



**CHALLENGES IN THE PROVISION OF RESOURCES IN THE DEPARTMENT OF
EDUCATION IN SCHOOLS OF SIBASA CIRCUIT.**

BY

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Researcher's view on the state of the schools, facilities and availability of classrooms and libraries. The schools are mostly situated in the rural areas of the Limpopo Province. Learners attend schools in rural areas with overcrowded classrooms without adequate furniture, which may affect their learning and study interests, and in addition, learners are away from their families and friends.

The study used a purposive sampling method. The sample size was made up of 80 respondents: 10 school principals, 10 school teachers, 47 Level 1 educators and 14 SGB members. The study was conducted in a rural area and the participants were selected using purposive sampling. The research design in this study was mixed methodology. The data collection methods used in this study were qualitative and quantitative in nature. The data collection instruments used were questionnaires, interviews and focus group discussions. The research instruments were tested by means of a pilot study.

Data analysis was done using content analysis for the qualitative data and coding. Quantitative data was analyzed using frequency tables and percentages while qualitative data was analyzed by using themes and sub-themes. Qualitative data was analyzed using thematic analysis to identify themes in a narrative form whereas quantitative data was analyzed using frequency tables and percentages.

The findings of the study was that the schools face many challenges, lack of control and monitoring mechanisms, lack of financial resources, poor planning and management, lack of maintenance of infrastructure, and the provision of resources in the Capricorn region is inadequate. It is concluded that there will be ineffective and inefficient management of the schools and high failure rate in

The study focused on investigating challenges in the provision of resources in the Department of Education in schools of Sibasa Circuit. The importance of the study was that it provided information to the Department of Education regarding challenges in the provision of resources in the Department of Education. The study also provided strategy in addressing the challenges in provision of resources in the Department of Education.

Poor-provision of resources such as textbooks, funds, stationery and shortage of classrooms and libraries has been a cause of concern for schools found in Sibasa Circuit. Learners attend schools in dilapidated and overcrowded classrooms without adequate furniture, where ceilings have caved in, hanging precariously overheads, and in addition, learners are forced to attend classrooms while standing.

The study used descriptive research design. The sample size was made up of 80 respondents: 1 circuit manager, 8 principals, 14 SMT members, 43 Level 1 educators and 14 SGB members. The study used non-probability sampling and the participants were selected using purposive sampling. The methodologies used in this study were mixed methodologies in that the data collection methods employed in this study were qualitative and quantitative in nature. An interview schedule and a survey questionnaire were used to collect data respectively. Validity and reliability of the research instruments were tested by means of a pilot study.

Data analysis was done using descriptive statistics after data cleaning and coding. Quantitative data was analyzed using frequency counts and percentages while qualitative data was analyzed by tallying the numbers of similar responses. Qualitative data was analyzed using thematic representation and presented in a narrative form whereas quantitative data was analyzed using SPSS version 11.5.

The findings of the study was that corruption, mismanagement of finance, lack of control and monitoring mechanisms, lack of adequate checks and balances, poor planning and management, lack of transparency, are the main challenges in the provision of resources in the Department of Education. The study also found out that there will be ineffective and inefficient teaching and learning, which will lead to a high failure rate in

schools if the situation is not attended to. The study has also found out that it will lead to massive demoralization and disillusionment among teachers and a negative and worsening perception of the teaching profession. The study has revealed that the standard of education will lose value.

The study recommends that there should be training of officials in terms of Public Finance Management Act. There should be effective monitoring and control measures in place that guide the way in which resources in schools are distributed. The Minister of Education should establish and implement norms and standards for schools infrastructure. The study further recommends that the system of financial accountability is put in place. The study also recommends that there must be measures in place to fight any acts of corruption.

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LIST OF ABBREVIATIONS.

1.1 INTRODUCTION

AG	Auditor-General
CCAR	Country Corruption Assessment Report
DOE	Department of Education
NPC	National Planning Commission
P F M A	Public Finance Management Act
PPA	Public Protector Act
RSA	Republic of South Africa
S M T	School Management Team
SASA	South African Schools Act
SGB	School Government Body
SPSS	Statistically Package For Social Sciences

1.2 BACKGROUND OF THE STUDY

... Limpopo Province were the hardest hit by poor delivery of textbooks ...
 ... of norms and Standards for schools funding. This made it difficult for ...
 ... taking to take place with precision. This created a storm of anger and ...
 ... the government has reneged on its commitment to regard education as one

CHAPTER 1: ORIENTATION OF THE STUDY

1.1 INTRODUCTION

The Department of Education (DoE) aims to develop, maintain and support a South African education and training system for the 21st century. Nelson Mandela states that education is the most powerful tool which you can use to change the world. The power of education extends beyond the borders of skills we need for economic success. It can contribute to nation-building and reconciliation (City Press, December, 2023: 38). The government spends the lion's share of its budget on education. The right to education is a fundamental human right and everyone is entitled to a free elementary education. The right to education was then first brought into play by the Congress of the People in 1955 with the adoption of the Freedom Charter in Kliptown which then became the blueprint for the writing of the Constitution of the New South Africa. Article 8 states that the doors of learning shall be opened and education shall be free, compulsory, universal and equal for all (Govender, Mmaka and Pillay 2009: 189).

Section 29(1) of the Bill of Rights of the Constitution of the Republic of RSA states that everyone has the right to (a) to a basic education, including adult basic education; and (b) to further education, which the state, through reasonable measures, must make progressively available and accessible (De Vaal, Currie and Erasmus, 2001: 469). This study will outline the background of the study, problem statement, purpose of the study, research objectives, research questions, significance of the study, delimitation of the study, limitation of the study, literature review, and definition of the major concepts and organization of the study.

1.2 BACKGROUND OF THE STUDY

In 2012, schools in Limpopo Province were the hardest hit by poor delivery of textbooks and payment of Norms and Standards for schools funding. This made it difficult for learning and teaching to take place with precision. This created a storm of anger and outrage as the government has reneged on its commitment to regard education as one

of its five priorities. The situation was made worse by the fact that 18 years after 1994 South Africa was still unable to get something as basic as the delivery of textbooks and other resources to schools right.

The democratic government which came into play in 1994 had inherited an education system which was both disintegrated and somewhat dysfunctional, and it was based on the principle of segregation and unequal distribution of resources. The National Education Policy Act, Act no 68 of 1996 per capita expenditure clearly indicates the discriminatory nature of education. In 1982/3, the per capita expenditure on education for Africans was R146, colored R498, Indian R711 and Whites R1211. The state education expenditure per capita in 1994 was as follows: R1715 for African child, R3691 for coloured, R4687 for Indian and R5403 for White child (Govender, *et al*, 2007:83-84). Bantu education for Africans was wretchedly underfinanced and this led to a serious shortage of resources such as learning and teaching support materials, shortage of teachers, classrooms, furniture, laboratories and libraries and schools were cursed with the problem of overcrowded classes (Modisaotsile, 2012:6).

On 10 February 2011, President Jacob Zuma stated that the administrator has to ensure that every child had textbook on time (State of Nation Address, 2011:13). The commitment by government to fulfill its obligations in terms of provision of resources in the DoE was found wanting. Mail and Guardian (March, 2012:8) revealed that the DoE was faced with the textbook crisis as result of non-provision of textbook and other resources. Shortage of educators and desks, learners attending school under the tree and the issue of mud schools in the Eastern Cape dominated the media.

The matter became worse when the DoE was taken to court by the public-interest groups. Section 27 took the government to court with its failure to deliver school textbooks in Limpopo province. The Legal Resource Centre and the Centre for Child Law also took the government to court for its failure to fill the vacant posts at schools in the Eastern Cape (Mail and Guardian, February, 2012:2).

1.3 PROBLEM STATEMENT



The Constitution of the Republic of South Africa, 1996 has created a social democracy (welfare) state and service delivery state. According to Section 27(2) of the Bill of Rights, it obligates the state to take reasonable legislative and other measures to achieve the realization of each of these rights, including the right to education. According to the South African Schools Act, 1996 (SASA), (Act No 84 of 1996) under Section 21(a), it obligates the state to purchase textbooks, education materials or equipments for the school. Section 34(a) of SASA obligates the state to provide funding to schools. In order to make the provision of resources in the Department of Education feasible, the government passed the Public Finance Management Act, 1996 Section 38(1)(a)(ii) which states that the accounting officers/authorities must ensure that the public entity has and maintains an appropriate procurement and provisioning system that is fair, equitable, transparent, competitive and cost-effective (New Agenda, 2008:53).

Despite the constitutional obligation imposed on the state to provide resources to schools, concerns were however raised with regard to poor-provision of resources such as textbooks and stationery, inadequate funding to schools, shortage of educators, classrooms, libraries and laboratories. According to the report published in Mail and Guardian (July 2012:2-3), the provision of resources was hindered by the violation of the PFMA, which resulted in fruitless and wasteful expenditure, corruption, incompetent and other disregard for the duties and responsibilities. This research seeks to investigate challenges in the provision of resources in the DoE in schools of Sibasa Circuit.

1.4 AIM OF THE STUDY

The main aim of this study is to investigate challenges in the provision of resources in the Department of Education in schools of Sibasa Circuit.

1.5 RESEARCH OBJECTIVES

The objectives of the study are:

- To investigate the challenges in the provision of resources in the Department of Education.
- To identify causes of mismanagement of resources in the Department of Education.
- To determine the consequences caused by poor-provision of resources in Department of Education.
- To explore the strategies to be used to address challenges in the provision of resources in the Department of Education.

1.6 RESEARCH QUESTIONS

The study will be guided by the following research questions:

- What are the challenges in the provision of resources in Department of Education?
- What are the causes of mismanagement of resources in the DoE?
- What are the consequences of poor-provision of resources in the DoE?
- What are the strategies to be used to address the challenges in the provision of resources in DoE?

1.7 SIGNIFICANCE OF THE STUDY

This research is important because it will provide information to the Department of Education on challenges in the provision of resources in the DoE. It will provide an overall discussion of the current research findings on the challenge in the provision of resources in department of education. The findings of the research will provide data on how the provincial DoE is providing the resources to the schools .The findings of the

study will provide the Minister of Basic Education with solutions on how to deal with challenges which lead to poor-provision and mismanagement of resources in the DoE, and in turn the Minister of Basic Education will be able to analyze those strategies and implement their effectiveness. The study will provide strategies on how to deal with those emerging challenges in the provision of resources in the Department of Education. It is also significant because it will provide first-hand information to policy makers through the use of recommendations of this research to improve the policy.

1.8 DELIMITATION OF THE STUDY

The purpose of the study is to investigate the challenges in the provision of resources in department of Education in schools of Sibasa Circuit. The study will be conducted in schools of Sibasa Circuit. The population of the study will be the Circuit Manager, principals of the schools, members of the School Management Team, Level 1 educators and members of the School Governing Bodies.

1.9 LIMITATION OF THE STUDY

There were some potential threats pertaining to this study. The researcher would be confined in the schools which are located within the Sibasa Circuit. The following are some of the problems that might bottleneck the progress of the research project: Financial constraints could hinder the progress of the study because it can be difficult to have money for typing, editing, binding and transport. The research topic is so sensitive in such a way that some respondents might be afraid to disclose information that would be of great service to the research.

1.10 DEFINATION OF MAJOR CONCEPTS

The following major concepts of the study have been explained in order to deepen the understanding of the topic.

- **Challenges**

It is something which is obstacle or impediment to development of something, or the situation of being faced with something needing great mental or physical effort in order

to be done successfully and therefore tests a person's ability (Fox, Moon and Stock, 1990:242).

- **Provision**

The act or process of supplying or providing something or something that is done in advance to prepare for something, an article, clause or stipulation in an agreement or contract, deed, instrument or statute that explains a specific condition, effect, implication or requirement (www.merriam-webster.com/..provision)

- **Resources**

A source of supply, support, aid, especially one that can be drawn upon when needed or a stock or supply of money, materials, staff, and other assets that can be drawn on by a person or organization in order to function (dictionary.reference.com/..resource).

- **Department**

Each of several division of government, business or university, a part of an organization such as a school, business or government which deals with a particular area of study or work (Fox, *et al*, 1990:419).

- **Education**

System of training and instruction (especially of children and young people in schools, colleges and universities) designed to give knowledge and training, (Fox, *et al*, 1990:501).

- **Sibasa Circuit**

It is one of thirty four educational circuits found under Vhembe District Municipality, (www.wordaz.com/vhembe.html).

1.11 ORGANISATION OF THE STUDY

This research will be made up of the five chapters.

Chapter 1: Introduction and background of the study

In this chapter the researcher will focus on introduction, background of the study, problem statement, aim of the study, the objectives of the study, research questions, significance of the study, delimitation of the study, limitations of the study, definition of major concepts and organization of the study.

