UNIVERSITY OF KWAZULU-NATAL

CODE OF PROFESSIONAL ETHICS IN EDUCATION: A CASE STUDY OF ILEMBE DISTRICT

by

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A dissertation submitted in partial fulfillment of the requirements for the degree of
Master of Public Administration

School of Public Administration
Faculty of Management Studies

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November 2011

Supervisor's permission to submit for examination

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ACKNOWLEDGEMENTS

ABSTRACT

The failure of the many township and rural schools to improve learner outcomes is not only recognised as a pervasive and insidious social problem affecting those communities, but also entrenches inequalities and militates social cohesion and unity. The study highlights the challenges experienced in the Ilembe District that hamper the effective delivery of a quality education. The study confronts these challenges from a constitutional and human rights perspective, and seeks to unravel whether or not educators grasp the critical nature of their role in facilitating the achievement, not only of the educational goals but of other Constitutional imperatives as well. Given the turbulent nature of the environment in which educators operate, the study also seeks to establish if educators can keep up with the new challenges of teaching in the twenty-first century. In this regard, the role of continuing professional teacher development and the new competencies required of educators were investigated to ascertain whether they lead to improved teaching and therefore more effective learning. The study further investigated the effectiveness of the Code of Professional Ethics in curbing unethical behaviour and thus ensuring the attainment of objectives.

Furthermore, the study looked at the various interventions by the Government in an endeavour to facilitate the realisation of the Constitutional ideals. This involved looking at the legislative and policy framework put in place, as well as campaigns and other initiatives that demonstrate the government's commitment to these ideals. A literature study added another dimension to it, in that it provided the theoretical basis for the study and another perspective on how these matters were dealt with elsewhere. The researcher used an eclectic approach in an effort to get a better understanding of the problem. The choice of methodology and design used in the study was, to a large extent, influenced by the nature and objectives of the study. The study was premised on the fact that the rurality of the Ilembe District should not be used to deprive the learners from this community of a quality education and that, the many policies that seem wonderful on paper are useless if they do not translate to effective implementation.

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LIST OF ACRONYMS

ANA   : Annual National Assessment

ANC   : African National Congress

EEA   : Employment of Educators Act

ELRC   : Education Labour Relations Council

IQMS   : Integrated Quality Management Systems

MDG   : Millennium Development Goals

NAPTOSA   : National Professional Teachers' Organisation of S Africa

NATU   : National Teachers' Union

NCS   : National Curriculum Statement

NSC   : National Senior Certificate

PM   : Performance Management

PSC   : Public Service Commission

QI   : Quality Improvement

QLTC   : Quality Learning and Teaching Campaign

SACE   : South African Council of Educators

SADTU   : South African Democratic Teachers' Union

SAQA   : South African Qualifications Authority

SASA   : South African Schools Act

SMT   : School Management Team

TQM   : Total Quality Management

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

It has been over seventeen years since the inception of a new democratic order in South Africa. This new development brought with it promises of equality, respect for human rights and a quality education for all, yet these ideals have still not been realised, especially in rural and township schools. The Constitution of the Republic of South Africa of 1996 proclaims that education is a basic human right, and further guarantees all citizens a quality public education and equal access to this education. For many rural communities however, this remains just a promise as they still, in this new democratic dispensation, continue to receive education that is of poor standard and which relegates them to the status of second class citizens. Studies have shown that education serves a developmental role in that it enhances the chances for those living in poverty to better themselves. Furthermore, education enables people to access their democratic rights, therefore denying people a quality education is not only a violation of their human rights, but also condemns them to a life of poverty with no hope of improving their lives. This certainly has severe consequences for this country and cannot be allowed to continue unabated. The aim of this research is to investigate factors that have attributed to the poor learning outcomes witnessed and to explore possible solutions to this problem.

The study was undertaken in the education district of Ilembe, which is part of the twelve education districts in KwaZulu-Natal. The study seeks to establish whether adherence or non-adherence to the Code of Professional Ethics has any impact on the delivery of quality education in the district, and to identify other challenges that hamper the effective delivery of quality learning and teaching in schools in this area. The researcher holds the view that education is a human rights issue and that those in the teaching fraternity need to create an enabling environment for all citizens to access this right. On the other hand,

educators need to develop a repertoire of ways with which to address learners' needs. This therefore motivated the researcher to conduct the study in this field.

1.2 BACKGROUND TO THE STUDY

Concerns have come from all corners of the country regarding the state of public education, including the ruling party, which announced in its January 8 statement 2010 that it was prioritising education and called on all South Africans to play an active role in helping to fix this country's education system (www.anc.org.za/january8statement/2010). Indeed it has become a national concern that all is not as it should be with this country's education system. It is against this background that the researcher feels that there is a need for more studies of this nature to be done in order to get to the root cause of the problems that plague this sector.

The researcher perceives teaching as a purposeful activity aimed at bringing about certain desired outcomes. Those in the teaching profession, like any other person in the employ of the state, carry a national mandate to ensure that Constitutional imperatives are met. The Department of Education for instance, has as one of its objectives, the delivery of quality education to all its citizens. Educators therefore cannot go about their business of teaching, oblivious to this call. As a matter of fact, they have to ensure the realisation of this objective.

This research arises from concerns of a perpetual decline in the quality of teaching and learning, as evidenced by poor learner performance, high dropout rates and an ever growing number of dysfunctional schools. It is certainly an unpalatable situation, and hence we have seen the government moving swiftly to declare the prioritisation of education. The researcher is of the view that, if the solution is not found soon, the ideals, as enshrined in the country's Constitution, of the kind of society that was envisaged will remain a pipedream.

The Code of Professional Ethics therefore serves to inform and remind those involved in Education of their obligations to uphold the integrity of their profession. They should, as matter of fact, act in a proper and becoming

manner so their conduct does not bring the profession into disrepute, but instead enhances the dignity and status of their profession. After all, creating a decent society requires all citizens of this country to accept some ethical norms and to live by them.

Likewise, the Code of Professional Ethics in Education regulates and directs the conduct of educators so that they work towards set objectives. It calls on educators to practice the profession according to the highest degree of ethical conduct and standards. Robson et al (1999) submits that the Constitution is the immediate source of ethical behaviour for public representatives and officials. In terms of Section 2 of the Constitution, it is the supreme law of the Republic, law and conduct inconsistent with it is invalid, and the obligations imposed by it must be fulfilled (RSA 1996).

The focus of the study is on the role that educators ought to be playing in ensuring the delivery of a quality education to all citizens of this country. It seeks to ascertain whether educators realise the critical nature of their role in improving the people's lives. For real transformation to happen, effective quality teaching and learning has to take place. This views teaching as a purposeful activity aimed at providing an appropriate context within which new knowledge can be interpreted and therefore learning effected.

Educators therefore have to conceive of themselves as agents of change mandated to effect Constitutional reforms. The question is whether they are aware of this obligation or not; and if not, how they can be made aware of this responsibility.

1.3 AIMS AND OBJECTIVES OF THE STUDY
The main objectives of the study were to:
- Investigate the effectiveness of the Code of Ethics in curbing unethical behaviour.
- Explore reasons that accounted for poor learner performance in many of the rural and township schools in the district.

- Assess if educators grasped the critical nature of their role in the transformation process.
- Examine factors that hampered quality learning and teaching.
- Consider sources where ethics are derived.

The key questions asked included the following:
- What accounts for the mediocre performance by many of the township as well as rural schools?
- Do educators realise the critical nature of their role in ensuring transformation in this country?
- Does the Code of Professional Ethics have any relevance and significance in fixing education in this country?
- Is the ideal of a quality education for all, as enshrined in the constitution attainable?
- What are the sources of ethics?

The aims and objectives of the study were encapsulated in these questions. The study further aimed at making educators reflect on their practices in the classrooms and ensuring that there was effective teaching and learning taking place.

1.4 HYPOTHESIS

The study made assumptions that unethical behaviour amongst educators in many of the underperforming schools in the Ilembe District accounted for the underperformance; and that if the code was enforced, it would lead to improved performance. Education is of national interest, hence the mobilisation of the whole nation to rally around in seeking solutions to the problems that beset it. In recent times, we have seen that education is to occupy centre stage of the government's social programme for the next five years.

Contrary to this desired state, however, the extent of the lack of professionalism and unethical behaviour particularly among school educators, actually begs the

question as to whether the Code of Ethics is adequate in ensuring professionalism and ethics or whether there should be other measures put in place to curb and/or eliminate unethical conduct.

1.5 IMPACT OF THE RESEARCH

The Ilembe District is one of the twelve districts which make up the Provincial Department of Education. This district is mainly rural, about 98% rural, and the other 2% constitute urban schools. It is further subdivided into three circuits, namely; Maphumulo, Ndwedwe and Lower Tugela. Circuits have as their subsets, wards, each with a ward manager in charge (www.ilembe.gov.za). Wards are constituted by more or less thirty schools, both in the General Education and Training (GET) and Further Education and Training (FET) bands.

The infrastructure for many of these schools is poorly developed and a substantial number are literally difficult to access, especially during inclement weather because the roads leading to some of these schools are made of gravel. The access to education for many of the learners from these areas is a struggle, especially as there is no reliable transport. The right of these learners to a quality education is guaranteed by the Constitution and denying them this right is in violation of the law.

Codes of ethics must lead to the yielding of a virtuous, efficient, and effective rendering of services in order to benefit the public interest (Clapper 1996). Education professionals ought to better understand that education is a human rights issue, hence its prioritisation even by the ruling party. Failure to deliver on this Constitutional imperative would have dire consequences for the future of this country. In August 2008 the ruling party, the African National Congress (ANC), launched a five year programme that has seen health and education placed at the centre of the government's social transformation programme. The programme defined health and education as important elements of a free and democratic society and called on all individuals and organisations to assume responsibility for improving the quality of education. The education elements of the campaign will:

- Inform citizens about the importance of education, and their roles, responsibilities and obligations towards education.
- Mobilise communities to monitor and support schools, teachers and learners.
- Improve the quality of education for all children, especially the poor, and demonstrate this improvement by means of better learner achievements.

Dwivedi (1997) and Cooper (1990) rightly contend that codes of ethics founded on core values and enshrined in political constitutions serve to promote awareness of the larger context of societal needs as well as a sense of purpose in an individual's life. It is the researcher's firm belief that the study will cause those involved in the education of this country's learners to reflect on their practices and see how best they can ensure quality learning. After all, social research aims at improving social situations.

1.6 THE RESEARCH PROBLEM

The study is exploratory and seeks to contribute to the current discourse aimed at finding solutions to the problems that have engulfed education, particularly in the Ilembe District. Seventeen years into constitutional democracy, the dream of a quality education for all remains elusive for the majority of learners, especially those from townships and rural areas. It is the researcher's assertion that the constitutional imperative of improving the lives of all citizens of this country will not be realised unless something drastic is done to address this anomaly. The researcher intends to look at the role of the Code of Professional Ethics from a perspective that views ethics as a means of inculcating a certain value system, as well as a tool that can bring about cohesion and unity of purpose among all those in the education fraternity.

The big divide between rural, township and ex-model C schools within the district remain the biggest challenge. Problems of the poor culture of teaching and learning, migration of qualified teachers to urban schools and poorly

qualified educators are some of the reasons that have been cited as contributing factors to poor leaner performance.

There remain, however, pockets of schools that continue to be examples of excellence, despite these contextual challenges. The question is, how do they do it? The researcher is of the view that not enough is being done regarding measures that would enhance accountability among educators. The need for the study arises from the view that educators ought to be constantly sensitised to the critical nature of their role if the National Department of Basic Education's goal is to be attained.

1.7 CONCEPT OF QUALITY

The South African Constitution guarantees all citizens a quality education. A plethora of other statutes have been put in place to give effect to this Constitutional mandate. Constitutionalism therefore, implies that all actions by a country's organisations should be in accordance with the country's Constitution. However, defining quality in an educational setting remains elusive. Some writers view quality as a valuable criterion for gauging the effectiveness and efficiency of an action, since it encompasses both outcomes and processes. Therefore the quality of action (that is, teaching and learning) in the classroom would be defined in terms of effectiveness and efficiency. This has implications for educators in that they need to teach from planned lessons in order to determine both their effectiveness and efficiency, and therefore ensure quality instruction.

1.8 LITERATURE REVIEW

The study of relevant literature served to provide both a legislative framework and a theoretical basis upon which to base this study. It also provided a reference in terms of strategies used elsewhere in an endeavour to bring about the desired outcomes. Furthermore, it helped gauge the perceptions of various stakeholders of their understanding of the phenomenon.

The literature review consisted of a review of legislation, various government publications, journals, published books, dissertations and newspaper articles. The literature review provided information on previous studies conducted in this field, identified the gaps in the previous studies and then directed the current study towards filling those gaps. In addition, the literature review provided valuable information and lessons regarding the best practices unearthed in previous studies.

1.9 RESEARCH METHODOLOGY

The method for collecting data was by means of a qualitative approach and involved interacting with the subjects in order to obtain their perceptions of the phenomenon. The researcher sampled post level 1 educators from both General Education and Training (GET, grade R to 9) and Further Education and Training (FET, grade 10 to 12), principals and office-based educators in the Ilembe district. The aim was to obtain an in-depth understanding as to the causes of poor learner performance in the district. As an insider, working in the same district the researcher was familiar with the context and did not foresee challenges in gaining access to the schools.

The following data collecting techniques were used:
Questionnaire – respondents were given enough time to complete the questionnaire as they would have to apply their minds and share their thoughts on the subject.
Observations - as the researcher works in the same district, some of the information was gathered through observation
Interviews – the researcher was able to interview a selected number of respondents at times convenient to the interviewees. Responses were recorded and later analysed.

1.10 LIMITATIONS OF THE STUDY

The study had a greater number of participants from within the Further Education and Training (FET) band. The ease of accessibility to participants

from within this band had a strong influence on the information gathered. There were only a few participants from within the General Education and Training band, so although their perceptions of the phenomenon were not missed entirely, it would have been preferable to obtain a more balanced view by having an equal number of participants from each band. The cost factor was a big determinant here, as it would have been very costly to sample participants from both of these bands equally. Lastly, the use of a case-study approach implied that the focus was on one case, resulting in the fact that results and conclusions would not and could not be generalised to reflect the situation within the entire province.

1.11 STRUCTURE OF THE DISSERTATION

Chapter One – This chapter discusses the background, the aims and objectives of the study, the research problem and the researcher's hypothesis.
Chapter Two is a literature study and forms the theoretical basis of the study. It provides the legislative and policy framework applicable to the education sector.
Chapter Three – this chapter provides the research methodology and design, data collection and sampling used in the study. The choice selected has to a large extent been influenced by the nature of the study and its objectives.
Chapter Four – comprises the analysis of data and the findings.
Chapter Five – presents the conclusions and recommendations, the summary of the study and the impact of the research.

1.12 CONCLUSION

It is the researcher's hope that more studies of this nature will be done with the intention to bring about an improvement of the current situation within the Department of Education. It is the researcher's contention that this country's Constitution requires some kind of principled activism about it so as to ensure that its imperatives are met. The critical element in this regard is to ensure the correct implementation of education policies, as well as to foster adherence to the Code of Professional Ethics. This will certainly bring about cohesion and

ensure that everyone's energies are focused on the attainment of educational objectives.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter the researcher makes reference to the pertinent literature on ethics, the relevant policies and other pieces of legislation, with the sole intention of showing how these can be utilised to ensure that everyone involved in education pulls their weight and recommits to striving for excellence and the realisation of constitutional imperatives. It is common knowledge that the schooling system in this country is not yielding the desired outcomes, and this obviously does not augur well for a development oriented economy like that of South Africa. Calls have come from everyone with a stake in education, that no stone be left unturned in seeking solutions to the problems that impact on education, and which mainly affect schools on the periphery of metropolitan areas. According to Gregory (2003), educational research has as its overriding goal, a more profound knowledge and understanding of what is happening in those institutions whose task it is to deliver education. He submits that this kind of research pursues the truth about what is going on in the country's schools and universities, in a systematic manner, as they take on the task of educating the future generation. It aims at discerning the failures and successes of these institutions and determining the reasons behind either outcome.

2.2 CONCEPTUAL FRAMEWORK

2.2.1 Ethics as a Philosophical Perspective

Gildenhuys (1991) asserts that ethics is a branch of philosophy aimed at the development of an ideal human personality based on moral premises. It strives towards a certain level of integrity within the human being – a development of the sense of what is right or wrong.

Deontology

The proponents of this theory contend that what matters is not the results, but the fact that a person acted according to a perceived duty, and intended that some good should come about. According to deontologists; to tell the truth and to abide by a perceived moral duty is the right and honest way to act. A feature central to deontology is the idea of integrity, where all decisions are made genuinely by referring to honest principles rather than being based on expedient calculations (Seedhouse, 1992).

Utilitarianism

This approach holds that an action is right, compared to other courses of action, if it results in the greatest good for the greatest number of people. The principle of utilitarianism embodies the notion of operating in the public interest rather than for personal benefit. The principle extracted from this theory determines an action to be right if it maximises benefit over costs for all involved (Seedhouse, 1992).

Duty Ethics and Respect for Persons

According to Martin (2007), most rights and duties are correlated: they imply each other. For example, "If I have a duty to you to teach you, then you have a right to be taught" Martin (2007). He adds that all persons have duties to respect each other because of each person's inherent moral dignity and worth. The most influential duty ethicist was Immanuel Kant [1784-1804]. Kant endorsed a long list of duties, such as being honest, keeping promises, being fair, helping others, showing gratitude for favour, developing one's talents, and refraining from hurting others or ourselves. For Kant, morality consisted of one always trying to do one's duty – because it is seen as our duty. Kant suggested that three abstract duties underlie all others:

1. *Act so as to respect others:* "Act so that you treat humanity, whether in your own person or in that of another, always as an end and never as a means only."

2. *Universalize principles:* "Act only according to that maxim by which you can at the same time will that it should become a universal law. In other

words, to determine how we ought to act, we must formulate principle that we can envision and affirm everyone acting on."

3. *Be autonomous:* "Act only so that they will through its maxim, could regard itself at the same time as universally lawgiving". This approach holds that it is not enough to do only what is required by the universal duties; we must also act out of a sense of duty. Our nobility lies in this capacity to do what is right because we see it is right, and not solely from ulterior motives, such as to make our peers or ourselves happy, advance our careers, or to gain religious rewards (Martin, 2007).

2.2.2 Defining Ethics

Schweitzer (1996) defines ethics to mean right human conduct, and that it calls for doing good actively and effectively. He points out that in embracing ethical culture, the individual is also giving the best of his mind and will to the service of his country and of humanity.

Denhardt and Grubbs (2003) however, submit that ethics is concerned with the process by which we clarify what is right and wrong, and by which we act on what we take to be right. They maintain that ethics call us to action; to analyse and to seek guidance as to the proper way to proceed.

Andrews' (1997) description of ethics is two-fold; firstly, as the application of values to individual behaviour and action. He points out that ethics provide the moral and legal basis for guiding personal conduct in different circumstances and situations. Ethics are reflected in laws and regulations, codes of behaviour, and professional standards. Secondly, as the science of character, that deals with moral customs and habits of conduct. Andrews submits that ethics always approves or disapproves; it sets a value of negative or positive upon conduct. It reflects on conduct, and pronounces human action good or bad, with reference to some standard or criterion (Andrews, 1997).

Singer (1999) holds that ethics are not consciously created, but are a product of social life that has a function of promoting values common to the members of the society. Singer further declares that ethical judgments do this by praising

and encouraging actions in accordance with these values. According to Singer (1999), ethical judgments are concerned with motives, not only because this is a good indication of the tendency of the action to promote good or evil, but also because it is here that praise and blame may be effective in altering the tendency of the person's action.

2.2.3 Ethics and Morality

Aristotle (in Evans, 2006) asserts that morality is linked to the actualisation of certain qualities inherent in human nature. To be happy and to flourish generally, human beings must seek to develop those qualities that are distinctive of their nature; certain ways of acting and certain kinds of social arrangements foster this actualisation of our humanness and are good. He submits that moral duties stem from the good that certain acts and practices make possible. People have moral obligations because they have good reasons to act in ways that lead to human flourishing.

Kant (in Robinson and Garratt, 1998) argues that moral action is distinguishable from non-moral action, in that a moral action is one which is done from a sense of duty, rather than following inclinations or desires. Gert (1998), however, describes morality as the system people use, often unconsciously, when they are trying to make a morally acceptable choice among several alternative actions or when they make moral judgments about their own action or those of others. He concludes that morality is in essence the practical manifestation of ethics.

2.2.4 Ethics and Trust

Kuschel (1993) proposes that a person's conduct is a measure of the trust that can be placed in him or her. Ethics is thus a question of trust, and a quality of paramount importance, for those holding positions of responsibility in life. Dawson (in Lawton, 1998) contends that the relationship between a professional and a client is necessarily an unequal one. He points out that the difference in knowledge and experience of the two parties requires a great deal of trust to be placed in the professional by the client. This trust, Dawson asserts, is generated by the professional ethos. Some conclusion from the above

assertion is that an organisation which loses the trust founded on ethics also loses credibility with its clients and disintegrates from within. A universally binding ethic is therefore crucial in deciding on the success or failure of an organisation.

