011:23).

3.2.3. Research design

A research design is a "plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, data gathering techniques to be used and the data analysis to be used" (Maree, 2011:70). In this instance, the researcher used a case study research design to direct the research, from the research questions posed, through data collection and analysis. Maree (2011:75) defines a case study as "a systematic enquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest." Creswell (2014:217) compliments this view by arguing that a case study as an empirical enquiry investigates a contemporary phenomenon within its real life context when boundaries between the phenomenon and contexts are not clearly evident. These perspectives are corroborated by Hamilton and Corbett-Whittier (2013:7) who posit that case studies are empirical enquiries which are conducted within localized boundaries and examine a contemporary issue in its real life context.

There are two dominant categories of case studies; namely intrinsic and instrumental case studies. Intrinsic case studies attempt to capture the case in its totality by understanding the phenomena that makes the case fully. Instrumental case studies focus only on certain issues of the case (Hamilton & Corbett- Whittier, 2013:7). In this study, the researcher used an instrumental case study because the focus was on the

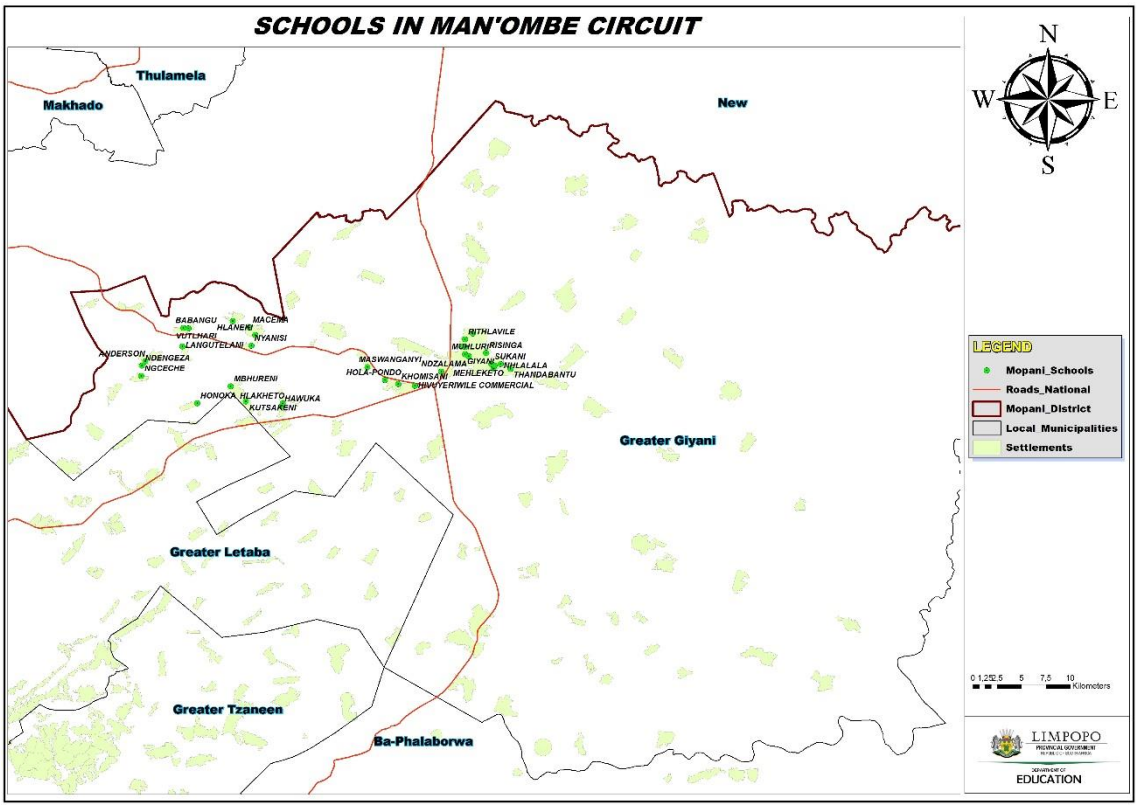
provision of school sanitation in the Man'ombe circuit from the perspective of the SMT members—not in the teaching roles of SMT members.

According to Creswell (2014:234), there are three possible forms of research design: descriptive, exploratory and explanatory. For this study, an exploratory design was used. Exploratory research is conducted when enough is not known about a phenomenon and a problem that has not been clearly defined (Creswell, 2014:267). It does not aim to provide the final and conclusive answers to the research questions, but merely explores the research topic at varying levels of depth. Exploratory research is designed to tackle new problems, or phenomenon, on which little–or no–previous research has been done (Maree, 2011:118).

The research design for the study is exploratory because it seeks to understand the role that SMT plays in the provisioning of school sanitation and was motivated by the knowledge gap that exists on the subject. The researcher used the qualitative approach in the form of a case study because such a bounded study is more feasible within the given time available for the research (Creswell, 2014:73).

3.3. GEOGRAPHICAL AREA OF THE STUDY

The research study was conducted at Man'ombe Circuit in Mopani Education District, Greater Giyani Local Municipality located in Limpopo Province. Man'ombe Circuit has 30 schools for which 20 are primary schools and 10 are secondary schools. Of the 30 schools in the circuit, 9 are in Giyani Township which is a rural town/semi-urban setting and 21 are in the surrounding villages.



Source Limpopo Department of Education

Nineteen schools at Man'ombe circuit are in rural villages. There are no municipal sewerage connection in the villages. The area was declared a water scarce area by the former President Jacob Zuma. Based on the fact that the area is experiencing water shortage it is interesting to study the role that SMTs are playing in providing sanitation using alternative sanitation technologies which use no/less water.

The researcher has selected this site because this district is in rural areas in Limpopo province, so most schools in this district are in rural areas and for convenience as the researcher is also residing in this district - this saved her travelling costs to research sites. The researcher purposefully selected big quintile one schools and disregarded small quintile one schools. The larger quintile one schools were selected to ensure that the researcher was able to access the set (senior teachers, HOD and a principal or deputy principal) were selected. Schools in which the researcher failed to produce a set of participants were disregarded.

3.4. POPULATION

Sekaran and Bougie (2019:262) state that population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate. The population of this study included all 19 rural schools at Man'ombe circuit in Mopani Education District, their principals, deputy principals, HODs and SMTs.

3.5. SAMPLE SELECTION PROCESS

According to Creswell (2014:181), a sample is a representative portion of the population which is selected for a particular study. The sampling method requires selecting a sufficient number of appropriate respondents from the population — with 'appropriate respondents' understood to mean respondents who represent the types of people that contribute to the overall properties and characteristics of the system under study so that the dynamics of that system, or population can be interrogated through the research process (Sekaran and Bougie, 2019: 266).

In qualitative research, there are four common ways to recruit or select the sample, i.e. purposive, convenience, theoretical and snowball technique (Cresswel, 2014: 272). In this instance, the sample was selected using purposive sampling among members of different SMTs.

Du Plooy-Cilliers et al. (2014:138) describe purposive sampling as sampling that deliberately targets key informants (respondents) who are identified because of their similar characteristics and/or expertise in a particular subject area. In this instance, expert sampling was applied, which refers to respondents being purposively selected because of their expertise and knowledge in a particular subject area (Plooy-Cilliers, 2014:141).

3.5.1. Sampling criteria and sample size

Two criteria for inclusion were applied.

- The inclusion criteria for identifying the respondents in the sample to people who are members of SMTs — that is principals, deputy principals, head of department and/or senior teachers. The rationale for this inclusion criterion was that these people have the expertise, knowledge and experience of management at school level and they might have knowledge of the factors that influence sanitation at different schools within the Man'ombe circuit;

- An additional criterion was gender inclusion because the situations and perspectives of women are different from those of men. When it comes to sanitation issues women are more concerned and affected than their male counterparts. The study ensured that both males and female are sampled to check if these differences really do exist.
- The exclusion criteria was that all teachers/educators who are not SMT members were excluded from the study. The challenges that they are facing in dealing with school sanitation were not recorded.

Based on the above, the purposive sample selected for the semi-structured interviews regarding the factors that affect school sanitation in the Man'ombe Circuit is represented below in Table 3.1.