Chapter 2: Literature review

This chapter will take the lion's share of this research study. It is in this chapter that literature on the topic will be reviewed, explored, and digested in full. In this chapter the researcher will focus on challenges in the provision of resources in the Department of Education in schools of Sibasa Circuit .

Chapter 3: Research design and methodology

This chapter will provide an overall research design and methodology which outline study area, target population, sampling methods, sampling size, data collection instruments, ,pilot study, methods of analyzing data and data collection methods. It is in this chapter that research ethics will be explored in full.

Chapter 4: Data presentation, analysis and interpretation

It is in this chapter that data which has been gathered will be presented, analyzed and interpreted in great detail.

Chapter 5: Findings, recommendations and conclusion

This chapter will present findings with regard to the issues which this study has explored. The recommendations made and conclusion of the whole research work will be presented.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The aim of this chapter is to present a review of literature related to the study. The first part of the chapter deals with the legal framework dealing with provision of resources in the Department of Education. The second part deals with the challenges in the provision of resources in the DoE. A comprehensive discussion on the effects of the poor-provision of resources is presented. The last part of this chapter deals with the strategies that could be implemented in order to prevent the challenge that have been identified in the provision of resources in the DoE.

2.2 LEGAL FRAMEWORK

The following are the legal frameworks which obligate the state to provide resources in the Department of Education.

2.2.1 The Constitution of the Republic of South Africa (RSA), 1996

According to chapter 2 of the Bill of Rights of the Constitution of RSA, Section 29(1) states that “everyone has the right to (a) a basic education, including Adult Basic Education and (b) to further education, which the state through reasonable measures, must make progressively available and accessible.

2.2.2 South African Schools Act, (SASA) 1996 (Act 84 of 1996).

The South African Schools Act was passed in 1996 in order to meet the constitutional requirements of the state to provide resources in the DoE. The following Sections of SASA deal with provision of resources:

- According to the SASA (Act 84 of 1996), Section 20(b) of SASA, states that the ministry of education must supply schools with the number of educators and non-educator personnel.

- Section 21 (b): states that the state has to pay for services to the school. Section 21(c), states that the DoE must purchase textbook, educational materials or equipments for the school.
- Section 31(1) of the Act states that the state must fund public schools from public revenue on an equitable basis in order to ensure proper exercise of the rights of learners to education and redress the past inequalities in education provisions (SASA,1996: 34).

2.2.3 Action Plan 2014: Towards the Realization of Schooling 2025

The following are the goals which have been developed by the Minister of Basic Education which are in line with minister's Delivery Agreement regarding provision of resources in the Department of Education.

- Goal 19 ensures that every learner has access to the minimum set of textbooks and workbooks required according to the national policy.
- Goal 23 ensures that all schools are funded at least the minimum per learner levels determined nationally and that funds are utilized transparently and effectively.
- Goal 24 ensures that the physically and environment of every school inspire learners to want go to school and learn and teachers to teach (Action Plan 2014: Towards The Realization of Schooling, 2025:9).

2.2.4 The Public Finance Management Act, 1999 (Act 1 Of 1999)

The purpose of this Act is to render the procurement activities more cost-effective, timely and fair by allowing department officials to manage their supply chain. The Department of Education relies heavily on procuring goods and services from other service providers. The Public Finance Management Act (PFMA), 1996 therefore seeks:

- To regulate financial management in the national and provincial government,
- To ensure that all revenue, expenditure, assets and liabilities of those government are managed efficiently and effectively.

- To provide for the responsibility of persons entrusted with financial management in the government and, to provide for matters connected therewith (Public Finance Management Act, 1999:13).

Section 217 of the Constitution of the Republic of South Africa of 1996 provides bases for procurement and determines that “when an organ of state in the National, Provincial or Local sphere, of government, or any other institution identified in the national legislation, contracts for goods or services, it must do so in accordance with a system that is fair, equitable, transparent, competitive and least effective (New Agenda, 2008:52). Section 217(3) further confers an obligation for national legislation to prescribe a framework for providing for preferential procurement to address social and economic imbalances of the past. With regard to the role of the Accounting Officer, Section 36(1) states that every department and every constitutional institution must have an accounting officer.

Section 38(a) of PFMA states that an accounting officer must ensure that the government, trading entity or constitutional institution must maintain (I) effective, efficient and transparent system of financial and (II) risk management and internal control (III) an appropriate procurement and provision system which is fair, equitable, transparent, competitive and cost effective (IV) a system for properly evaluating all major capital projects prior to a final decision on the project (National Treasury, 1999:14-15).

According to the PFMA the following are the responsibilities of the Accounting Officers: Section 38(b) states that the accounting officers are responsible for the effective, efficient, economical and efficient use of resources of department, trading entity or constitutional institution. Section 38(1) (c) states that Accounting Officers must take appropriate and effective steps to (i) collect all money due to department, trading entity or constitutional institution (ii) prevent unauthorized, irregular and fruitless and wasteful expenditure (National Treasury, 1999:14-15).

The Accounting Officer of the state department may not act in a way that is inconsistent with his responsibilities. Subsection (2) of the PFMA states that a member of the

accounting officer may not use his/her position or privileges or information obtained as member of an accounting authority, for personal gain or to improperly gain or to improperly benefit from another person. Subsection (3) of the PFMA provides for the mechanisms to prevent abuse of accounting authority. It states that they must disclose to the accounting authority any direct or indirect personal or private business interest that a member or any spouse, partner or close family member have in any matter before the accounting authority, and to withdraw from proceedings of the accounting authority when that matter is considered (New Agenda, 2008:52).

2.2.5 Examples of PFMA violations

The following are examples of PFMA violation such as irregular expenditure, unauthorized expenditure, fruitless and wasteful expenditure, overspending and under spending.

2.2.5.1 Irregular expenditure

Irregular expenditure is defined in section (1) of the PFMA 1999 as expenditure other than unauthorized expenditure incurred in contravention of or that is not in accordance with the requirement of any applicable legislative, including: (a) The Public Finance Management Act, (b) State Tender board, 1968 (Act No 86 of 1968) or any regulations made in terms of that Act, or, (c) Any provincial legislation providing for procurement procedures in that provincial government (National Treasury, 2008:4-5). According to Pauw, Wood, Van Der Linder, Fourie and Visser (2002:230) irregular expenditure happens when purchase of goods occurs and the process contravenes the provision of law and regulations.

2.2.5.2 Examples of irregular expenditure

According to National Treasury (2008:6) Irregular expenditure incurred as a result of non-compliance with a treasury regulation where prior written approval for was required from a relevant treasury, and this happens when a department, trading entity, constitutional institution or public entity that incurs expenditure relate to a private partnership without obtaining the prior approval of the relevant treasury as required by

treasury regulation. Irregular expenditure incurred as a result of institutions procuring goods or services by means other than through competitive bids which have not been recorded and approved by the accounting office or accounting authority.

This happens when a department trading entity, constitutional institution or public entity procures goods or services by means of a price quotations where the value of purchase exceed the threshold values determined by the National Treasury for price quotations. Irregular expenditure incurred as a result of non-compliance with a provision contained in any applicable legislation and this happens when a department grants performance rewards to persons without maintaining and implementing a Performance Management and Development system (PFMA, 1999:16).

2.2.5.3 Unauthorized expenditure

Unauthorized expenditure means the overspending of a vote or a main division within a vote or expenditure that was not made in accordance with the purpose of a vote or in the case of the main division. Unauthorized expenditure happens when resources get shifted away from activities to which they were voted, because this may result in division of funds from the real priorities and as consequences the effectiveness of government is eroded (Pauw *et al*, 2002:230).

The Sunday Independent (July, 2005:1) revealed that Limpopo Department of Education irregularly increased by R19 million the budget of Edu- Solutions, a stationary company at the center of the province's textbook crisis. The Star (July,2012:8) further reported that the latest forensic report have revealed that the cash-strapped province which had accumulated unauthorized expenditure of R2.2 billion and failed to order books because it was bankrupt and had spent millions of rand on accommodation for employees who attended the workshop.

2.2.5.4 Fruitless and wasteful expenditure

Fruitless and wasteful expenditure means expenditure which is made in vain and will have been avoided had reasonable care been exercised (PFMA, 1999:6). Ineffective activities that make no contribution to the public benefit, as defined in the budget are

said to involve fruitless and wasteful expenditure (Pauw *et al*,2002:24).The following are examples of fruitless and wasteful expenditure: Expenditure due to negligence e.g. cancelling of fees incurred for missing a flight, Interest on overdue accounts and penalties paid (National Treasury ,2008: 2-3).

2.2.5.5 Overspending and under spending

Overspending (a) in relation to a vote means when expenditure under the vote exceeds the amount appropriated for that vote, (b) in relation to the main division within a vote, which means that when expenditure under the main division exceeds the amount appropriated for that main division PFMA (1999:6). According to Section 39 (2) of the PFMA, an accounting officer of the department must (a) take effective and appropriate steps to prevent any overspending of the vote of the department or a main division of the vote. He/she must report to the executive authority and the treasury any impending shortfalls in the budgeted revenue, and overspending of the department's main vote or main division. He/she must comply with any remedial measures imposed by the treasury in terms of the PFMA, 1999 to prevent overspending of the vote or a main division within the vote (PFMA, 1999:6).This means that managers are required to not only keep spending within legal budgeted limit, but also to direct what money is spent on without fear, favour or prejudice.

Managa (2012:4) believes that overspending and under-spending of budget allocations are due to poor project planning, poor management and a lack of capacity to carry out the tools at hand. Many institutions lack staff with the financial and managerial expertise to ensure that the funds allocated are spent wisely according to need or demand (Managa, 2012:4).

2.2.6 The Public Service Act, 1994 (Act103 of 1994)

The following are codes of conduct for public officials as provided by the Public Service Act, 1994 (Act 103 of 1994). The Public Official: Strives to achieve the objectives of his/her institution cost-effectively and in the public interest, and is supposed to be creative in thoughts and in the execution of the duties of the department. The public

official seeks innovative ways to solve and enhances effectiveness and efficiency within the context of law, and is expected to execute the duties in a professional and competent manner. The public official does not engage in any transaction or action that is in conflict with or infringes on the execution of official duties.

When it comes to the matter where a conflict of interest may arise, the public official must be excused from any official action or decision making process which may result in improper personal gain and this should be properly declared by the employee. The public official is expected to be honest and accountable in dealing with public funds and uses of public services and other resources properly, efficiently and only for authorized official purposes. The public official in the state department promotes sound, efficient, effective, transparent and accountable administration (New Agenda, 2008:52).

2.3 IMPACT OF POOR-PROVISION OF RESOURCES IN SCHOOLS OF

SIBASA CIRCUIT

The schools which are found under Sibasa Circuit have been hardest hit by the failure of DoE to provide them with resources such as textbooks, learners resource packs, the provision of educators, money for Norms and Standards, infrastructure, laboratory equipments which are essential in learning and teaching. As a result, schools are faced with challenges such as shortage of educators which result in educators being overloaded and having to adopt the multi-grade teaching, shortage of books which forces three learners to share one book, which makes it difficult to give learners homework or class work activity, shortage of classes which forces class to become overcrowded, sometimes twice more than the teacher ratio which is 1:27. In this case a class has to accommodate 75 learners, the best specimen is Mbilwi Secondary School where classes are full to overflowing.

There is massive shortage of laboratory which makes it difficult for both teachers and learners to conduct Physical Sciences and Life Sciences laboratory experiments. This amounts to preventing the provision of quality education. Shortage of libraries in schools such as Phaswana, Ramugondo and Raluswielo Secondary Schools makes it difficult

for both educators and learners to supplement information and write their research assignments. Lack of funds makes it difficult for learners to write test and examinations because there are no funds to repair photocopier machines, for buying ink, to purchase stationery, to pay for electricity bills and to pay non-teaching staff. This forces schools to incur themselves into huge debts which often consume the meager money which they get as part of their Norms and Standards. This situation is a mirror image of what is happening in all the schools which are found in Vhembe area. On 20 May 2013 Phalaphala FM 20h00 News bulletin reported that learners of Makwarani secondary school had to exchange books with the neighboring schools. ON 3 June 2013, the Limpopo Department of Education had to postpone mid-year examinations due to non-payment of Norms and Standards funds to schools (Sowetan, June, and 2013:7). The Department of Education in Limpopo had to do it through SMS's stating that "Subjects that were to be written on the 3rd to 6th (June) have been shifted to the end of the original time table. This statement holds for all grades" (Rise 'n Shine, June, 2013:2).

The situation at Ntevhedzeni Secondary school is a very sorry state of affairs, and it is a classic example of a school which has been hardest hit by poor-provision of resources. The school is in a bad state of repair with light fittings hanging precariously from the roof, posing a danger to teachers and pupils. The windows are broken and the roof leaks, leaving pupils vulnerable to bad weather. Most of the classrooms floors have holes. The school is also experiencing massive shortage of school furniture, pupils have to share desks and chairs, and some have to sit on pieces of wood or bricks. The situation at the school is not conducive for learning and teaching, as pupils get injured all the time.

