THE ROLE OF SCHOOL PRINCIPALS AS MANAGERS IN EMPOWERING EDUCATORS AND LEARNERS IN TSHINANE CIRCUIT, LIMPOPO PROVINCE

BY

THIFHELIMBILU HELEN MUTANGWA

DISSERTATION

Submitted partial fulfilment of the requirements for the degree of

MASTER IN PUBLIC ADMINISTRATION AND LEARDERSHIP

at

Turf loop graduate school of leadership (TGSL)

SURPERVISOR   : PROF D.R. THAKHATHI

2007

ACKNOWLEDGEMENT

Declaration

I declare that

The role of school principals are managers in empowering educators and learners in Tshinane Circuit is my own work, and that all the sources used or quoted have been indicated and acknowledged by means of complete references.

---   ----------------------
T.H Mutangwa (Mrs)   Date

Dedication

I dedicate my dissertation to my sister Naledzani Rebecca Mudau , my husband Joseph, my children, Rotondwa, Mishumo, Muimeleli, Zwoluga and Unarine as a challenge to their studies , and to my father Daniel Aifheli Mudau and my mother Tshavhungwe who from a humble beginning made me what I am today.

Summary

The role of school principals as managers in empowering educators and learners in Tshinane Circuit. This study was carried out to investigate the role of school principals as managers in empowering educators and learners in Tshinane Circuit.

Empowering is the process of development and growth where a person is enable to take decisions independently and in an autonomous way to make a contribution to the development of his/her organization (a school) .empowered people feel confident that they can perform adequately. Empowerment aimed at improving the educator's and learner's livelihood ultimately, in order to improve teaching and learning. It also equip educators with information, knowledge, skills and new classroom teaching strategies, which put learners in the centre of the didactic situation required for them.

Chapter two is devoted to literature review. The aim of chapter two is to clarify concepts related to empowerment of educators and learners, concepts such as school climate, principals' management role, participatory school governance, educator's empowerment mechanism, learners empowerment mechanism, purpose of empowerment, the impact of empowerment on motivation, importance and significance of empowerment and making empowerment possible.

Chapter three outlines the methods and techniques used to gather data for this research. The researcher used the qualitative research parading to collect data from selected respondents. Two instruments for collecting data were used in this study. Questionnaire in (Appendices A, B and C) were handed out to school principals, educators and learners. Interview schedules in (Appendices D and E were for circuit manager and subject advisor.

The main findings of this study were:

- Educators were poorly empowered and in effective as a results of poor attendance of in service training, no proper techniques for supervision and no proper coordination between educators organizations and schools management teams.

- Educators competence and effectiveness in enhancing learner performance were found to be remarkably low as a result of indiscipline learners, no involvement in curriculum planning and curriculum development, poor management of schools by principals, lack teaching media and high educator-learner ratio.

- Amongst learners, educators were disempowered and ineffective and visible sign were absenteeism , no preparation of lessons when teaching , continuous boycott of classes in attending meeting of their organizations.

- Subject advisor and circuit managers indicated that educators were ill empowered and in effective in enhancing scholastic achievement of learners as a result of their being rejected by educators in supervising their activities.

Main conclusions

Educators are poorly empowered and ineffective in enhancing learner's performance as a result of:

- Poor attendance of in-service training by educators.
- There is no proper techniques for educators supervision.
- Learners are not disciplined with visible sign-posts such as absenteeism , bullying and negligence of written work.
- Poor management behaviour and performance of the management teams by education managers.

- Teachers are not involved in the curriculum development of their subjects.
- There is high educator-learner ratio, which prevents educators from executing individual teaching necessary for the betterment of learner performance.

Resultant Recommendations

Several recommendations are made and they are detailed in Chapter Five

TABLE OF CONTENTS

CHAPTER ONE : GENERAL ORIENTATION TO THE PROBLEM

CHAPTER TWO: LITERATURE REVIEW

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA

CHAPTER FIVE: SUMMARY, FINDINGS, CONCLUSIONS

LIST OF TABLES

APPENDICES

CHAPTER ONE

GENERAL ORIENTATION TO THE PROBLEM

1.   INTRODUCTION AND BACKGROUND

The department of Education is seriously considering the issue of performance management. As a result, schools are expected to perform to a higher level each year. This puts school principals as managers of schools under immense pressure. Therefore there is a need for principals to work collectively with those involved in education i.e. parents, educators and members of the community.