Table 3.1: The purposive sample of respondents

Designation	**Population**	**Sample Size**	**Gender**		**% of sample**	
			M	F		
Principals	30	5	4	1	20%	5%
Deputy Principals	30	2	2	0	10%	0%
Head of Department	60	10	3	7	15%	35%
Senior Teachers	60	3	0	3	0%	15%
TOTAL	200	20			45%	55%

The table above represents the sample of the study. The sample is comprised of both male and female SMT members in the area of study including principals, deputy principals, HODs and senior teachers.

3.6 DATA COLLECTION METHODS

Lawal (2017:1) refers to the term "data" as those facts that are collected for further investigation. In other words, data can be referred as raw and unprocessed facts. The most common methods of data collection in qualitative research are interviews, focus groups, surveys, questionnaires, direct observation and textual and visual analysis. For this study, the researcher used the qualitative research approach. She used a semi-structured interview guide as an instrument for data collection data from all participants.

Face-to-face interview were conducted using the semi-structured interview guide with each of the respondents in the study. Face-to-face surveys are described by Lawal

(2017:14) as being an appropriate a method for gathering data when a specific population is being targeted. The purpose of conducting face to face interviews was to explore responses of the respondents and to gather more and deeper information. This method allowed the researcher to explain the questions if a respondent was not clear about the question being asked and to probe for further insights following the answer of a respondent (Brynard et al., 2014:42). Advantages of the face-to-face interview were elaborated by DeFranzo (2014:62) when he argued that it helps with more accurate screening of information, whereby the individual being interviewed is unable to provide false information on some obvious questions related to a study. The method also assists in capturing verbal and non-verbal gestures including body language (emotions and behaviours), which may indicate the level of comfort or discomfort with questions (Briggs, Coleman and Morrison, 2012:12).

3.6. SOURCES OF DATA

3.6.1. Primary data

Lawal (2017:1) refers to the term 'primary data' as those facts that are collected for analysis. In other words, data can be referred to as raw and unprocessed observations. In this instance, the primary data was the subjective experiences and meanings associated with the factors that influence sanitation at the schools in Man'ombe circuit. The primary data instrument that was applied was a semi-structured interview guide during face-to-face interviews with the selected participants.

3.6.2. Secondary data

Secondary data is the data that is not obtained directly by the author, or "analysis of data gathered by someone else". Secondary data includes data which has previously been gathered and is considered to be suitable as a source of possible enquiry for a new question or research problem. The most common sources of secondary data are datasets from government sources, private entities and agencies, private international projects and web scraping (Lawal, 2017: 2).

In this study, the researcher gathered secondary data through review of the DBE's electronic databases including Education Management Information System (EMIS) and the National Education Infrastructure Management System (NEIMS). Secondary

data was also retrieved from sources including LDoE documents like project lists, the Medium Term Expenditure Framework (MTEF), Annual Performance Plan (APP). The researcher also made use of data sources such as studies conducted by other scholars, books, articles, internet, journals and other literature conducted to enrich the findings of the study.

3.7. DATA COLLECTION INSTRUMENT

According to Maree (2011:154), it is important for the researcher to select an appropriate research instrument to capture data that will allow analysis that lead to the formulation of convincing and credible answer to research question/objectives posed. There are many instruments that a researcher can use to collect qualitative data, e.g. interview guide, focus group discussion guide, documentary analysis guide, observation checklist etc.

Semi-structured interviews were used in this study as the primary data collection instrument. De Voss et al. (2011) recommend interviews as the most important data collection tools in qualitative research. Interviews allow the participants and the researcher to discuss the phenomena under study from their points of view. It can be used to evaluate the knowledge, values, attitudes and beliefs of participants about the phenomena under study and affords the participants the opportunity to engage in a direct verbal interaction during data collection (Cohen, Manion & Morrison, 2011:6). Semi-structured interviews are like a conversation between the researcher and the participant where the researcher asks the participant a set of pre-determined questions, and also involves probing for answers and for clarification of answers (Maree, 2011:106). Such interviews are used to gain a detailed narrative of the participants' perceptions because it allows the researcher an opportunity to follow up important issues that emerge during the interview, thus affording the participant an opportunity to expatiate their minds. The researcher developed a set of questions in the form of an interview schedule to guide the interview process (de Vos et al., 2011). The researcher used semi-structured interviews for the following reasons:

1. They afforded the researcher the opportunity to plan ahead for the questions to ask the participants using an interview schedule (Briggs, Coleman & Morrison, 2012:13).

2. The interview protocol allowed the researcher to align the questions with the research questions, themes in literature review and the theoretical framework,

3. Semi-structured interviews have a built-in functionality (probes) that allowed the researcher to dig deeper.

The researcher used probing questions to ask for clarity or to seek additional information from the participants, thus affording the researcher the opportunity to collect data with greater depth (Hamilton & Corbett- Whittier, 2013). Interviews were undertaken after agreeing on a convenient appointment with each of the SMT members who had agreed to participate in the study. . All interviews were recorded in order to enhance the quality of the data collected.

3.7.1. Respondents biographical information

The biographical information of the participants are displayed below in Table 3.2.

Table 3.2. Participants' biographic information

Participants' code	Gender	Job tittle	Highest qualifications	Experience in position	Age range
AA	Male	Principal	Honours Degree	9 -12	56+
AB	Male	Deputy Principal	Honours Degree	5 - 8	46 -55
AC	Male	HOD	Advanced Diploma	9 -12	36 - 45
AD	Female	Senior Teacher	Honours Degree	5 - 8	46 - 55
BA	Male	Principal	Doctoral Degree	13+	56+
BB	Male	HOD	Master Degree	0 - 4	36 - 45
BC	Female	HOD	Bachelor Degree	9 -12	46 - 55
BD	Female	HOD	Bachelor Degree	5 - 8	36 - 45
CA	Male	Principal	Honours Degree	13+	56+
CB	Female	HOD	Honours Degree	0 - 4	26 - 35
CC	Male	HOD	Honours Degree	9 -12	46 - 56
CD	Female	Senior Teacher	Teacher's Diploma	9 -12	56+
DA	Male	Principal	Bachelor Degree	9 -12	46 - 55
DB	Male	Deputy Principal	Honours Degree	0 - 4	26 - 35

DC	Female	HOD	Honours Degree	5 - 8	36 - 45
DD	Female	HOD	Advanced Diploma	5 - 8	36 - 45
EA	Female	Principal	Honours Degree	9 -12	46 - 55
EB	Male	HOD	Bachelor Degree	5 - 8	46 - 55
EC	Female	HOD	Bachelor Degree	9 -12	56 +
ED	Female	Senior Teacher	Bachelor Degree	9 - 12	46 - 55

3.7.2. The contents of the semi-structured interview guide

The purpose of conducting a semi-structure interview was to explore responses of the sample and to gather deep information on the role of SMTs on the provision of sanitation in the area of study. Advantages of the semi-structured interview guide were elaborated by DeFranzo (2014:62) who argues that they help with more accurate screening of information, whereby the individual being interviewed is unable to provide false information on some obvious questions related to a study by allowing follow-up questions for clarity. The researcher used functions of management that were described in the literature review to structure the questions into themes and categories in the semi-structured interview guide. The key themes that were researched included planning, organizing, leading and controlling. The interview schedule is attached in Annexure D.

3.8. THE PILOT STUDY

A pilot study is undertaken to determine if the research instrument is going to gather the required information or data. For this study, the research tested the instrument by conducting a mock interview with one principal at a school outside of the study area.

3.9. MEASURES TO ENSURE TRUSTWORTHINESS

Trustworthiness in qualitative research seeks to check whether the findings of the study can be trusted. There are four ways to test the trustworthiness in qualitative research and they are credibility, transferability, dependability and confirmability (Korstjens and Moser, 2018:121). To ensure trustworthiness in this study, the researcher also did the following:

- The interview procedure (the timing, content, etc.) and the data analysis process was discussed clearly with the respondents;

- The profile of interviewees is explained in detail;
- Detailed notes for each interview session held is properly recoded, notes, photos and videos are properly recoded.
- In the interview process, dependability was promoted by restating a question in a slightly different form at a later stage in the interview. Repeating the interview at another time may provide another estimate of the consistency of response.