The following statistics is the best specimen of problems which are the direct results of poor-provision of resources in the DoE. South African Democratic Teachers Union (SADTU) Update(2013:3) provides the following statistics of schools lacking resources. 33% of schools have shortage of educators, 88% of schools have no laboratories, 92% of schools have no libraries, and 21% of schools have no toilets and 36% depend on pit toilets.

2.4 CHALLENGES WHICH PREVENT THE PROVISION OF RESOURCES IN THE DOE

Hereunder is a comprehensive discussion on the challenges in the provision of resources in the Department of Education. This discussion will focus on financial mismanagement and its causes and effects. It will also discuss corruption, its causes and its effects.

2.4.1 Financial mismanagement

Financial mismanagement is management that, deliberately or not, is handled in a way that can be characterized as 'wrong, bad, careless, inefficient or incompetent' and that will reflect negatively upon the financial standing of a business or individual (Mobegi, Ondigi, and Poisson,(2002:2). Myint (2000:30) points out that financial mismanagement is what happens when officials use departmental funds inefficiently, carelessly, whether or not such actions are committed willfully or negligently. Department officials must be mindful when excising their duties and consider misconduct when the relevant official fails to comply with the specified legislative requirements. Government officials are expected to operate in an accountable and transparent manner (Managa,2012:4).In terms of Section 85 (1) of PFMA the accounting officer must initiate the investigation into the alleged misconduct and take appropriate action if necessary and it is considered financial misconduct when the relevant official fails to comply with specified legislative requirement (New Agenda, 2008:52).

2.4.1.1 Factors which lead to financial mismanagement

Mobegi *et al* (2002:2) believe that the absence of clear norms and regulations in area of public procurement provides a fertile ground for financial mismanagement. Taylor (2003:18) supports by stating that lack of transparency at each level of the administration ladder generates opportunity for financial malpractices, for example the lack of supervision and disciplinary matters allow expansion of phenomena. He further

asserts that lack of supervision and control mechanisms create risks of financial mismanagement such as diversion of or embezzlement of funds. Managa (2012:4) observes that financial mismanagement concurs with the arguments which state that under spending and over-spending of budget allocations are due to poor planning, poor management and a lack of capacity to carry out the tasks at hand. He further states that there are no administrators with the financial and managerial expertise to ensure that the funds allocated for service delivery and infrastructural development are spent wisely according to the need or demand.

2.4.1.4 inadequate planning

According to 2010/ 2011 National Audit Report, clean audits are hindered by a lack of adequate internal controls and financial management skills, which exacerbate unauthorized, irregular and wasteful spending (Managa, 2012:4). City Press (2013:1) revealed that according to the Auditor – General’s report , it found that R24.8 billion had gone down the drain in unauthorized, irregular, fruitless and wasteful spending by provincial governments and entities. Nombembe blamed lax internal controls, weak political leadership and a disregard for procurement rules. He further states that the extent of this expenditure and non- compliance by the accounting officers is indicative of an environment where is indicative of an environment where incurring unauthorized and irregular expenditure has become the norm, and not the exception. According to the South African institute of race relations, more than 400 schools could have been built (City Pres, 2023:1).

2.4.1.2 Causes of financial mismanagement

The following are the main causes of financial mismanagement such as lack of knowledge, skills and capacity, inadequate planning, inadequate measures of monitoring.

2.4.1.3 Lack of knowledge, skills and capacity

According to Ambe and Badenhorst-Welsh (2012:9), skills and capacity shortage has been identified as the single greatest impediment to the success of public procurement in South Africa. Ambe *et al* further state in McCarthy (2006:48) that there is a lack of capacity and knowledge by supply chain management actors to handle procurement process and it leads to bad governance.

2.4.1.4 Inadequate planning

Ambe *et al* (2012:10) point out that many government entities are faced with the challenge of improper planning and this is due to the fact that there is an absence of coherent plans. Luyt (2008:23) argues that some government entities cannot properly quantify the needs of those requesting their services or properly estimate the cost, nor can they accurately track, control or report on expenditure.

2.4.1.5 Inadequate measures for monitoring

Chibani (2010:38) notes that inadequate monitoring and evaluation is often linked to the absence or poor control environment, and government entities are placed in different position to give effect to or implement supply chain management as required by the policy. He further notes that those deviations or non-compliance goes undetected or is identified after the damage has been done.

2.4.2 Consequences of financial mismanagement

Managa (2013:3) firstly states that when department funds are misdirected, it negatively impacts service delivery as the funds do not reach the intended recipients. Secondly he states that when department assets or inventory, willfully or negligently, are utilized for purposes other than departmental business or services, they are impeding service delivery as the intended recipients will not get the benefit thereof. Thirdly he states that when the department employs inappropriate or unsuitable candidates who are not competent to perform the functional responsibilities of the post, it equates to inefficiency

in respect to human resource management and poor service delivery. Fourthly he further states that when the officials' behavior is deemed incompetent, it reflects negatively upon the reputation of the department. Gupta (2000:47) believes that when department resources are misdirected or not appropriately allocated because of mismanagement due to incompetence amongst other reasons, the consequences are that service delivery is impeded and the department is labeled as being inefficient.

2.5 CORRUPTION AS A CHALLENGE IN THE PROVISION OF RESOURCES IN THE DOE

In terms of the Prevention and Combating of the Corrupt Activities Act, 2004(Act 12 of 2004), it states that it is a criminal offence to provide any form of gratification to an official if it is not lawfully due. The Act of bribery is also regulated by this Act which defines corruption as follows: any person who directly or indirectly gives or accepts or agrees or accepts any gratification from another person with the purpose of acting personally or influencing another person to act in a manner that amounts to illegal, dishonest or an unauthorized action or an abuse of authority, breach of trust, or any violation of a legal duty, is guilty of an act of corruption (Country Corruption Assessment Report (CCAR), 2003 :33). Hobbes states, in his state of nature that Man are basically motivated by his desires and his desires are egocentric and the chief characteristics are pride, avarice, ambition and greed. Man is by nature corrupt. In this case, man's original or inherited sin is the main cause of corruption (Encyclopedia America, vol 14:269).

2.5.1 Causes of corruption

The following is a discussion on the causes of corruption such as discretionary powers, conflict of interest, weak institutional accountability, lack of adequate checks and balances, floating codes of conduct, preoccupation with official secrecy, unchallenged governments, and unethical behavior by public officials fraud and embezzlement of funds.

2.5.1.1 Discretionary powers

This is the belief that you can do what you want because you are the most powerful person and this manifests itself in the centralization of power. This centralization of power or authority creates fertile opportunities for corruption to take place by making access difficult for those without power and by making alignment easier for those in powers (www.transperacnyInternational.org/). Mafunisa (2000:14) argues that centralization of power creates a distance between the governed, often reducing the governed from the process of interaction with the governors to a state of subjugation and helplessness. He goes further stating that in this state of helplessness, corruption is free to take place.

2.5.1.2 Conflict of interest

Corruption occurs where there is a known conflict of interests between a policy decision maker's duties and his or her personal self-interest (www.u4.no.2006:5). Safa (2011:23) adds that conflicts of interest--- involve a conflict between public duty and private interest, whereby a private interest improperly overrides the public interest, activities and decisions. Thai (2001:23) states that it is not necessarily a corruption nor a fraud, however, it constitutes an, abuse of public office for private advantage and may hold a potential for unfair behavior.

2.5.1.3 Weak institutional accountability

According to Transparency International (2009:6) poor management and loose supervision by regulatory agencies and a lack of transparency in allocating funds are among the most important structural causes of corruption in education. Weak institutional accountability impacts investment, allocation of funds for public procurement and allocation of resources. According to Bayat and Meyer (1994:216) one of the causes of public-sector corruption is avarice and concomitant striving for personal gain and seeking private gain at public expense .Heinemann (2002:11) states that if

such materialism were to become a dominant value in society; it could influence the patterns and incidence of corruption. Hilliard in Bayat and Meger (1994:216) states that this self-aggravindisement could be exacerbated by: Impatient ambition and exploitation of positional status in the hierarchy. Office-bearers tend to abuse their public offices as a springboard for acts of corruption (Hilliard in Bayat *et al*, 1991:356- 7).

2.5.1.4 Lack of adequate checks and balances

Checks and balances refers to a mechanism designed to limit the power of a single individual or body of government and provide for the harmonious interrelationships of the people and all of the organs of government or other social institution (Encyclopedia New World ,2004:8). It is based on the observation that many people behave selfishly and seek to enhance their own wealth and power at the expense of others (Transparency International, 2007:8).

2.5.1.5 Floating codes of conduct

Amundsen (2006:151) states that it is expected of all public functionaries to display exemplary behavior and to perform their duties without ulterior motives, but sometimes public functionaries succumb to temptations and are unable to resist wrong-doing because they may rationalize that their unethical behavior is ethical. He further states that this mind-over matter tendency is a significant factor why good people sometimes behave badly. Disregarding codes of conduct mostly runs counter to serving the public because there is a potential for public officials to ignore them or break them.

2.5.1.6 Preoccupation with official secrecy

Mobegi *et al* (2012:90) state that it is not in the interests of society as a whole that undercover activities should be tolerated in public because excessive secrecy or confidentiality could be conducive to corruption. He further states that increased secrecy could serve as a smoke-screen behind which dishonest and corruption may be concealed. According to Thai (2001:38) it does not take a rocket scientist to realize that

excessive secrecy, coupled with confidentiality could lead to increased incidence of corruption and maladministration, that a veil of secrecy could open the door to possible malpractices, which could pave the way for corruption. The dreaded Protection of State Information Bill, which has just been approved by parliament, is regarded by opposition parties and other interest groups as a way of concealing acts of corruption by ruling party (The Sunday Independent, January, 2013:5).

2.5.1.7 Unchallenged government

It has been contended that where exercise of political power has gone unchecked, self-enrichment becomes a norm. Bayat *et al* (1994:218) in Legan (1992:13) note that some governments, especially totalitarianism and one-party state could become insensitive and unresponsive to both public option and opposition criticism.

2.5.1.8 Unwavering trust in political office-bears

This tends to be too much trust in those who hold key positions in a country, without recognizing and acknowledging their fallibility (Bayat *et al*, 1994:221). In this case, the political office bears always take advantage of the public gullibility whose loyalty is unquestionable. Kangane (2001:48) gives supporting evidence that political officer holders would take advantage of the loyalty shown to them and then hoodwink the public into believing that their actions or deeds are above boards.

2.5.1.9 Unethical behavior by public officials

Unethical behavior is defined as behavior that contravenes rules designed to maintain fairness of the situation and this happens when a person chooses to act in an immoral way or in an unethical way for personal financial gain (Ambe *et al*, 2012:10). The following are examples of an unethical behavior which prevent the provision of resources in the Department of Education.

2.1.5.10 Partiality

According to Deininger and Mpuga (2004:168) this is favoritism granted to relatives regardless of merit. It is also a form of corruption that occurs when officials favour relatives or close friends for positions in which they hold some decision-making authority. This type of favoritism is the natural human proclivity to give preferential treatment to friends and families ([http:// www.politicalcorruption.net.2009](http://www.politicalcorruption.net.2009)). The Limpopo Education Department which accounted for nearly half of the provinces R2 billion cash flow crisis awarded R1.2 billion infrastructure contracts irregularly and fraudulently. The bulk of tenders were awarded to associates of Premier Cassel Mathale and Youth League President Julius Malema. The selected contractors were given in exchange for donating piles of cash towards the construction of the Limpopo ANC's luxury headquarters (The Sunday Independent, January, and 2012: 5).

2.1.5.11 Fraud

This occurs when a person cheats another through deceit and it is usually a financial crime in which someone manipulates or distorts information or facts (www.corruptioncontrol.com.1 type). The cost of fraud includes false advertising, identity theft, and illegal trademarks, counterfeiting and racketeering, forgery, smuggling, confidence tricks (Transparency International, 2007:30).

2.1.5.12 Embezzlement

Gupta (2000:123) states that embezzlement is a form of unethical behavior that can develop in more confined environment and secretly without the public knowledge or opportunities for public sanction. In political terms this is called graft. This is when a political office holder unlawfully uses public funds for personal purposes (www.political.corruption.net/2009).

2.6 CONSEQUENCES OF FINANCIAL MISMANAGEMENT AND CORRUPTION

Tanaka (2001:162) argues that education is also prone to corruption where huge resources are disbursed through complex administrative layers, which are inadequately monitored. Transparency International (2010:3) reported that the cost of corruption is high and stolen resources from education budgets mean overcrowded classrooms and crumbling classrooms or no school at all. And the results are limited access to education or poor quality education.