2.2.5 Legitimacy

Legitimacy, according to Gildenhuys (1991), is related to the moral acceptability of institutions, organisations, structures, laws and regulations. He maintains that this acceptability is concerned with the following:

- The extent to which people identify with the aims and values of public policy in the conviction that it expresses their own life's ideal.
- The extent to which people identify with institutions, organisations and structures in the conviction that these serve their own interests, aspirations and rights.
- The extent to which people identify themselves with the personnel of institutions, with the conviction that such persons may be trusted to see to their interests.

Further, he contends that an erosion of legitimacy occurs when this identification weakens. He further points out that an institution may also experience the loss of legitimacy among its employees. This happens together with an erosion of loyalty and the sense of responsibility. This can happen within a civil service and it can also happen within a school.

Gildenhuys (1991) asserts that corruption, maladministration and the waste of time and money are not always due to the personal moral shortcomings of public officials. In certain circumstances, they stem from problems with the erosion of legitimacy. This happens particularly when people have no commitment to the kinds of objectives, moral norms and values which led to the establishment of the institution.

This implies that public institutions and the state are dependent for their continued existence on an acceptable moral-ethical relationship. If this

relationship balance is not maintained, disintegration follows (Gildenhuys, 1991).

2.2.6 Code of Ethics

According to Griffin (1990) a code of ethics is a formal statement of what values and what ethical standards guide individuals and organisations. Fox and Meyer (1995) assert that a code of ethics lays down acceptable standards of conduct and moral behaviour, and in the case of public representatives and public officials, such a code may be proclaimed in statutes or contained in the regulations and rules of legislative and executive institutions. Codes of ethics must lead to the yielding of the virtuous, efficient and effective rendering of services to benefit the public interest (Clapper, 1996).

Kuye (2002) argues that a code of ethics tends to be mere recommendations, as it does not contain enforcement mechanisms, and normally has a judicial character below that of the law. He argues that codes of ethics are guiding norms that provide principles which can assist public officials to solve the decision making dilemmas that they might have to confront in their daily activities. Van der Waldt, Van Niekerk, Doyle, Knipe and Du Toit (2002) assert that the greatest leadership responsibility in organisations is that of setting an ethical example. They provide the following guidelines to managers to assist with ethical management in their organisations:

- Provide staff with all the relevant policies and guidelines, thus eliminating ignorance of the rule.
- Involve staff in identifying core values in the organisation and use them to guide and evaluate decisions and conduct.
- Ensure highly competent staff by providing opportunities to improve skills, knowledge of job requirements and information about the organisation.
- Make 'ethics' a regular topic of conversation in the organisation.
- Identify people within the organisation to whom staff could turn for guidance and help with ethical issues and for reporting suspected ethical violations.

- Ensure that staff face no negative consequences for doing what they feel is right, for questioning the decisions and actions of others, including those of management.
- Recruit, employ and promote people who have demonstrated commitment to professional ethics. Make it known that to work and advance in your organisation; you have to perform with the highest integrity.
- Respond quickly and thoroughly to all unethical behaviour that come to your knowledge. Demonstrate zero tolerance for ethical violations.

2.2.7 What is Meant by Professionalism?

According to Lebacqz (1985) professionalism includes:

- A sense of calling or commitment;
- Using knowledge and skill to provide an objective diagnosis of the problem;
- A need to cooperate with colleagues;
- A requirement of confidentiality towards the client;
- The notion that service is primary, remuneration secondary;
- Continuing education and skill;
- Sensitivity to client right and well being; and
- The affirmation of good citizenship.

Thus, professional bodies promote the development of professionalism by providing training courses to their members. Training equips these members with skills to use limited resources effectively and efficiently. The concept of professionalism requires public officials to fulfill their roles as efficiently as possible, and to do so with competence and precision (Mafunisa, 2000). Sinclair (in Mafunisa, 2000) contends that professionalism refers to being competent, efficient, masterly and qualified. It promotes the development of a positive work ethic as it ensures that people, who meet the relevant educational and training requirements, and share similar work values, are appointed and promoted to specific positions.

Rossouw et al (2006) asserts that professions are distinguished from other occupations by a number of distinct features, and one such feature is that professions adhere to a self-imposed set of ethical standards. The purpose of these ethical standards is to ensure that members of a profession act in accordance with the spirit and purpose of the profession, as well as to the benefit of the clients and members of a society whom they serve.

Carr (2000) adds that the teacher is perceived as the representative or custodian of a specific set of civilised standards and values, predicated on a traditionalist idea of education as the transmission of culture from one generation to the next. This perspective leads to the perception of the teacher as someone who possesses a range of virtues more than set of skills. He points out that teachers should avoid hypocrisy and be genuine in their dealings with pupils. Furthermore, he states that they should care and be utterly and selflessly committed to the personal flourishing of their charges.

2.2.8 Why Study Ethics?

Starling (2005) cites several practical reasons for studying ethics. Firstly, that such a study can help public administrators arrive at decisions more quickly. He argues that when confronted with decisions involving conflicting values, the person who has thought through and clarified his or her own values does not lose time wondering what to do. He asserts that such a person acts more swiftly and assuredly.

Secondly, it leads to greater consistency in decision-making. Starling argues that administrators who are capable of this are seen by subordinates as fair, and they avoid the charge of treating employees unequally.

Thirdly, the study of ethics can reveal the value dimensions of a decision that would otherwise seem value-free. For example, if an educator were to be consistently absent from work, the effect that this would have on learner achievements.

Fourth, studying ethics can help public administrators make more reflective judgements – ones that can be defended in public. The media continue to

clamour for such qualities as; honour, enterprise, justice, good faith, mercy, magnanimity, duty, and beneficence.

The fifth, and the most powerful and obvious reason is that grappling with ethical dilemmas is a big part of a public administrator's job – as they say ''it comes with territory.''

2.2.9 Quality

Hoppers (2000) defines quality in education and training as continually striving to improve what we do. In other words it means offering clients, industry and the community in general products or services that meet, if not exceed, their expectations. The products offered would be classified as learning programmes, assessments, learner awards, learner support and management of the institutions that make it possible to offer a quality service to customers.

According to Van der Westhuizen (2007), the systematic focus on quality is beginning to revolutionise the work of organisations and has since become an imperative for organisations to survive in an increasingly global marketplace. Lemmer (in Pretorius, 1998) notes that quality has become a key feature of the current educational debates: Quality schooling, quality assurance, quality management and quality audits are themes that reoccur in policy documents dealing with the reform of education at all levels across the international arena. He asserts that governments are pressing educational institutions to pay more attention to quality, and to be accountable to the public for quality.

Van der Westhuizen (2007) however, identifies quality in education with excellence or exceptional performance, measured against learner achievement and teaching. He states that organisations have to recognise that stakeholders are becoming increasingly sophisticated and demanding about products and services. For organisations to meet the minimum expectations, they would increasingly be required to meet quality assurance standards and add value to these through contract conformance developed at a local level. He holds the view that this calls for a major change in thinking and cultures of organisations, particularly those managed by professionals.

2.2.10 Access

According to Engelbrecht, Green, Naicker and Engelbrecht (2009), access is a central concept in an attempt to bring about inclusive society where all members of society are able to fulfill their potential and participate optimally, and where respect for and the valuing of diversity in the context of social integration is an active value. These authors cite three important aspects relating to access. Firstly, they state that access refers to all aspects of the curriculum that facilitate successful learning, including learning programmes, the medium of teaching and learning, classroom management and teaching practices, materials and equipment, assessment procedures, quality assurance and curriculum development approaches. They point out that this is an area that is often neglected, and which therefore requires intensive examination and work in the context of general curriculum development processes. Secondly, access refers to the ability of the psychosocial environment (including the culture and ethos of the school, attitudes, human relations, and the way in which the school and classroom are managed) to facilitate positive learning and development for all learners. Thirdly, they assert that access refers to the physical environment of the school which can either make it possible for entry and engagement in the education process, or act as a barrier in both cases.

2.2.11 Defining Change

Van Der Westhuizen (2007) thinks of change as the struggle between what is and what one desires. He submits that change is a phenomenon that affects all aspects of a person's life, bringing about alterations in both personal and employment spheres.

Kimbrough and Burkett (in Van der Westhuizen, 2007) interpreted change as a deliberate effort to alter the status quo by influencing or modifying the functions, structures, technology and/or purpose of an organisation. They assert that the process is a complicated one that requires a thorough strategic planning in order to reach prescribed goals. The aim of change is always improvement. Glutter (in Van der Westhuizen, 2007) sees change as a systematic, sustained effort aimed at altering the process of learning and related matters, with the sole purpose of attaining educational goals.

It follows therefore, that change can be defined as a planned, systematic process that takes time to come to fruition, is affected by individuals and is a highly personal experience.

According to Torrington and Weightman (1994), change is now an everyday part of our lives and they identify four broad types of the change experience as:

- Imposition, where the initiative comes from someone else and we have to alter our ways of doing things to comply with this external requirement. New rules, new laws, and changes in working practices are all examples of this category.

- Adaptation, where we have to change our behaviour or our attitudes at the behest of others. Acquiring different attitudes can be extremely difficult, as the persistence of racial prejudice demonstrates. People are likely to feel uncertainty about their ability to change the type of person that they are. This is probably the main reason why people retire early, as they lack the confidence to change the values and behaviours in which they have come to trust.

- The third type, namely personal growth is much more attractive. Instead of responding to the demands of others, people respond to the opportunity to become a person of greater competence, poise and achievement.

- Lastly, type of change experienced is that of creativity, where we are the instigators, and in control of the process, bringing into being that which we envisaged.

They argue that most people are probably resistant to the first, uncertain about the second, delighted with the third and excited about the fourth. Whoever is pulling the strings is most likely to overcome the difficulties of one and two by ensuring that three comes first. At all times, we need to think about what needs changing and how change is to be implemented.

2.3 LEGISLATIVE FRAMEWORK

2.3.1 The Constitution of the Republic of South Africa of 1996

The ethics in state institutions are also influenced by the provisions of the Constitution. Therefore the government of the day must define its policy to give effect to the provisions of the Constitution, that is:

- To maintain law and order in the land
- To promote the spiritual and temporal welfare of the people
- To protect the inviolability of and freedom of the land.

Andrews (1997) declares that specific norms, prerequisites, rules of behaviour and other ethical prescriptions must be laid down, according to which the officials must act in order to execute these policies.

Chapter 1, Section 1 of the Constitution of the Republic of South Africa of 1996 states that the Republic of South Africa is one, sovereign, democratic state founded on the values of; human dignity, the achievement of equality and the advancement of human rights and freedoms, non-racialism and non-sexism, supremacy of the Constitution and the rule of law, and universal adult suffrage. Section 2 states that as the constitution is the supreme law of the republic, law or conduct inconsistent with it is invalid and obligations imposed by it must be fulfilled. However, Chapter 10, Section 195(1) requires public representatives and public officials to be governed by democratic values and principles enshrined in the constitution. The principles include:

- The promotion and maintenance of a high standard of professional ethics.
- The efficient, economical and effective use of resources.
- A development-orientated, impartial, fair and equitable provision of services.
- Responsiveness to people's needs and the encouragement of the public to participate in policy-making, public accountability and transparency.
- Good human resource management and broad representativeness (RSA 1996).

These principles form an important bedrock upon which public representatives and officials can base and shape ethical behaviour.

2.3.1.1 The Bill of Rights

This section in the country's Constitution spells out individual and group rights. The Bill of Rights enshrines the rights of all the people of the country and affirms the democratic values of human dignity, equality and freedom. Section 29 on education in the Bill of Rights gives everyone the right to:

- Basic education, including adult basic education.
- Further education, which the state, through reasonable measures, must make progressively available and accessible.
- Receive education in the official language(s) of their choice in public educational institutions, where reasonably practicable.
- Establish and maintain, at their own expense, independent educational institutions that; do not discriminate on the basis of race, are registered with the state and maintain standards that are not inferior to those of comparable public educational institutions (Mda and Mothatha, 2000).

2.3.1.2 Constitutional Bodies for Combating Unethical Behaviour

According to Mafunisa (2000), the South Africa's Constitution of the Republic of South Africa of 1996, provides for the establishment of the bodies for combating unethical behaviour. For the purposes of this discussion the focus will be on the following three:

The Public Protector:

This body derives its powers from the country's Constitution. In terms of the Public Protector Act of 1994, the Public Protector is authorised to investigate alleged maladministration in connection with the affairs of any institution in which the state is the majority or controlling shareholder. The Public Protector is authorised in terms of the law, to declare to the public his/her findings, points of view or recommendations. The investigation reports are submitted to Parliament (Mafunisa, 2000).

The office of the Public protector promotes the development of ethical behaviour and accountability. It is expected that public officials will act ethically and as effectively and efficiently as possible, with the knowledge that the Public Protector may investigate unethical practices and make his/her findings known to the public.

The Auditor-General:

This body also derives its powers and functions from the Constitution; which gives him/her powers to access all books, relating to the accounts and financial statements of public institutions. The Auditor–General reports on the audited accounts to Parliament.

Furthermore, the Auditor–General is authorised in terms of the Auditor–General Act of 1995 to investigate whether satisfactory management measures have been taken to ensure that resources are procured economically and utilised efficiently and effectively. In addition, he/ she can investigate and enquire into any matter relating to the expenditure and revenue of an institution whose accounts are being audited, including the efficiency and effectiveness of internal control and management measures (Auditor-General Act of 1995).

The reports of the Auditor–General are therefore powerful instruments for enforcing accountability at all levels of government, provided that members of the legislatures, interested groups and the public insist upon action against the public officials responsible for mismanagement. State auditing is also concerned with whether public institutions are achieving the intended purposes for which funds are made available, are doing so economically and efficiently, and are complying with the provisions of the law of competent authority. The office of the Auditor–General enhances ethics and accountability. Public officials therefore, will endeavour to perform their duties effectively and efficiently if they know that their actions may be investigated to ascertain whether effective management principles are in place to ensure that resources are procured economically and utilised efficiently and effectively (Mafunisa, 2000).

The Public Service Commission:

Its independence is guaranteed by the country's Constitution, in the interest of promoting effective public finance and administration, and high standards of professionalism and ethics within the public service. According to Vil-Nkomo (in Mafunisa, 2000), the Public Service Commission ensures effectiveness and contributes to conformity in the total system of governance. They add that a unified system of governance suggests efficient and effective delivery of services, a responsive public service, recognisable adherence to ethical behaviour by public officials, and a focus on productivity and accountability.

The Public Service Commission's function is to promote the basic constitutional values and principles of public administration within the public service. Consequently:

- A high standard of professional ethics must be promoted and maintained.
- Efficient, economical and effective use of resources must be promoted.
- Services must be provided impartially, fairly, equitably and without bias.
- Public administration must be accountable.
- Transparency must be fostered by providing the members of the public with timely, accessible and accurate information.
- Effective human resources management must be cultivated, in order to maximise human potential (RSA 1996).

The Public Service Commission promotes the development of ethics and accountability in that it ensures public service departments follow sound principles of public administration for the efficient, economic and effective use of resources, and that people's needs are responded to.

2.3.2 South African Schools Act (No 84 of 1996)

The South African Schools Act No 84 of 1996 (SASA) was passed by the Department of National Education and aims to:

- Provide a uniform system for the organisation, governance and funding of schools

- Establish minimum and uniform norms and standards for the provision of education at schools
- Ensure the provision of quality education across the school system
- Amend and repeal certain laws relating to school.

The Schools Act also addresses stipulations regarding; admission to public schools, the ages for compulsory attendance, discipline, the language policy in public schools and the freedom of conscience and religion in public schools (Mda and Mothatha, 2000). The act reiterates the constitutional right to education in its preamble, namely, the provision of an education of progressively high quality for all learners. It states that education should be provided in a disciplined and purposive school environment dedicated to the improvement and of the quality of the learning process (SASA 1996).

2.3.3 Employment of Educators Act No 76 of 1998

Applying to all educators in the employ of the state, the Employment of Educators Act No 76 of 1998 defines an educator as any person who teaches, educates or trains other persons, or who provides professional educational services, including professional therapy and educational psychological services, at any public school, further education and training institution, departmental office or adult basic education centre.

Section 3 describes the employment of state–employed educators. The Director-General is the employer of educators employed by the national Department of Education, while the Head of Department in each province is the employer of all educators employed by the provincial Departments of Education. For the purpose of determining the salaries and conditions of service of state–employed educators, the national Minister of Education is deemed to be the employer, while for the purpose of creating posts, it is either the national or provincial Minister of Education.

Section 6 allocates the power of to appoint educators to either the Director-General (for the national department of education) or the provincial Head of the

Department (for the provinces). This is why the governing-bodies of schools may only nominate (i.e. make a recommendation on) the applicant of their choice, leaving the head of department with the final say about whether or not to appoint the educator (Clarke 2007).

2.3.4 The South African Council of Educators Act (No 31 of 2000)

The South Africa Council of Educators Act (No 31 of 2000) (SACE) has as its main objectives to set, maintain and protect ethical and professional standards for educators. Accordingly, a specific section that describes a Code of Professional Ethics is included in the act. The following aspects have relevance for the management of diversity:

- Educators acknowledge, uphold and promote basic human rights as embodied in the Constitution (Section 23).
- Educators acknowledge the diversity of learners and the specific needs of individual learners in order for them to realise their potential (Section 3.2).

SACE was established in terms of the act and is a professional body responsible for the registration, regulation and development of professional educators. It has legislative powers to determine the criteria for entry into the profession (through the registration of educators), to regulate the ethical conduct (through the Code of Conduct and disciplinary structures), and to take responsibility for the professional development of its members together with the Department of Basic Education (DoBE), the South African Qualifications Authority (SAQA) and the Education Labour Relations Council (ELRC). SACE takes primary responsibility for defining and promoting the ethics and values of professionalism, while the DoBE and the ELRC are more concerned with the occupational requirements, and SAQA with the academic requirements of the profession (Barasa and Mattson 1998).

2.3.5. Other Legal Requirements

Clarke (2007) declares that the Labour Relations Act, No 66 of 1985 [as amended] establishes the legal framework for the processes and procedures in

the relationship between employee and employer, while the Basic Conditions Act No 75 of 1997 [as amended], governs all conditions of employment for all employees. In addition to both of these acts, are the Employment of Educators Act, No 76 of 1998 and the South African Council of Educators Act of 2000, discussed in the preceding sub-sections. The South African Council of Educators Act is binding on all educators who teach in South African schools, while the Employment of Educators Act applies only to those teachers who are employed by the state. Although this act does not apply to governing-body paid employees, it is sensible for the governing bodies to use it as the basis for their labour practices. Schedule 8 of the Code of Good practice of the Labour Relations Act makes it clear that:

- An employer's rules must "create certainty and consistency in the application of discipline" and that this requires that "the standards of conduct are clear and made available to employees in a manner that is easily understood";

- "Efforts should be made to correct an employee's behaviour through a system of graduated disciplinary measures such as counselling and warnings"; and

- Formal procedures do not have to be invoked every time a rule is broken or a standard not met, but rather that "informal advice and correction is necessary" (LRA 1985).

2.4 GOVERNMENT POLICY

2.4.1 Education White Paper on Education and Training

The White Paper on Education and Training of 1995 was the first official policy document in education published by an African National Congress (ANC)-led government. It commits the government to transforming the education system into one which serves the needs of a democratic and developing country. The White Paper on Education and Training of 1995 recognises that massive inequalities have existed in the provision and quality of education in the past, and that transformation means redressing these inequalities. The paper also argues that all state resources must be provided and distributed on an equal

basis, so that all learners have access to equal educational opportunities and are able to participate equally in the learning process (White Paper 1995).

2.4.2 Education White Paper 6 of 2001

The Education White Paper of 2001 outlines the Department of Education's commitment to the provision of educational opportunities, in particular for those learners who experience or have experienced barriers to learning and development, or who have dropped out of learning because of the inability of the education and training system to accommodate their learning needs. With the use of this White Paper, the intention is to create special needs education as a non-racial and integrated component of this country's education system (White Paper of 2001).

The Paper defines inclusive education and training as:

- Acknowledging that all children and youth can learn and that all children and youth need support.
- Enabling education structures, systems and learning methodologies to meet the needs of all learners.
- Acknowledging and respecting differences in learners whether due to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases.
- Broader than formal schooling, and acknowledging that leaning also happens in the home and community and within formal and informal settings and structures.
- Changing attitudes, behaviour, teaching methods, curricula, and environment to meet the needs of all learners.
- Maximising the participation of all learners in the culture and curriculum of educational institutions and uncovering and minimising barriers to learning.
- Appreciation of the fact that if the broad range of learning needs that exist among learner populations are not met, that learners may fail to learn effectively or be excluded from the learning system (White Paper of 2001).