This research will look at the way in which principals in their management tasks are empowering educators and learners. If educators are empowered, then the task of the principals will be very much easier. These will enhance the performance of the school as a whole e.g. good results, trust, honesty, participation and collaboration.

The intention to conduct this research is based on the assumption that educators and learners are not empowered and this is having a negative impact on the performance of the school such as high failure rate; reports not issued in time, little or no written work and there is poor discipline.

There is no empowerment of educators and learners by the principals as managers of schools. Principals are working in isolation, without consulting educators in important decisions like drawing a school calendar, time tabling, control of work, drawing of school policy, disciplinary measures to be followed etc. Principals only empower educators in cases where there is risk involved like discipline, control

of uniforms, expelled learners from school. Practically, a principal does not demonstrate educators and learners as a school's most valuable resource: they do not even want to remove those bureaucratic obstacles from the environment so that learning is facilitated. In addition, principals do not empower educators and learners, therefore they decrease the decision-making capacity of teaching staff, among other things, principals do not show a willingness to experiment in order to find new and better ways to do things. The researcher will research on effective leadership and management. However, the focus is on empowerment of educators and learners by principals. All school principals should decide what work should do themselves and what should left to others. An issue here is delegation-the process of distributing and entrusting work to educators.

The principal assigns responsibility, grants authority to act and expect accountability. The individual that accepts the task takes on a direct obligation to the principal to complete the work as agreed and eventually answers back to the principal for performance results. A leader should agree on performance objectives and standards as well as allows followers to act independently. This act requires the sharing of information and ownership for the applicable task. [Educational leadership study guide (2003:42)]

2.   PROBLEM STATEMENT

The research problem to be addressed in the proposed research is the extent to which educators and learners are empowered by school principals as managers of schools in Tshinane Circuit in order to improve the results. No research has been done before with regard to educators and learners empowerment and effective leadership in schools by managers. Thus, research in this respect is regarded as

very essential in order to improve the empowerment of educators and learners in schools to make it possible for educational stakeholders especially educators and learners to understand, utilize, promote and implement the necessary and functional strategies that they have acquired through empowerment toward effectiveness in teaching and learning.

3. MOTIVATION OF THE STUDY

This topic is of value in that it is envisaged that it will assist school managers in realizing the importance of empowering their educators and learners. Apparently, educators and learners are demotivated and this is impacting negatively on the teaching and learning situation. It is for this reason and many more that tempted the research to undergo such a study.

This research would be useful to the education system, specifically the Limpopo education Department(LED) in that it will serve as the basis in which they can also come up with strategies to empower their educators.

4. AIMS OF THE STUDY

The South Africa Schools Act 1996.(Act No.84 of 1996) clearly lays the foundation for the empowerment of educators in schools, but it appears schools in particular are experiencing problems with respect to the empowerment of educators and learners by schools principals. The study aims to investigate problems that emanate from lack of empowerment educators and learners in Tshinane Circuit.

4.1. Objectives

For the above general objective to be attained, this study is intended to achieve the following objectives:

- Establish through investigation the nature, meaning and significance of empowerment of educators and learners by school managers in schools.
- Investigate the process of empowerment and its implementation in schools in the post-democratic dispensation.
- Analyse the perception of educators and learners on and about empowerment.

5.   SIGNIFICANCE OF THE STUDY

There is no research carried out in Tshinane Circuit of Vhembe region in Limpopo Province. This study therefore, would add knowledge on the importance of empowerment as a driving factor for educators and learners effectiveness. The study would further contribute to knowledge on factors that prohibit effective teaching and learning.

This study will benefit principals and heads of departments in that it will bring to light some educational and professional problems they should address when assisting educators to work effectively. For educational researchers, this study will provide value information in the area under review and makes suggestions for further studies. Finally, the study adds to existing literature on educators and learners empowerment.

6.   RESEARCH QUESTIONS

The following hereunder will be research questions:

1. To what extent are school managers empower educators to become effective leaders.

1.1. What is the view of the meaning, nature and significance of empowerment of educators in an organisational set-up environment e.g. school?

1.2. How can shared participation responsibility bring about optimum participation in an organization of knowledge production.