The consequences which are caused by financial mismanagement and corruption in the provision of resources in the DoE are corrosive and have a baleful effect on the country's development. They are the denial of the right of learners to education. When people who are in the position of trust fail to carry out their bounden duties, it brings the Education Department into disrepute. And in this case, schools which are found in rural areas will be the hardest hit and the learners' rights to free education will have been violated.

2.6.1 Drop in quality of education

Financial mismanagement and corruption breed the Boomerang factor which has a potential of causing a domino effect, in which one fall will lead to the fall of other aspects, and when it happens, the Education Department will be the hardest hit. That is the law of cause and effect, which means that every action has a consequence. In this case the boomerang factor implies that negative effect we send out into the world may come back to us in several ways. In this case, the quality of education will be adversely affected by the poor-provision of educational resources (The Star, February, 2013:20). According to an article published in Afropolitan (issue No 25, 2013:14) the quality of education system in South Africa is a thorn in the side of all across the socio-economic spectrum. In a world that is advancing in leaps and bounds, our children are constantly found wanting which is completely unacceptable.

According to the Global competitiveness report 2012-2013 published in Afropolitan (issue no 25, 2013:14) South Africa ranked 140 out of 144 when it came to the Quality of the education system. The article further states that in respect to Quality of Mathematics and Sciences education, South Africa ranked 143 out of 144, meaning a massive shortage of skills to further much-needed technology in any developing country. In the assessment of Annual National Assessment (ANA), the average learners for grade 6 Mathematics was 27% in 2012. Provincial performance ranged between 21% and 33%. Grade 9 Mathematics was the most jaw dropping, with an average of pathetic performance of 13% (The Afropolitan, issue No 25, 2013:15-16). Eicher (2009:221) believes that corruption not only disturbs access to education, but affects the quality of it.

2.6.2 Drop in the learners pass rate

The poor-provision of teaching and learning support materials will have a detrimental effect on the learner's performance. The pass rate will be affected negatively because educators will find it difficult to finish syllabus in time as they are forced to move at a slower rate and they have transfer what is in the books onto the chalkboard. The educators will also find it difficult to do revisions as a way to prepare learners for the examination. The absence of textbooks especially for learners makes the learning environment for pupils turning it into the struggle to access information (The Sunday Independent, July, 2013:3-4). The Sunday Times (July, 2012:9) reported that despite claims by Basic Education Minister ,Angie Motshekga, a report showed 70% of grade 10 learners in 25 Limpopo schools failed their June examination. This amounted to 3174 of 4529 pupils.

2.6.3 Delay in the provision of resources

Chisholm (2012:8) provides the variation of the non-patriomonialism argument to explain why books do not get to school and provides a powerful insight on how corruption continues to operate in relation to textbooks ordering and delivery. He further

states that the problem with textbook is not that they are never delivered; it is always that they are delivered late and it has become a systematic problem. This makes it difficult for teachers to commence with their lessons on the first day of the school.

2.5.6 Shortage of textbooks

2.6.4 Lack of infrastructure

The Star (October, 2013:8) reported that after having accessed the DA of spreading Despite the fact that the bulk of the National Treasury goes to Education Department, a large number of schools in disadvantaged areas still go without the necessary requirements such as buildings, toilets, desks, laboratories (The Afropolitan issue No 25,2013:12). Graeme Block, who is an educational analyst wrote in Afropolitan (issue No 25, 2013:12) that 92% of government schools still do not have libraries and that children are being taught under the tree. Learners having to share a desk have become a normal sight. At Tolweni Secondary School in the Eastern Cape, pupils squash together next to the steel frames of what were once desks, or they use pieces of wood taken from broken desks or something flat, like a rusted metal table found outside the school to make sort of a surface to put their books on (Mail and Guardian, March,2013:8).

2.6.5 Shortage of educators

According to SASA, act no 84 of 1996, sec 20(b) it stipulates that the ministry of education must supply the schools with the number of educators and non-educator personnel. According to the research done by the Centre for Development and Enterprise conducted in 2012, South Africa need 25000 educators in order to cope with pupils demand. In 2013, Basic Education minister Angie Motshekga said 6641 schools across the country had fewer than six teachers and more than 20000 were forced to practice multi-grade teaching, and in some instances teaching as many grades as four in one class (Sowetan,July,2012:5). Teacher shortage leads to falling standards in education and declining prestige in teaching profession. This leads them becoming

unproductive. At Tolweni Secondary School there are more than 1300 pupils, but only 24 teachers (Mail and Guardian, March, 2013:8-9).

2.6.6 Shortage of textbooks

The Star (October, 2013:6) reported that after having accused the DA of spreading incorrect information and misleading the country, Basic Education Minister Angie Motshekga admitted in a briefing on 26 February 2013 that there were 42 000 textbooks outstanding in Limpopo. Phalaphala FM News (13 May 2013: 20h00) reported that learners at Tshivhidzo Masingwala in Maungani did not have textbooks and they had to borrow them from the neighboring schools. This makes learning and teaching an uphill battle. According to the study conducted in March 2013 by Pondering Panda, about 27% of learners polled had identified the shortage of textbooks as the major problem (City Press, 2013:10).

The Daily Maverick (2013:6) revealed that of the nine schools visited by section 27 earlier in April, nine reported shortages of books in various grade. The Mail and Guardian (July, 2012:15) reported that Limpopo is just example of nationwide inadequate and mismanagement in procurement and delivery of textbooks. It went further reporting that in one report, it was found that 80% of the samples of 200 schools nationwide were not provided with enough textbooks for each pupil to have one.

2.7 STRATEGIES WHICH CAN BE USED TO ADDRESS CHALLENGES

The following are strategies which can be used in order to ensure the provision of resources in DoE. The constitution of RSA has created a number of oversight institutions which include: The Public Protector and the Auditor-General (A-G) to ensure accountability and to curb acts of corruption.

2.7.1 The Public Protector



The Public Protector has been established in terms of section 11(1) of the Constitution of RSA, 1993 (Act 200 of 1993) (CCAR, 2003:38). The Public Protector has the following power and justification: To investigate any conduct in state affairs in the public administration in any sphere of government, that is alleged or suspected to be improper or to result in any impropriety or prejudice, to report on that conduct and to take appropriate remedial action. In terms of section 182(2) of the Constitution, The Public Protector has powers and functions prescribed by the National Legislation.

Section 6(4) of the Public Protector Act (PPA) provides that The Public Protector shall be competent, on his own initiative or on receipt of the complaint, inter alia, any alleged: Maladministration in connection with the affairs of the government at any level or, abuse or unjustifiable exercise of power or other improper conduct by a person performing a public function, and The Public Protector may, in terms of section 8(1) of the Public Protector act, make known to any person, any findings, point of view or recommendation in respect of a matter investigated by him/her (Mafunisa, 2000:47).

In terms of mandate given to The Public Protector, it is therefore expected of him/her to conduct an inquiry which transcends lawfulness and focuses on good administration and proper conduct: such enquiry has three components, what happened?, what should have happened/ and whether there is a discrepancy between the two and whether it does constitute improper conduct as envisaged in section 182(1) of the constitution. To investigate cases of maladministration, abuse of power, improper enrichment or conduct resulting in unlawful or improper prejudice to any person, as envisaged in the PPA.

In determining whether conduct was improper or constitute maladministration or any of the violation envisaged in the PPA, The Public Protector compares the government entities and officials complained against the relevant legislation and other prescripts, to ascertain whether such conduct complies with the constitutional requirements of fairness, reasonableness, transparency and local and international best practices.

The mandate of The Public Protector is not limited to the investigation of complaints, but he/she can also investigate suspicious or allegations of improper conduct on his/her



own initiative. Section 8(1) and (2) of Act of 1994 authorizes The Public Protector to declare to the public his/her findings, point of views or recommendations. The Office of The Public Protector promotes the development of the ethical behavior and accountability and it is expected that the public officials will act ethically and as effectively as possible, with the knowledge that the Public Protector may investigate unethical practices and make his/her findings (CCAR, 2003:38).

2.7.2 The Auditor General

The post of the Auditor-General (AGSA) is established in terms of section 181(c) of the Constitution of Republic of South Africa 1996, (Act 108 of 1996) as a state institution supporting constitution democracy. The function of the Auditor-General is to ascertain, investigate and audit all the accounts and financial statements of all departments of the central, provincial and local levels of government, and any other institution that is financed wholly or partly by public funding (Mafunisa ,2000:49).

According to Robbins, Cenzo and Courter (2010:93) the auditing function of a state advocate (Auditor General) is aimed at providing factual information to the legislative and at driving the attention of the legislative to any deviation from official policies and other prescribed procedures and requirements.

The A-G can investigate: Cases where the specific budget appropriations of the legislative have been exceeded; firstly cases where the specific appropriations have been used for some other unapproved purposes, secondly cases where public funds have been wasted, the effective use of stocks and equipment, and, any other matters which in the Auditor-General's opinion requires the attention of the legislative (Robbins *et al*, 2010:94).

The following powers are vested in the A-G: To demand any information and financial statements and to have access to all records, books, documents, cash on hand, stamps, securities, equipment, and stock, to have free access to all departmental account and to make abstract from any records, books or documents .To summon any official to testify before him and to be cross-examined under oath by him on any other matters pertaining to his audit. To determine whether public funds have been spent

efficiently and effectively ,and to make enquiries on any matter including the effectiveness of internal departmental financial control procedures as well as those sectional control procedures prescribed by some higher authority (Robbins *at el* ,2010:95).

2.7.3 Special Investigating Units and Special Tribunals

The Special Investigating Units and Special Act (74 of 1996 as Amended Act No 2 of 2001) provides for the establishment of Special Investigating Units to investigate serious malpractices or maladministration in state institutions, state assets and public money as well as any conduct which may seriously harm the interests of the public (CCAR,2003:32).

In terms of section 2 of this Act the President of the Republic may establish and refer to a Special Investigating Unit, a matter arising from any alleged:

- Serious maladministration in connection with the affairs of the state institution, improper or unlawful conduct by employees or any state institution
- To investigate unlawful appropriation or expenditure of public money, intentional or negligent loss of public money or damage to public property.
- To investigate corruption in connection with the affairs of state institution: and unlawful or improper conduct by any person which has caused or may cause serious harm to the interests of the public or any category thereof (CCAR, 2003:33).

2.7.4 The Criminal Procedure Act (CPA) (51 of 1977)

The CPA is applicable to any person who has been charged with any form of corruption and who is being tried in a court of law. Section 60 sets out guidelines, which the Judiciary must take into consideration when deciding a bail application. And these provisions are intended to preclude a presiding officer from granting bail in cases of serious offences. The following offences are covered in this Act: corruption, extortion, fraud, forgery or theft (CCAR, 2003:28).

2.7.5 The role of media



According to Article 19 of the Universal Declaration of Human Rights “the right to freedom of expression includes the freedom to seek, receive, and impart information and ideas through any media regardless of frontiers” freedom of information is a cornerstone of democracy, participation and good governance Courter (1989: 233). When more information is available from the government, it is less likely to be able to hide illegal acts; as the media will make it known to the public.

The media act as a big eye of the public and the right of the media and journalist to ask questions and to launch investigations is surely one of the most important “watchdogs” against corruption. Investigative journalists play a role by exposing allegations of political corruption that state agencies are often hesitant to investigate. Freedom of expression and of the media is amongst the most basic human rights and an essential component of any democratic society and a free, independent and pluralistic media is essential to a free and open society and to an accountable system of government (www.transparency.org).

The media are watchdogs, agenda setters and gatekeepers that can monitor the quality of government, the media can frame discussion about corruption and lend a voice to a wide range of perspectives and arguments. Media coverage influences norms and culture, which in turn can influence policy making and legislative forum (<http://www.corruption.control.com.type>). The media play a role in the maintenance of ethical behavior by questioning the activities and actions of governments and their officials. The media constitutes an extra mechanism that plays a major role in the campaign against corruption.

According to Heinemann (2002:88) responsible and investigative press has played an important role in many countries in exposing misconduct as well as in serving as a watchdog to limit corruption and preventing it from getting out of hand. Myint (2000:34) concurs with Heinemann (2002) that investigative journalists have a duty to the public to cover stories of corruption by politicians and business leaders. Sometimes as a result of media stories, political action can occur through the resignation or fleeing of the corrupt,

often preventing others, from replacing actions for fear of public exposure and humiliation.



Godi (2007:14) believes that the media can produce and analyze information on service delivery, thus providing citizens with the knowledge and evidence of holding authorities accountable, and encouraging citizens to hold public officials accountable for their actions and performance.

2.7.6 Whistle blowing

Bayat (1994:223) defines whistle blowing is an act to which a person tells the public or someone in authority about alleged dishonest or illegal activities (misconduct). Whistle blowing is crucial to the detection of fraud and corruption, contrary to popular belief; most cases of corruption, financial mismanagement or irregular expenditure are not detected by internal or external audit, but rather by accident (CCAR, 2003: 75). Bayat *et al* (1994:224) further states that sometimes misdeeds of the public functionaries are disclosed by informers. For a whistle blowing mechanism to be effective, there must be effective protection of the identity of the whistle blower and there must be effective follow-up of all *bona fide* disclosures.