- To reduce errors, interview transcripts were given to the participants to allow them to check, correct errors of fact and to verify if what the researcher wrote is exactly what they told her.

- After data transcription was done, the researcher gave the participants an opportunity to ask for any clarity, to ask question, to comments or give feedback.

3.10. PROCESS OF DATA COLLECTION

3.10.1. Request for permission to conduct research

According to Mawila (2015:5), permission should be requested from appropriate entities prior to undertaking formal research. In this study, the following protocols were observed by the researcher prior to undertaking the research:

- Ethical clearance to conduct the study was obtained from the Turfloop Research and Ethics Committee (TREC), see Appendix D, and the ethical requirements of TREC were subsequently complied with;
- A letter to request permission to conduct research was obtained from the Limpopo Department of Education, see Annexure E;
- A letter to request permission to conduct the study at selected schools was also obtained from Manombe circuit manager. See Annexure F.

3.10.2. Recruitment of respondents and field-workers

After obtaining permission from the circuit to conduct the study in the area, the researcher personally visited the schools to request their permission to do research in their schools. Then SMTs members in those schools were approached and those who agreed are the ones who were interviewed. For this study, there was no need to recruit field workers as it was qualitative in nature and has only 20 respondents whom the researcher managed to interact with them personally.

3.10.3. Training of the field-workers

For this study, there were no field workers needed. The researcher conducted interviews herself.

3.10.4. Appointment with the respondents

All members of SMTs in the school visited were recruited as respondents of the study. Those who agreed to participate were given consent forms to sign as an indication that they agree to participate as respondents.

3.10.5. Administration of questionnaires

This researcher used a semi-structure interview guide with predetermined questions which allowed her to augment them verbally on site to get clarity on certain issues. To ensure that the research and the respondents are on the same page, member checking was done after the interview. Member checking refers to the submission of transcripts to the participants to allow them to check the interview transcripts, to correct errors of fact and to verify if what the researcher wrote is exactly what they told him (Maree, 2011:120). After data transcription was done, the researcher sent the transcripts of the interviews to the participants to ask for comments and feedback.

3.11. DATA ANALYSIS

According to Flick (2015:163), data analysis is an empirical method for systematic, inter-subjective, transparent description of substantial and formal features of messages. To support Flick's statement' Maree (2011:99) attests that data analysis as "approaches, processes and procedures whereby researchers extract some form of explanation, understanding or interpretation from the qualitative data collected of the people and situations that they are investigating." He goes further to explain that qualitative data analysis is based on an interpretative philosophy because it examines content of data to establish how participants make meaning of the phenomena by analysing their perceptions, attitudes, values, feelings and experiences (Maree, 2011:100).

3.11.1. Data management

Data management in qualitative research is defined as a designed structure of systemizing, categorizing and filing of research materials to make them efficiently retrievable and duplicable (Creswell, 2014:314). To achieve this, the researcher

recorded the interviews, taken the pictures and videos and transcribed manually all things that transpired during the interviews. To ensure the confidentiality of data collected during the study, it was marked confidential to ensure that whoever come across it know that it should be treated as confidential and was stored in a secure location. The researcher also used pseudonyms for participants during the interviews and for the location of the research to insure that the participants' responses are not linked back to them by any person who might have privilege to the research information. The researcher also ensured that information gathered for the study was used for the purpose of this study only and not for any other purposes.

3.11.2. Method of data analysis

For this study, the researcher used content data analysis to analyse the qualitative data collected during the semi-structured interviews with SMT members. Maree (2011:101) defines content analysis as "a systematic approach to qualitative data analysis that identifies and summarizes message content."

Content analysis identifies and reports patterns from interviews and written documents. Content analysis involves scrutinizing the data from different perspectives as a mechanism to identifying themes that enable the researcher to understand and interpret data (Maree, 2011:105). Themes that were analysed in this study were created by the researcher in advance. Maree (2011:106) refers to pre-selected themes as "*a priori"* themes or categories. Those themes arose from the review of literature and were grouped according to sections of the selected framework that underpinned the study.

3.12. ETHICAL CONSIDERATIONS

According to Flick (2015:32), research ethics addresses the question of which relevant ethical issues caused by intervention or research can be expected to adversely impact on the people with—or about—which they research. Ethical considerations govern our interactions not only in conducting research but also in commerce, employment and politics. Ethics serve to identify good, desirable and acceptable conduct.

Ethics provides us with guidelines in terms of what can be considered acceptable and unacceptable behaviours. Ethics are the norms or standards for conduct that distinguish between right and wrong and, thus, help us to determine the difference

between acceptable and unacceptable behaviours (Du Plooy-Cilliers, 2014:291). To observe the ethical consideration in this study, the following steps were undertaken to satisfy these ethical requirements.

3.12.1. Permission

Permission is the process of acquiring a clearance to do the research from ethics committee and institutions where research is going to be conducted. For this study, the researcher obtained clearance certificate from Turfloop University Ethical Committee (TREC), see Annexure. After receiving the ethical clearance certificate letters requesting permission to conduct from the Limpopo Department of Education (LDoE), circuit and schools were written and permission was granted, see Annexure.

3.12.2. Confidentiality

According to Babbie and Mounton (2001:176), confidential information provided by the research participants must be treated as such by researchers. The information gathered during research enjoys no legal protection or privilege, and no legal force can be applied on it. However, the researchers should maintain anonymity of participants and their privacy throughout the entire study. To achieve the principle of anonymity, the researcher never disclosed in the report specific names of schools where the actual data was collected, or the respondents and what they individually said.

3.12.3. Privacy

Respect for persons implies concern for the safety, well-being, value systems, beliefs and customs of individuals and communities taking part in research (Du Plooy-Cilliers, 2014:292). To achieve this, the researcher used consent forms which provide opportunities for the respondents to choose if they want to participate in research or not.

3.12.4. Respect, dignity and standard of care

Respect for persons implies concern for the safety, well-being, value systems, beliefs and customs of individuals and communities taking part in research. To achieve this, the researcher ensured that each interview respondent signed a consent form prior to the interview commencing. The purpose of the consent form was to ensure that their respect is maintained prior to any interviews commencing. The consent form was in

the form, language and manner which the participants understand, and that they are able to choose in circumstances free from undue pressure and the researcher respected their feelings/choice.

Dignity is the right of a person to be valued and respected for their own sake, and to be treated ethically (Du Plooy-Cilliers, 2014:293). To achieve the principle of dignity, participants were assured of their safety, respect, anonymity, human rights, assertiveness, professionalism and justice during and after the study.

Standard of care means provision of equal standards of medical care/ facilities for all participants, equal respect and dignity for all participant, the same follow-up facilities for all participants after completion of the study and the same access to ongoing care (Du Plooy-Cilliers, 2014:294). To achieve that, the researcher treated all participants equally, she requested their informed consent to participant in the study in the same humane manner to show humanity. The researcher also ensured that distressed participants will be assisted and proper follow ups are done.

3.12.5. Informed consent

According to Creswell (2014: 250), informed consent is process of providing information to enable people to make informed decisions about whether to participate in the research or not. It is the process of obtaining the permission from the respondents to publish the findings of study after they were informed about the purpose of the study. McMillan and Schumacher (2015:274) support the above statements by indicating that research participants must be informed fully about the purpose, methods and intended possible use of the research, what their participation in the research entails and what risks, if any, are involved. Research participants must participate in a voluntary manner, free from coercion.

To achieve this process, the researcher explained to the respondents the extent, aims and methods of the research. The researcher communicated with the respondents in a respectable way that shows that she valued their feelings, culture, beliefs and their rights as human beings before giving them consent form to sign. Consent forms were signed as a confirmation of their decision to participate voluntarily in the study. The consent forms assure the participants of the confidentiality and anonymity of their views and information during and after the interview process. Participants were also

assured of their safety, respect, anonymity, human rights, assertiveness, professionalism and justice during and after the study. For full details see Appendix X: 'Letter requesting consent of participation'.