2.4.3 White Paper on e-Education of 2004

According to the South African government's White Paper on e-Education (2004) the policy goal of the Department of Education in South Africa is to improve (the quality of) education through Information Communications Technologies (ICT). The focus is to provide education that is relevant to the new generation of young people growing up in the digital world. E-Learning is a concept involving the use of telecommunications, internet and any other forms of media to provide information and knowledge. Therefore schools in the rural areas need to be networked and connected via telecommunications and technological services to enable teachers to deliver the government's mandate to provide quality education to all learners. An e-school is an institution where teachers use technology to enhance learning and learners are challenged to utilise higher order skills, as is required by the National Curriculum statement (White Paper on e-Education, 2004)

2.4.4 Curriculum Policy

According to Rogan (2002), great strides have been made in education to actually move beyond the legacy of apartheid through the introduction of a curriculum that provides knowledge and skills. Rogan argues that the education goals, ought therefore, to be guided by those values that have shaped the new education policy in South Africa, and find expression in the new curriculum, the National Curriculum Statement (NCS).

A nation's national curriculum is at the heart of its education system. It is a primary source of support and direction for teaching and learning in the education system, and plays the role of equalizer in terms of education standards.

The NCS is both ambitious and visionary as it seeks to move a system of education which was based to a large degree on rote memorization of content knowledge to one in which knowledge is put to use and applied, especially in response to some of the critical problems facing society. Furthermore, the new curriculum has to play a multitude of roles, responding to the new nation's needs. These include, to:

- Promote the new constitution.

- Rebuild a divided nation.

- Establish and promote a sense of national identity in general.

- Be inclusive in the broad and narrow sense of the term.

- Offer equal educational opportunity for all.

- Inspire a constituency that had been oppressed by the very nature of the previous education dispensation and policies.

- Establish the socially valued knowledge to be transmitted to the following generations (http//:www.sadtu.org.za).

2.5 EDUCATOR UNIONS

Burger (2009) states that employment relations have become increasingly unionised, and that the majority of educators in South Africa are organised into six educator unions namely, the National Professional Teachers' Organisation (NAPTOSA), the National Teachers' Union (NATU), the Professional Educators Union, Cape Professional Teachers' Association and South African Teachers' Union (SADTU). Loock, Grobler and Mestry (2006) contend that trade unions provide services whereby members' interests and rights are protected. These rights are:
- The right to strike.
- The right to administrative justice.
- The right to form and join a trade union.

These authors further cite the following principles as applicable to unions and which form part of their constitutions:
- The unalienable right of every child to a quality education, within an equitable and non-discriminatory system of education;
- A high level of professionalism from all educators;
- The enhancement of all aspects of the working life of educators; and
- A national organisation which will be non-racial, independent, and not politically aligned.

These aspects, according to Loock et al (2006), form the backdrop against which human resource managers such as school principals are to manage labour or industrial relations as a line function.

The labour relations framework, according to Burger (2009), was agreed to jointly by the Ministry of Education and the unions. This he points out, encompasses both traditional areas of negotiation, and the issues of professional concern, including pedagogy and quality improvement. According to Mafunisa (2008) it is imperative for the government and the unions to cooperate with one another, in order to ensure that officials behave ethically. He argues that if public officials do not have a code of ethics according to which their actions are led, directed and guided, the result would probably be as catastrophic, as when power is delegated without enforcing accountability. He further points out that labour unions should always empower their members to reject unethical behaviour by public officials. It is vital that the unions within the public service are seen to be contributing positively to the professionalism of the public service.

2.6 COMMUNITY–BASED SUPPORT

According to Engelbrecht, Green, Naicker and Engelbrecht (2009) the community-based approach is a central feature of the support system envisaged for South Africa. They contend that this approach emphasises the role of parents, volunteers, non-government organisations, natural support systems, and other community resources in providing support to schools and other sites of learning. It also emphasises the role of teachers themselves in this process and peer support among learners. The sharing of human and material resources between schools and other sites of learning is also an important aspect of community support. Further, this approach includes the utilisation of professional support services from district teams and other government departments, for example, Home Affairs, Health and Welfare. At the heart of this approach, they assert, is the need for effective intersectoral collaboration at district and site level, in order to facilitate a holistic

understanding of the problems and challenges, and to formulate comprehensive responses to these.

2.7 THE QUALITY LEARNING AND TEACHING CAMPAIGN

The Quality Learning and Teaching campaign calls on all individuals and organisations to assume responsibility for improving the quality of education (http//:www.kzneducation.gov.za). The education element of the campaign will:

- Inform citizens about the importance of education, and their roles, responsibilities and obligations towards education.
- Mobilise communities to monitor and support schools, teachers and learners.
- Improve the quality of education for all children, especially the poor, and demonstrate this improved quality through better learner achievements (http//:www.kzneducation.gov.za).

The achievement of a quality education for all depends upon the actions of department officials, school principals, teachers and learners, parents and community members. Each of these is called upon to make a commitment to a 'Code of Quality Education', which describe the responsibilities and discipline required of them. If all sections of society work together – governments, communities, health care workers, civil society, business, media and other sectors – then a quality education for all learners can be ensured. Parents, learners and the community are encouraged to support the initiative and add their voices to the commitment made by all (www.education/campaigns.gov.za).

Campaign calls for the following pledges (www.education/campaigns.gov.za):

- "*As a **departmental official**, I promise to support schools, ensure that all teaching resources are provided on time, improve my own skill base to better assist schools, regularly monitor teacher and learner attendance and to facilitate teacher development.*"

- *"As a **teacher**, I promise to be on time, arrive well prepared for my lessons, teach for at least seven hours of every school day and improve my own skills and knowledge."*

- *"As a **learner**, I promise to attend school regularly, to work hard in school, respect my teachers and adhere to the rules of my school."*

- *"As a **parent**, I promise to support and protect my child's school, to cooperate with teachers and to create a conducive home environment for my child to study."*

- *"As a **community**, we promise to ensure that every school-going child is at school, that schools are not vandalized and to report problems at schools to the relevant authorities."*

- *"We pledge to undertake these responsibilities in order to ensure a quality education for all"* (www.education/campaigns.gov.za).

2.8 POLICY DIRECTION OF THE PARTY IN POWER

At its national conference in Polokwane in December 2007, the ANC, as the governing party, resolved to focus rigorously on the quality of education. The party concedes that education is central to its effort to improve the potential of every citizen and enable everyone to play a productive role in building the nation. It also promised that as government, they will improve the quality of the services and that of education provided by the government (www.anc.org.za/january08statement 2008)..

Furthermore, the ANC committed itself to continuing in its endeavours to promote the status of its teachers and to improving their remuneration, in response to its expectations that the teachers would meet the non-negotiables put forward by the government, namely that teachers must be in school, in the classroom, be on time for work, be teaching, not abuse learners and not neglect their duties (www.anc.org.za/january08statement 2008).

2.9 GOVERNANCE APPROACH TO THE MANAGEMENT OF EDUCATION

Since the governing party 'took the reigns' in 1994, it has propagated for the national system of education and training to maximise the democratic participation of stakeholders, including the broader community and to become oriented towards equity, effectiveness, efficiency, accountability and the sharing of responsibility (Edighei and Mhone, 2003).

McLennan (in Edighei and Mhone, 2003) states that the governance approach makes certain assumptions about the changes in education. Firstly, that education enhances and sustains national development, and is seen as central to the process of economic, social and political development of the country, as it allows for effective participation in all of the processes of a democratic society, economic activity, cultural expression and community life. Secondly, that an improved, efficient and decentralised management will ensure delivery at all levels within the education system. A third assumption is that democratic participation is key to the change and delivery of the education system - the Apartheid governing structure was characterised by a non-participative, hierarchical and secretive ethos that was neither accountable nor democratic. The many stakeholders that made up the education system had a limited voice in terms of decisions that affected their development. Finally, it is assumed that democratic governance will ensure equity and redress. Equity concerns include the redistribution of resources, universal access and the improved provision of resources and facilities.

The principles of education for development, effective and efficient management, democratic accountability, shared (democratic) responsibility and equity, which underpin the approach to education governance and transformation in South Africa, incorporate a linear conception of development, dependant upon the responsibility and legitimate action of education stakeholders within government and communities. In context of South Africa, it is assumed that education stakeholders would fill the gap created by the reduced role of the state as the provider of education. This approach reflects an attempt to move away from a hierarchical system of organisation to one that

enables and supports local school development. While the school has a greater responsibility within the new education system, Education departments continue to have a major task in assisting and supporting schools, in order to create the conditions necessary for effective teaching and learning.

2.9.1 Provincial Departments of Education

The KwaZulu-Natal's Provincial Department of Education in its Service Delivery Charter states that it is mandated by the Constitution of the Republic of South Africa to provide education to all learners regardless of age in the province of KwaZulu-Natal. It further states as its vision, a literate and skilled society capable of benefiting from all democratic processes and contributing to the development and growth of the people of KwaZulu-Natal. As its strategic goals, the KZN Department of Education endeavours among others things to:

- Provide a high quality, relevant education to all learners regardless of their age, which will equip them with the knowledge, skills, values and attitudes required to meet the challenges of the 21st century.
- Transform the department into a 21st century learning organisation focused on results, high performance, effective communication and quality service delivery.
- Transform schools and colleges into self-reliant and effective learning institutions that are also community centres of life-long learning.
- Develop the human resource capacity of the department to meet the highest standards of professionalism, in line with the requirements of the Employment Equity Act and other transformation targets.
- Provide and utilise resources to achieve redress and equity and to eliminate the conditions of physical degradation in institutions.
- Eliminate fraud, corruption and maladministration.
- Deal urgently and purposefully with the HIV/AIDS pandemic as part of an integrated provincial response (www.kzndoe.gov.za).

The ruling party further undertook to use some of the Millennium Development Goals (MDG) as benchmarks towards achieving universal primary education, improving quality and eliminating disparities in education in general – to build on

the achievement already made in education, and to work with all stakeholders to make education the priority of all and to improve access.

2.10 RECONCEPTUALISING THE EDUCATOR COMPETENCIES

2.10.1 The Seven Educator Roles

The educator as a determining factor in classroom activities is widely accepted, hence the identification of the seven roles by the Department of Education, that educators in the 21st century now have to perform. The seven roles and their associated competencies describe what it means to be a competent educator. These roles and competencies involve being able to demonstrate the required competencies in an appropriately integrated manner, and being able to adapt strategies to meet changing circumstances. They are as follows:

- Learning Mediator
- Interpreter and Designer of Programs and Materials
- Leader, Administrator and Manager
- Scholar, Researcher and Life-Long Learner
- Community, Citizenship and Pastoral Role
- Assessor
- Learning Area/Subject/Discipline/Phase Specialist (Government Gazette Vol. 415 No 20844, 4/02/2000, p.13-14).

The roles outline the different competencies that the educator has to play in order to facilitate learning. A brief description of these 7 roles, as outlined in the Government Gazette number 20844, is as follows:

Learning Mediator

The educator will mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning. He/she must construct learning environments that are appropriately contextualised and inspirational, and communicate effectively showing recognition and respect for the differences of others. In addition the educator will demonstrate sound

knowledge of the subject content and various principles, strategies and resources appropriate to teaching in the South African context.

Interpreter and Designer of Programmes and Materials

The educator will understand and interpret the provided learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning. The educator will also select, sequence and pace the learning in a manner sensitive to the differing needs of the subject/ learning area and learners.

Leader, Administrator and Manager

The educator will make decisions appropriate to the educational level of the learner, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in the school's decision-making structures. These competencies will be performed in ways which are democratic, which support learners and colleagues, and which demonstrate responsiveness to changing circumstances and needs.

Scholar, Researcher and Lifelong Learner

The educator will achieve ongoing personal, academic, occupational and professional growth by pursuing reflective study and research in their learning area, in broader professional and educational matters and other related fields.

Community, Citizenship and Pastoral Role

The educator will practice and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the Constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators. Furthermore, the educator will develop supportive relations with parents and other key persons and organisations, based on a critical

understanding of the community and environmental developmental issues. One critical dimension of this role is HIV/AIDS education.

Assessor

The educator will understand that assessment is an essential feature of the teaching and learning process and know how to integrate these processes. The educator will have an understanding of the purposes, methods and effects of assessment and be able to provide helpful feedback to learners. The educator will design and manage both formative and summative assessment in ways that are appropriate to the level and purpose of learning and meet the requirements of the accredited bodies. The educator will keep detailed and diagnostic records of assessments. The educator will understand how to interpret and use assessment results to feed into the process for the improvement of learning programmes.

Learning Area/ Subject/Discipline/ Phase Specialist

The educator will be well grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject, learning area, phase of study, and professional or occupational practice. The educator will know about different approaches to teaching and learning (and where appropriate, research and management), and how these may be used in ways which are appropriate to the learners and the context. The educator will have a well-developed understanding of the knowledge appropriate to the specialty. (Government Gazette Vol. 415 No 20844, 4/02/2000, p.13-14).

2.11 TEACHER QUALIFICATION

A teacher is required to be knowledgeable of his or her subject area, well versed in teaching methods as well as being capable of curriculum development. Furthermore, leadership and effective administration, involvement in the community and dedication to life-long learning are the attributes that a teacher should have. Comor (2010) asserts that with a change in attitudes and actions in the classrooms, teachers can change what happens in schools and thus change the lives of their learners, without the need for outside experts.

2.12 PROFESSIONAL DEVELOPMENT AND GROWTH

Steyn and van Niekerk (2002) suggest that focusing on people in the organisation is the key to quality and meaningful improvement in schools and organisations. Furthermore, they contend that the dividends yielded include a more effective school and therefore improved learner achievement, greater satisfaction and higher morale. Professional development, as described by these authors, is an ongoing development programme that focuses on the wide range of knowledge, skills, and attitudes required to educate learners more effectively. It is a formal systematic programme designed to promote personal and professional growth.

Brine (2005) asserts that the professional growth of an individual depends on their own ability to determine their needs and gain access to the relevant training. Brine adds that many training programmes can be accessed to support individuals in their quest for development, no matter where in the world they are. Creating and maintaining ties with other professionals ensures that an individual is not working within a vacuum and that they receive support from their peers, and receive a wider appreciation of the issues within the profession.

According to Steyn and van Niekerk (2002), the following can be regarded as the purpose of professional development:

- Personal development - advancing the educator's knowledge and skills for personal and professional use.
- Career development - supporting the professional advancement of educators to jobs at a higher level in the (school) organisation by providing them with the necessary qualifications and developing important skills from selected staff members so that anticipated vacancies can be filled.
- Organisational development - improving performance for the benefit of the whole (school) organisation will also benefit and serve the primary aims of the education system, namely promotion and the attainment of quality teaching and learning (educative learning).

Steyn and van Niekerk (2002) sum the purpose of professional development as the promotion of learning processes that will, in turn, enhance the performance of individuals and the organisation as a whole.

2.13 LEARNING ORGANISATION

Van der Westhuizen (2007) submits that learning organisations need to treat change as an ongoing feature of their existence. Therefore, he emphasises the importance of managers acquiring a wide variety of competencies to enable them to carry out their responsibilities, and a learning organisation provides the organisational context in which these competencies can be developed. Needless to say, the environment in which educators function is by no means static, but is as a matter of fact constantly changing, hence the need to smoothly manage the transformation process and take on the challenge of becoming what Peter Senge (1990) described as "learning organisations". Peter Senge states that in learning organisations people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning to learn together. According to Gavin (1993), a learning organisation is one that proactively creates, acquires and transfers knowledge and that changes its behaviour on the basis of new knowledge and insights.

Naidu et al (2008) contend that, if the main business of the school and the entire education system is about creating and sharing knowledge, and leading learning, then all those employed in education should be involved in the process of learning. This, they argue can only happen if the principal becomes the lead learner and fosters an organisational culture that embraces continuous learning by all.

2.13.1 Vision

According to Dimmock (in Naidu et al, 2008), a vision is an expression of what an organisation wishes to be. It expresses a view of what is desirable. The vision should inspire and motivate people to work towards improvement. For

staff to be committed to a vision, staff members need to part of the vision-building process from the start to the end. The role of the leader in this regard becomes critical as he has to persuade others to share their dreams, to inspire them to take ownership of those dreams and show how all will be served by a common purpose.

Naidu et al (2008) contend that a shared vision, if effectively communicated, creates a sense of community that will strengthen the organisation's efficiency and effectiveness, bring coherence and common purpose in the face of diversity and foster commitment to the organisation.

2.13.2 Mission

Davidoff and Lazarus (1997) assert that the mission expresses the will and the intent of the school, and it usually begins with a clear vision that is communicated to and accepted by the staff, learners and parents. Acceptance of the vision and mission is crucial for the effectiveness of any instructional programme, as it sets the general tone and direction of the school. The school mission lays the foundation for the development of a culture of teaching and learning, focusing on the curriculum and displaying the high expectations of both educators and learners, frequent monitoring of learner progress, collegiality among educators and continuous staff professional and intellectual development (Naidu et al, 2008).

Furthermore, Davidoff and Lazarus (1997) contend that it gives the school a reference point, a statement against which it can be evaluated, and which can be revisited and re-evaluated as the school continues its ongoing process of development. It is necessary to reflect, from time-to-time, on whether the mission statement still reflects the aims and ideals of the school or not.

2.13.3 School Development Planning

Naidu et al (2008) submit that all schools should be encouraged to have a development plan that provides a framework for strategic planning in which long and short-term objectives can be identified, in relation to their visions and

missions. They point out that the development plan captures the long-term vision for the school, within which manageable short-term goals are set.

Furthermore, Naidu et al (2008) contend that school development planning is forward-looking; based on environmental scanning; proactive, in the sense that the school will recognise opportunities and take advantage of them; creative, so that present practice can be improved upon; and holistic, in that it deals with all of the school's operations, not just teaching and learning. In essence, the plan provides a comprehensive and coordinated approach to all aspects of planning, including the curriculum, teaching, management, finance and physical resources.

Hargreaves and Hopkins (in Naidu et al, 2008) assert that the purpose of development planning is to improve the quality of teaching and learning through the management of innovation and change. Thus, planning on various school programmes should reflect the development priorities of the school, and also ensure sustained improvement.

Naidu et al (2008) cites two main types of whole-school planning:
- A *School Improvement Plan (SIP)* is part of the Whole School Evaluation (WSE) process. An SIP is a programme of action that a school develops in response to findings and recommendations made in the evaluation report, with a view to effecting improvement in the school's areas of need. It should be taken as a year-on-year continuous strategic improvement plan derived from the findings of the evaluation.
- A *School Development Plan (SDP)* is a long-term plan. It follows from the school's stated vision and mission and must be reviewed annually to ensure that the school is "on track".

2.13.4 Organisational Culture

Organisational culture is viewed as a vehicle for understanding the character of an institution, as it embodies the fabric of values, beliefs, assumptions, traditions, practices, policies, norms, goals and visions that are widely shared

within that institution (French, in Mcloughlin and Kaluzny, 2006). This is also true of schools. The culture and identity of a school are informed by the values and norms of the society within which that school exists. Bush and Anderson (in Naidu et al, 2008) assert that school culture is typically expressed through rituals and ceremonies such as assemblies, prize-giving and national holiday celebrations, which are used to support and celebrate beliefs and norms. Rituals, they claim, are at the heart of the school culture, while symbols are a key component of the culture of all schools.

In addition, every school's culture has a significant effect on decision-making, school management structures, group behaviour, work organisation and control, motivation and job satisfaction, Kruger and Steinman (in Naidu et al, 2008). Thus, when talk is made about promoting a culture of learning and teaching reference is made to words and actions that express the specific values of a school.

Van der Westhuizen (2007) submits that culture is the aggregation of anything created or adopted by human kind through the conscious or subconscious actions of two or more people interacting with one another.

2.13.5 Maintaining a Culture
Fox (2010) contends that once a culture has been established, the tendency is to maintain it. Thus management and employees will perpetuate the rituals and myths that constantly reaffirm the organisational culture. These rituals are systematic and programmed routines, such as job procedures, of everyday life in the organisation and bring meaning to what may otherwise be perceived as chaos. Fox (2010) asserts that myths contain a narrative of events about the origin and development of the organisation. He points out therefore that when an organisation's culture undergoes a process of transformation, that new myths and rituals be introduced and perpetuated.

2.13.6 School Ethos
According to Preedy (1993), effective schools are characterised by a constellation of factors as varied as the degree of academic emphasis, teacher

actions in lessons, the availability of incentives and rewards, good conditions for learners, and the extent to which children are able to take responsibility. These characteristics of schools represent the atmosphere of the school, otherwise referred to as the ethos of the school. Furthermore, Preedy (1993) contends that a good school is one that demonstrates quality in its aims, in oversight of learners, in curriculum design, in standards of teaching and academic achievements and in its link with the local economy. A common denominator in all of these schools is an effective leadership and a climate that is conducive to learning.

Preedy (1993) cites eight factors that are characteristics of effective schools, *namely*:

- Curriculum-focused school leadership.
- A supportive climate within the school.
- Emphasis on the curriculum and teaching (e.g. maximising academic learning).
- Clear goals and high expectations for learners;
- A system for the monitoring of performance and achievement.
- Ongoing staff development and in-service training.
- Parental involvement and support.
- District and external support.

In addition, research has shown that an environment which gives security and encouragement to learners, is organised to meet learning needs and enables learners and educators to access a range resources, provides the most purposeful learning (Preedy, 1993).