2.7.7 Training and development in ethics

According to Maimela (1999:226) ethical training and development should take place on two fronts, via training for public officials and training for the public. Training in ethics is essential to ensure that officials act confidently knowing that they have organizational support and rendering efficient, effective, ethical and accountable public services. Raga and Taylor (2012:4) believe that appropriate training in ethics and accountability must be provided to public officials for them to be able to detect corruption practices. If public officials recognize that their corrupt practices could be detected (and punished), they would less likely to undertake them (Maimela, 1999:227).

The following principles should be taken into consideration when officials are trained in terms of ethics:



- **Selfishness:** This means that public officials should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family or their friends.
- **Integrity:** This means that holders of public office should not place themselves under any financial or other obligation outside of individuals or organizations that might influence them in the performance of their official duties.
- **Accountability:** This means that holders of public office are accountable for their decisions and actions to the public and must submit themselves to anything which is appropriate to their office.
- **Objectivity:** which means that in carry out public business, including making appointments, awarding of contracts, or recommending individuals for rewards or benefits, workers of public office should make their choices on merit.
- **Openness:** This means that holders of public office should be open or possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when under public interest demands it (Chapman, 2000:220-231).

2.7.8 Training in accountability

According to Maimela (1999:228) accountability is an obligation to expose, to explain and justify actions, and he goes on further stating that public accountability demands that the actions of public organizations be publicized to encourage public demand and criticism. Public accountability rests both on giving an account and being held to account. Accountability is the fundamental prerequisite for preventing abuse of power and for ensuring that power is directed towards the achievement of efficiency, effectiveness, responsiveness and transparent institution (Raga and Taylor, 2010:65).

The national planning commission (NPC)  further recommended the following steps to be used to ensure accountability:

(A) Building a resilient anti-corruption system

The forces of anti-corruption efforts should be on creating a resilient anti-corruption system that can operate freely from political interference and is supported by both public officials and its citizens. A resilient system is one where the designated agencies have the capacity and resources to investigate cases of corruption (National Planning Commission (NPC), 2011:408). Leaders take action when problems are brought to their attention. Citizens resist the temptation to pay bribes because they recognize that their individual actions contribute to a bigger problem. The citizens are empowered to speak out against corruption and the media fulfill its investigative and reporting function to expose corruption in the public sector (www.info.gov.za/documents/download.php).

(B) Strengthen accountability and responsibility of public servants

Public servants should be made legally accountable as individuals for their actions, especially in matters involving public resources. According to the State Liability Amendment Act (2011), it makes provision for the following principle such as linking the liability of individual of public servant to their roles and responsibilities and job description in proportion to their function and seniority. It should be made illegal for civil servant to operate or benefits from certain type of business (NPC, 2011:407).

(C) Create an open responsive and accountable public service

According to Section 32 (1)(a) of the Constitution it states that everyone has the right to access information held by the state (b) any information that is held by another person that is required for the exercise or protection of any right (De Waal at *el*, 2001:526). State information, including details of procurement, should be made openly available to its citizens. Furthermore an information regulator should be established to adjudicate appeals when access to information requested is denied (NPC, 2011: 402).

2.7.9 Promoting codes of ethics



A code of ethics is a set of rules prescribed by a higher authority to a specific homogeneous group of employees in order to elicit conformity. (<http://www.info.gov.za/whitepaper/1995/transformation:htm>). The White Paper on the Transformation of the Public Service (1994) made provisions for development of code of ethics/conduct in order to uphold the values which have been agreed upon in promoting high standards of professionalization in a free and participatory democracy. The Constitution (1996) endorsed this view by prescribing the values and principles (CCAR, 2003:89).

The following are the objectives of ethical code: firstly by promoting and maintaining responsible conduct of public officials. Secondly by promoting public confidence in the integrity of public officials. Thirdly to provide guidelines to public officials in their relationship with fellow public officials elected and members of the public. And to provide guidelines to public servants with regard to the exercise of the discretionary powers which they possess (Maimela, 1999:230).

Code of ethics indicate which values are accepted by the majority of society as more important than others in order to guide the public officials in rendering service to society, and to safeguard the official against unjustified claims from society (Hanekom, 1992:163).

2.8 SUMMARY



The discussion centered on the challenges in the provision of resources in the DoE. The study has identified challenges as such as financial mismanagement, irregular expenditure, fruitless and wasteful expenditure, unauthorized expenditure, overspending and under spending, unethical behavior, and corruption. This study discussed consequences which are caused by financial mismanagement and corruption such as erosion in the quality of education, high failure rate, shortages of educators and textbooks. This research also discussed the strategies that could be used to solve the challenges in the provision of resources in the Department of Education.

3.3 RESEARCH METHODOLOGY

Research methodology refers to the philosophical basis on which the study has been built (Taylor and Bogdan, 1993:30). The researcher will employ mixed methodologies: Quantitative and qualitative methodologies. Quantitative Methodology is the method which is associated with analytical research, and its purpose is to arrive at a universal statement (Brynard and Henskom, 2006:370). Qualitative methodology refers to research method that produces descriptive data generally from the participant's own written or spoken words pertaining to their experience or perception (Brynard and Henskom, 2006:37). The reason for using the qualitative methodology is that the implementation of this approach is relevant to the study and that the focus is on the



3.1 INTRODUCTION

The previous chapter presented the literature review; and this chapter will focus on research design, research methodology, study area, target population, sampling and sampling methods, sample size, data collection instruments, pilot study and methods of data analysis.

3.2 RESEARCH DESIGN

Mounton (2001, 55), defines research design as a plan or blue print on how you intend conducting the research. Accordingly to this explanation, a research design focuses on the end product, and it formulates a research problem as a point of departure and focuses on the logic of research (Mounton, 2001:55). The research design of this research is descriptive survey design. According to Orodho (2002:65) descriptive survey designs are used in preliminary and exploratory studies to allow the researcher to gather information, summarize, present and interpret for the purpose of classification. According to Mugenda and Mugenda (1999:58), the purpose is to determine and report the way in which things are. This research design will be ideal because it will enable an in- depth study of the relevant variables to be made in order to establish existing conditions in the DoE.

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participants who are The Circuit Manager, Principals of the schools under Sibasa circuit, members of the SMT, Level 1 educators and members of SGB.

3.4 STUDY AREA

This study will be conducted in Vhembe District Municipality in Limpopo Province. The study area will cover schools which are found under Sibasa circuit. They have been chosen because they are within reach to the researcher and accessible. The researcher has chosen to undertake research in this study area because those schools are the best specimen in terms of poor provision of resources and can provide information in terms of poor provision of resources.

3.5 TARGET POPULATION

In research, target population is the entire set of units for which the survey data is to be used to make inference or the eligible population that is included in the research work (www.ask.com/question/what-is-the-target..). Identifying a target population in a research is one of the basic components. According to Borgard and Gall (1989:58) target population is defined as all members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the research study. The target population for this study is made up of The Circuit Manager, principals of the schools of Sibasa circuit, members of School Management Team, Level 1 educators, and members of the School Governing Bodies. The total population is 810. They were chosen on the basis that resources are an integral part in teaching and learning and they are responsible purchasing, controlling, monitoring, distribution and maintenance of the resources at school.

3.6 SAMPLING

Sampling is the process of selecting units (e.g. people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen (www.socialresearchmethods.net/lab_sag). According to Orodho (2002:89) sampling means selecting a given number of subjects from a defined population as representative of that population and any statement made

should be true to the population. The participants in the study are the Circuit manager, principals of the school, members of the School Management Team, Level 1 educators, Members of the School Governing Bodies. They have been purposefully selected because they are knowledgeable and informative about the phenomenon under the study.

3.6.1 Sampling method

Sampling method is the scientific procedure of selecting those sampling units which would provide the required estimates with associated margins of uncertainty, arising from examining only part and not the whole (De Vos *et al*,2009:189). The research used non-probability sampling together with its subtype purposive sampling. Sampling methods are used to select a sample from within a general population. According to De Vos *et al* (2005:202) this type of sampling depends entirely on the judgment of the researcher in that sampling is composed of elements that contain the most characteristics representative or typical attributes of the population. Non-probability sampling is the kind of sampling that we do not know the probability that each population element will be chosen, and/or we cannot be sure that each population element has a non-zero chance of being chosen. When selecting the participants, the researcher focused mainly on those who are responsible for using, recording, maintaining, controlling and distribution of resources in schools.

3.6.2 Sample size

The sample size for this research will be comprised of 80 participants. 1 Circuit Manager, 8 principals selected from the principal's committee, 14 members of SMT and in this case, only the members of the executive council were selected., which is 7 from the 2 clusters under Sibasa Circuit, 43 Level 1 educators each from the school and only site stewards were selected, 14 members of the SGB .which is 7 from each circuit cluster and only those who hold the leadership position were selected.

Table 3.1. Sampling size

Respondents	Population	Sampled
Circuit Manager	1	1
Principals	43	8
S.M.T	215	14
Educators	465	43
S.G.B.	86	14
Total	810	80

3.7 DATA COLLECTION INSTRUMENTS

Data collection is an important aspect of any type of research study. Inaccurate data collection can impact on the results of the study and ultimately lead to invalid results. The main tools for the collection of data in this research study are questionnaires and interview schedule. Questionnaires will be used because of its suitability for the study. Questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from the respondents (www.socialresearchmethods.net/).

The researcher will use questionnaires as a method of collecting data because it will allow the researcher to reach a large number of people within a limited time and it ensures confidentiality regarding information given by the respondents. Another advantage of using questionnaires is that it gives respondents freedom to air their views or opinions and to make some suggestions. Questionnaires will be used for principals, members of the SMT, educators, and members of the SGB.

The researcher will also employ interview schedule because it is a useful instruments in qualitative data gathering. The aim of the interview is to get more information on the challenges in the provision of resources in the Department of Education. Interview schedule will be used for the Circuit Manager, Chairperson of the principal committee,

chairperson of the S M T cluster, chairperson of the educator's site stewards under Sibasa Circuit, and chairperson of the S G B cluster.

3.7.1 Pilot study

A pilot study is a small study conducted prior to a large piece of research to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate (De Vos, 2009:206). Before actual data is collected, the researcher would conduct the pilot study by selecting two respondents who would study the questionnaires and interview questions and then determine whether they are good for the research. The researcher will give two principals of the schools who were not selected for the study, who would give the researcher the best possible answers to enable the researcher to identify some deficiencies in the study. This will help the researcher to ascertain the reliability and validity of the instruments to be used. And also to familiarize with the administration of the questionnaires which will then improve the instruments and procedures.

3.8 METHODS OF DATA ANALYSIS

According to De Vos *et al* (2005, 333) data analysis is the process of bringing order, structure and meaning to the mass of collected data. After data will have been gathered, the researcher will conduct data cleaning by identifying incomplete or inaccurate responses from the responses from the respondents, and then get them corrected with a view of improving the quality of responses. The next step will be to code data and enter it in the computer for analysis using Statistically Package for Social Sciences (SPSS) version 11.5.

Quantitative data will be analyzed using simple descriptive statistics. In this case, the statistics used will include frequency counts, means and percentages. This will also need the use of a computer spreadsheet. Qualitative data will be analyzed using content analysis based on analysis of meanings and implications coming from respondent's information and documented data. According to Gray (2004:55) qualitative data gives the researchers rich descriptions and explanations that demonstrate the

chronological flow of events as well as often leading to serendipitous (chance) findings. When analyzing data collected through interview, a thematic analysis will be used where the information will be presented in the narrative form.

3.9 ETHICAL CONSIDERATIONS

According to Babbie (2001:470) anyone who is involved in a research needs to be aware of the general agreement about what is proper and improper in scientific research. (Mounton, 2001:238) says that the researcher should have knowledge of the ethics of research which concerns what is wrong and what is right in the conduct of research, because scientific research is a form of human conduct, and it follows that such conduct has to conform to accepted norms and values.

3.9.1 Informed consent

The researcher will take into consideration the principle of informed consent. Informed consent could be defined as: The procedures in which individual choose whether to participate in an investigation after being informed of facts that would likely to influence their decisions (Armrod. 2005: 103). In this case, the researcher ensured that the participants are competent to such an extent that they will be able to provide relevant information. Researcher will then make use of the informed consent form in which the researcher describes the nature of the research project and also the nature of the participation in it.

3.9.2 Voluntary participation

In social science research, people who are taking part in a research study are often required to reveal personal information. They must disclose their personal information out of their own free will. The participants were not forced as the researcher had explained the issue of voluntary participation on the instruction.