3.12.6. Harm

Babbie (2017:22) argues that the ethical principle of harm to research participants must be avoided and that the participants must be guaranteed safety from all factors that may inflict any harm to them. In a study of this nature, it is plausible that the research respondents when providing information about the provision of school sanitation may mention issues that could be construed as negative towards their employer (The Department of Education) and/or line managers (principals, circuit managers or departmental officials at a higher level). Unless their identity is protected, it is plausible that they may—in turn—be exposed to victimization from their seniors. The researcher arranged a safe environment — such as a designated office which ensured participants' privacy— for purposes of the interviews.

3.13. SUMMARY OF CHAPTER 3

This chapter explained the researcher's methodological choices and actions. The researcher adopted a qualitative research approach. The interpretive paradigm was used to direct the study and a case study design was used. Semi- structured interviews were used to collect information from the participants. The questions for the semi-structured interviews were aligned with the concept of education management which underpinned the study. In chapter four, the approaches and the methodology that have been discussed in chapter three will be used to collect, analyse and interpret the result of the study. In this regard, the applicability and relevancy of data towards the role of SMTs towards the provision of sanitation for sustainable community development at Man'ombe circuit will be discussed in detail.

CHAPTER 4: PRESENTATION OF FINDINGS

4.1. INTRODUCTION

The purpose of this study was to investigate and describe the roles that SMTs play in the provision of sanitation for sustainable community development at their schools. This study was undertaken because previous research has shown that SMTs experience challenges in managing sanitation issues in their schools (WRC, 2017). The previous chapter discussed the methodological aspect that was applied in this study. In this chapter, the data was collected through semi-structured interviews.

The data was collected through face–to-face interviews with 20 SMT members in the five sampled schools in Man'ombe circuit, Mopani Education District. The questions that were asked to direct this research were based on the principles of management that underpinned this study. The following primary research question was the focus: How do members of the SMT manage sanitation in their schools?

The main research question was operationalized using the following research sub-questions:

- What is the role of SMTs in the provision of school sanitation infrastructure in Man'ombe Circuit in Mopani Education District?
- What are the factors that hinder the provision of school sanitation infrastructure in the area of study?
- What strategies can be used by SMTs to improve the school sanitation infrastructure in Man'ombe Circuit in Mopani Education District?

4.2. LAYOUT AND THE FORMAT OF DATA PRESENTATION

The data that relates to the demographics and school statistics (sections 4.3 and 4.4) are presented in the same order as the research questions appear in the interview schedule. Thereafter, the data is reported under each function of the conceptual framework. A summary of each finding will appear in the table or a pie chart as appropriate.

4.3. DEMOGRAPHIC INFORMATION

The demographic information requested from participants included gender, age, highest education qualification, job position and years of experience in their current professional position. Information relating to school statistics and type of toilets used in each school were also requested. The demographic data is presented below.

4.3.1. Gender

Gender was included in the semi-structured interview guide so that the researcher can provide a summary of the number of males and females in the school leadership positions within the sample in the study area. The findings are indicated in Table 4.1 below.

TABLE 4.1: GENDER OF THE RESPONDENTS (n=20)

Gender	Number of respondents	Percentage
Male	9	45%
Female	11	55%
Total	20	100%

The gender breakdown of the respondents is n= 9 (45%) males and n=11 (55%) females is depicted in Table 4.1. Of the 9 males in the study, 4 were school principals. Of the 11 females, 1 was a school principal. The finding suggest that though there is more female SMT members in the schools, most of them are occupying the lower position of Senior teacher or HOD, from the sampled 5 schools only one is headed by a woman.

McKinsely (2011) stated that women today are still less likely than men to have the line experience required getting the top job. Sixty two percent of senior women in the largest US corporations were in staff jobs, such as HR and communications, they rarely lead to CEO role; in contrast, 65% of men on excecutive committees held line jobs (Mckinsely, 2011).

According to Willams (2019) the empowerment of women is about dealing with the legacy of apartheid and the transformation of society, particularly of power relations between men, women, institutions and laws. Sixty five years ago our nation was a very different to what it is today. Oppression occurred on a daily basis and women enjoyed almost no rights.

4.3.2. The highest qualification of the SMT members.

Information relating to the academic qualification of the SMT members was required to provide context for the study. Table 4.2 provides a summary of the highest academic qualification of the respondents.

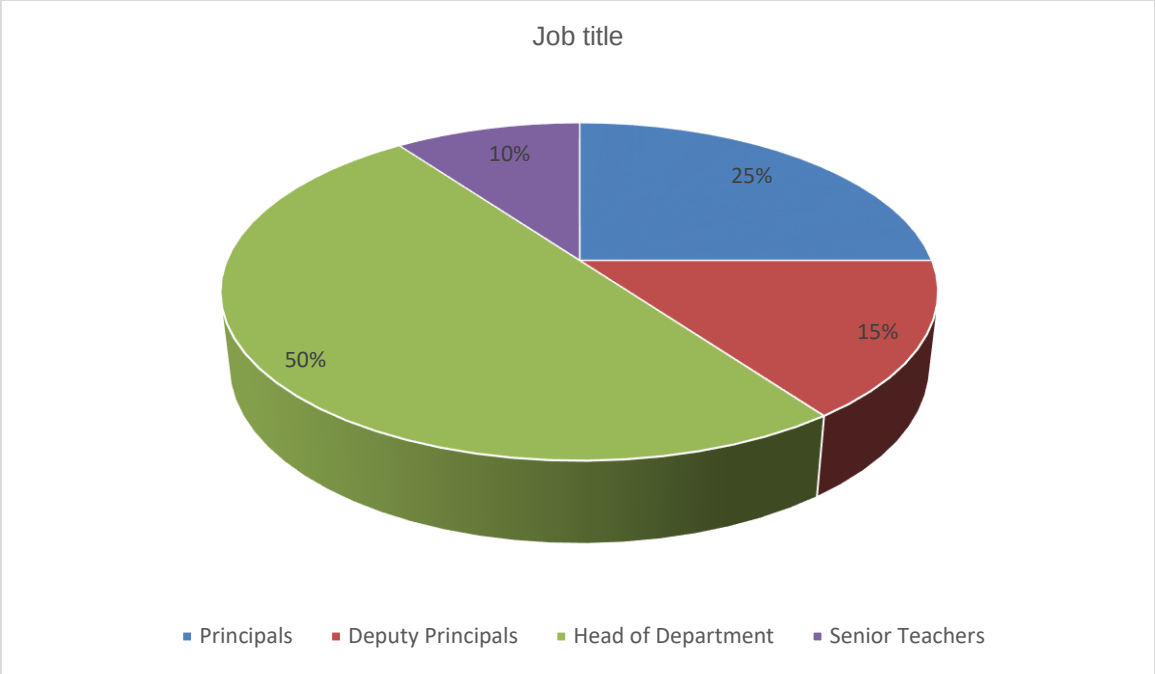
TABLE 4.2. HIGHEST QUALIFICATIONS OF SMTs		
Highest qualification	**Number of respondents**	**Percentage of respondents**
Teachers Diploma	1	5%
Advanced Diploma	2	10%
Bachelor Degree	6	30%
Honours Degree	9	45%
Masters and Doctoral Degree	2	10%
TOTAL	20	100%

Table 4.2. shows that almost half of the SMT members are in possession of Honours Degrees n=9 (45%). Other qualifications include Teacher's Diploma n=1 (5%), Advanced Diplomas n= 2 (10%), Bachelor's Degrees n= 6 (30%) and Masters/ Doctoral Degrees n = 2 (10%). The finding indicate that education sectors (school) are lead by qualified personnel with good education background. This is the results of government ensuring that post are given by merit and there are government bursaries for personnel development.

According to the Mawila (2015: 3), human capital is defined as the knowledge, skills, competencies and other attributes embodied in individuals or groups of individuals acquired during their life and used to produce goods, services or ideas in market circumstances. A skill is a learned capacity to carry out pre-determined results often with the minimum outlay of time, energy or both. Skills can often be divided into domain-general and domain-specific skills. For example, in the domain of work, some general skills would includes time management, teamwork, leadership, self

4.3.3. Job titles of the SMT members

The participants were asked to give their job titles. In order to provide context about the different levels of management, hence decision making power within the different schools within the study area. The findings are presented below in pie chart 4.1.