2.13.7 Benefits of Teamwork

Steyn and van Niekerk (2008) assert that teams are considered as a prerequisite for the optimal functioning of organisations like schools. They maintain that this approach ensures involvement, commitment and responsibility. By using teams, it becomes possible to involve large numbers of people in decision-making and this is the first step in building ownership and

commitment. Therefore, successful teamwork is considered to be an indispensable ingredient in the process of building successful schools. The strength of any team lies in the fact that its members can complement one another and work towards realising the vision and goals of the school. Furthermore, they contend that teamwork can improve quality management in schools because improved and effective teams utilise resources more effectively, increase organisational effectiveness and improve the quality of educational programmes and working environments.

According to Donaldson and Sanderson (in Steyn and Van Niekerk, 2008) there are direct benefits for both children and educators in working together in teams, and that teamwork is essential in building a professional culture in schools. As educators learn to work together they become more efficient and professional educators, and the quality of their work with other teachers and learners improves. As a matter of fact, the best weapon teachers have against uncertainty and change in education is working together. In successful schools, Steyn and van Niekerk (2008) argue, the school community shares values and goals, teachers are given time to reflect and work together and people are taught to work collaboratively and focus on issues related to the curriculum and instruction. These schools, they contend, ensure ample opportunity for collegial contact because this makes a difference in learner achievements. The school improves if decision-making authority and strategic autonomy are held by those closest to the learners, namely the teachers and parents.

2.13.8 Educational Outputs

According to Bates (1993), outputs need to be defined in terms of the nature of units of output and also in terms of their quality. Bates contends that an output in education is defined in terms of what the parents in a particular community perceive as giving them the greatest advantages. Hence, they will look for discipline, good exam results, a reputation for happy children or a school known to have a good name with local employers. He asserts that these will then form the outputs of a school.

Teacher dedication or the quality of the playing fields are not outputs, but are simply inputs that may lead to the outputs listed. Other inputs comprise of things such as the buildings, teachers, books, and teaching materials. How educational outputs are measured depends to a large extent on the nature of the objectives of the educational system (Bates, 1993).

2.14 PERFORMANCE MANAGEMENT

Performance management, according to Armstrong (2000) is a process that seeks to ensure that organisations function in an effective and efficient manner in striving to achieve their annual strategic objectives. Armstrong asserts that performance management is a strategic and integrated process that delivers sustained success to organisations by improving the performance of the people who work in them and by developing the capabilities of individual contributors and teams. Every organisation has its own vision and mission, which are the reasons for the existence of performance management. In every institution there are individuals or groups or teams that have to drive the organisation towards the attainment of the goals and objectives in a strategic manner. From time to time, these individuals have to be monitored and checks done to determine whether they are performing well and in line with the set objectives of the institution or organisation (Armstrong 2000).

According to Shi (2007), performance management refers to a continuous and development-oriented performance evaluation system. Shi submits that performance management emphasises frequent meetings between employees and managers to identify incipient performance problems, discuss developmental needs and barriers faced by the employee, and to candidly explain performance implications for pay, so as to avoid surprises later on. Shi (2007) adds that a major and ongoing challenge in performance management is establishing and communicating credible and reliable measures of performance, whether at the organisational, work unit, or individual level.

In examining the nature of a public role, Jones (in Lawton, 2000), asserts that a public role is designed only to achieve the goal of the organisation and no more.

In his assertion, he points out that, performance in public roles is judged by the extent to which goals are achieved and the criterion is effectiveness.

2.14.1 Performance Appraisal

Performance management involves performance appraisal. Armstrong (2000) views performance appraisal as an ongoing process of evaluating and monitoring the attitude, performance and productivity in an organisation. Fischer, Schoenfeldt and Shaw (1990) however, define performance appraisal as the process by which an employee's contribution to the organisation during a specified period of time is assessed. In education, this is done by involving the appraisee, his or her senior and all those involved in a panel. Together, they must share and understand the nature of the tasks that the appraisee is entrusted with, the strategic objectives of the department, unit or section and the vision and mission of the organisation (Armstrong, 2000).

Davidoff and Lazarus (1997) submit that appraisal is a way of ensuring that staff are supported appropriately in their work, and that the quality of work and the cohesion of the overall focus and vision of the school is kept alive, both in and out of the classroom. Suffice it to say, appraisal is the central development process in the school. In addition, Shi (2007) submits that the continuous process of providing information to a person about his or her performance is critical in order to ensure desirable behaviour.

2.14.2 The Integrated Quality Management System

The Integrated Quality Management System (IQMS) came about as an attempt by the Department of Education to introduce a form of monitoring and evaluation of educators and schools after the demise of the inspectorate system. It serves as a system for both quality assurance and accountability, and is based on the philosophy that the fundamental aims of quality assurance are to:
- Determine competence.
- Assess strengths and areas for development.

- Provide support and opportunities for development and assure continued growth.
- Promote accountability.
- Monitor an institution's overall effectiveness (Clarke, 2007).

IQMS consist of three sub-systems, namely: Developmental Appraisal, Performance Management and Whole School Evaluation. These are closely linked to present a holistic picture of the school's performance and the performance of the individuals within it.

Developmental Appraisal (DA)

This is used to determine the strengths and weaknesses of educators and then customise a suitable programme for their development. It includes self-evaluation by the educator, the development of an instrument plan for lesson observation, and observation of the lesson by the Development Support Group (DSG). The information gathered from these is made available to the Staff Development Team (SDT) for the planning of school improvement.

Performance Measurement (PM)

This aims at evaluating individual educators for salary progression, promotion, affirmation of appointment, rewards, and incentives. It takes place towards the end of the year, ostensibly after development is assumed to have taken place. Emerging data is then submitted for pay progression the following year, where applicable. Unlike Developmental Appraisal, Performance Measurement is summative in nature and is based on the work that an educator has done during the course of the year.

Whole School Evaluation (WSE)

This is an external accountability system. It evaluates the effectiveness of the whole school on a continuous basis. At the core of the evaluation criteria is the quality of teaching and learning. The evaluation is done by officials from the Region/District/Area office who are expects in general school management, leadership, governance, curricula, staff development and financial planning. It is

conducted at any time of the year, after the first phase of an internal evaluation has been implemented. Emphasis on expertise also applies to lesson observation, in that only subject experts are to observe lessons in a particular learning area or subject. Of great importance is the fact that educators must be given immediate feedback and allowed the opportunity to raise opinions about their grading and ratings (Naidu et al 2008).

Steyn and van Niekerk (2008) state that staff appraisal should be viewed as one of those processes in organisations which aim at improving productivity through mutual interaction between the appraisers and the appraisees. They further point out that if educators know and understand the purposes of educator appraisal, they are bound to be committed to the process and this in turn is likely to improve their day-to-day job performance. On the other hand, the South African education system views the purpose of the IQMS as being among other things to (ELRC, 2003):

- Identify staff members' specific support and developmental needs.
- Provide support for continued growth.
- Evaluate a staff member's performance.

2.15 POLICY MONITORING AND CONTROL

Fox (2010) argues that soon after a policy and its constituent programmes have been effected, progress should be monitored and an attempt made to check whether performance is living up to earlier expectations. This holds true for the Department of Education as well, which has to monitor and control the effective implementation of the curriculum policy. Further Fox (2010) contends that although the South African Constitution has been hailed internationally as being remarkable; questions still linger around the areas of monitoring and control. The implication therefore, is that the public are in many cases not receiving the goods and services envisaged by the government (Fox 2010).

2.16 ACCOUNTABILITY

Naidu et al (2008) define accountability as calling upon an individual or group to answer for deeds or omissions. It means giving an account to designated people about one's actions concerning mandated duties. In addition, to be accountable implies that duties must be allocated to a person and that the people who allocated the duties in the first place are entitled to hear such an account. Accountability therefore, can be perceived as a demand for efficiency and a promise and moral obligation to be answerable to others for performing duties as expected or be held responsible for failure to meet the expectations of those who entrusted the duties to you (Maile in Naidu et al, 2008). Accordingly Naidu et al (2008), cite that the school has a specific duty allocated to it by society, namely, to educate the young people of the community. In discharging this obligation the school is answerable to the community that it has indeed performed this task as expected.

Mda and Mothata (2000) contend that the restoration of the culture of teaching, learning and management involves the creation of a culture of accountability. This implies the development of a common purpose or mission among learners, teachers, principals and governing bodies, with clear, mutually agreed and understood responsibilities, lines of cooperation and accountability.

2.17 MEASURING POINTS FOR THE CODE OF ETHICS

Kaptein (2008) argues that the aim of the code of ethics is to influence the behaviour of the organisation, the behaviour of its managers and employees and its relationship with its stakeholders. In order to achieve this, Kaptein points out, that the code has to be translated into actual goals. Subsequently, indicators, preferably the objective ones, must be identified in order to determine whether the goals have been reached. For the code to be a living one, Kaptein (2008) asserts that each of the following seven conditions should be determined:

- *Clarity*. Ascertain if the employees understand or not, and if they are aware of the code.

- *Good role-modelling behaviour.* Managers must set a visible example to employees regarding compliance with the code. Is it utilised in decision-making?
- *Commitment.* Determine the proportion of employees that have embraced the code, and those that resent or reject it.
- *Feasibility.* How great is the pressure that the organisation places on employees, and is it complying with the code?
- *Transparency.* Is there a way of determining adherence to the code? How long does it take to find out if an employee has violated the code?
- *Discussability.* How often do employees present dilemmas?
- *Enforcement.* How decisive is the organisation in handling alleged transgressions? How many incidents have remained unpunished? How many compliments have been given to people who complied with the code during the last six months (Kaptein 2008).

2.18 BATHO PELE PRINCIPLES

The Batho Pele White Paper on Service Delivery of 1997 signalled very strongly the government's intention to adopt a citizen–orientated approach to service delivery, informed by the eight principles of; consultation, service standards, access, courtesy, information, openness and transparency, redress and value for money. It further states that every person working in the public service should be proud to be the servant of the people and relish the challenge of providing improved services to all (White Paper, 1997). The following are the suggested ways each of the principles may be put into practice (White Paper, 1997):

Consulting Users of Services
All departments, including education, must consult regularly and systematically on the services currently provided, as well as on the provision of new basic services to those who lack them. Of importance, is that consultation should include the views of those who have previously been denied access to public

services. The results of consultation must be taken into account when decisions are made on what services are to be provided and at what level.

Setting Service Standards

In addition to the principles, the White Paper also spelled out how the implementation of the principles may be monitored, and how the community may be included in the programmes flowing from the implementation and continual improvement (Fox, 2010). With regards to services such as health and education, the policy allows for national departments, in consultation with provincial departments, to set what will serve as a national baseline standard. This implies that the individual provinces may the set their own standards, provided that these meet or exceed the national baseline. Provincial departments may also set additional standards for aspects not covered by the national norm. The requirement is also that service standards must be set at a level that is demanding yet realistic. Once approved by the appropriate body, these standards must be published and displayed at the point of delivery and communicated as widely as possible to all potential users, so that they know what level of services they are entitled to and can complain when they do not receive it. Performance against standards must be reviewed annually and, as standards are met, they should progressively be raised year by year. If a standard is not met the reasons must be explained publicly and a new target date set for when it will be achieved.

Increasing Access

Government departments are required to specify and set targets for progressively increasing access to their services for those who have not previously received them. Service delivery programmes should therefore specifically address the need to progressively redress the previous barriers to access.

Ensuring Courtesy

A department must specify the standards for the way in which customers should be treated. These are to be included in their departmental Code of Conduct. The performance of personnel who deal with customers must be regularly

monitored, and performance that falls below the specified standards should not be tolerated.

Providing More and Better information

Departments must provide full, accurate and up-to-date information on the services they provide, and who is entitled to them. Information must be provided in a variety of media and languages to meet the differing needs of different customers. There should always be a name and contact number for obtaining further information and advice.

Increasing Openness and Transparency

The public should know more about the way in which the departments are run, how well they perform, the resources that they consume, and who is in charge. Reports to citizens should be publicised as widely as possible and should also be submitted to legislatures in order to assist in scrutinising and monitoring departmental activities.

Remedying Mistakes and Failures

The head of each department should regularly review complaints, and how they have been dealt with. Also, departments are required to review and improve their complaints systems, in line with the principles of accessibility, speed, fairness, confidentiality, responsiveness, review and training.

Getting the Best Possible Value for Money

All departments will be required, as part of their service delivery improvement programmes, to identify areas where efficiency savings can be sought, and the service delivery improvements that will result from achieving the savings.

2.19 PUBLIC SERVICE

Fox (2010) declares that there are various central government departments specialising in matters ranging from education to health and even defence, each with its own managerial structure under the direct control of a minister of state and therefore, directly accountable to Parliament. Furthermore, Fox contends

that the provinces also have their own various departments, with their managerial structures under the direct control of a provincial Member of the Executive Council (MEC). The provincial functionaries are therefore directly accountable to their provincial executive, and indirectly accountable to Parliament. The departments in the national, the provincial and local governments form the public service (Fox, 2010).

2.20 CONSTITUTIONALISM

Constitutionalism, according to Fox (2010), requires that all actions by a country's organisations should be in accordance with their country's Constitution. He states that in democratic society, the Constitution provides for the rights and obligations of citizens, the state, and its officials. It attempts to protects individuals' rights, entrench democratic governance and ensure proper guidance in organisations.

The Constitution, he asserts, is South Africa's supreme authority, and all parties must comply with its provisions. The Constitution is the cornerstone of democracy in South Africa; therefore it entrenches the rights of all citizens and upholds the democratic values of freedom, equality and human dignity. The Constitutional Court, on the other hand, defends the Constitutional rights of citizens and protects them from unconstitutional actions by individuals and organisations in all sections of the society (Fox, 2010).

2.21 REFLECTIONS AS A STRATEGY FOR QUALITY IMPROVEMENT

Carlderhead and Gates' (1993) conception of reflection is that it is a systematic enquiry into one's own practice, in order to improve the practice and to gain more insight into what is happening. They view reflection as a form of learning that involves practice, a process of learning whilst actively engaged in practice. Upon reflection, a learner needs to formulate questions, draw hypothesis, investigate, imagine, debate issues, and be able to think on the spot in relation to what prevails in that particular context. According to Carlderhead and Gates, reflection is widely accepted as a crucial element in the professional growth of

teachers. However, Balfour, Buthelezi and Mitchel (2004) define culture as an important human activity in which people recapture their experiences, think about it, mull over, and evaluate it.

2.22 INDUCTION AND MENTORING OF NEW STAFF

The induction of new teachers is one of the critical elements in developing a committed and competent teaching staff with a shared vision of what constitutes good teaching and learning. For beginners it is even more important, because it will shape their views of teaching, and establish the benchmark norms and standards for their own teaching. Principals and schools have a very important responsibility in this regard because of the impact that a beginner teacher's first experience will have on his/her own performance and his/her view of the profession (Clarke, 2007).

A good induction programme is not a single event or workshop at the start of the school year. It is a carefully prepared and systematic programme throughout the teacher's first year at the school. It is a teaching and learning process, and also a process for monitoring and supporting teachers as they come to grips with what is expected of them, and as they learn to understand the school's systems, procedures, and it's unique and distinctive culture. Evidence from research into the benefit of providing high level of support to new and beginner teachers reveals the following (Clarke, 2007):

- Higher retention levels of teachers.
- Higher learner achievement and test scores.
- Higher quality teaching and increased teacher effectiveness.
- Stronger connections among the teaching staff, leading to a more positive and cohesive learning environment.
- Less time and money spent recruiting and hiring replacement staff.
- A larger and more sophisticated repertoire of teaching strategies used by teachers.
- Stronger classroom management skills.

- The ability to deal with behaviour and discipline problems more effectively, leading to increased job satisfaction for both new and veteran teachers.
- Lower levels of stress, anxiety, and frustrations for beginner teachers.
- Opportunity for veteran teachers to revisit and reflect on teaching practices and philosophy.

Studies have shown that there are a lot of benefits that would accrue for any organisation that not only put more emphasis on production, but also on the personal development of its employees. Schools are no exceptions; they should also constantly be seeking ways of ensuring effective curriculum delivery. People are resources to be developed and conditions should therefore be created that would enable staff to grow and feel that they are up to the task. The end result for the organisation would be that productivity would be maximised, thereby leading to the achievement of its objectives. In a mentoring relationship there is a lot to be learnt, not only by the mentee but by the mentor as well. Having a good mentoring programme in place therefore becomes critical and success hinges upon it. Mentoring helps individuals identify and focus on the positive changes they want to make for themselves and the path by which they can achieve these changes (Clarke 2007).

2.23 SCHOOL SELF-EVALUATION

Naidu et al (2008) assert that individual and school self-evaluation or self-assessment is premised on the assumption that the primary responsibility for quality assurance and school improvement lies with the educators and institutions themselves. However, Naidu et al (2008) contend that the process begins with individual educators engaging in reflective practice and rating their own performances, according to a set of criteria developed together with the school management team (SMT). Such criteria need to be in accordance with the goals and expectations of the community and the state.

Naidu et al (2008) propose that school self-evaluation serves as a precursor to externally-driven evaluation mechanisms such as the Whole School Evaluation. Commentary of the school self-evaluation and pre-evaluation then forms the basis upon which external evaluation will be evaluated. This gives consideration to the fact that schools, especially in South Africa, are at different levels of development, and function under different socio-economic conditions.

2.24 TOTAL QUALITY MANAGEMENT (TQM)

According to Clarke (2007), Total Quality Management as a management approach was developed by Edward Deming. He submits that its origin is the manufacturing context, where the focus is on the production of goods and quality control. The approach focuses on achieving complete customer satisfaction. The interest in TQM in relation to education, as Van der Westhuizen (2007) points out, is based on the perception of educational institutions as being predominantly service organisations. He adds that the concept of TQM requires that schools are perceived as service organisations designed to fulfil the needs of their customers by providing services such as educational programmes, advice, care, information, opportunities to participate and specific skills training. Therefore, in relation to schools, the emphasis is on transforming curricula and organisational and management processes in a way that serves these customer interests.

Van der Westhuizen (2007) asserts that TQM for schools implies the simplification of structure. He argues that with this approach, structures are not viewed as a formalisation of control systems, but rather as facilitating responsiveness to learner needs on the learner's own terms. TQM as contemplated by its founder Deming, is all about empowering the people closest to the client in order for them to make decisions about how best to improve. In schools this means the teachers and school leaders must work together to improve learning and teaching. The task of the principal is reconceptualised to empower and facilitate – to coach, council, educate, guide, champion, encourage, and set standards – rather than to control, manipulate, coerce,

correct or instruct. Thus, it means that quality is the concern of everybody in the school.

In this new organisation more emphasis is placed upon the values than on roles and rules. Van der Westhuizen (2007) points out that it is important to demand total integrity, to decentralise authority, information management and strategic planning. Quality management, Doherty (1994) argues, will include in its totality a continuous cycle of planning, training, actioning, monitoring, improving and reviewing of the performance of an organisation. He further cites the following as characteristics of Total Quality Management:

- Total commitment from all involved.
- The active involvement of everyone throughout the organisation.
- The breakdown of professional and functional barriers.

According to Van der Westhuizen (2007), organisations are systems that comprise of a network of interdependent and synergistic function components which, taken together, can attain clearly stated goals. Evans and Dean (2003) contend that when changing one part of the organisation, it is necessary to consider the effects of the change on the other parts of the system.

The system therefore, makes its boundaries explicit by defining which people, functions, components and aims are included, and which are not. Van der Westhuizen (2007) contends that the components must serve the total system, not the individual components themselves. In terms of understanding organisations, Martin (2007) asserts that, 'systems thinking' suggests that issues, events, forces and incidents should not be viewed as isolated phenomena but as interconnected, interdependent components of a complex entity. Furthermore, he described systems as either closed or open. Closed systems are completely independent of what is going on around them. In contrast, open systems exchange materials, energy and information with their environment. The systems characterised by managing change can be characterised as open systems.

However, Van der Westhuizen (2007) points out that, effective communication and a common understanding about roles and responsibilities are the key to optimising the system. Furthermore, the aims of the system must be clear to all and consistent with the needs of the systems' customers. Each component has customers within and/or outside the system. Van der Westhuizen (2007) points out that a school is a system that should be optimized and that each action taken to improve one function has implication for the others. It therefore is essential that schools make their aims or mission explicit, and ensure that the whole school community supports the aims.

2.25 TRANSFORMATIONAL MODEL

Mclaughlin and Kaluzny (2006) suggest a transformational model that has a number of distinguishing characteristics fundamental, as well as critical to continuing quality improvement. They contend the following as the hallmarks of the transformation model:

- *Leaders and employees share the overall responsibility, as well as take individual responsibility.* Everyone understands that they are important to the success of the organisation and they know what role they play in that success. Individuals, teams, units, and departments are committed to carrying out their responsibilities.

- *People at multiple levels assume leadership.* For real innovation and improved performance, people working directly with problems need to be involved in designing and deciding how to improve processes and quality. These are people at the sharp end of processes.