3.9.3 Confidentiality

De Vos *et al* (2005:61) define confidentiality as something that is not intended for others to observe or to analyze, and that it is the right of an individual to decide the time to reveal his/her attitudes, beliefs, and behavior to the public. Confidentiality is an ethical requirement in research. In this case, the researcher ensured that information provided by the participants; particularly the one which is sensitive and personal would be protected and made unavailable to anyone except the researchers. Data will always be kept under lock and key.

3.9.4 Anonymity

The researcher ensured that the principle of anonymity is kept by ensuring that the participants' data were not associated immediately with their names. The researcher assigned numbers to a participant's data to ensure that the data remain anonymous.

3.9.5 Justice

The principle of justice is based on the assumption that all people are equal. In this case, the researcher upheld these principles by ensuring that people are not discriminated against on the basis of their race, sex, religion, and disability status or income level in research.

3.9.6 Quality of research

The researcher has an ethical obligation to develop a well-designed research work and execute them with care. The researcher ensured that this research work is of the highest methodological quality lest it would yield results that are not accurate.

3.10 SUMMARY



This chapter gave a detailed account of how the study was conducted. It was revealed that the study was both qualitative and quantitative in nature. The study employed mixed methodologies because an interview schedules and questionnaires were used. This chapter gave an extensive account of the population of the study, study area, sampling methods and data collection instruments and analysis. It is in this chapter that the issue of ethics was fully explored.

4.2 ANALYSIS OF DATA COLLECTED THROUGH QUESTIONNAIRE

In this section, the researcher analyzed quantitative data which was obtained by means of survey questionnaires. Questionnaires were distributed to 80 participants. The data is presented in a graphical statistics and a synthesis of the interpretation will be provided.

4.2.1 Section A: Biographical details of respondents

The researcher presents the biographical information of the respondents in this study. The information is presented in tabular form and followed by a synthesis of the findings.

Table 4.1: Gender of respondents

Male	48	60.0%
Female	32	40.0%
TOTAL	80	100%

4.1 INTRODUCTION

The previous chapter outlined research design and methodologies that the researcher followed when conducting the study. It was indicated that the study has employed two methodologies: qualitative and quantitative methodologies. This chapter covers the analysis and interpretation of data of which the main aim of the study was to investigate challenges in the provision of resources in the DoE in schools of Sibasa circuit. Quantitative data which was obtained using questionnaires were analyzed using graphical statistics. Qualitative data obtained through interview schedule were analyzed and presented in tabular and narrative form. Each analysis is followed by a brief interpretation of the findings.

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Table 4.1: Gender of respondents

Response	Frequencies	Percentage
Male	48	60.0%
Female	32	40.0%
TOTAL	80	100%

Table 4.1 presents the biographical information of the respondents in terms of gender. A total of 80 respondents took part in the study. Of 80 respondents, 48 (60.0%) were males whereas 32 (40%) were females. All targeted 80 respondents managed to return the questionnaires, and all questionnaires were analyzed. It can be deduced that there were more males respondents than females.

Table 4.2: Academic qualifications of respondents

Response	Frequencies	Percentage
Diploma	22	27,5%
BA(ED)	31	38,8%
UED	05	6,2%
Other	22	27,5%
TOTAL	80	100%

Table 4.2 showed that the majority of respondents had a BA (ED) degrees standing at 31 (38.8%). 22 (27.5%) of respondents have diplomas and 22 (27.5%) have other degrees including a master's degree. Only 5 (6.2%) of the respondents hold UED. In this case, it can be concluded that the study has managed to reach all participants with diverse academic qualifications.

Table 4.3: Working experience

Response	Frequencies	Percentage
1 to 9 years	10	12.5%
10 to 15 years	29	36.3%
16 to 20 years	13	16,2%
21 and above	28	35,0%
TOTAL	80	100%

Table 4.3 presented the working experiences of the participants who took part in the study. It was revealed that 29 (36.3%) of the respondents have 10-15 years teaching experience, followed by 28(35.0%) of respondents who have 21 and above working experience. The difference between two categories is only 1(1.3%). 13 (16.2%) of respondents have 16-20 years of teaching experience. Only 10 (12.5%) of the respondents have 1-9 working experience. In this case, it can be deduced that the majority of respondents had worked for a long time, so they have enough experience to and in good position to give insights in challenges in the provision of resources in department of education. The table above gave a balanced view of all respondents.

Table 4.4: Age of respondents

Response	Frequencies	Percentage
20 to 30 years	04	5,0%
31 to 40 years	24	30,0%
41 to 50 years	36	45,0%
51 and above	16	20,0%
TOTAL	80	100%

Most of the respondents at 36 (45.0%) who took part in this study were aged between 41 to 50 years. 24 (30.0) of the respondents were aged between 31-40 years. 16 (20.0) of respondents were aged between 51 and above, whereas only a meager of 4(5.0%) of the respondents were aged between 20 to 30 years. It can therefore be concluded that there has been a better representation of population in terms of age gap of the respondents.

Table 4.5: Position of respondents

Response	Frequencies	Percentage
Principal	11	13,8%
Deputy Principal	09	11,2%
Head of Department (H.o.D)	19	23,8%
Level 1 Educators	41	51,2%
TOTAL	80	100%

This table showed the position of respondents that they occupy in their respective schools. Most of respondents were CSI education at 41 (51.2%), 19 (23.8) were heads of department, 11 (13.8%) of respondents were principals and only 9 (11.2%) of respondents were deputy principals. In this case, it can be deduced that there was an equitable representation of all the respondents.

4.2.2 Section B: Challenges in the provision of resources in the Department of Education

In this sub-section, data was analyzed using graphical statistics which was further divided into four themes which arose from the survey questionnaire respondents. The first theme to be analyzed was based on the challenges in the provision of resources in the Department of Education.

Table 4.6 Financial mismanagement can prevent the provision of resources

Response	Frequencies	Percentage
Strongly agree	54	67,5%
Agree	23	28,8%
Not sure	0	0,0%
Disagree	0	0,0%
Strongly disagree	03	3,7%
TOTAL	80	100%

Of the 80 respondents who took part in this study, 54 (67.5%) of the participants strongly agreed with the fact that financial mismanagement can prevent the provision of resources, 23 (28.8%) of respondents were in agreement. 3 (3.7%) of the total respondents strongly disagreed. There were no respondents who were not sure, and neither of them disagreed. These figures indicated that majority of participants strongly agreed with the fact that financial mismanagement can prevent the provision of resources.

Table 4.7: Corruption can delay the allocation of funds to schools

Response	Frequencies	Percentage
Strongly agree	56	70,0%
Agree	20	25,0%
Not sure	03	3,8%
Disagree	0	0,0%
Strongly disagree	01	1,2%
TOTAL	80	100%

The majority of respondents at 56 (70.0%) strongly agreed, 20 (25.0%) of respondents agree and 3 (3.8%) of respondents were not sure but at least only 1 (1.2%) of respondents strongly disagreed with the fact that corruption can delay in allocation of funds in school. There were no respondents who disagreed with the statement. The results indicated that corruption can delay the provision of funds to schools.

Table 4.8: Unauthorized expenditure can prevent the provision of libraries.



Response	Frequencies	Percentage
Strongly agree	40	50,0%
Agree	28	35,0%
Not sure	08	10,0%
Disagree	03	3,8%
Strongly disagree	01	1,2%
TOTAL	80	100%

Of all the total number of respondents surveyed, only 1 (1,2%) strongly disagreed and 3 (3,8%) disagreed and at least 8 (10.0%) were not sure, 28 (35,0%) just agreed that unauthorized expenditure can prevent the provision of libraries in schools. The lion's share of the respondents surveyed at 40 (50,0%) strongly agreed that unauthorized expenditure can prevent the provision of libraries in schools. In this case, the figures indicated that the majority of respondents, at 68 (85.0%) understood the fact that unauthorized expenditure can prevent the provision of libraries. The worrying factor is those 8 (10.0%) respondents who were not sure whether unauthorized expenditure can prevent provision of libraries in schools. This goes to show that they failed to understand what unauthorized expenditure is and its rampant effects. It could be taken that 68 (85.0%) view unauthorized expenditure as a hindrance in terms of providing libraries to schools.

Table 4.9: Effective control measures of embezzlement of funds can ensure



proper allocation of educators

Response	Frequencies	Percentage
Strongly agree	44	55,0%
Agree	27	33,8%
Not sure	07	8,7%
Disagree	0	0,0%
Strongly disagree	02	2,5%
TOTAL	80	100%

At 44, which is (55.0%) most respondents strongly agreed that if there are effective control measures to control embezzlement of funds, can ensure proper allocation of educators. Whereas 27 (33.8%) respondents agreed that effective control measures of embezzlement of funds can ensure proper allocation of educators. At least only 7 (8.7%) of respondents were not sure about whether effective control measures of embezzlement of funds can ensure proper allocation of educators. Only 2 (2.5%) respondents strongly disagree. There were no educators who disagreed with the statement. This indicated that the majority of respondents surveyed through questionnaires were of the view that if there are effective control measures in place to prevent embezzlement of funds, there could be an equitable allocation of educators.

4.2.3 Section C: Misallocation of resources

In this sub-section, data was analyzed using graphical statistics arose from the survey questionnaire. The third theme to be analyzed is based on the misallocation of resources.

Table 4.10 Good management of resources can prevent misallocation

Response	Frequencies	Percentage
Strongly agree	48	60,0%
Agree	30	37,5%
Not sure	01	1,2%
Disagree	0	0,0%
Strongly disagree	01	1,2%
TOTAL	80	100%

The above statistics showed that 48 (60.0%) of the respondents strongly agreed that if there is good management of resource, misallocation of resources can be prevented. Whereas 30 (37.5%) of the total respondents agreed with good management of resources as a strategy to prevent misallocation of resources. Only 1 (1.2%) of the respondents was not sure and 1 (1.2%) strongly disagreed. No respondents indicated their disagreement with the statement. In this statistics, it can be concluded that majority of respondents, sitting comfortably at 78 (97,5%) viewed good management of resources as a way of curbing misallocation of resources.

Table .4.11. Adequate planning can ensure allocation of textbooks in time

Response	Frequencies	Percentage
Strongly agree	50	62,5%
Agree	26	32,5%
Not sure	04	5,0%
Disagree	0	0,0%
Strongly disagree	0	0,0%
TOTAL	80	100%

With regard to adequate planning as a strategy of ensuring allocation of text books to schools in time, the above statistics revealed that 50 (62.5%) of the respondents strongly agreed, While 26 (32.5%) did agree. The statistics further revealed that only 4 (5.0%) were not sure. There were no respondents who disagreed, and in addition, no respondents strongly disagreed either. With the majority of respondents at 76 (95.0%), It can be deduced that majority of the respondents regarded adequate planning as a strategy to ensure allocation of textbooks in time. In this case, there is a clear understanding of this fact.

Table 4.12 Lack of control is cause of misallocation of stationery.

Response	Frequencies	Percentage
Strongly agree	45	56,3%
Agree	31	38,7%
Not sure	03	3,8%
Disagree	0	0,0%
Strongly disagree	01	1,2%
TOTAL	80	100%

The statistics above indicated that 45 (56.3%) of the respondents strongly agreed, and 31 (38.7%) of the respondents surveyed agreed. The study revealed that only 3 (3.8%) of the respondents being not sure whereas only 1 (1.2%) of the respondents disagreed strongly. None of the respondents disagreed. These figures showed that lack of control is a cause of misallocation of resources. The respondents are well versed in this issue.

Table 4.13 Effective monitoring of resources ensure proper stationery in Schools.



Response	Frequencies	Percentage
Strongly agree	39	48,8%
Agree	38	47,5%
Not sure	02	2,5%
Disagree	01	1,2%
Strongly disagree	0	0,0%
TOTAL	80	100%

Table 4.13, above showed that 39 (48.8%) of the respondents strongly agreed, and followed by 38 (47.5%) of the respondents who agreed with the fact that effective monitoring of resources can ensure proper provision of stationery in schools. Only 2 (2.5%) of the respondents were not sure and at least 1 (1.2%) of the respondents disagreed with the fact that effective monitoring of resources can ensure proper provision of resources in schools. There were no respondents who strongly disagreed. This statistics indicated that the majority of respondents view effective monitoring of resources as a way in which stationery in schools could be provided without any hindrance. This is indicated by 77 (96.3%)

.Table 4.14 Good planning results in delivery of teaching and assessment guides

Response	Frequencies	Percentage
Strongly agree	49	61,2%
Agree	22	27,5%
Not sure	05	6,3%
Disagree	03	3,8%
Strongly disagree	01	1,2%
TOTAL	80	100%

Most respondents at 49 (61.2%) strongly agreed that good planning results in delivery of teaching and assessment guides whereas 22 (27.5%) agreed that only good planning is the way in which teaching and assessment guides could be delivered. Only 5 (6.3%) were not sure whereas 3 (3.8%) disagree, only 1 (1.2%) of the respondents strongly disagreed that good planning can result in the delivery of teaching and assessment guide. In this case, it can be deduced that if there is good planning, it could ensure the delivery of teaching and assessment guides.