Pie chart 4.1. Job titles

The finding in figure 4.1 above, shows the job titles of SMT members who participated in the study to be 25% principals,15% senior teachers, 10% deputy Principals, 50% HODs. This indicate that there are more HODs at school management teams than other portifolios.

4.3.4. Experience in current position

In order to gain insights into the years of experience, the respondents were asked to provide information regarding their years in their current position. The findings are indicated in the Table 4.3 below.

TABLE 4.3. EXPERIENCE OF SMTs

Experience in years	Number of Educators	Percentage of respondents
0 - 2	4	20%
3 – 5	6	30%
6 – 10	8	40%
10 – 15	2	10%
16 and above	0	0%
Total	20	100%

The findings in Table 4.3 indicate that most SMTs have 6–10 years' experience in their position as SMT members. DBE (2018: 16) confirmed that in teaching people get promotion later in their careers making them to serve in management for lesser years.

4.3.5. School statistics

The principals were requested to provide school statistics of enrolled learners and educators in their schools. The information contributed to understanding the size of the school in relation to the minimum norms and standards for school sanitation. The information is presented in Table 4.4 below.

TABLE 4.4. SCHOOL STATISTICS RELATING TO LEARNERS & EDUCATORS PER SCHOOL

School	No. of enrolled learners	No. of educators	Total
School A	1250	30	1280
School B	560	24	584
School C	684	27	711
School D	620	25	645
School E	720	28	748

According to Table 4.4., schools in Man'ombe circuit have an average of 600 learners and 25 teachers per school. This indicates that most schools in the area of the study can be regarded as large schools as per the minimum norms and standards for public school infrastructure. Large sized schools should have 30 toilets for females and 20 seated toilets and 20 urinals for males.

4.3.6. Type of toilets in the school

This information was needed to determine whether the sanitation facilities at the sampled schools comply with the norms and standards for public school infrastructure. According to norms and standards for public school infrastructure (2013), no school is allowed to use open, pit or bucket latrine as a form of sanitation. Schools can use flushing toilets, enviroloos or a VIP(Ventilated Improved Pit latrine) as a a form of acceptable sanitation.

The findings from the five schools that were visited are indicated in Table 4.5 below.

TABLE 4.5. TYPES OF TOILETS		
Sanitation type	**Number of schools**	**Percentage**
Water borne	1	20%
Ventilated Improved latrine	0	0%
Enviroloos	3	60%
Plain pit	1	20%
Bucket	0	0%
Total	5	100%

The findings indicate that n=1 (20%) of schools relying exclusively on plain pit toilets in Man'ombe circuit. Two of the sampled schools have a combination of water borne and plain pit toilets on site. Two has a combination of enviroloos and plain pit. According to the norms and standards for public school infrastructure, pit toilets are not regarded as adequate sanitation in schools as per the literature review. Another 20% is using waterborne and 60% of schools in the circuit are using enviroloos. The finding agree with DBE (2018: 4) report which stated that there is no school without a toilet in the province though in some instances the toilets are not acceptable.

4.3.7. Roles and responsibilities of School Management Teams in the provision and management of school sanitation

To determine the roles and the responsibilities of the SMT in the provision and management of school sanitation for sustainable community development, the respondents were asked the following five questions:

i. Please explain your roles and responsibilities as a SMT member on school sanitation?
ii. Explain your responsibilities in the specific context of management of sanitation in the school and hygiene promotion in the community?

iii. What is guiding you on the number and type of toilets to be provided at schools and how they should be managed? And how many toilets seats are deemed sufficient for your school?

iv. Since you were provided with sanitation has any official from the Department ever come for user education or to monitor how the school is managing the sanitation facilities? Yes/No?

- If yes,
  - How often do they come? and
  - Is a monitoring tool that they use to record their findings and
  - Are corrective measures communicated?

v. With respect to the issue of school sanitation in your school, explain how successful or challenging it is to manage the sanitation facilities in a sustainable way.

INTERVIEW QUESTION ONE: Please explain your roles and responsibilities as a SMT member?

All members of the SMT interviewed reported that they do not clearly know their responsibilities on school sanitation. They did not get any training on how they should go about managing sanitation issues at their schools. They do not get any support from the department officials. They do not have policy in place that will assist them to navigate what is expected of them when it comes to managing sanitation in their schools.

SMT member BAA stressed the lack of training by the department, and maintained that the little knowledge that he got is through his own private research and observation.

> *"Err….No, we haven't. I got a little information through my own private studies and research on the internet, as I was curious on how are we going to keep our newly built toilets in good condition. That is where I got the little information that I have. But from the department, no one had ever came and advise on how to take care of the toilets".* BAA

The statement of SMT BAA was supported by the SMT CB who indicated that there is no support that they receive from the department.

"*Unfortunately support has not been forth coming from the department. We are left with the responsibility as SMT to ensure that toilets are clean, safe and functional. The department do not give us support whatsoever*."

Policy on the school sanitation management was also a concern. All SMT members interviewed reported that there is no policy in place that outlines the roles of various stakeholders including SMT, circuit officials, department officials in district office and head office.

- **INTERVIEW QUESTION TWO: Explain your responsibilities in the specific context of management of sanitation in school and hygiene promotion in the community?**

From the SMT members interviewed, 85% indicated that there is nothing that they do on sanitation specifically as sanitation issues are handled by the principals with the help of volunteers at school. The members of SMT who said they know nothing about school sanitation were mainly HODs.

"*We have volunteers from the community who assist us with sanitation issues at school so that the teachers can concentrate on curriculum issues*".

However, SMTs indicated that they do budgeting for school sanitation, delegate duties to other teachers to monitor toilets, motivate leaners on good use of toilets and communicate with parents about the behaviour of their children in school toilets and to encourage them to promote hygiene standards at home.

INTERVIEW QUESTION THREE: What is guiding you on the number and type of toilets to be provided at schools and how they should be managed? And how many toilets seats are deemed sufficient for your school?

To find out if the respondents knew about guidelines for the minimum norms and standards for public school infrastructure, the researcher asked what guides the number and type of sanitation facilities that is provided in school. From SMT members interviewed, 90% of the respondents did not know that there is a procedure manual that guides educators about how many toilets seats are required at a school and the type of toilets to be provided at schools.

"*The department send the contractors to build toilets and we do not know if there is any policy they are using to determine the number or type of facilities to be built*"

INTERVIEW QUESTION FOUR: Since you were provided with sanitation, has any official from the Department of Education ever come for user education or to monitor how the school is managing the sanitation facilities?

To find out if the PED is supporting or monitoring the use of sanitation facilities at school, the researcher asked the respondents if they had ever received user education, or had an official from Department visited the school to examine their sanitation facilities.

Of the SMT members interviewed, 70% indicated that they had never received sanitation education for the use of the toilet facilities in their schools. Then, the other 30% indicated that they did receive the sanitation education from the contractors who built the toilets in their schools. With regard to the question of Department officials coming to check the condition of toilets, 100% of the respondents indicated that they had never ever seen a Departmental official in their school to inspect toilets. This finding suggests that the Department is not monitoring its assets in the study sites — which is contrary to the Departmental rules and regulations regarding asset management.

Respondent CCB, said that "*in our school we had not receive user education after sanitation project was concluded. No government official was ever been at our school to check how we are handling sanitation in our school. In short, we do not get support from government what so ever*".

Respondent ABB," *We did get some education on how to keep the sanitation from the contractor during the handover of the project after its completion. But from the department no one ever said anything to us*"

- **INTERVIEW QUESTION FIVE: With respect to the issue of school sanitation in your school, explain how successful or challenging it is to manage the sanitation facilities in a sustainable way.**

On the issue of challenges that school sanitation create in schools, most of the respondents indicated that they have insufficient resources to maintain school

sanitation infrastructure in an adequate condition. Technology provided is very challenging to school educators because it needs frequent cleaning and draining by the professional cleaners whose services are expensive. SMT members do not have the necessary skills to manage sanitation facilities.