- *Outcome driven.* Everyone involved in education should demonstrate commitment to achieving outcomes, improving quality and adding value. Role players should recognise that improving outcomes means meeting and exceeding standards.

- *Shared decision making.* It is critically important that people understand the core business, values, and mission of the organisation so that they can participate in the decisions that affect it. They need to understand

their roles in helping the organisation to succeed, but they also need to define their roles and how they will contribute.

- *Continuous planning.* People must be motivated to make change, and be able to participate meaningfully in the change process. Transformational change in organisations prepares people to participate in planning and anticipating the next step in the evolutionary change process.

- *Future Orientation.* Organisations must define what the future will be and set their sights on how they will make it happen. Transforming leadership continually brings forward the vision of the future organisation and indicates how the organisation can get from where it is presently to where it wants to be in the future.

- *Performance enhancement appraisal.* In addition to rewarding and assessing performance improvements for employees, transformational organisations need to commit real resources and support structures to recognising creativity and innovation. Employees need to know that they will be rewarded for going outside of the traditional structures to redesign and recreate the organisation. Such changes will improve more than just employee performance; they will increase employee dedication and contribution to the organisation's future success.

- *Continuous innovation.* Transformative models provide support for people to demonstrate creativity and innovation that extends beyond standard performance.

2.26 UNETHICAL LEADERSHIP

Malan et al (2000) suggest that an unethical leader may display the following characteristics:

- *Poor Personal Characteristics* – defects in character make someone more likely to be corrupt. Integrity is the most important personal characteristic.

- *The Lack of Generic Life Skills* – deficiencies occur as a result of leaders failing to master 'these', such as self-awareness, communication, decision-making, problem-solving, creative thinking and teamwork.

- *The Degeneration of Self-Esteem* – a history of prolonged humiliation left scars on the self-esteem of many. Humiliating racist policies of the past regime, and separate and inferior education are some issues that still haunt many minds.

- *Emotional Baggage* – this consists of mental burdens or attitudes that pervert an individual's judgment. This could refer to any experience loaded with emotional pain.

- *Avoidance mechanisms* – methods used to avoid dealing with the truth. Avoidance can take the form of denial, diversions, holding onto the past, or sterile reasoning.

- *Unsuitable Leadership Philosophy* – a valid leadership philosophy should be one that gets people and organisations to function efficiently and effectively. Examples of unsuitable philosophies include:

  - *Laissez faire,* which is known to lead to low production and even corruption.

  - *Transactional leadership* follows when people cease to experience dignity, meaning and community.

- *Inadequate Leadership Training and Exposure* – proper training and development of human resources has become of great importance for the old and new alike in the workplace. Hastily and inadequately trained appointees can run into problems. An example in the school setting would involve curriculum changes.

- *Lack of a Big Picture Perspective* – leaders should think out of the box and should see interdependence of all factors.

- *Leadership Neglect* – one of the most important types of neglect is a lack of supervision. Inefficiencies and maladministration result from the failure of officials in positions of authority to properly supervise those under their authority. Lack of commitment and ignorance are some of the reasons for this.

- *Idleness* – lack of productivity is often caused by plain laziness and attitudes of indifference.

- *Bad Examples Set by Leadership* – this is one of the most important factors in the creation of trust and integrity in an organisation. Failure to

set a good example has disastrous consequences for the organisation and for the country.

According to Malan et al (2000) the correct leadership philosophy chosen should help organisations to successfully achieve their goals.

2.27 EDUCATIONAL LEADERSHIP

Professor Jansen asserts that the current situation of consistent poor learner performance is a manifestation of the lack of leadership in education. He contends that schools need good and effective leadership that would propel people in the direction of change. He cites three types of leadership. *First* is the type that accepts the responsibility to lead, consults broadly, and then acts on the mandate to change. He calls this an authoritative leadership and describes it as a prerequisite for social change. *Second*, is ethical leadership. This he contends is based on a core set of beliefs about what is right and wrong, and applies not just to the government, but also to the way in which an individual runs their business and life. The *third* type is called broken leadership, which he submits starts with the notion that we are all imperfect and that each one of us needs to confront our own brokenness (Daily News, Wednesday, 27 July 2011).

Kaptein (2008) argues that leadership is what makes or breaks the Code of Professional Ethics. He contends that leadership is not only about adhering to the code, nor is it sufficient to demonstrate compliance. However, he asserts that leadership is about embedding the code in all activities within the organisation in such a manner that employees are fully stimulated to comply with the code. According to Kaptein (2008) a successful code will benefit the organisation, the stakeholders and the individual as a leader.

2.27 CONCLUSION

The emergence of a democratic order in South Africa, post 1994, brought with it human rights and a new value system. This marked a dramatic change and has certain implications for those involved in education in particular. Education is by no means value free, there is certainly a kind of society that it is hoped will

emerge from the new democratic dispensation. Educators therefore, have the responsibility of inculcating the new value system and ensuring the realisation of this ideal. The question is whether or not they are up to the challenge.

The government's commitment to the process has been demonstrated through the legislative and policy framework that has been put in place to steer the transformation process in the right direction. In this chapter, the researcher has spared no effort in exploring the various policies, programmes, approaches and processes; and whether these were effectively implemented and monitored would to yield the desired outcome. Research has shown that poor education exacerbated inequalities and this has dire consequences for this country.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

The essence of this chapter is that it outlines the strategy and approach to the study project as employed by the researcher. As Sarantakos (2005) puts it, here the researcher explains in some detail how he intends to conduct the work, namely how the questions asked in each of the research steps will be addressed. The study is exploratory, and was conceived out of an observation made over time that the education system in the country and in the Ilembe District in particular seemed not to yield the desired outcomes. Babbie (1994) asserts that exploratory studies are appropriate in the case of more persistent phenomena. The researcher is of the view that unless something drastic is done to fix the problem, the constitutional ideal of a quality education for all will remain but a pipedream. The researcher perceives this problem as requiring a collaborative effort from all of the role players in the quest to find the best possible answers. Social research as defined by Neuman (2000) is a collection of methods people use systematically to produce knowledge. In essence, the research design is about asking questions that can be answered with the data collected (Hakim, 2000).

3.2 RESEARCH DESIGN

This section constitutes the most critical aspect of the study, and here the researcher addresses the planning of the scientific inquiry. Babbie (1994) maintains that all aspects of research design are interrelated.

Descombe (2010) elaborates further and states that research design specifies what the key components look like, how they fit together and how they will produce the appropriate information to answer the research question.

Figure 3.2.1 Research Design: Linking the parts together
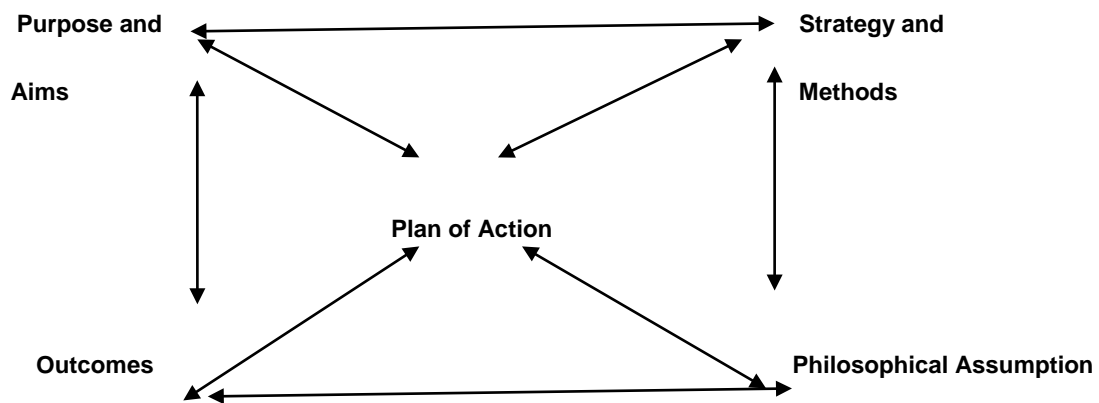
Source: (diagram adapted from Descombe 2010).

3.3 THE SETTING OF THE RESEARCH PROJECT

The KwaZulu-Natal Provincial Department of Education is made up of twelve districts, and one of these is the Ilembe District. It exists within the Ilembe District Municipality boundaries and lies on the east coast of KwaZulu-Natal between the eThekwini Metro in the south and the Tugela river mouth in the north. Ilembe as an education district comprised of three circuits, namely Lower Tugela, Maphumulo and Ndwedwe. Schools in each circuit are divided into wards, and each ward has a ward manager at the helm. The district is mainly rural, with areas of urbanisation in Stanger, Mandini and the Dolphin Coast and Nkwazi. Industrial development is concentrated in Stanger, Isithebe and Darnall, most notably the Gledhow and Darnall sugar milling operations at Stanger and the Sappi mills at Mandeni (www.ilembe.gov.za). The researcher is currently in the employ of this education district and provides curriculum support to Grades 10-12 schools, otherwise known as the Further Education and Training (FET) band. Lichtman (2006) points out that the nature of education research is such that reality is perceived as multifaceted, hence the researcher is called to conduct an in-depth study of the phenomenon, using multiple sources. Lichtman (2006) further contends that the researcher plays a pivotal role in the qualitative research process, as it is through his/her eyes and ears that data are collected, information is gathered, settings are viewed, and realities are constructed. Since the researcher is the conduit through which information is gathered and filtered; it is imperative then, she adds, that the

researcher has experience and understanding about the problem, the issues, and the procedures. Simons (2009) contends that describing the context in which the study takes place is important in the sense that it delineates factors that influenced the researcher's understanding and shaped his practice.

3.3.1 NSC Results for the Ilembe District

Table 3.3.1 below illustrates the state of learner performance in the district for the academic year 2010. The table further reflects an analysis of the results so that one can discern the level of quality of these results. Statistics indicate a 69.33% pass rate, which at face value seems a descent outcome. However, upon close scrutiny, one realises that the results are far from being of acceptable quality. There is a considerable percentage, 29.33% to be precise, of learners who failed, adding to the already soaring number of unemployable youth. Of this figure, two thirds were either a diploma pass or higher certificate pass. It should be pointed out though, that the poor quality of the results not only diminished the chances of being admitted to tertiary institutions, but also the chances of the learners finding decent employment. Obviously, this does not inspire hope for the many people living in these rural areas and as such, militates all efforts aimed at bringing development to these communities.

Table 3.3.1: NSC Results from the Ilembe District

TOTAL WROTE	6 756
TOTAL PASSED	4 679
PASS RATE	69.33% (Target 70%)
PASS BACHELOR	1 435
BACHELOR PASS RATE	21.24%
PASS DIPLOMA	2 070
DIPLOMA PASS RATE	30.64%
PASS HIGHER CERTIFICATE	1 260
HIGHER CERTIFICATE PASS RATE	18.65%
PASS NATIONAL SENIOR CERTIFICATE	31
NATIONAL SENIOR CERTIFICATE PASS RATE	0.46%
INCOMPLETE RESULTS	68
INCOMPLETE RESULTS PERCENTAGE	1.01%
TOTAL FAILED	2 006
FAILURE RATE	29.67 %

Source: Adapted from the Ilembe District's Integrated Intervention Programme on Learner Performance.

3.4 CASE STUDY

The case study approach was particularly well suited to this study because it offered the opportunity to select one specific area of study upon which to focus within a particular, known situation. In this instance, the researcher conducted the study among educators in the Ilembe District. These educators had a key role in the study and the researcher was likely to learn the most about the topic under investigation by consulting with them. According to Black (1976), the purpose of using a case-study design was to examine the intricacies and complexities of the situation selected for study, in order to reveal its most important features. The researcher based his decision to use this study method on the fact that he is employed by the same district, and has experience and understanding of the case.

Henning (2004) further points out that a case is studied because a researcher suspects that there is something waiting to be unravelled in the case. He contends that a case considers contextual conditions in order to discover whether or not they are relevant to and impact upon the topic of investigation. The case-study therefore, becomes the most appropriate approach for the study as it investigates a contemporary phenomenon within its real-life context, and in which multiple sources of evidence are used. In addition, case-study research excels at bringing about an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research (Yin 1994). One defining characteristic of the case-study approach, according to Descombe (2010), is its focus on just one instance of the thing that is to be investigated. In principle, the idea of a case-study is that the spotlight is focused on individual instances rather than a wide spectrum. Stake (in Bassey, 1999) adds that cases are chosen and studied because they are thought to be instrumentally useful to the understanding of a particular problem, concept or issue. The case-study, as Yin (1994) points out, records and relates the views of specific stakeholders in the programme when guided by a series of specific interview questions, and is not an attempt to manipulate specific behaviours. It is worth noting however, that many case-studies use both qualitative and

quantitative methods of data gathering and analysis to present a full picture of the phenomenon.

3.5 RESEARCH APPROACH

3.5.1 Action Research

According to O'Leary (2010), action research refers to research strategies that tackle real world problems in participatory and collaborative ways, in order to produce action and knowledge in an integrated fashion through cyclical processes. It is driven by the desire to improve social situations. He contends that action research maximises the opportunity to learn from practices and promotes the transferability of new ideas. O'Leary (2010) adds that action research recognises the professional nature of stakeholders and their ability to conduct meaningful research. In doing so, he contends, it breaks down the divide between stakeholders and the 'academic elite' and brings research into day-to-day professional practice. In essence, action research minimises the distinction between the researcher and the researched and places high value on local knowledge. The premise is, according to O'Leary (2010), that without key stakeholders as part of the research process, outsiders are limited in their ability to build rich and subtle understandings – or to implement sustainable change. Studies have shown that improving practice through action research is quite common in the educational sector where teachers are encouraged to work in ways that develop their own skills and practice (O'Leary, 2010). Gilbert (2008) asserts that action research projects have in common a clear underlying set of democratic, social justice, and emancipator values.

3.5.2 Cycles of Learning and Action

According to O'Leary (2010) action research is a cyclical process that takes shape as knowledge emerges. He points out, that the premise here is that one learns, does, reflects, and learns how to do better still, and so on and so forth. In essence, a series of continuous improvement cycles are worked through, that converge towards a better situation, understanding and improved action. Action research can therefore be seen as an experiential learning approach to change.

The goal is to continuously refine methods, data, and interpretation in the light of understanding developed in the earlier cycles.

3.5.3 Qualitative Design

The preceding chapter on the literature review provided a framework for the current research and has somewhat informed the choice of approach used to collect data. The study took place in a field where the participants conducted their activities, in this instance, the Ilembe District schools, and was a social research. Qualitative research design was therefore deemed a suitable approach. According to Hakim (2000), this approach offers richly descriptive reports of individuals' perceptions, attitudes, beliefs, views and feelings, the meanings and interpretations given to events, and things, as well as their behaviour. Qualitative approach, Hakim (2000) argues further, is premised on the fact that people's own definitions of the situation is an important element of any social process, even if it does not provide a complete account or explanation and may include self-justificatory reports. As alluded to earlier, the researcher's work entailed providing on-site curriculum support to the educators in the same district. This research design therefore, proved to be worthwhile as it provided the researcher with an opportunity to observe and interview the educators within their natural setting.

Hennink, Hutter and Bailey (2011) submit that qualitative research is an approach that allows you to examine people's experiences in detail, by using a specific set of research methods such as in-depth interviews, focus groups, observation, content analysis, visual methods, and life histories or biographies. One of the main distinctive features of qualitative research is that the approach allows the researcher to identify issues from the perspective of their study participants, and to understand the meanings and interpretations that they assign to behaviour, events or objects.

3.5.4 Quantitative Design

Quantitative methods, in contrast, begin with a series of predetermined categories, usually embodied in standardised quantitative measures, and use this data to make broad generalisable comparisons. The objectives of this

method are to predict, describe and explain quantities, degrees and relationships, and to generalise from a sample to the population by collecting a numerical data. Quantitative research design has had its own unique contribution to this study in that the researcher in his analysis of data has made use of tables and graphs in his endeavour to explain the phenomenon. Quinn (1995) asserts that statistical methods of analysis are not to be ruled out totally when analysing qualitative data. He points out however, that there are severe limitations to statistics when attempting to analyse a textual transcript and the like. In addition, Rubin and Babbie (1993) point out that researchers have come to realise that the two contrasting types of methods are not incompatible, but play an equally important and complimentary role. Underwood and Underwood (in McDougall, 2010) argue that quantitative methods can tell us if something has changed, but in order to understand how and why the change took place, one needs to use qualitative methods.

Babbie (1994) however, summed it up well by stating that the best study design is the one that uses more than one research method, taking advantage of their different strengths.

3.6 DATA COLLECTION METHODS

3.6.1 Participant Observation

According to Paul (2010) the essence of this approach is that a particular social context is observed, while at the same time engaging to a certain extent with that situation. While collecting data, an attempt is made to become a part of the social context. Paul adds that it is difficult for an observer to be detached from a social situation, and that observers have to accept that they will, in varying degrees, be part of the situation they are researching. Quinn (1995) submits that the research process begins with an observation about some phenomenon, or perhaps a feeling about something and that it is from this origin of an idea that research may develop.

Jackson (2009) contends that observation allows researchers to learn about behaviour and when it occurs. Terre Blanche, Durrheim and Paint (2007) state

that qualitative methods allow the researcher to study selected issues in depth, openly, and in detail as they identify and attempt to understand the categories of information that emerge from the data. According to Jackson (2009), when conducting qualitative studies researchers are more interested in interpreting and making sense of what they have observed. In addition, Hennink et al (2011) point out that qualitative research also studies people in their natural settings, in an effort to identify how their experiences and behaviours are shaped by the context of their lives, such as the social, economic, cultural or physical context in which they live. Consequently, qualitative research also seeks to embrace and understand the contextual influences on the research issues.

3.6.2 Questionnaire

The use of a questionnaire was deemed appropriate by the researcher as it was one of the qualitative methods and was going to involve the researcher examining the participants in their natural situations. According to Parfitt (1997), the questionnaire is an indispensible tool when primary data are required about people, their behaviour, attitudes and opinions and their awareness of specific issues. In this instance, the questionnaire comprised of closed-ended questions. This was a well-considered decision by the researcher as these types of questions gave the respondents a limited number of choices from which to select their responses, and therefore, made analysis much easier (Quinn 1995). Close-ended questions, according to Hening (2004), are popular because they provide greater a uniformity of responses and are more easily processed. The chief shortcoming of close-ended questions, however, lies in the researcher's structuring of the responses.

Due consideration was also taken to ensure that the level of the language matched the education level of the respondents and that the survey instrument was designed such that it was not time-consuming. The researcher also, had to ensure proper sequencing of questions. This was done in such a way that the initial questions put the respondents at ease and ensured the development of some kind of a rapport.

Erasmus, Leodolff, Mda, and Nel (2008) state that questionnaire studies are probably the most widely used information–gathering techniques, and that if correctly used, it will provide a variety of information about needs, problems, potential problems, employee perceptions, attitudes and opinions. The researcher administered the questionnaire in two ways; firstly, by visiting educators on sites, and secondly, by taking advantage of the opportunity when educators were meeting in their clusters.

Some advantages of a questionnaire study are that it can reach a large number of people in a short time, it is relatively inexpensive, gives participants the opportunity of expression without fear of embarrassment, and they yield data that can be easily summarised and reported. However it has some serious disadvantages as well. The questions in a questionnaire are often poorly stated and make little provision for the free expression of unanticipated responses and are of limited value in getting at the causes of problems or possible solutions. Also, questionnaires often yield low return rates (Erasmus et al, 2008).

3.6.3 Triangulation

Case study is known among researchers as a triangulated research strategy. Snow and Anderson (cited in Odayan 2005) asserted that triangulation can occur with data, investigators, theories, and even methodologies. According to Stake (1995), the protocols that are used to ensure accuracy and alternative explanations are called triangulation. Yin (1984) states that the need for triangulation arises from the ethical need to confirm the validity of the processes. In his endeavour to ensure validity and repeatability of interpretation, the researcher therefore felt it prudent that data collected qualitatively be subjected to a quantitative analysis. This therefore resulted in the use of graphs and tables, as can be seen in the next chapter on Data Analysis. By so doing, the researcher wanted to tap into the strength of both methods, in order to achieve his objective. According to Rubin and Babbie (1993), many scholars have come to realise that the two contrasting types of methods are not inherently incompatible. In their view, both methods – despite their differences – play an equally important, complimentary role in knowledge building, and have done so throughout the history of contemporary social science. Each approach

is needed. Each makes its own unique contribution to the inquiry. Denzin and Lincoln (2008) considered triangulation to be a process of using multiple perceptions to clarify meaning and to verify repeatability of an observation or interpretation.

As was alluded to earlier on, the researcher made used of the questionnaire to collect data from subjects randomly sampled. This, as Alasuutari, Bickman, Brannen (2008) put it, is triangulation by data source and involves collecting data from different persons or entities, checking the degree to which each source confirms, elaborates, and disconfirms information from other sources, honours case complexity and perspective among participants and helps ascertain the accuracy of each datum. Also, there is a view that bias can be eliminated or at least controlled by careful work, triangulation, and the use of multiple sources. Triangulation of methods, however, involves the use of different data collection instruments with the same subjects. This, according to Wilson (2009), has the merits of counter-balancing the threats inherent to any one method.