4.2.4 Section D: Consequences caused by poor provision of resources

In this sub-section, data is analyzed using graphical statistics arose from the survey questionnaire. The fourth theme to be analyzed is based on the consequences caused by lack of provision of resources.

Table 4.15 Shortage of textbooks in schools can make learners to fail

Response	Frequencies	Percentage
Strongly agree	43	53,8%
Agree	30	37,5%
Not sure	02	2,5%
Disagree	04	5,0%
Strongly disagree	01	1,2%
TOTAL	80	100%

According to table 4.15 most of the respondents at 43 (53.8%) strongly agreed that shortage of textbooks in schools can make learners fail while 30 (37.5%) agreed as well. The table goes on to indicate that only 4 (5.0%) of the respondents disagreed that shortage of textbooks in schools could make learners fail. Only 2, which is (2.5%) of the respondents being not sure about whether shortage of books in schools could make learners to fail. Only 1 (1.2%) of the 80 respondents strongly disagreed. The statistics indicated that the majority of respondents at 73 (91.3%) view shortage of textbooks in

schools as a cause of learners' failure in schools. The Department of Education must make it a point that textbooks are provided to schools. And in addition, it goes to show that textbooks are an indispensable resource for provision of quality teaching and learning.

Table 4.16 Academic performance is motivated by the provision of resources.

Response	Frequencies	Percentage
Strongly agree	38	47,5%
Agree	36	45,0%
Not sure	06	7,5%
Disagree	0	0,0%
Strongly disagree	0	0,0%
TOTAL	80	100%

The above table indicated that 38 (47.5%) of the respondents strongly agreed that academic performance is motivated by the provision of resources. The table goes on indicating that 36 (45.0%) of the total respondents agreed that provision of resources can motivate academic performance. Only 6 (7.5%) of the respondents being unsure whether academic performance is motivated by the provision of resources. There were no respondents who disagreed with the statement, and neither of the respondents strongly disagreed. These figures showed that the provision of resources can motivate academic performance. This was shown by the percentage of respondents at 78 (92.5%) who indicated their agreement.

Table 4.17 Effective teaching take place when there are enough classrooms



Response	Frequencies	Percentage
Strongly agree	35	43,8%
Agree	34	42,5%
Not sure	03	3,7%
Disagree	03	3,7%
Strongly disagree	05	6,3%
TOTAL	80	100%

Most respondents who were surveyed at strongly agreed at 35 (43.8%), followed by respondents who agreed at 34 (42.5%) that effective teaching takes place when there are enough classrooms. However, 5 respondents at (6.3%) strongly disagreed enough classrooms. While 3 (3.7%) disagreed that effective teaching can take place when there are enough classrooms. Of all the respondents, only 3 (3.7%) were unsure whether effective teaching takes place when there are enough classrooms. It can be concluded that when there are enough classrooms, effective teaching can take place. 69 (86.3%) fully support that effective teaching can take place when there are enough classrooms.

Table 4.18 Proper learning takes place when learners have textbooks

Response	Frequencies	Percentage
Strongly agree	33	41,3%
Agree	37	46,3%
Not sure	05	6,2%
Disagree	05	6,2%
Strongly disagree	0	0,0%
TOTAL	80	100%

According to table 4.18 based on proper learning takes place when learners have textbooks 37 (46.3%) of the respondents agreed while 33 (41.3%) strongly agreed. However 5 (6.2%) indicated that they disagreed and another 5 (6.2%) of the total respondents being unsure about whether proper learning can take place when learners have textbooks. No respondent strongly disagreed with the above statement. As far as this statistics is concerned, it could be deduced that the provision of textbooks to learners can ensure that proper learning takes place. And it can be concluded that textbooks are essential in the provision of quality education to learners, and department should prioritize the provision of textbooks.

Table 4.19 Availability of funds at school can ensure effective running of School

Response	Frequencies	Percentage
Strongly agree	53	66,3%
Agree	24	30,0%
Not sure	02	5,5%
Disagree	0	0,0%
Strongly disagree	01	1,2%
TOTAL	80	100%

According to table 4.19 which is based on the availability of funds to schools can ensure effective running of the school, most respondents at 53 (66.3%) strongly agreed whereas 24 (30.0%) agreed. Only 2 (5.5%) of the respondents being not sure while 1 (1.2%) of all the respondents strongly disagreed. No respondent disagreed. The statistics shown on table 4.19 indicated that there must be the availability of funds to schools in order to ensure that schools are run effectively. With 77 (96.3%) of the majority in agreement, it goes without saying that the availability of funds in schools can ensure effective and efficient running of the schools. In this case, the department should prioritize allocation of enough funds to schools.

Table 4.20 Provision of laboratory equipment stimulate learning at school



Response	Frequencies	Percentage
Strongly agree	39	48,8%
Agree	36	45,0%
Not sure	04	5,0%
Disagree	01	1,2%
Strongly disagree	0	0,0%
TOTAL	80	100%

With regard to the provision of laboratory equipment as a means to stimulate learning, 39 (48.8%) of the respondents strongly agreed and 36 (45.0%) of them agreed. There were only 4 (5.0%) of those surveyed being unsure and only 1 (1.2%) of the total respondents disagreed that the provision of laboratory equipment can stimulate learning in schools. None of the respondents strongly disagreed. In this case, if schools are provided with enough laboratory equipment, learning at schools can be stimulated. This was indicated by the high percentage of respondents at 72 (93.8%).

4.2.5 Section E: Strategies to be used to address the challenges in the provision of resources at schools

In this sub-section, data was analyzed using graphical statistics arose from the survey questionnaire. The fifth theme to be analyzed is based on the strategies to be used to address the challenges hindering the provision of resources.

Agree	41	51,3%
Not sure	12	15,0%
Disagree	03	3,7%
Strongly disagree	0	0,0%
TOTAL	80	100%

Table 4.21 Education is a strategy used to address challenges in the provision of resources



Response	Frequencies	Percentage
Strongly agree	24	30,0%
Agree	41	51,3%
Not sure	13	16,2%
Disagree	02	2,5%
Strongly disagree	0	0,0%
TOTAL	80	100%

The statistics above indicated that 41 (51.3%) agreed whereas 24 (30.0%) of the respondents strongly agreed that education is a strategy which can be used to address challenges in the provision of resources. However, 13 (16.2%) of the respondents surveyed were unsure and at least 2 (2.5%) were in disagreement that education can be used as a strategy to address challenges in the provision of resources. There was none who indicated that they strongly disagreed at 0 (0,0%). Based on the above statistics, with 81,3% of respondents who indicated their agreement, it can be concluded that education can be used as a strategy which can be addressed challenges in the provision of resources.

Table 4.22 Code of ethics can ensure the provision of resources

Response	Frequencies	Percentage
Strongly agree	24	30,0%
Agree	41	51,3%
Not sure	12	15,0%
Disagree	03	3,7%
Strongly disagree	0	0,0%
TOTAL	80	100%

According to table 4.22 which is based on the adoption of the code of conduct to ensure the provision of resource, the data indicated that 41 (51.3%) of the respondents agreed and 24 (30.0%) strongly agreed. However, 12 (15, 0%) of the respondents were unsure while 3 (3.7%) of those surveyed disagreed that code of conduct can ensure the provision of resources. There were no respondents who strongly disagreed with the above statement. This figure showed that many respondents agreed that the adoption of the code of conduct can ensure the provision of resources in the Department of Education, 81.3% is the perfect example. In this case, the department should ensure that there is code of ethics put in place and adhered to.

Table 4.23 Monitoring of internal control can ensure allocation of textbooks

Response	Frequencies	Percentage
Strongly agree	36	45,0%
Agree	36	45,0%
Not sure	07	8,8%
Disagree	01	1,2%
Strongly disagree	0	0,0%
TOTAL	80	100%

According to the data indicated in table 4.23, based on monitoring of internal control to ensure the allocation of textbooks to schools, 36 (45,0%) of the respondents strongly agreed and 36 (45.0%) agreed. On the other hand, 7 (8.8%) of the respondents being unsure while 1 (1.2%) disagreed while 0 (0,0%), of the respondents strongly disagreed. As far as the data is concerned, at 72 (90.0%), it could be deduced that the majority of the respondents were of the view that there must be monitoring of internal control in order to make it a point that there is allocation of textbooks.

Table 4.24 Training of officials in finance management can use Norms and Standards for school funding in time

Response	Frequencies	Percentage
Strongly agree	45	56,3%
Agree	25	31,3%
Not sure	06	7,5%
Disagree	03	3,7%
Strongly disagree	01	1,2%
TOTAL	80	100%

With regard to training of officials in financial management to ensure the provision of norms and standards for school funding in time, the majority of respondents at 45 (53.3%) indicated that they strongly agreed and 25 (31.3%) indicated that they did agree. But however, 6 (7.5%) of the respondents indicated that they were unsure. Only 3 (3,7%) of the respondents indicated that they disagreed. Only 1 (1.2%) strongly indicated disagreement that training of officials in financial management can ensure the provision of norms and standards for school funding. The above data points out that the majority of the respondents at 70 (87.6%) viewed training of officials in financial management as a way forward to ensure that norms and standards for schools funding are provided in time.

4.3 ANALYSIS OF DATA COLLECTED USING INTERVIEW SCHEDULE

This chapter presents findings of the study .It focuses on the challenges in the provision of resources in the Department of Education in schools of Sibasa Circuit. The findings are presented according to the structure of the research instrument. The data is presented in a tabular and narrative form.

Table 4.25: Challenges hindering the provision of resources in department of education

Respondent	What are the challenges hindering the provision of resources in the Department of Education?	What are the causes of the misallocation of resources in the Department of Education?	What are the consequences of lack of provision of resources in the Department of Education?	What are the strategies that can be used to address the challenges hindering the provision of resources in the Department of Education?
A	Financial management corruption unauthorised expenditure and ineffective control measures and the embezzlement of funds.	Bad management of resources and inadequate planning as well as lack of control coupled with ineffective monitoring of resources.	The consequences are that the learners will result in poor academic performance; there will be an ineffective trading and improper learning. This will result in ineffective running of the school.	Education could be used as an effective strategy, there should be the adoption of code of ethics and there should be monitoring of internal control and training of officers in financial management.
B	The challenges hindering provision of resources are corruption, financial mismanagement, poor planning, lack of funds and conflict of interest.	Misallocation of resources the department of education is caused by lack of supervision, control and monitoring, maladministration, lack of proper planning and lack of proper chain-line management	The consequences occasioned by non-provision of resources are high failure of learners ineffective feeding and learning there all be frustration and the standard of education will depreciate.	Training of officials in financial management education, the adoption of code of ethics of monitoring tools in place and rooting out corruption could help address the challenge tendering the provision of resources.
C	There is no proper planning corruption and management of funds lack of control-measures and poor budgeting are the challenges hindering provision of resources in the department of education.	The following have been identified as the causes of misallocation of resources lack of monitoring, lack of control measures, poor planning and corruption.	The consequences are that there will be ineffective teaching and learning, this will result in high failure rate standard of education will go down and there all be shortage of resources in the schools	The following have been identified as the strategies which could be used to address the challenge: Training in financials management, adoption of code of conduct, education, eradicate corruption and maladministration and putting in place monitoring and control measures
D	Lack of control measures of monitoring, corruption embezzlement of funds, violation of the public finance management Act	The following could be regarded as the cause of misallocation of resources poor planning in effective monitoring and control resources, mal administration and corruption	The consequences are that there will be high failure rate caused of poor feeding and learning in schools	The strategies to be used include the following: Adoption of the code conduct officials to be trained in pushed financial management Act: There should be an effective monitoring as supervision of resources in place
E	This respondent has identified the following corruption and mismanagement of funds, in effective control and monitoring measure lack of funds in the department	The following have been identified as the cause of misallocation of resources: incompetent monitoring and lack of supervision, corruption and incompetent personnel	The consequences will be the following: education standard will go down, learners will fail in high numbers, economy and development will be stifled and those will be poor learning teaching in schools	Financial management training poetry in some control and monitoring measures, education and the rooting out corruption and maladministration could be used of the strategies to address challenges hindering the provision of resources in the department of education

Question 1: What are the challenges in the provision of resources in the DoE?



All respondents have identified corruption, financial mismanagement as the main challenge, four of the respondents have also cited lack of monitoring and control measures, on the other hand, two of the respondents have identified poor planning in the Department of Education as the challenge in the provision of resources in the Department of Education. Lack of funds was cited by two while other two have identified violation of Public Finance Management Act (PFMA), and one respondent identified conflict of interests as the challenge. There is no denying of the fact that corruption and financial mismanagement play havoc in the provision of resources. This is caused by violation of PFMA and lack of monitoring and control measures.