2. What are the perceptions of educators with respect to the implementation process of empowerment in schools?

3. In what way can the empowerment of educators in schools facilitate effective leadership as well as good management?

7.   RESEARCH METHODOLOGY

For the purpose of the proposed study, the researcher will use the qualitative method.

8.1. Research design

This section in the proposal addresses a key question: what type of study will be undertaken in order to provide acceptable answers to the research problem or question? (Mouton 2001:49). The methods which will be used, will consist of relevant published and unpublished materials. Educational journals, books and reports containing valuable information on educators and learners empowerment.

The information will be supplemented by information gathered through interview schedules and questionnaire survey based on educators and learners empowerment.

8.2. Area of study

The area of study of this research will be based on selected schools found in Tshinane Circuit which of the Vhembe District, Limpopo Province.

8.3. Population

The population for this study will be composed of eight learning areas in the public education system of Tshinane Circuit. Therefore of direct relevance to this study. Namely, 35 principals, 506 educators , 4321 learners, all drawn from a pool of 10 secondary schools and 25 primary schools in the area under review. Also included in the population were one circuit manager, five subject advisors and approximately 11021 parents. They altogether formed a population.

8.4. Sampling method

The sample of this study will be drawn from the population of 506 educator's 4321 learners 35 principals, 1 circuit manager 5 subject advisors and approximately 11021 parents in the area under study. It will not be possible to include the whole population in the study. A random sampling technique will be used for the selection of a small sample of one hundred respondents representing five target groups.

8.5. Data collection methods

❖ **Literature survey**

Data on learners' performance, educators empowerment and effectiveness in schools will be collected by studying relevant literature

from local and internal sources. Literature will provided the necessary theoretical background to the problem and it will contribute towards the compilation of instruments. Two type of instruments, the questionnaire and interview schedules will be used in this study.

❖ **Questionnaire survey**

The sets of questionnaire will be compiled and used to collect information from principals, educators and learners. In order to avoid bias, both the educators and principals questionnaires will contain more or less similar questions in order to allow cross checking.

❖ **Interviews**

Scheduled interviews with subject advisors; circuit manager and parents will be conducted. The questions will serve as an important means of gathering information, which have direct bearing on the objectives of this research study. The main aim of the interview will be to obtain the views of the respondents on factors that are prohibiting educators and learners effectiveness in Tshinane Circuit.

8.5.1. Data collection procedures

The researcher will request permission from the Circuit Manager of Tshinane Circuit to proceed with the collection of data. The purpose of the Circuit Manager who will further requested to inform the principals of the sampled schools. Permission will be granted by the Circuit Manager who will further advice the researcher to seek further permission in writing to arrange for the meeting with relevant stakeholders. The researcher will then explain everything to them.

8.6.   Methods of data analysis

The analysis of data will began with the categorization and coding of responses from questionnaires and interview schedules of each respondent. The analysis will further carried out be counting the frequencies made on all items and converting these frequencies into percentage. The results of each item will be presented first and followed by the researchers interpretation and discussion in the next chapter.

9.   ETHICAL CONSIDERATIONS

The researcher will treat all the information from all participants as confidential. The researcher will not disclose any information without the permission from the participants. All participants, whether is the principal, a circuit manager or a mere learner will be treated in a dignified way and with respect. The research will respect all participants and ask them to respond to the questions in writing. The issue of secrecy will be given the topmost priority, that is why the researcher will not force any participant to say something which is not allowed to be disclosed.

10.   LIMITATIONS OF THE STUDY

Participatory decision-making and effective involvement among educators and learners in schools is the right thing to be provided for effective change and reform with regard to empowerment. Due to the nature of the area and to practical constrains, it will not be possible to include all the schools in Tshinane Circuit. In addition, it will not be possible to make an in-depth comparative study of all the variables pertaining to educators and learners empowerment, hence the

dependence on information from stakeholders. It will need a longer time and it will be quite expensive and demanding.

This study will focus on Tshinane Circuit of the Vhembe region. The area costs of ten secondary schools and twenty-five primary schools. And only ten schools will be selected for samples for this study. A study such as this might provide additional relevant information if it might be expanded to incorporate a representative number of respondents from other areas in the region. However, their exclusion is not considered detrimental to the study.

11.   PROVISIONAL STRUCTURE OF STUDY

In chapter One a brief reflection of the problem, Purpose of the study research questions, significance of the study, statement of limitations, clarification of concepts and method of study are given.