SMT CC emphasised that "*the school does not have enough funds to buy toilets supplies and to appoint a cleaner. He also mentioned that the enviroloos that they are using need proper draining by the service provider and the school is unable to pay the service provider on regular basis. Schools do not have enough resource to manage sanitation facilities".*

The school does not have enough resources needed to maintain our toilets in good condition. We are only allowed to use 15% of our norms and standards budget for infrastructure and this includes all cleaning works in school. It is not enough, taking into consideration that the enviroloos need draining every quarter and we are using service providers for these services. We are not coping, the soaps and toilet papers also need to be purchased.

4.3.8. Factors that hamper the management and implementation of school sanitation program

To find the perceptions of respondents on what hampers the provisioning and implementation of sanitation programmes, the researcher asked what they think hampers the provision of sanitation in schools and community at large. The respondents were giving their point of view on the issues that concern school sanitation.

4.3.9. Factors that the provisioning of school sanitation.

Challenges encountered by SMTs in school sanitation provision and management were probed using the following questions:

1. Are you of the opinion that school sanitation provision poses challenges to your school?

   If yes, what are these challenges?

2. Do you think school sanitation provisioning and management also poses challenges to you as the SMT members?

   If yes, what are the challenges?

The findings presented in the section that follows.

(1) School sanitation provisioning poses challenges to school

Respondents were asked if, in their opinion, school sanitation posed challenges to their schools.

All SMT members that were interviewed indicated that school sanitation provisioning poses challenges to their schools. They were of the opinion that school sanitation adds an extra burden to the schools because as SMT members are overloaded with curriculum issues and other management issues that require their time and efforts. Another challenge cited is lack of understanding of issues around school sanitation and the role that school sanitation plays on teaching and learning.

> SMT AC indicated that *in his days as a learner those issues of school sanitation were not there and they were doing great academically, so he feels like it is a burden to him as learners are misbehaving in the toilets and he does not know what to do.*

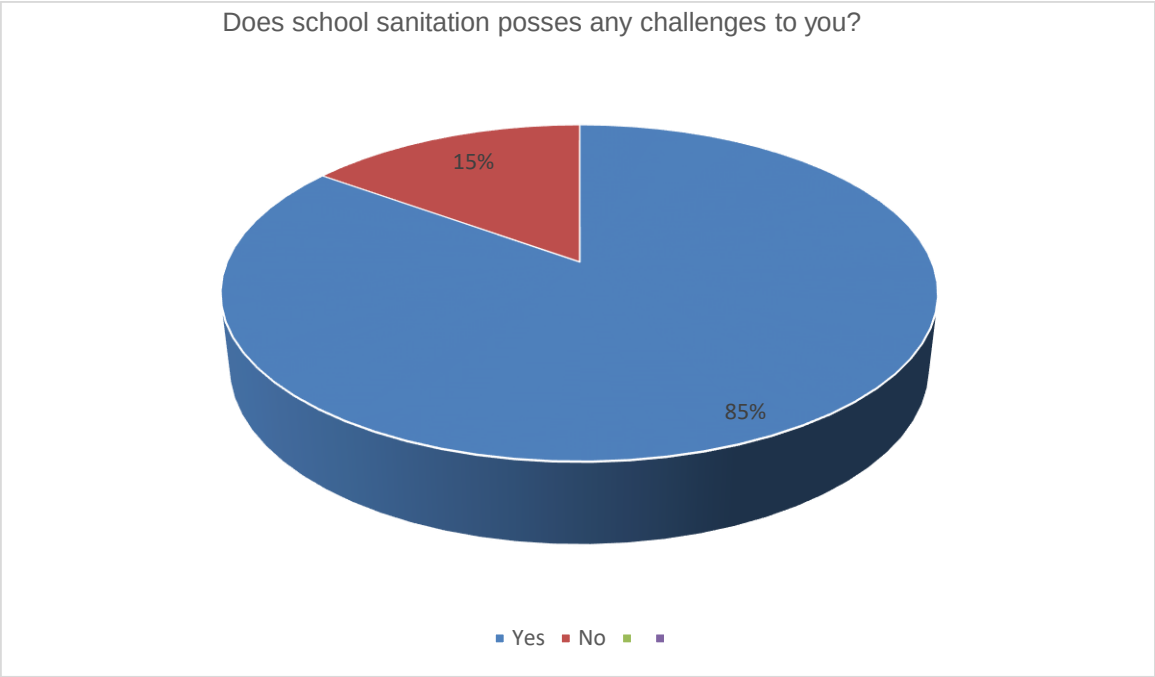
All of SMTs of the sampled schools indicated that they had attended schools during apartheid era when there were no toilets facilities for learners and still believed that having no sanitation facilities at school is normal hence they ignore the school sanitation issues. There was no properly trained received on school sanitation and school sanitation is not on the agenda on the workshops conducted by departments. Reluctance of SMTs and teachers to regard school sanitation as part of their job and to see to it that the sanitation facilities for both learners and educators are kept clean and well maintained.

> SMT BB mention that *he does not have an idea about what is expected for him to do about school sanitation because in their days, teachers who were their role mentors concentrated on curriculum not sanitation.*

(2) School sanitation poses challenges to SMTs

The question that was asked was, do you think school sanitation provision poses challenges to you as the SMT member? Yes/No.

Their responses are presented in Figure 6, below.



Pie-chart 4.2. Are you of the opinion that school sanitation poses challenges to you, as a SMT member?

From the SMTs interviewed, 85% respondents are of the opinion that school sanitation poses challenges to them as SMTs. They feel that they are unable to follow the budget plan because school sanitation consumes more money from their school budget than the prescribed allowance. There is a lack of understanding of school sanitation management. There is a lack of cooperation from educators, parents and learners which becomes a challenge to them as SMTs.

Respondent AD stresses that he is unable to develop a vision for sanitation for their schools because there is a lack of cooperation from educators who do not want to be given duties that have to do with supervision of sanitation facilities; learners' behaviour inside toilets facilities; lack of parents commitment in assisting school in ensuring the wellbeing of their children in school toilets and there is a lack of resources to keep the toilets in an adequate condition. "This condition frustrates us", he concluded.

SMT ED said that these challenges may be overcome if SMTs, SGBs, learners and educators are well trained to understand the dynamics of school sanitation.

4.3.10. Strategies that can be employed by officials of Department of Education and SMTs to improve provision and management of school sanitation

To find out strategies that can be employed by the SMTs and Department of Education, the respondents were requested to mention strategies that they can recommend for schools or PED to improve provisioning and sustaining school sanitation in Man'ombe circuit community. The respondents mentioned strategies as follows:

TABLE 4.6: FREQUENCY DISTRIBUTION OF STRATEGIES MENTIONED BY RESPONDENTS

Strategy	Number of Respondents	%
Resources to support school sanitation management	18	90%
Skills for Principals and SMTs	14	70%
Training for Health and Safety Officers	8	40%
Management tools required by schools for monitoring of sanitation facilities	16	80%
Empowerment of community on the issues that concern school sanitation	6	30%
Fund raising strategies to fund school sanitation	12	60%
Community involvement	20	100%

All SMT members interviewed had some strategies that they recommended. But training and skills development were recommended by the highest percentage of the respondents. All 20 SMT members interviewed mentioned community involvement as a strategy to sustain school sanitation. They believe that if community members can be involved they can assist in safe guarding the infrastructure, they can help in cleaning and draining and they can assist in teaching learners good sanitation habits.

Respondent ACD emphasised that there are many strategies that the department can use but without local community involvement, they feel like they cannot win.

> "*Schools are in the communities, and the learners that we have here at school are from the community, they learn morals from the community. As long as we the schools do not involve them on school sanitation issues we won't win*".

To support the above statement, SMT member CC said, community can play the major role in sustaining school sanitation because they have technical skills needed to keep our toilets clean and they are able to teach their children good behaviour.