3.6.4 Primary Sources

The researcher met with the respondents on a personal basis so as to obtain their information first hand. Familiarity with the environment further enhanced the validity and reliability of the study. In qualitative studies, as Parfitt (2007) points out, the researcher is the primary instrument of data collection and analysis. After all, Parfitt (2007) asserts, it is through his/her eyes and ears that data are collected, information gathered, settings viewed and realities constructed. In light of the latter statement, it therefore becomes imperative that the researcher has experience and understanding about the problem, the issues at hand and the procedures employed.

Mingling with the respondents provided the researcher with the opportunity to assure them that the information gathered was not to be used for any other purpose other than the research and that it was going to be treated as confidential. The respondents were also informed that they reserved the right to

withdraw from participation in the study, should they feel the need, and that the findings would be made available should they wish to see them.

3.6.5 Secondary Sources

For the purposes of an in-depth study and understanding of the phenomenon, data was gathered from various publications such as journals, newspaper articles, the internet, policy prescripts and books. The researcher read journals in order to learn about research that others had conducted, the methods they used and the results that they had obtained. This exercise of reading journals went a long way in demystifying issues in research and provided an in-depth understanding of the phenomenon. In the initial stages of the project, the researcher had ideas and questions that he wanted answered and the reading of the journals assisted in providing the required answers and strategies as the researcher navigated the terrain of research.

3.7 METHOD OF SAMPLING

Subsequent to deciding on the method of data collection, the researcher had to select the most appropriate method of sampling. Of critical importance, was that it had to be a method that would ensure the validity and reliability of the study. According to Rubin and Babbie (1993), the ultimate purpose of sampling is to select a set of elements from a population in such a way that descriptions of those elements (statistics) accurately portray the parameters of the total population from which the elements are selected.

Furthermore, Mouton (2007) regards sampling to be a process of selecting a representative sample for observation from an entire population, in order to draw conclusions about the entire population. In addition, Mouton (2007) points out that it is almost impossible to study all members of the population that generate interest, and that neither is it possible to make every observation. This implies therefore, that in every case a sample will be selected from among the data that might be collected and studied. Mouton (2007) contends that social researchers are more deliberate in their sampling of what will be observed.

The researcher sampled one hundred sampling units, from a sample frame of four hundred and twenty eight schools. Accessing the list of schools did not pose a challenge for the researcher, as he had pointed out earlier that he worked for the same district. In order to generalise from a sample to a population, the researcher needed some sort of probability sample. Thus, the probability sampling technique proved an obvious choice for the simple reason that it enhanced accuracy and also provided methods for estimating the degree of probable success. These methods included: Simple random sampling, and systematic, stratified, stage and multi-phase sampling. According to Somekh and Lewin (2008), probability or random samples have less risk of bias, but will still be subject to a degree of sampling error. This implies the difference between the attributes or characteristics of the sample and the population it is intended to represent. In selecting the sample, one educator per school was selected from the list of sampled schools. It should be noted here that all educators from each of the schools sampled or even from the whole sample frame for that matter, had an equal chance of being selected. Therefore, validity and reliability were thus enhanced. Cohen, Manion and Morisson (2000) suggested that validity may be addressed through honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the objectivity of the researcher. On the other hand, they viewed reliability as essentially being a 'synonym for consistency and replicability over time, over instrument, and over the group of respondents.

As to the representativeness of the sample, Rubin and Babbie (1993) assert that a sample is representative of the population from which it is selected if the aggregate characteristics of the sample closely approximate those sample aggregate characteristics in the population. Hence it is with a truly representative sample that you can generalise the research findings to the whole population. However these authors hasten to point out that a sample need not be representative in all respects, but that, representativeness was limited to those characteristics that are relevant to the substantive interest of the study, though it may not always be easy to know which are relevant.

Another important consideration, is the adequacy of the sample. This entails ensuring that the sample selected is adequate in terms of having information relating directly to the problem the researcher is investigating. This implies asking educators about education issues. This is important in that it will enhance the reliability of the responses provided by elements in the sample, and the generalisability of the findings will be strengthened (Rubin and Babbie, 1993).

3.7.1 Validity and Reliability

Validity according to Sarantakos (2005), is the property of a research instrument that measures its relevance, precision and accuracy. Sarantakos (2005) contends that validity tells the researcher whether an instrument measures what it is supposed to measure, and whether this measurement is accurate and precise. Consequently, validity is a measure of the quality of the process of measurement, and one that reflects the essential value of a study. In general, a measure is expected to be relevant, accurate and precise.

- *Relevance.* An instrument is considered to have absolute validity when it measures what it is supposed to measure and nothing else –no more no less.

- *Accuracy.* Validity also entails a degree of accuracy; that is, the ability to identify the true value of the item in question.

- *Precision.* Validity also requires that a measure is precise. Precision implies accuracy, but in addition, it requires that measurements employ the smallest possible measure (Sarantakos 2005).

Sarantakos (2005) asserts that validity is the strength of qualitative research as it frees data from interference and contamination, control or variable manipulation. Somekh and Lewin (2008) distinguish between two types of validity. First, is the external validity, which they describe as the possibility of any claims of causality from the group or sample being studied to the population that the group represents, the same effect will be found in another group and/or in other context. Second, they refer to internal validity, which they describe as the confidence that can be placed in causal inferences, the implication being

that there may be other (unaccounted for) variables at play. According to these two authors, some variables will have a direct effect on others while others may have an indirect effect.

Reliability, on the other hand, refers to the capacity of measurement to produce consistent results. According to Sarantakos (2005), a method is reliable if it produces the same results whenever it is repeated, and is not sensitive to the researcher, the research conditions or the respondents. Reliability is characterised by precision and objectivity. A closer analysis of reliability shows that it is related to validity. As a matter of fact, reliability without validity is of little use.

Fox, Schwella and Wissink (1991) assert that the central problem in social science research is that the subjects of research are usually aware that they are being studied. This, they contend, creates the problem of reactivity which means that the research subjects react in the knowledge that they are being researched. This reaction can influence the validity and reliability of the data gathered.

3.8 ETHICAL CONSIDERATIONS

In conducting the study, the researcher had to take into account the many ethical considerations that anyone involved in social research would be expected to abide by. This being research of education, it implied approaching educators and requesting their participation in the study. The researcher realised that the success of the project was reliant upon according the participants respect and treating them with consideration. In any event, without the participants' goodwill and trust, the study would be starved of information. Lichtman (2006) points out that in social research, so much relies on the cooperation of the participants and that it is in the social researchers own interest to behave ethically. The researcher respected the participants' right to privacy, and was sensitive to the prospect of the research topic or methods invading that privacy.

As the researcher was distributing the research instrument, he had to assure the participants that all information given during the investigation would be treated as confidential and would not be disclosed to anyone in any way that allowed the information to be traced back to the individual who provided it. Furthermore, the researcher felt duty and morally bound to ensure that the information collected was not going to fall onto the wrong hands and was not going to be used for any other purpose than that for which it was collected. The data collected was to be kept under lock and key for a period of up to six months, and thereafter be destroyed.

3.9 CONCLUSION

The process of crafting a research design has without a doubt been a learning curve for the researcher. Not only has it taught the researcher the value and importance of reflection, but has also shown once again that determining the truth about a phenomenon is both scientific and iterative. The researcher could easily have been overwhelmed by the data available on the subject; after all, case-studies are known for their richness in data. As such, the researcher had to consider many factors that impacted both directly and indirectly on the study, and careful consideration had to be made as to which data and respondents would enhance the study. This chapter has in the main been about decision-making, including deciding on the most appropriate approaches that would add value to the discussion. For an educational project of this nature, there could not have been a better approach than the case-study approach. Simons (2009) asserts that a case study should aspire to be educative for all those taking part. Judging by the enthusiasm demonstrated by the participants in the study, it without a doubt taught them one or two things and made them reflect on their practices.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents the results and discusses the findings obtained from the questionnaire in this study. The data collected from the responses will be analysed with the Predictive Analytical Software (PASW) version 18.0. The results will be presented in the form of graphs, cross-tabulations and other figures.

4.2 RELIABILITY

The two most important aspects of precision are **reliability** and **validity**. Reliability is computed by taking several measurements on the same subjects. A reliability coefficient of 0.70 or higher is considered as "acceptable".

The results are presented below.

Section	Cronbach's Alpha
Deliverables	.653
Professionalism	.846
Responsiveness	.564
Quality	.690
Access	.703
Overall	**.874**

The overall reliability score of 0.874 indicates a high degree of acceptable, consistent scoring for the different categories for this research. All of the categories have high, acceptable reliability values, except for the section on Responsiveness.

4.3 DESCRIPTIVE STATISTICS

This section presents the descriptive statistics based on the demographic information of the study. The sample consisted of educators serving at different levels within the Ilembe District. They included: Office–based educators, principals, heads of department and post level 1 educators. A substantial number of the post level 1 educators sampled, taught in the Further Education and Training (FET) band and the rest at the General Education and Training (GET) band. The cost factor and ease of accessibility of educators in the former band accounted for the biasness and preference over the latter band. Coincidentally, there has been much focus in recent years on educators in the FET band, as this was perceived as a defining stage in terms of improved National Senior Certificate (NSC) results expected at the end of each year. There has since been a realisation, though, that quality NSC results would only come about if a solid foundation was laid at the lower grades, (GET). The table and graph below describe the gender variable:

Table 4.3.1 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	33	41.8	42.1	42.3
	Female	45	57.0	57.9	100.0
	Total	78	98.7	100.0	
Missing	System	1	1.3		
Total		79	100.0		

Fig 4.3.1 Gender
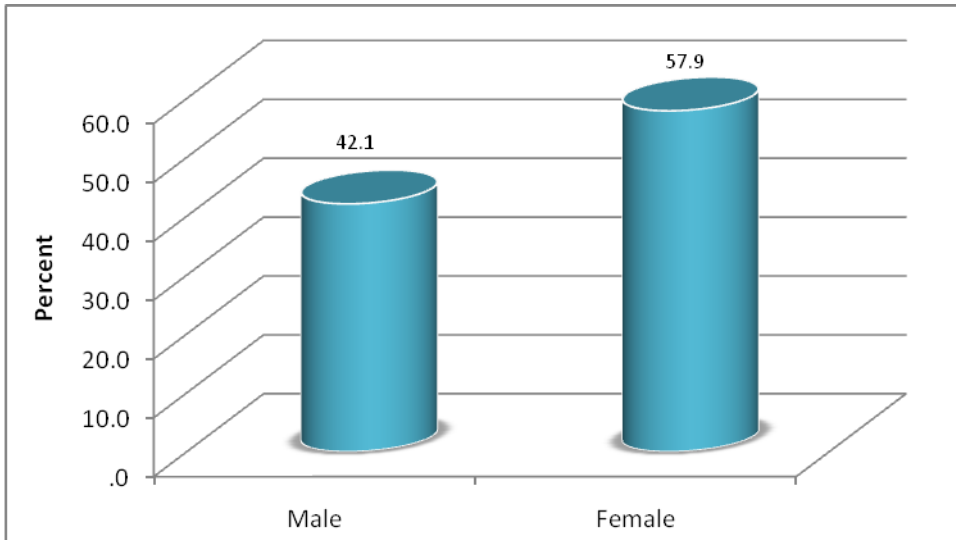
The sa mple co nsisted o f 57 .9% female r espondents and 42.1% male respondents.

Table 4.3.2 Age (years)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21 - 25	5	6.3	6.6	6.5
	26 - 30	15	19.0	18.4	26.0
	31 - 40	34	43.0	44.7	70.1
	41 - 50	21	26.6	27.6	97.4
	> 50	2	2.5	2.6	100.0
	Total	77	97.5	100.0	
Missing	System	2	2.5		
Total		79	100.0		

What could be deduced from the table above was that the Ilembe District was attracting f ewer young educa tors between t he ag es of 21 -25, acco unting f or only 6.6% of the total number of educators in the district.

Fig. 4.3.2 Age
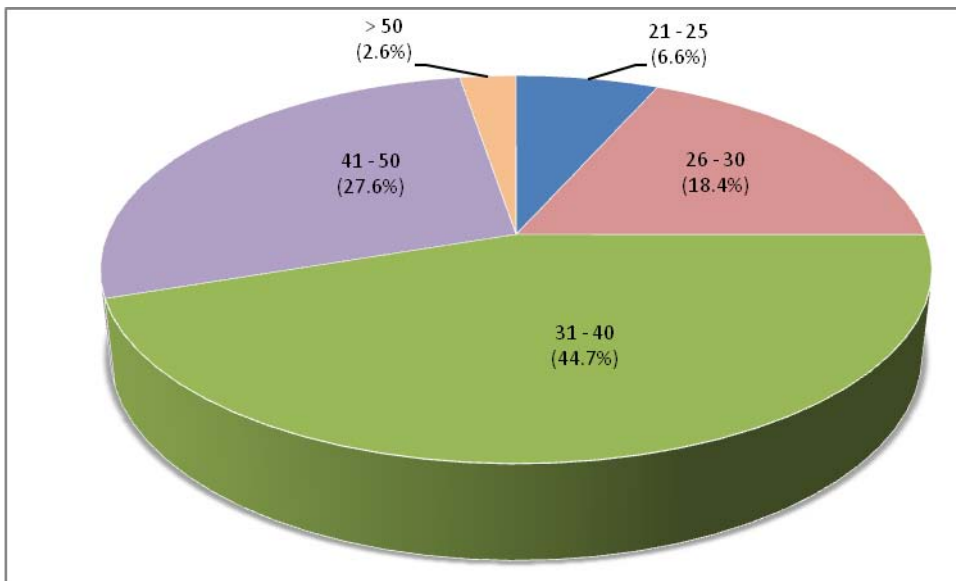
Most of the respondents (44.7%) were between 31 – 40 years old.

What co uld be deduced from the t able and g raph a bove w as that the I lembe District was attracting f ewer y oung educa tors between t he ag es of 21-25, accounting for only 6.6% of the total num ber of educators in the d istrict. T his was due t o the f act that many y oung an d newly q ualified e ducators prefer t o work i n the urban districts bor dering the south o f t his district. C ertainly, t his situation militated all efforts aimed at ensuring the sustained delivery of a quality education for all, as i t de prived t he di strict o f q ualified educators in t he age category mentioned above.

It sh ould also be no ted, from t he st atistical descr iption a bove, t hat fewer educators over the age of 50 were retained by the district, with only 2.6% of the total number of educators in the district. Assumptions could be made here, that they probably opted for early retirement or that they left because they were not coping with the many changes to the curriculum. The resultant effect has been that the district is losing more educators than it is able to attract or retain.

The relationship between age and gender is given in the table below.

Table 4.3.3 Age and Gender Cross-Tabulation

			Gender		
			Male	Female	Total
Age (years)	21 - 25	Count	5	0	5
		% of Total	6.6%	.0%	6.6%
	26 - 30	Count	7	7	14
		% of Total	9.2%	9.2%	18.4%
	31 - 40	Count	12	22	34
		% of Total	15.8%	28.9%	44.7%
	41 - 50	Count	8	13	21
		% of Total	10.5%	17.1%	27.6%
	> 50	Count	0	2	2
		% of Total	.0%	2.6%	2.6%
Total		Count	32	44	76
		% of Total	42.1%	57.9%	100.0%

As indicated above, most of the respondents were between the ages of 31 – 40 years. The ratio of males to females was nearly 1:2 (15.8%:28.9%). The youngest and the oldest age groups had only one gender type.

There could be many factors that accounted for the picture painted by the table above. The overall total percentage of male educators was less than that of females, and this was probably due to perceptions of teaching as a job for females. The fact that females comprised the oldest age group that were still currently teaching could be due to males having a shorter life span than that of females. The figures indicating more males in the youngest age category could be attributed to the assumption that the ages of 21-25 years were the pre-dominant child-bearing ages for females, and that many of the female teachers had left the profession to have their children. The overall dominance of female educators in schools could also be seen as a reflection of societal demographics, where there were fewer males than females.

The tables below give the cross-tabulation between the Academic and Professional Qualifications, and the teaching experience (in years) of the respondents.

Table 4.3.4 Cross-Tabulation between Professional and Teaching qualifications

Academic				1 - 5	6 - 10	11 - 15	16 - 20	21 - 25	> 25	Total
Bachelor's Degree	Professional	3 Year Teachers Higher Diploma	Count	0	0	0	2		0	2
			% within Professional	0%	0%	0%	100%		0%	100%
			% within Teaching experience in years	0%	0%	0%	40%		0%	18%
			% of Total	0%	0%	0%	18%		0%	18%
		4 Year Education Diploma	Count	0	0	0	1		0	1
			% within Professional	0%	0%	0%	100%		0%	100%
			% within Teaching experience in years	0%	0%	0%	20%		0%	9%
			% of Total	0%	0%	0%	9%		0%	9%
		B. Ed. Degree	Count	1	0	0	1		0	2
			% within Professional	50%	0%	0%	50%		0%	100%
			% within Teaching experience in years	33%	0%	0%	20%		0%	18%
			% of Total	9%	0%	0%	9%		0%	18%
		B.ED (Honours) and ABET	Count	0	0	0	1		0	1
			% within Professional	0%	0%	0%	100%		0%	100%
			% within Teaching experience in years	0%	0%	0%	20%		0%	9%
			% of Total	0%	0%	0%	9%		0%	9%
		3 Year Teachers Diploma Theology	Count	0	0	0	0		1	1
			% within Professional	0%	0%	0%	0%		100%	100%
			% within Teaching experience in years	0%	0%	0%	0%		100%	9%
			% of Total	0%	0%	0%	0%		9%	9%
		PGCE	Count	1	1	0	0		0	2
			% within Professional	50%	50%	0%	0%		0%	100%
			% within Teaching experience in years	33%	100%	0%	0%		0%	18%
			% of Total	9%	9%	0%	0%		0%	18%
		BSc	Count	1	0	0	0		0	1
			% within Professional	100%	0%	0%	0%		0%	100%
			% within Teaching experience in years	33%	0%	0%	0%		0%	9%
			% of Total	9%	0%	0%	0%		0%	9%
		B. Com Honours	Count	0	0	1	0		0	1
			% within Professional	0%	0%	100%	0%		0%	100%
			% within Teaching experience in years	0%	0%	100%	0%		0%	9%
			% of Total	0%	0%	9%	0%		0%	9%
		Total	Count	3	1	1	5		1	11
			% within Professional	27%	9%	9%	45%		9%	100%

	100%	100%	100%	100%		100%	100%
% within Teaching experience in years	100%	100%	100%	100%		100%	100%
% of Total	27%	9%	9%	45%		9%	100%

Of the respondents who had a Bachelor's degree, most (45%) had between 16–20 years' experience. Of these, 18% had a 3 Year Teachers Diploma as a Professional Qualification. A further 9% each had a 4 Year Higher Education degree, B Ed Degree and B Ed (Honours) and ABET qualification.

The table above gives an indication of the qualification profile of the educators in the Ilembe district. Of interest, was that a considerable percentage (45%) of educators met the minimum professional qualification of a Bachelor's degree required for one to become a teacher. This was due to the closure of Colleges of Education which offered the three year diploma as a professional qualification; a result of which no educator below the 16-20 years teaching experience category possessed such a qualification. On the contrary, most educators with between 1-5 years of teaching experience hold a four year Bachelor of Education Degree (M+4). Those educators (18%) still possessing only a three year teacher's diploma (M+3) are now deemed to be under qualified and need to upgrade in order to meet the minimum qualification requirement.