Question 2: What are the causes of the mismanagement of resources in the DoE?

The respondents in the study share the same sentiments that lack of monitoring and control measures as well as maladministration are the causes of mismanagement of resources. Poor planning was identified by three respondents. Corruption was identified as the cause by two respondents. One respondent identified incompetent personnel as the cause of mismanagement of resources, and the other hand, one respondent has identified lack of proper supply chain management as the cause of mismanagement of resources in the Department of Education. All these causes boil down to lack of dedicated staff, laxity by officials in the department and gross negligence.

Question 3: What are the consequences of lack of provision of resources in the DoE?

All the respondents surveyed in the interview schedule have agreed that there will be poor teaching and learning in school and have unanimously agreed that this will lead to high failure rate and the standard of education will depreciate. Two respondents cited that economy and development will be negatively affected. One respondent indicated that frustration would creep in, whereas one respondent has cited shortage of resources in the schools. In a nutshell, it means that the standard of education will be very poor.

Question 4: What are the strategies that can be used to address the challenges in the provision of resources in the DoE?



All respondents in the study have indicated that training in financial management and establishing monitoring and control measures in place as the best strategy. Three respondents have agreed that the adoption of the code of ethics can be used too. Two respondents have identified education as the strategy to be used. Two respondents have identified the issue of rooting out corruption and maladministration. It is evident that training in financial management and the implementation of monitoring and control measures can help to address challenges in the provision of resources in the Department of Education. In this case, the issue of administrative accountability should be given attention.

4.4 Summary

The chapter dealt with presentation, analysis and interpretation of data which was gathered on challenges in the provision of resources in the Department of Education in schools of Sibasa Circuit. The data which has been gathered has indicated financial mismanagement, lack of proper monitoring and control measures and corruption as the main challenges in the provision of resources. The following chapter presents a discussion of the findings and recommendations for the study. It will also present the recommendations for future study.



5.1 INTRODUCTION

The previous chapter provided data analysis and interpretation based on questionnaires and interview schedule. The main objective of the study was to investigate challenges in the provision of resources in the DoE of schools in Sibasa Circuit. The study employed both quantitative and qualitative research methodologies. In this case questionnaires and interview schedule were used to gather data. The collected data was the analyzed and then interpreted. This chapter will provide findings, conclusions and recommendations of the study arrived at and will also give suggestions for areas of further study.

5.2 MAJOR FINDINGS OF THE STUDY

The study had targeted 80 respondents who also completed their questionnaires. The study had further targeted five respondents who completed interview schedules. The findings obtained from the data analyzed and interpreted are the following:

5.2.1 Challenges in the provision of resources in the Department of Education

The majority of respondents have indicated that financial mismanagement and corruption were the principal challenges which in the provision of resources in the Department of Education. The study found that poor management of resources, and gross negligence and ignorance of the policy were the major causes. The study further detected that unauthorized expenditure by officials and lack of monitoring and control measures have been identified as some of the challenges.

5.2.2 Mismanagement of resources

The study found that if there is good management of resources, mismanagement of resources could be prevented. . The study also found that adequate planning can be

used as a strategy that can be used to prevent mismanagement of resources. The majority of respondents also indicated that lack of control and monitoring and supervision are some of the causes. The study also established that poor planning and incompetent personnel manning the Department of Education are the causes of mismanagement of resources.

5.2.3 Consequences caused by lack of provision of resources

The study has discovered that there will be a high failure rate and this will result in the depreciation of standard of education. The study also revealed that no effective and efficient teaching and learning in schools can take place if there are no allocation of textbooks and other resources such funds and laboratory equipment.

5.2.4 Strategies to be used to address challenges hindering provision of resources

The study has found that training of officials in financial management can be an effective strategy. The majority of respondents also indicated that monitoring and effective control measures in place could be an effective strategy. Other respondents have mentioned the adoption of the code of conduct as an effective strategy. It was also established that education and the use of the Public Protector and the Auditor-General in fighting corruption and maladministration could be used as useful strategies.

5.3 MAJOR RECOMMENDATIONS OF THE STUDY

The following are the recommendations that have arisen from the findings of the study:

- Due to laxity in the Department of Education, mismanagement of finance, lack of control measures, corruption, poor personnel in the department, the government should ensure that control and monitoring measures are intensified.
- The researcher then recommends that officials dealing with supply chain management should be comprehensively trained in terms of Public Finance Management Act (PFMA) and the procedures which are followed with regard to the process of supply chain management.

- The research also recommends that the budget for learning, teaching and support materials should be ring-fenced, and textbook retrieval policies be improved and a national recommended list of textbooks be compiled for each learning areas. The Department of Education should ensure that resources are delivered in time to schools in order to ensure that effective and efficient teaching and learning takes place on the first day of schooling reopening.
- The government should allocate funds and resources to schools to ensure that education runs smoothly without compromising the quality of education.
- There must be a clear-cut code of ethics and an adherence to ethical standards in decision making must be the foundation stone of the Department of Education policies: The issue of separation of powers and interests between a political organization and its members or between a personal interest and public interest must be clearly defined and separated.

5.4 CONCLUSION

The study investigated challenges in the provision of resources in the Department of Education in schools of Sibasa Circuit. Based on the findings of the study summarized above, it can be deduced that mismanagement of finance, corruption, poor planning, lack of control and monitoring measures and gross negligence are the principal challenges in the provision of resources in the Department of Education. The objectives of the study were: To investigate challenges in the provision of resource in the Department of Education, to identify the causes of mismanagement of resources, to determine the consequences caused by lack of provision of resources in the Department of Education and to identify the strategies which can be used to address the challenges in the provision of resources in the Department of Education. The research used hybrid (mixed) methodologies that is qualitative and quantitative whereby interview schedule and questionnaires were used respectively.

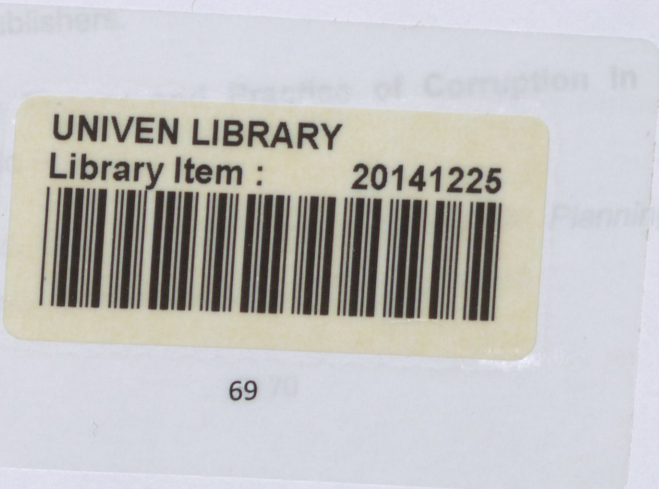
A sample of 80 participants was surveyed through questionnaires and 5 were surveyed using interview schedule. The data obtained was analyzed and interpreted using SPSS

from the findings of the study. Financial mismanagement and corruption, lack of internal control and monitoring measures have been identified as the main challenges. It was then found out that the standard of education will go down and learners' performance will be adversely affected.

The researcher further recommends that the government should strengthen procurement procedures, accountability mechanisms and also to act on recommendations which emanate from the Auditor – General's report, and to take disciplinary action against the wrong-doers.

5.5 RECOMMENDATION FOR FUTURE STUDY

The study investigated challenges in the provision of resources in the Department of Education in schools of Sibasa circuit. The researcher has realized that another area was not explored .It is therefore recommended that future study should research how poor provision of resources in schools affect teaching and learning in schools.



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Dear Sir / Madam

I, Mr. Mathivha Teninanna, B.Ed., is a registered student of the University of Venda, who is currently completing partial fulfillment of the requirements for the degree of Bachelor of Education (B.Ed.) in the Department of Education, University of Venda.

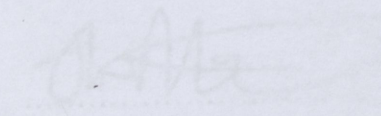
The topic for my research is "The role of the Department of Education in the development of resources in the Department of Education, University of Venda".

The findings of the research will be used to provide information in terms of dealing with the challenges of the Department of Education, which may be useful to policy-makers in developing guidelines for the development of resources in the DoE.

My you please provide me with the necessary information related to the study. It is assured that the information will be used for the purpose of the research study.

Thanking you in advance

Yours faithfully



Mathivha Teninanna



ENQ: Mathivha T.T
Cell : 073 340 1233

Box 875
Lwamondo
0985

Ref: Request to provide me with information

Dear Sir / Madam

I, **Mr.Mathivha Tshinanne Thomas of Student Number: 9400890** am a registered student at the University of Venda. I am writing a mini dissertation in partial fulfillment of the requirements for the degree of master of Public Management.

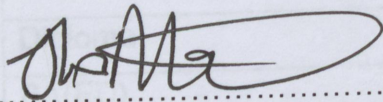
The topic for my research is: **Challenges in the provision of resources in the Department of Education in schools of Sibasa Circuit.**

The findings of the research will benefit the Department of education in terms of dealing with the challenges on the provision of resources.It will also be useful to policy-makers in developing guidelines that will guide the provision of resources in the DoE.

My you please provide me with information which is related to the study. It is assured that the information will be very confidential and will be used for this research study.

Thanking you in advance

Yours faithfully



Date: 13/08/2013

MathivhaTshinanne Thomas



Research instrument

Questionnaire

Introduction and instruction

This research is to investigate the challenges in the provision of the resources in the Department of Education. This questionnaire consists of section A; which is biographical information and section B, which is the provision of resources in the Department of Education. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please mark with a cross [X] to indicate your answer in the spaces provided and to indicate the extent to which to strongly agree, agree, not sure, disagree or strongly disagree.

SECTION A: Biographical information

1. Gender

Response	
Male	
Female	

2. Academic qualification

Responses	
Diploma	
BA(ED)	
UED	
Other specify	

3. Your working experience



Response	
1-5	
10-15	
15-20	
20 and above	

4. Age

Response	
20-30	
31-40	
41-50	
50 and above	

5. Position

Response	
Principal	
Deputy principal	
Head of Department (HOD)	
CS1	

SECTION B: Provision of resources


Challenges hindering provision of resources in Department of Education	Strongly disagree	Agree	Not sure	Disagree	Strongly disagree
6. Financial mismanagement can prevent the provision of resources					

in the Department of Education.					
7. Corruption can delay the allocation of funds to schools.					
8. Unauthorized expenditure can prevent the provision of libraries in schools.					
9. Effective control measures of embezzlement of funds can ensure proper allocation of educators.					

Misallocation of resources	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
10. Good management of resources can prevent misallocation of resources.					
11. Adequate planning can ensure allocation of textbooks in time.					
12. Lack of control is a cause of misallocation of stationery in the department of education.					
13. Effective Monitoring of resources can ensure the provision of proper stationery in schools.					
14. Good planning can result in the delivery of teaching and assessment guides in time.					

Consequences caused by lack of provision of resources	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
15. Shortage of textbooks in schools can make learners to fail at school.					
16. Academic performance is motivated by the provision of resources in schools.					
17. Effective teaching can take place when there are enough classrooms.					
18. Proper learning can take place when learners are provided with textbooks.					
19. Availability of funds to schools can ensure effective running of the school.					
20. The provision of enough laboratory equipments can stimulate learning in schools.					

Strategies to be used to address the challenges.	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
21. Education is a strategy which can address challenges, hindering provision of resources					
22. The adoption of the code of ethics can ensure the provision of resources in the Department of Education.					
23. Monitoring of internal control can be used to ensure allocation of					

textbooks to schools.	 <small>University of Venda Creating Future Leaders</small>			APPENDIX C	
24. Training of officials in financial management can ensure the provision of Norms and standards for school funding in time.					

Introduction

You are kindly requested to provide answers to the questions as honestly and precisely as possible. This assignment will be tested as confidential. This assignment is intended to assess the knowledge of resources in the Department of Education.

- What are the functions of the Department of Education?
 -
 -
 -
- What are the roles of the Department of Education?
 -
 -
 -
- What are the responsibilities of the Department of Education?
 -
 -
 -
- What are the challenges in the provision of education?
 -
 -
 -



Research instrument

Interview schedule

Introduction

You are kindly requested to provide answers to these interview questions as honesty and precisely as possible, and responses to these questions will be tested as confidential. This research is to investigate challenges in the provision of resources in the Department of Education in School of Sibasa Circuit.

- What are the challenges in the provision of resources in the Department of Education?
.....
.....
.....
- What are the causes of misallocation of resources in the Department of Education?
.....
.....
.....
- What are the consequences of poor provision of resources in schools?
.....
.....
.....
- What are the strategies to be used in order to address challenges in the provision of resources in the Department of Education?
.....
.....
.....