4.4. CONCLUSION

This chapter presented data according to categories and themes as identified from data collected through semi-structured interviews conducted with 20 SMT from five sampled schools. Six findings emerged from the data - SMT members experience challenges in managing school sanitation and they feel that there is no clear direction on their roles, the role of department officials in circuit, district and head offices; SMT members feel that they do not receive support from department and the community at large but they are willing to keep school sanitation in good condition; they do not have the training, support and policy, there are inadequate resources to pay for the running of sanitation issues in schools, Learners' behaviour in toilets poses challenges to SMTs, community is not involved in this issue, no routine inspections conducted by department of education officials, school managers are not held accountable for neglecting sanitation issues in schools ; and there is no effective communication between stakeholders about who is responsible for what. The next chapter will discuss findings and their link to literature review and conceptual frameworks of this study in detail.

CHAPTER 5. ANALYSIS AND SYNTHESIS

5.1. INTRODUCTION

This chapters synthesizes and discusses results in light of this study's research questions, literature review and conceptual frameworks. The materials used in the chapter reflect both the literature review and the empirical information gathered from the respondents.

5.2. SUMMARY OF RESEARCH

The aim of the research was to explore the role of SMTs in provision of school sanitation at Man'ombe circuit in Mopani District, Limpopo Province. The literature provided a conceptual framework for this study. Empirical investigation done by means of semi structured face–to-face interview provided the researcher with data that reflect opinions from SMT respondents about the provision of school sanitation in their schools.

5.2.1. Summary of the literature review

The literature review presented in this study indicated how the issue of school sanitation has been altered since pre-democratic South Africa until the present. The literature review indicated that provision of school sanitation in South Africa is the role of PED, but once installations are completed, it becomes the role of the school to manage it in a proper working condition. If the school does not manage it properly, school sanitation fails. The literature review also indicated that knowledge of management by SMTs can help improve the way they manage school effectively in general and specifically manage the issues around school sanitation better, which will ultimately improve the quality of education delivery in a school as a whole.

The literature suggested that education is a facet of management because it is also governed by the basic principles and values of management and indicated that sanitation is a community development issue because there is no way in which sanitation issue can be successfully implemented without proper community involvement.

The concept school sanitation was also discussed in detail. The purpose of school sanitation as given by different researchers was discussed. Different studies outlined

the roles and responsibilities of stakeholders in school sanitation provision. Other aspects that were discussed and backed by literature included the management process of school sanitation at the school level; the benefits of having and maintaining sanitation facilities in good condition, challenges encountered SMT's in management of school sanitation, and monitoring of school sanitation.

5.2.2. Empirical investigation

As indicated earlier, the empirical investigation aimed to probe perceptions of the SMT respondents in the provisioning of school sanitation. These perceptions are summarised below.

5.2.2.1. Roles and responsibilities of SMTs and other stakeholders in school sanitation provisioning

Concerning roles and responsibilities the researcher concludes that the SMT (respondents) did not receive enough training on their duties and responsibilities as stipulated in PAM. According to collected data, the training sessions and workshops received did not prepare them thoroughly for effective handling of all issues pertaining to management of school sanitation, where training took place. In some areas training never happened at all. As a result, in most cases SMT members do not have a thorough understanding of their roles and responsibilities when it comes school sanitation in particular.

SMT members are well aware of their roles and responsibilities to the community that they save as stated in PAM. However, some respondents claimed that they are unable to carry out their roles and responsibilities as expected because of their workloads. They feel that there are more important things to deal with in school than to be involved in community issues and they put community development last in their priorities. This is evident where almost all participants answered that they had never communicated the issues of hygiene standards.

5.2.2.2. Factors that hinder provision of sustainable school sanitation implementation

SMTs generally experience challenges in the provision of sustainable sanitation facilities at schools. It was reported that the SMTs do not have the required skills to maintain school sanitation in adequate condition; resources that are required to manage sanitation effectively and the motivation to make sanitation sustainable in their schools. Most of the principals attended schools that were not having adequate sanitation facilities, hence lack of vision for sanitation leading to them not to consider school sanitation essential. The department has no uniform standards on monitoring and administrative tools for school sanitation. This frustrates school managers as they do not know exactly what is required of them, this is according to data collected for the study.

5.2.2.3. Strategies that can be employed to improve school sanitation

SMTs generally have their own understanding of provisioning school sanitation. Their understanding is not uniform and they do not in line with guidelines for sustaining school sanitation by DBE. They all understand it to be a generally good health, safety and dignity of the learners. They also believe that if school toilets can be kept in good condition, it will allow both teachers and learners to perform their most basic need in safe, private space that promote their dignity. This will give them power to strive academically instead of worrying about what they can encounter if the nature calls and they have to use the toilets. Improving the quality of teaching and learning in school. From the collected data, the researcher concludes that there are multiple intersecting factors that hinder the maintenance of school sanitation infrastructure and appropriate levels of hygiene in schools. These co-factors include:

- is that the department is not supporting the schools enough by ensuring that after toilets were built in school proper provisioning plan is conducted to evaluate if facilities work as expected from planning.
- There is no monitoring on how school use toilets properly and even if they found that toilets are neglected in school there is no one who is held responsible.
- Budget that the schools are given by the department is not enough to run the use of sanitation effectively. The SMTs at schools were not trained thoroughly on the issue of budgeting especially for sanitation.

— Schools do not have fund raising strategies in place that can assist them to maintain the school sanitation in order. Community at large is not giving the schools enough support they need to sustain school sanitation.
— Other stakeholders like Department of Health, Department of Water Affairs and municipalities are not involve in school sanitation.

5.3. LIMITATIONS OF THE STUDY

The study cannot claim to have revealed all the challenges experienced by members of SMT related to the provisioning of school sanitation at Man'ombe circuit in Mopani Education District. This will be unreasonable as the challenges are not static but dynamic and situational. Some of the things which are challenges in the sampled schools in Man'ombe circuit may differ from other schools which were not part of this study. Sanitation challenges in Man'ombe circuit may differ from school sanitation challenges in other areas. The researcher had experienced financial constraints, hence purposive sampling was used to minimize the resources needed to reach the target of the study as the resources at her disposal were minimal.

In some instances, closed questions were asked. There was no opportunity for the respondents to give their opinions about other factors that influence sanitation. Volunteers (people or parents who voluntarily assist schools in maintaining and cleaning school toilets) were not interviewed even though they actually do the cleaning.

5.4. FURTHER RESEARCH

A research is intended to suggest further research as no research study is complete in itself. The following topics are suggested for further research:

- The perception of SMTs in school sanitation
- The attitudes of learners in school sanitation
- The attitude of parents on school sanitation
- The importance of volunteers on sustaining school sanitation
- The effect of school sanitation on curriculum

5.5. CONCLUSION

The purpose of this study was to explore the role of SMTs on the provision of school sanitation in Man'ombe circuit. Finally, the recommendations made in this chapter

focus on the way in which SMT members in collaboration with PED can make an improvement in the provisioning and management of school sanitation. The significant change can be seen if PED can empower both members of SMT and members of community at large on the significance of improved provisioning and management of school sanitation, not only in Man'ombe circuit or Mopani Education District but in Limpopo province as a whole.

CHAPTER 6. CONCLUSION AND RECOMMENDATIONS

6.1. INTRODUCTION

Conclusions and recommendations reflect factors that influence school sanitation at the selected schools in Man'ombe circuit, Mopani East Education District, Limpopo Province. These conclusions and recommendations were drawn from data gathered by means of literature review and the, semi-structured interview questionnaires. The recommendations and conclusions focus on:

1. The roles of the SMTs on school sanitation provisioning and management;
2. Factors/challenges that hinder the provisioning and adequate management of school sanitation in a sustainable manner, and
3. Strategies that can be employed by SMTs at school level to improve sustainability of school sanitation.

6.2. CONCLUSION

This study concluded that the role of SMTs in provisioning of school sanitation is not clearly defined in departmental policies. It will assist if the department can have policy that will clarify the roles of SMTs on school sanitation. The PED must also support schools by monitoring and advising on what is expected from SMT to curb sanitation challenges at schools.

6.3. RECOMMENDATIONS

Based on the objectives of this research as stated in chapter one and the discussions that encased, the following recommendations are made:

- Thorough and continuous training in various forms on values of school sanitation to all stakeholders. Training and workshop will improve understanding and attitudes and many challenges experienced in schools' sanitation provisioning and management will be eliminated.
- The department, district, circuits and school should develop a vision for school sanitation. This will enable all stakeholders to have a common and clear understanding of learners' rights, their rights, their responsibilities and policies that govern school sanitation.