Table 4.3.5 Cross-Tabulation between Professional and Teaching qualifications (4 year)

				Professional * Teaching experience in years * Academic Cross-Tabulation						
Academic				Teaching experience in years						Total
				1 - 5	6 - 10	11 - 15	16 - 20	21 - 25	> 25	
B.A. Degree	Professional	4 Year Higher Education Diploma	Count				1			1
			% within Professional				100%			100%
			% within Teaching experience in years				100%			100%
			% of Total				100%			100%
	Total		Count				1			1
			% within Professional				100%			100%
			% within Teaching experience in years				100%			100%
			% of Total				100%			100%

Table 4.3.6 Cross-Tabulation between Professional and Teaching Masters qualification

Academic				Professional * Teaching experience in years * Academic Cross-Tabulation						
				Teaching experience in years						Total
				1 - 5	6 - 10	11 - 15	16 - 20	21 - 25	> 25	
Matric	Professional	M.Ed. Degree	Count					1		1
			% within Professional					100%		100%
			% within Teaching experience in years					100%		100%
			% of Total					100%		100%
	Total		Count					1		1
			% within Professional					100%		100%
			% within Teaching experience in years					100%		100%
			% of Total					100%		100%

Table 4.3.7 Cross-Tabulation between Professional and Teaching Honours qualification

Academic				Professional * Teaching experience in years * Academic Cross-Tabulation						
				Teaching experience in years						Total
				1 - 5	6 - 10	11 - 15	16 - 20	21 - 25	> 25	
Certificates in HIV/AIDS	Professional	B. Ed. (Honours)	Count				1			1
			% within Professional				100%			100%
			% within Teaching experience in years				100%			100%
			% of Total				100%			100%
	Total		Count				1			1
			% within Professional				100%			100%
			% within Teaching experience in years				100%			100%
			% of Total				100%			100%

Table 4.3.8 Cross-Tabulation between Professional and Teaching PGCE qualification

Academic				Professional * Teaching experience in years * Academic Cross-Tabulation						
				Teaching experience in years						Total
				1 - 5	6 - 10	11 - 15	16 - 20	21 - 25	> 25	
National Diploma Accounting	Professional	PGCE	Count		1					1
			% within Professional		100%					100%
			% within Teaching experience in years		100%					100%
			% of Total		100%					100%
	Total		Count		1					1
			% within Professional		100%					100%
			% within Teaching experience in years		100%					100%
			% of Total		100%					100%

4.4 FACTOR ANALYSIS

Why is factor analysis important? Factor analysis is a statistical technique whose main goal is data reduction. A typical use of factor analysis is in survey research, where a researcher wishes to represent a number of questions with a small number of hypothetical factors. For example, as part of a national survey on political opinions, participants may answer three separate questions regarding environmental policy, reflecting issues at the local, state and national level. Each question, by itself, would be an inadequate measure of attitude towards environmental policy, but *together* they may provide a better measure of the attitude. Factor analysis can be used to establish whether the three measures do, in fact, measure the same thing. If so, they can then be combined to create a new variable, a factor score variable that contains a score for each respondent on the factor. Factor techniques are applicable to a variety of situations. As an example, a researcher may want to know if the skills required to be a decathlete are as varied as the ten events, or if a small number of core skills are needed to be successful in a decathlon. You need not believe that factors actually exist in order to perform a factor analysis, but in practice the factors are usually interpreted, given names, and spoken of as real things.

Table 4.4.1 Factor Analysis

	Component				
	1	2	3	4	5
Educators create an environment that supports learning.	.061	.138	.529	-.011	-.438
Educators make use of various media to facilitate learning in the classroom.	.246	.055	.562	-.157	-.350
Schools receive their Learner Teacher Support Material in time.	.120	.183	-.149	.792	.024
There is sufficient deployment of District officials to meet the needs of schools.	.298	-.055	.197	.721	.117
Educators facilitate access to education for all learners in their classrooms.	.669	.106	.149	.137	.044
Educators conduct themselves professionally in relation to learners, fellow educators and parents.	.636	.276	.045	.189	.011
Educators come to work dressed neatly and presentable at all times.	.773	.204	-.119	.005	-.030
Educators teach from prepared lessons.	.599	-.062	.275	.224	-.197
Educators are at all times on time, in class, teaching.	.701	.115	.255	.287	-.182
Educators abide by the Code of Professional Ethics.	.734	.176	.195	.117	.057
Educators show commitment to improving the quality of learner performance.	.365	.481	.236	-.031	-.271
Educators infuse issues of inclusivity in their teaching.	.631	.128	.114	.026	-.185
There is correlation between the country's constitution and the new curriculum.	.136	-.058	.762	.236	.143
There is a general understanding of the competencies to be performed for the role of the educator.	.053	.187	.737	-.007	.119
Continuing professional teacher development is critical in the delivery of quality learning and teaching.	-.127	-.014	.141	-.064	.752
The educator corps in the Ilembe District is highly dedicated.	-.018	.616	.115	.509	-.062
Education provision in the Ilembe District yields the desired outcomes.	.127	.634	.237	.326	-.193
The ideal of quality education for all as stated in the country's constitution is attainable.	.259	.209	.332	.363	.124
Educators in general hold themselves accountable to the communities they serve.	.175	.654	.025	.065	-.006
Educator reflection ensures all learners are supported to realise their full potential.	.521	.567	.006	-.229	.000
Educators diversify their teaching strategies to help improve learner performance.	.435	.622	.025	.051	.063
Educators design learning programmes that assist learners to develop at their own pace.	.732	.303	.014	.048	-.049
Educators afford all learners the opportunity to achieve.	.441	.507	.024	-.027	.298
Quality education for all is critical in ensuring that communities access their democratic rights.	-.006	-.010	-.054	.141	.703

Factor analysis is a statistical technique whose main goal is data reduction. A typical use of factor analysis is in survey research, where a researcher wishes to represent a number of questions with a small number of hypothetical factors. With reference to the tables above:

- The principle component analysis was used as the extraction method, and the rotation method was Varimax with Kaiser Normalization. This is an orthogonal rotation method that minimizes the number of variables that have high loadings on each factor. It simplifies the interpretation of the factors.

- Factor analysis/loading show inter-correlations between variables.

- Items of questions that loaded similarly imply measurement along a similar factor. An examination of the content of items loading at or above 0.5 (and using the higher or highest loading in instances where items cross-loaded at greater than this value) effectively measured along the nine components.

With regards to the first section referred to as **Deliverables** on the questionnaire, here the researcher intended to measure the success of the respondents in the creation an environment that supported learning. Hence, deliverables here implied the creation of a supportive environment. The researcher therefore, was of the view that the first five questions were related to the component described above and did measure the component to a large extent. There could have been some respondents that could not clearly distinguish between the questions making up the component, but to a large extent the variables measured the component. Most respondents fully understood and appreciated the importance of a supportive environment as a prerequisite to the improvement of learner performance. Learners would achieve only if they were supported.

It is noted that the variables of the components of **Professionalism** and **Quality** loaded perfectly along one factor. This means that the statements (variables) that constituted these components perfectly measured the

component. That is, the component measured what it was that was meant to be measured.

However, the other three components have factors that overlap, indicating a mixing of the factors. This means that the questions in the overlapping components did not specifically measure what it set out to measure or that the component split along themes. One possibility is that respondents did not clearly distinguish between the questions constituting the components. This could be with respect to interpretation or an inability to distinguish what the questions were measuring.

In section three however, the sub-theme was educating for human rights by ensuring **equal access**. All five questions related to the component in that they spoke to learners being given a fair opportunity to learn and therefore achieve. The first question implied educators employing various strategies in their endeavour to find the best way possible in which they could assist their learners to learn. This involved designing programmes that were learner centred, where learners learned at their own pace. The second question spoke to giving recognition to the fact that learners were different and therefore did not learn in the same way. Some learners experienced barriers to learning. This placed an obligation upon educators to identify those learners and find the best possible way in which they could support those learners rather than exclude them and condemn them to failure. However the third one related to the curriculum as the vehicle through which the values of the constitution were to be taught. In essence, this implied a particular kind of society that was envisaged, a society where human rights were respected. With regards to the fourth question, the implication was that it was going to take a particular kind of educator to advance the transformation agenda. It called for educators that would possess certain competences - the real educator of the twenty first century. The last question acknowledged the critical role of continuing professional teacher development, if teaching for human rights and democracy were to be attained. The questions therefore successfully measured the component and loaded to a great extent along one factor.

The su b-theme i n s ection five w as concerned w ith se eing **teachers a s facilitators of l earning** for i mproved l earner per formance. T his was in recognition of l earner's diverse ne eds and learning st yles. E ducators had t o facilitate learning by allowing for flexibility, an approach that took cognisance of the fact that learners did not learn the same way. When designing programmes, educators had to factor this in. Question four related to learners being given an opportunity and being supported in order for them to achieve, whereas the last question pertained to learners accessing a quality education so that they would in turn access their democratic rights. Educators in this instance had a critical role to play. All four questions were related, addressed the issue of access to education and measured the component to some degree.

4.5 SECTION ANALYSIS

The g raphs below ar e a su mmary of the r esults for e ach of t he s ections that constitute the study.

Fig 4.5.1 Deliverables
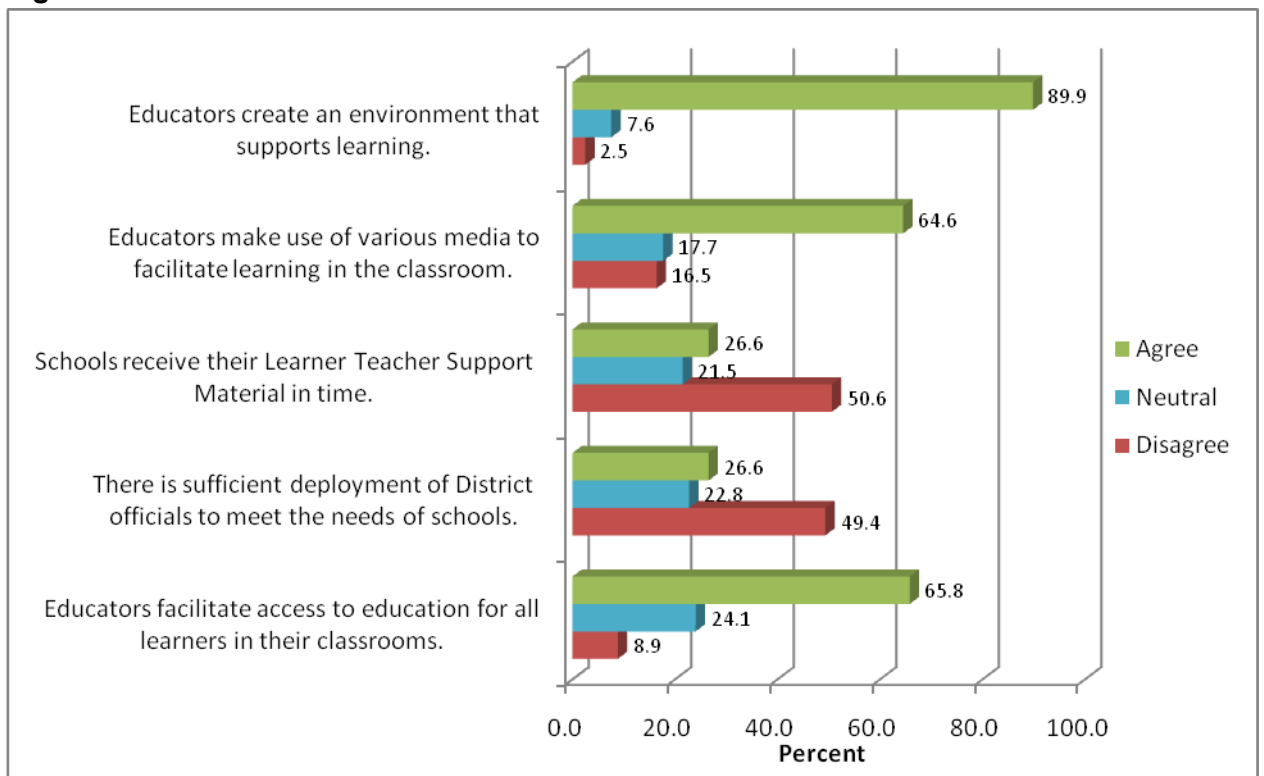
There i s st rong ag reement with t he first st atement r egarding t he environment that educ ators create. A f urther two-thirds (65.8%) believe that educators d o facilitate access for l earning t o occur i n t he cl assroom. A sl ightly sm aller percentage (64.6%) indicated that they used various types of media to achieve this. However, half of the respondents disagreed with the statements referring to departmental issues. These included schools not receiving their materials on time an d an insufficient n umber of officials deployed at di strict l evel. Approximately a quarter o f t he r espondents did however ag ree t hat t hese criteria were met by the department. The remaining quarter of respondents was uncertain regarding these positions.

Fig 4.5.2 Professionalism
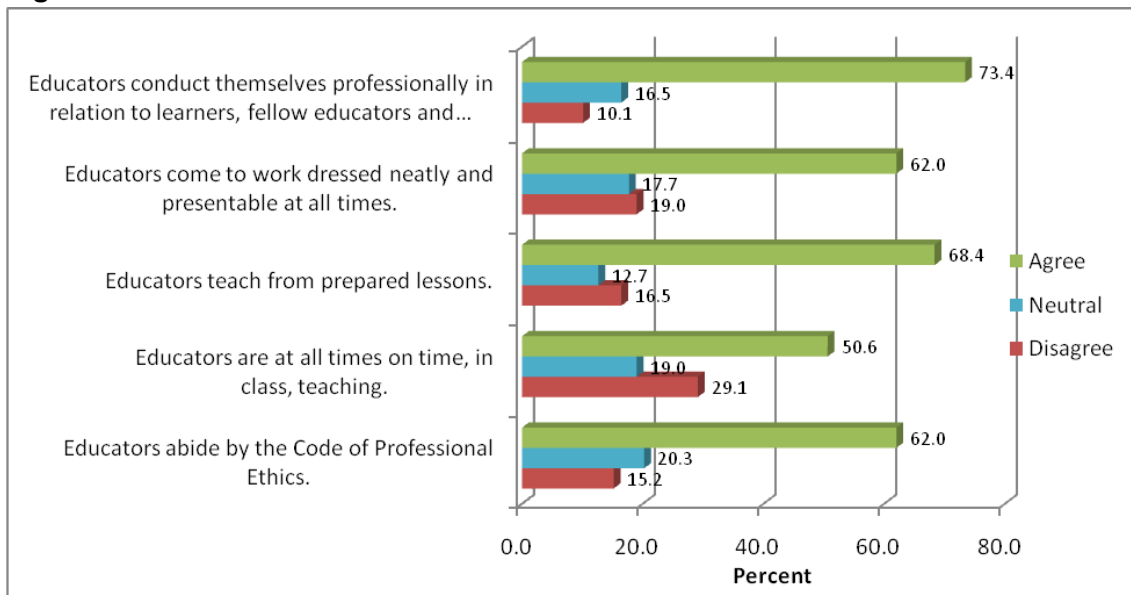
It i s quite appar ent f rom t he g raph a bove t hat a si gnificant proportion of respondents were of the view that their conduct was professional in relation to learners, fellow educators and parents (73%). Interestingly, however, reports of educators involved in relationships with learners continue to surface year-in and year-out. The fact t hat t here w ere m ore female r espondents than males m ost certainly influenced the results in this regard. Most respondents (62.0%) were of the v iew t hat e ducators came t o w ork dressed n eatly an d were presentable. Most r espondents (68.4%) w ere of t he v iew t hat educa tors taught from prepared lessons. Of concern though, was the fact that this did not translate into improved l earner outcomes. The figure o f j ust (50.6%) o f t he respondents

indicating t hey were al ways on t ime and in cl ass teaching co nfirms the perceptions widely e xpressed t hat a significant nu mber o f ed ucators were not meeting their obligations in terms of teaching time.

Fig 4.5.3 Responsiveness
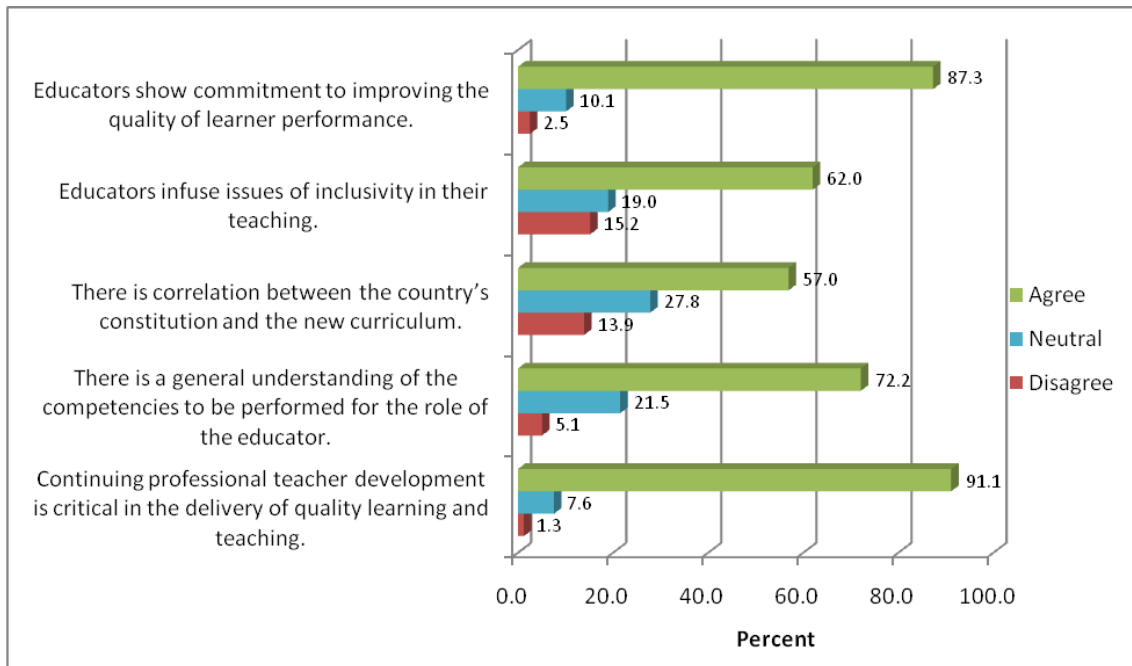
Figures from t he abo ve diagram indicated an ov erall r esponsiveness to t he constitutional mandates. T he ca tegory of r esults above, r elated t o whether an impact was being made in response to the constitutional imperative of ensuring the attainment of a quality education for all. The first statement above indicated that most r espondents sh owed co mmitment to i mproving l earner per formance (87.3%). O f co ncern though, w as that onl y a sm all per centage (57.0%) o f educators knew of a l ink between the country's constitution and the curriculum. This gave an i ndication that a l ot of our educators went about their business of teaching oblivious to a constitutional objective, of the kind of society envisaged.

The findings overall were however, not congruent with reality, as there were still many learners from the sampled schools who were excluded from the education system. Li terature on education sh ows that a substantial nu mber o f l earners reach Grade 12 but ar e not y et f ully l iterate. T he perception w as that not

enough w as being done by t eachers to cr eate a n en abling env ironment and thus ensure the realisation of the objectives.

Fig 4.5.4 Quality
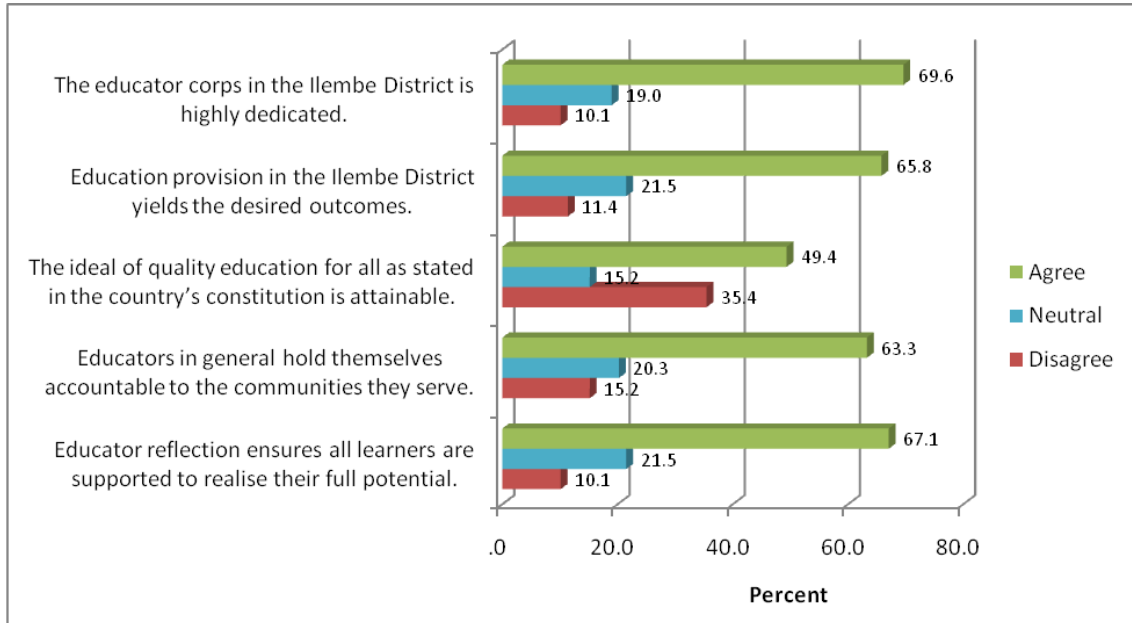
The results from the graph above show that in terms of the provision of a quality education, t he e ducators within t he district w ere m aking so me si gnificant strides. The respondents postulated overwhelmingly that this was the case. This was however not in keeping with the researcher's observation. The researcher holds that the criterion for measuring quality is effectiveness. In essence, this implies the attainment of that which y ou had se t out to achieve, that is, your objectives. The output of the school education in the district indicated however, that this was far from being a reflection of the reality.