- Continuous support by authorities in terms of monitoring and enforcement of policies that govern the provisioning and management of school sanitation facilities will minimize the frustrations that schools encounter.
- Provision of resources to pay for maintenance of sanitation facilities, cleaning and hygiene materials and any other relevant resources will motivate school leadership to go the extra mile, because the current state of most public schools are under-resourced, which frustrates school leadership, making them lose interest.
- Circuit and the district offices must take an active role in development of management plan, create successful administrative tools that will assist school in managing school sanitation and follow in out consistently to ensure their implementation by schools.

These recommendations may assist authorities in making school sanitation more sustainable, thereby contributing to improving the wellbeing of learners and teachers in their learning and teaching environment.

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APPENDICES

Appendix A. Letter requesting consent of participation

ANNEXURE A

Consent Form

This consent form must be signed by all participant in the presence of the researcher before the interview start.

PROJECT TITLE: The role of school management teams towards provision of sanitation for sustainable community development at Man'ombe Circuit in Mopani Education District.

PROJECT LEADER: Maswanganyi A.L.

I……, having carefully listened to and understand the nature and the purposes of the study, hereby confirm the following:-

1. The research project, i.e. the extent, aims and methods of the research, has been explained to me.
2. The project sets out the risks that can be reasonably expected as well as possible discomfort for persons participating in the research, an explanation of the anticipated advantages for myself or others that are reasonably expected from the research.
3. I will be informed of any new information that may become available during the research that may influence my willingness to continue my participation.
4. Access to the records that pertain to my participation in the study will be restricted to persons directly involved in the research.
5. Any questions that I may have regarding the research, or related matters, will be answered by the researcher.
6. If I have any questions about, or problems regarding the study, or experience any undesirable effects, I will raise the issue with Turfloop Research Ethics Committee.
7. Participation in this research is voluntary and I can withdraw my participation at any stage.
8. If any medical problem is identified at any stage during the research, or when I am vetted for participation, such condition will be discussed with me in confidence by a qualified person and/or I will be referred to my doctor.

9. I indemnify the University of Limpopo and all persons involved with the above project from any liability that may arise from my participation in the above project or that may be related to it, for whatever reasons, including negligence on the part of the mentioned persons.

SIGNATURE OF THE PARTICIPANT

_____

SIGNATURE OF THE RESEARCHER

_____

Signed at_____ this ____ day of _____ 20__

Appendix B. Letter requesting permission to conduct a study in your area

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Ref: 2/2/2 Enq: Mabogo MG Tel No: 015 290 9365 E-mail:MabogoMG@edu.limpopo.gov.za

Maswanganyi AL
P O Box 5178
Polokwane North
0750

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.

2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"THE ROLE OF SCHOOL MANAGEMENT TEAM TOWARDS THE PROVISIONING OF SANITATION FOR SUSTAINABLE COMMUNITY DEVELOPMENT AT MAN'OMBE CIRCUIT, MOPANI EDUCATION DISTRICT IN LIMPOPO, SOUTH AFRICA."**
3. The following conditions should be considered:

3.1 The research should not have any financial implications for Limpopo Department of Education.

3.2 Arrangements should be made with the Circuit Office and the schools concerned.

3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.

3.4 The research should not be conducted during the time of Examinations especially the fourth term.

3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

Ms NB Mutheiwana
Head of Department

12/09/19
Date

Appendix D: Interview schedule

INTERVIEW GUIDE

SECTION A

1. Biographical data

Please answer all questions.

1.1. What is your gender?

Male	Female

1.2. What is your highest educational qualification?

Higher Certificate	Teachers' Diploma	Advanced Diploma	Bachelor Degree	Honours Degree	Master's Degree	Doctorate

1.3. What is your job title?

Principal		Deputy Principal		Head of Department		Senior Teacher	

1.4. How many years have you been working in your current position?

1.6. What is the enrolment of your school by gender?

Boys		Girls	

1.5. What type of toilets is your school using and when were they built?

Sanitation type	Year built
Plain Pit	
Ventilated Improved latrine (VIP)	
Enviroloos	
Waterborne (Flushing)	
Chemical toilet	

1

SECTION B: SCHOOL SANITATION CHALLENGES

2. School sanitation under the following objective:

2.1 Objective one - The role of school management team in the provisioning and management of school sanitation

2.1.1. Please explain your roles and responsibilities as a SMT member?

……

……

2.1.2. Explain your responsibilities in the specific context of management of sanitation in school and hygiene promotion in the community?

……

……

2.1.3. What is guiding you on the number and type of toilets to be provided at schools and how they should be managed? And how many toilets seat deemed sufficient for your school?

……

……

2.1.4. Since you were provided with sanitation, has any official from the Department, ever come for user education or to monitor how the school is managing the sanitation facilities? Y/N

If yes, how often do they come and is the a monitoring tool that they use to record their findings and are corrective measures communicated?

……

……

2.1.5. With respect to the issue of school sanitation in your school, explain how successful or challenging it is to manage the sanitation facilities in a sustainable way.

……

……

2.1.6. Give reasons for the success or failure.

……

……

2.2. Objective two - To identify factors that hamper the management and implementation of school sanitation programmes

2

2.2.1. Please describe the policy guidelines in relation to norms and standards for public schools infrastructure when it comes to sanitation issues at school?

……

……

2.2.2. Do you understand the policy (Minimum norms and standards for public school infrastructure) clearly? Y/N

2.2.3. If not, how has the Department done to assist you?

……

2.2.4. As a SMT member, do you participate in the budgeting and planning activities of the school?

2.2.5. If not, please give reasons

2.2.6. Describe the kinds of resources which the school avails to sanitation purposes to ensure that it is well managed?

……

……

2.2.7. Describe the kinds of tools that you have at your disposal for purposes of your work with sanitation.

……

……

2.2.8. How adequate or appropriate are those tools?

2.2.9. Have you ever received training that is relevant for budgeting and management of school sanitation? Yes/No? Please explain your answer.

……

……

2.2.10. Based on your own personal experience, what kind of skills do you think you as a SMT member need to manage school sanitation effectively?

……

……

2.2.11. Do you participate in meetings at your work place? Y/N

2.2.11.1. If yes, to what extent do they address the day to day issues that related to school sanitation?

……

……

2.2.11.2. Have you ever experienced any challenges in your sanitation facilities? Y/N

3

2.2.12. If so, please can you explain in detail, what challenges those were?

……

……

2.2.13. Explain how you dealt with those challenges, if there were any.

……

……

2.2.14. Explain the role of the SMT in dealing with those challenges.

……

……

2.2.14.1. How often does sanitation facilities are monitored and evaluated by the principal/SMT members?

……

2.3. Objective three: strategies that can be employed by officials of Department of Education and SMTs to improve provision and management of school sanitation.

2.3.1. What would you recommend to address any challenges that you may have highlighted with respect to the following:

2.3.1.1. Resources to support school sanitation management

2.3.1.2. Skills for Principals and SMTs

2.3.1.3. Training for Health and Safety Officers

2.3.1.4. Management Tools required by schools for monitoring of sanitation facilities

2.3.1.5. Empowerment of community on the issues that concern school sanitation

2.3.1.6. Fund raising strategies to fund school sanitation

2.3.1.7. Any other issue related to school sanitation and assistance that schools can get from other stakeholders like Department of Education.

……

……

Thank you for your participation

Appendix D: Ethical clearance certificate (TREC)

University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE

ETHICS CLEARANCE CERTIFICATE

MEETING:	**6 August 2019**
PROJECT NUMBER:	**TREC/220/2019: PG**
PROJECT:	
Title:	The Role of School Management Team Towards Provisioning of Sanitation for Sustainable Community Development at Man'ombe Circuit, Mopani Education District in Limpopo Province, South Africa.
Researcher:	AL Maswanganyi
Supervisor:	Prof MX Lethoko
Co-Supervisor/s:	N/A
School:	Turfloop Graduate School of Leadership
Degree:	Masters of Development in Planning and Management

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

Note:

i) **This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.**

ii) **Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.**

iii) **PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.**

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