Fig 4.5.5 Access
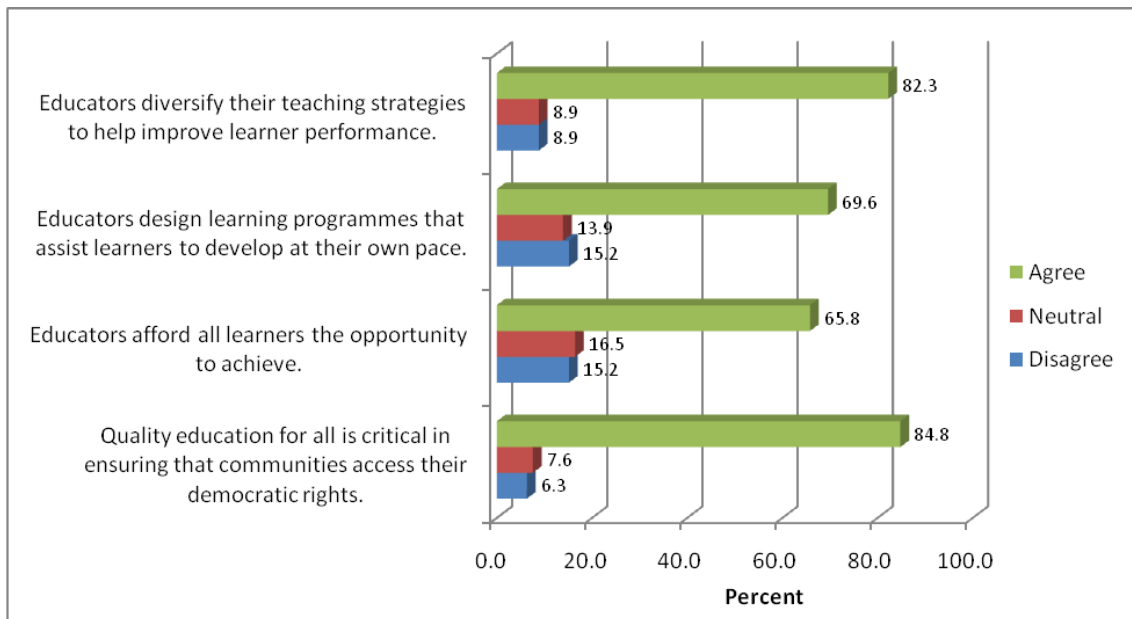
From the graph above, it was apparent that a significant number of respondents were of the view that they facilitated access to learning for their learners. The researcher asserted that the issue of access could easily have been misconstrued to refer to just physical structures, and not have been concerned about employing different teaching strategies to cater for learners diverse needs. In essence, it pertained to removing barriers to learning. The findings were however, not congruent with the high drop-out rate that was experienced by most of the schools in the district. It could therefore be assumed that not enough had been done to ensure access to learning.

4.6 HYPOTHESIS TESTING

The traditional approach to reporting a result requires a statement of statistical significance. A **p-value** is generated from a **test statistic.** A significant result is indicated with "p < 0.05". These values are highlighted in yellow.

The Chi square test was performed to determine whether there was a statistically significant relationship between the variables (rows vs columns).

The null hypothesis states that there is no association between the two. The alternate hypothesis indicates that there is an association.

The table below summarises the results of the chi square tests. The highlighted results indicate that there are relationships between each statement and the respective category.

Table 4.6.1 Chi Square Test

	Gender	Age (years)	Academic	Professional	Teaching experience in years
Educators create an environment that supports learning.	0.950	0.473	0.974	.001*	0.087
Educators make use of various media to facilitate learning in the classroom.	0.411	0.835	0.547	0.690	0.310
Schools receive their Learner Teacher Support Material in time.	0.829	0.637	0.444	0.120	0.482
There is sufficient deployment of District officials to meet the needs of schools.	0.664	.009*	0.138	0.162	0.058
Educators facilitate access to education for all learners in their classrooms.	0.146	0.083	0.381	0.132	0.110
Educators conduct themselves professionally in relation to learners, fellow educators and parents.	0.875	0.902	0.695	0.617	0.437
Educators come to work dressed neatly and presentable at all times.	0.436	0.284	0.260	0.343	0.239
Educators teach from prepared lessons.	0.426	0.152	0.815	0.451	0.399
Educators are at all times on time, in class, teaching.	0.850	0.667	0.214	0.470	0.065
Educators abide by the Code of Professional Ethics.	0.594	0.922	0.356	0.381	0.417
Educators show commitment to improving the quality of learner performance.	0.961	0.796	0.984	0.101	0.180
Educators infuse issues of inclusivity in their teaching.	.017*	0.895	0.709	0.936	0.386
There is correlation between the country's constitution and the new curriculum.	0.926	0.233	0.869	0.082	0.739
There is a general understanding of the	0.730	0.159	0.288	0.134	0.926

competencies to be performed for the role of the educator.					
Continuing professional teacher development is critical in the delivery of quality learning and teaching.	0.323	0.462	0.219	0.293	0.896
The educator corps in the Ilembe District is highly dedicated.	0.436	0.985	0.375	0.346	0.747
Education provision in the Ilembe District yields the desired outcomes.	0.959	0.403	0.697	.000*	0.793
The ideal of quality education for all as stated in the country's constitution is attainable.	0.820	0.701	0.469	.021*	0.284
Educators in general hold themselves accountable to the communities they serve.	0.822	0.447	0.869	0.051	0.305
Educator reflection ensures all learners are supported to realise their full potential.	0.826	0.407	0.404	0.441	0.534
Educators diversify their teaching strategies to help improve learner performance.	.020*	0.242	0.969	0.055	0.421
Educators design learning programmes that assist learners to develop at their own pace.	0.603	0.155	0.223	.012*	.002*
Educators afford all learners the opportunity to achieve.	0.789	0.227	0.946	.023*	0.362
Quality education for all is critical in ensuring that communities access their democratic rights.	0.146	0.344	0.999	0.609	.022*

An example with which to explain this table is that there is a significant relationship between "Professional Qualification" and "Educators create an environment that supports learning" as the p-value is 0.01 (which is less than the 0.05 level of significance). This means that when the statement is considered, respondents do not have the same opinion if they were categorised according to professional qualifications.

It is noted that most of the significant results are with respect to professional qualification. This argument is extended to the other significant values.

4.7 CONCLUSION

Generally, the findings painted a positive outlook on the state of curriculum delivery in the district. An impression was certainly created that all was well and that educators were up to the challenge of delivering quality education to all learners in the district. This however, was a far cry from the reality out there in the schools. In the first instance, statistics reflect a high dropout rate among learners at all the grades, a startling revelation that many learners still felt that school education did not cater for their needs. Secondly, the perpetual shortage of teachers has created a dependency on unqualified and under qualified educators in the district. Much of this alleviated unemployment in the district, the damage done to the learners was unsavoury and hampered all efforts aimed at ensuring and delivering an improved quality of instruction in the classroom and accounted for high poor learner performance. In addition, many of these educators lacked the understanding and competencies needed in order to respond to the varied needs of learners. Studies have shown that qualified educators were key to the realisation of a quality education for all. Numerous other challenges have impacted on the delivery of a quality education in the district and thus stifled the development of rural communities. It therefore is imperative that intervention strategies from the government are put in place to address the situation and prevent it from deteriorating any further.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The whole idea of wanting to conduct a study on the Code of Professional Ethics came about after an intensive study of the country's Constitution; the values it espoused, literature read on school effectiveness, as well as the observations made over a period of time of the goings on in some of the schools, not only in the Ilembe District, but in the whole of the province of KwaZulu-Natal. In the press, one could hardly finish reading print media without coming across an article written by a concerned citizen raising issue with the state of education in this country. As a matter of fact, calls came from all sectors of society that a solution needed to be found sooner rather than later. On the surface, you could conclude that all was not well and that if a solution was sought, it had to be found as a matter of urgency.

In the January 8 Statement of 2010, the governing party, the ANC, through its president and also president of the country, Jacob Gedleyihlekisa Zuma, declared education a societal issue and called on everyone to join the government in seeking solutions to the problems that continued to plague the education system of this country. It has been widely documented that this country's education system, despite all the investment put in it, still did not yield the desired outcomes. It was against this backdrop that this project was conceived, partly in response to the call made and also in part to the desire to make that meaningful contribution to finding the solutions to the problem.

In this and previous chapters, the researcher outlined the aims and objectives of the study, the lessons learnt from the journey and the discussion on the findings of the investigation. The researcher sought to do this from the perspective of the Code of Ethics; the role that educators ought to be playing in order to ensure the delivery of a quality education for all, as mandated by the country's Constitution. The view held by the researcher, was that quality education had a

developmental role in that it was key to improving the lives of the people of this country. This was premised on the theory that people who have reached certain levels of education had a fair chance of improving their situation and leading a better life.

For that desired state to be attained, the researcher contended that it required a change of mindset; that those in the public service and more particularly, in the education fraternity, saw their role as facilitating the achievement of this goal. Furthermore, the researcher appreciated that this was no mean feat and that it required educators to show dedication, professionalism and commitment to the transformation agenda.

5.2 SUMMARY OF THE STUDY

5.2.1 Key Research Questions

The thrust of the discussions in this chapter is around the questions raised in the initial stages of the project. As the project unfolded, careful considerations had to be made to ensure that these questions were addressed as they were regarded as critical to the success of the project. The questions touched on the following:

- Factors accounting for mediocre performance in many of the township and rural schools in the Ilembe District.
- Whether or not the educators realised the critical nature of their role in ensuring transformation in this country.
- Whether or not the Code of Professional Ethics has any relevance and significance in fixing education in this country.
- Whether or not the ideal of a quality education for all, as enshrined in the country's Constitution, was attainable.
- What the sources of ethics were?

The aims and objectives of the study have been encapsulated in these questions. Therefore, ensuring that they were addressed as the project

unfolded had been the preoccupation of the researcher, for the simple reason that they would help gauge the effectiveness of the study.

5.2.1.1 Poor Learner Performance in Rural and Township Schools

The researcher delved into this project with the whole idea of wanting to unravel some of the factors that accounted for much of the poor learner performance in many of the schools in the Ilembe District. According to the researcher, this was one issue that remained at the apex of concerns for anyone regarding themselves as a true, patriotic South African. As the focus of the study, the Ilembe District schools were mainly rural and lacking in the most basic of resources. In this study, the researcher argued from the Constitutional perspective that learners from that area deserved no less than their counterparts from the suburbs. The researcher contended that the country's constitution guaranteed all learners equal educational access and that the country's system of education needed to ensure that this ideal was realised. However, the researcher conceded that the challenges that faced many of the rural and township schools in this district were multifaceted and required a multipronged approach in addressing them. Of critical importance, was that all stakeholders needed to appreciate what was at stake and that no stone was to be left unturned in seeking solutions to this problem, that time was of the essence and that failure was not an option.

5.2.1.2 Education - The Basic Human Right

In this study the researcher operated from the premise that the provision of a quality basic education was a constitutional imperative and that education itself was a basic right. This therefore called on all educators to ensure that no effort was spared in ensuring that every learner in this country was able to access this right. The government on the other hand, had an obligation to protect the right of every individual and was also accountable to ensure that all stakeholders were involved in the protection of and advancement of this right. Mda and Mothatha (2000) submit that the government's commitment to upholding these rights has been translated to policies.

5.2.1.3 Reconceptualising Teaching

The environment in which educators operate is constantly changing. For instance, in recent years educators were required to teach with human rights in mind, that is, to ensure that they were responsive to the diverse needs of their learners and that no learner was excluded. In addition, learners had to be taught ways of caring for the environment, as this was critical in ensuring self-sufficiency and the alleviation of poverty. It is the researcher's assertion that many of our educators still teach in the same old way and consequently fail many of our learners. The policy of inclusive education required of educators that they identified and addressed barriers to learning and thereby created an enabling environment. Much of poor learner performance could be attributable to this omission by educators.

5.2.1.4 The Code of Professional Ethics

It has been widely reported that some educators in many of the township and rural schools, arrived late for work, left early and taught for less hours than were required. There have also been reports of educators attending union meetings during instructional time. According to the researcher, this is in direct conflict with the ethos of the profession. The researcher contended that the Code of Professional Ethics in education served to inform and remind those involved in education of their obligations to uphold the integrity of the profession. The researcher pointed out that educators ought to realise that as public servants and professionals, their conduct was always under public scrutiny and that at all times they needed to conduct themselves professionally and in a manner that was beyond reproach.

Many contraventions of the Code have been reported, and ranged from minor to more serious ones. These, the researcher submits, have done more harm than good for the profession and account for many of the dysfunctional schools. The researcher is of the view that not enough was not being done to promote and ensure adherence to the Code. Consequently, its effectiveness as a deterrent has been brought into question. The researcher maintains that if the Code was made part of Continuing Professional Development, that it would go a long way towards focusing the educators on the task at hand and would ensure the

attainment of objectives. In addition Carr (2000) points out that the teacher are perceived as representatives or custodians of a specific set of civilized standards and values, predicated on a traditionalist idea of education as the transmission of culture – of the best that has been taught and said in the world – from one generation to the next. He submits that this perspective leads to the conception of a teacher as someone who possesses a range of virtues rather than set of skills.

5.2.1.5 The Ideal of Quality Education for All

According to the researcher the advent of democracy in South Africa saw the adoption of a new Constitution founded on democratic value system and human rights. The new developments that took place actually placed education at centre stage to drive the transformation agenda. Clearly, there was a kind of society that had to be brought about – it was a constitutional imperative. After all, education systems the world over are value laden and this country was no exception. The current government's commitment in this regard has been demonstrated by the plethora of legislation and policies put in place to ensure the realisation of this ideal. Indeed, this required a collaborative approach – that all those with a stake in education had a contribution to make. This had implications for teaching and learning in that it had to be focused on imparting knowledge, skills and values that would produce learners who would be able to function fully in a democratic space. The researcher was of the opinion that failure to accomplish this constitutional ideal would have dire consequences for the country.

5.2.1.6 Sources of Ethics in the Education Sector

It was important that recognition was given to the diverse nature of our society, that is, in terms of culture and the value systems. On the other side, however, it was important that, as a nation, we sought those elements that fostered social unity and cohesion. As a constitutional democracy, people owed their allegiance to the Constitution of this country and should therefore seek ethical guidance from it. Firstly, the Constitution of the Republic of South Africa of 1996 addressed all matters of state extensively and stated categorically that the Constitution reigned supreme and that any law inconsistent with it was invalid.

Secondly, as a professional body, the South African Council for Educators gave effect to the Constitution and provided an ethical code for the profession which all educators had to abide by.

5.3 LIMITATIONS AND STRENGTHS

From the outset the researcher conceded that any topic on education was going to be an in-depth one and findings would certainly not be conclusive. In the first instance, the study was conducted in the main amongst educators teaching in the Further Education Training (FET) band and therefore had a strong FET bias. Generally, focus has tended to be on educators teaching at this level, and those within the General Education and Training (GET) band somehow escaped public scrutiny. This was despite studies showing that a solid foundation laid at lower grades was critical in the improvement of learner outcomes at the Grade 12 level. However, it was imperative that teachers at this band met the fundamental minimums which, among others, included language skills, numeracy skills and developing in learners a set of ethical values that will enhance their role as good citizens. A further limitation of the study was that it used a case-study approach and looked at a single case. The findings therefore could hardly be generalised beyond the case under study.

On the other hand, this approach had some advantages, one being that the focus on only one case had an objective of developing as full an understanding of the case as possible. Here the researcher was allowed an opportunity to examine the intricacies and the complexities of the situation selected for study in order to reveal its salient features. Second, the approach served an educative purpose for all who took part in it. As Henning (2004) pointed out, rich data are a prerequisite for a full case. Gregory (2003) submitted that educational research had as its overriding goal, a more profound knowledge and understanding of what was happening in those institutions, whose task it was to deliver education. He argued that educational research pursued in a systematic manner, the truth about what was going on in schools and universities as they took on the task of educating the future generations. The vindication of educational research was in it's impact upon practice.

5.3.1 Collaboratively Making an Impact

Literature on education suggested that a collaborative approach was required in order to deal with the many challenges that faced education in this country. No one could do it alone. The government had since showed it's commitment by putting in place various legislation, policies, programmes and campaigns aimed at facilitating the attainment education goals. In addition to this, a bigger slice of the country's budget went to education. All this represented the government's intent to ensure equal access and thus help better the lives of all South Africans.

It was important that everyone involved in education fully grasped what was at stake and the implications of their actions and/or inactions. Lack of leadership and poor management by school management teams had been cited as some of the contributory factors accounting for many dysfunctional schools. Schools needed competent managers who were not afraid to enforce the code and implement the disciplinary measures at their disposal.

Educators, however, needed to change their mindset and see education for what it was, a human right. Reports of educators who arrived late for work, taught for less time than was required and left work early were not helping to improve the situation and unions had a moral obligation to take a hard-line stance against such practices. Furthermore, teachers had a responsibility to increase their knowledge base in order to be more effective in the classroom.

Parents on the other hand, could no longer afford to continue obliviously, but rather needed to play a more meaningful role in the education of their children. After all, effective schools encouraged the participation of all the stakeholders in the decision-making structures of the school. School Governing Bodies had a role to play in holding schools to account and ought to receive regular updates of school and learner results.

5.4 CONCLUSION OF THE STUDY

In trying to determine what distinguished a moral action from a non-moral one, Kant (in Robinson and Garratt, 1998) concluded that a moral action was one done from a sense of duty rather than following personal inclinations.

The implication here was that everyone involved in education, more especially educators, had a duty to ensure that the imperatives of the country's Constitution were met. Notwithstanding the many challenges that educators faced in the classroom, failure was not an option as it would have dire consequences for this country and rural communities in particular. Since education was declared a human right, there was a constitutional obligation on the part of educators to ensure equal access and a quality education for all their learners.

The findings of the study painted a negative picture in terms of the inability of this sector to attract young people. To further compound the problem, figures showed that fewer educators worked until the retirement age of sixty five. Instead, a considerable number migrated to urban areas, or at worst opted for early retirement. The resultant effect has been a general shortage of educators, which militated the set goals of the Department of Education. A collaborative effort was therefore required to deal with the myriad of problems, and where necessary the Code had to be enforced to direct teachers' energies towards the attainment of educational goals.

The new political landscape that emerged after 1994 and the human rights approach that came with it required of teachers that they engage in continuing professional development and growth in order to improve their practice and ensure effective learning by all their learners.

The researcher held the view that education played a developmental role, and was therefore key to bettering the lives of the people. This obviously, created some expectations of the educator corps of this country that they would, as true

agents of positive change, rise to the occasion and be responsive to the varied needs of their learners.

Reports suggested that the schooling system in this country was not yielding the desired outcomes. Even the recently published outcomes of the Annual National Assessment (ANA) painted a bleak picture as to the level of development of literacy and numeracy skills among our learners. Further, statistics suggested that less than half of the learners who enrolled in grade one 12 years ago reached grade 12 in 2010, let alone passed Grade 12. Township and rural schools were the worst off. This was a serious indictment to those in the teaching fraternity, and therefore required a concerted effort from educators, school governing bodies, school management teams, unions, the professional body, SACE, as well as government to help improve the image of the profession and to hopefully improve learning outcomes.

The researcher asserted that learners from township and rural schools deserved no less; and that if the current state of affairs was allowed to deteriorate any further, it would certainly diminish the chances that these communities would one day be able to better their lives and thus extricate themselves from the mire of poverty.

5.5 RECOMMENDATIONS OF THE STUDY

The researcher recognised that the challenge of delivering a quality education for all was no mean feat, and that it required a collaborative effort from everyone with a stake in education. Realising this ideal called for all stakeholders to do their bit, for district officials to give the necessary support to schools and for educators in particular, to show dedication and renewed commitment to teaching, including the teaching of human rights and change. In order for educators to create a supportive environment for their learners, they themselves needed to feel valued and recognised for the contribution that they make. This implied that school management teams had to reconceptualise their roles and empower Post Level1 educators by involving them in decision-making processes.

The school management teams from rural and township schools needed to come to the party and begin providing leadership and management of objectives. In many instances, the code of professional ethics was not adhered to and bad educators got away with it because there was also no accountability. According to Carr (2000), all teaching had to be bound by professional ties of accountability and responsibility to employers, parents, pupils and so on. Senior management of schools therefore, had to be seen to be applying the code and following disciplinary procedures where transgressions had occurred.

Furthermore, educators had to realise that they were responsible for their own continuing professional growth and development, as it was one of the coping strategies at their disposal. This was also a vital area where the teacher unions could play a meaningful part, by ensuring that their members kept abreast of developments.

Of critical importance was that schools needed to not lose sight of the broader goals of education and that the vision and mission of the Provincial Department of Education had to inform practice and provide direction for these organisations. Following on this, constant monitoring and evaluation had to be done in order to determine if the school was still on track. Lastly, performance management had to be effectively implemented to in order to identify and reward excellence.

5.6 CONCLUSION

It was quite apparent from this research project that there was no lack of political will and urgency to want to turn things around in education in this country. This, as a matter of fact, has been demonstrated by the plethora of progressive legislation, policies, structures and systems that the government has put in place to facilitate the attainment of education goals. As there was a particular kind of society that it was hoped would emerge from a schooling system in this country, it was therefore imperative that teaching and learning be focused on imparting the knowledge, skills and values that were required to produce learners who would function fully in a democratic environment. The

question however, was whether teaching was effective in ensuring the attainment of this objective or not.

As this country's Constitution promoted participatory democracy, it was therefore imperative that civil society played their role in holding educators accountable and responsible to the stakeholders. It is the researcher's assertion that some kind of principled activism was required by civil society to ensure that these goals were indeed achieved. Educators on the other hand, needed to abide by the Code of Ethics and thus ensure their conduct was beyond reproach.

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