Chapter two is devoted to a literature survey on teacher motivation and teacher effectiveness in developed and developing countries, Strengths and weakness of the teacher level of motivation will be identified.

Chapter Three the explanation of the methods used in the collection of data are presented.

Chapter four is the analysis of the research data. This analysis attempts to answer the questions relating to the problem stated in Chapter One.

The final chapter presents the findings, conclusion and recommendations derived from the study.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter reviews literature on empowerment of educators and learners by school principals to stimulate effective teaching and learning in schools in Tshinane Circuit of the Vhembe region in Limpopo Province.

Literature on empowerment of educators and learners for effectiveness and improvement of teaching and learning performance was identified and discussed under the following sub headings:

- Defining empowerment
- School climate
- Principals Management role
- Participatory school governance
- Educators empowerment mechanisms
- Educator Induction
- In-service education and training
- Educator evaluation
- Integrated Quality Management System
- Educational Facilities
- Educational Incentives
- Educator Qualifications
- National Qualification framework (NQF)
- Curriculum Development
- National Curriculum Statement

- Outcome Based Education (OBE)

- Learner empowerment mechanisms

- Purpose of empowerment.

- The impact of empowerment on motivation

- Importance and significance of empowerment

- Making empowerment possible

2.2. DEFINING EMPOWERMENT

Kotter (1990: 107) defines empowerment as a function that involves motivating the employees by supporting their efforts to realise their vision through coaching, feedback and role modelling, so that they could grow professionally and enhance self-esteem" According to Ivancevich (1994: 261) the concept "empowerment" involves giving employees responsible for hands on production or service activities, the authority to make decisions or take action without prior approval, For instance, a ticket agent can give a customer a refund without calling the supervisor. In this study empowerment refers to acquisition of knowledge and skills that would enhance competency in service performance.

The word "empowerment" enjoyed a brief vague in the mid-nineties as one of a succession of management fads that, if you believe the hype, solve all problems and guarantee to put any organisation on the road to success. If only, on the other hand there is sense in the idea of involvement, which is essentially the meaning of empowerment. It may not solve everything, but it is useful and does provide additional bite to the prevailing motivational feeling: (Kay et al (2003:113).

Powerlessness or lack of empowerment of individuals, is based on several factors, including economic security, absence of experience in

the political arena, absence of access to information, lack of training in critical and abstract thought, physical and emotional stress, learned helplessness, and the aspects of a persons emotional or intellectual makeup that prevent them from actualising possibilities that to exits. (Lee 1994:12).

Burke (1984:12) on the hand stated that "to empower others is to affect their personal interest" One is not born with the skill, or perhaps art of empowerment. The process must be learned. No doubt the learning comes easier for some than for others, but nevertheless, learning is necessary, Moreover, his central thesis is that one's effectiveness in empowering others depends on whether one is a manager or a leader.

The Oxford Advanced Learners Dictionary defines empowerment as derived from the verb" empower" meaning to give power or authority to somebody to get or to do something. For that reason, in education, the educator's interests are stimulated to work continuously and consistency.

Khoza (2001:4) stated that empowerment seems as a process, which originates from below and within a specific territory. He added that, empowerment seeks a change in the existing national strategies through politics of inclusive democracy; appropriate economic growth: gender equality, and sustainability or inter generational equity. He also suggest that the aim of empowerment is to humanise a system that has shut them out, and to accomplish this forms of everyday resistance and political struggle that insists on the rights of the excluded population as human beings, as citizens, and as person's intent on realizing their loving and creative powers within, its central objectives is their inclusion in a restructured system that does not make them redundant. The researcher agrees with Khoza because if principals empower

educators, they can bring change to their respective schools. Change is a challenge and it can bring about good performance of the school.

Raymond (1995:1) described empowerment as the process by which individuals, groups and or communities become able to take control of their circumstances and achieve their own goals, thereby being able to work towards maximizing the quality of their lives, here the emphasis is on power being "taken" and its use determined by the goals of its possessor.

Furthermore Solomon (1976:19) defines empowerment as a process whereby the social worker engages in a set of activities with the client. That aim to reduce the powerlessness that has been created by negative valuations based on membership in a stigmatised group. It involves identification of the power blocks that contribute to the problem as well as the development and implementation of specific strategies aimed at either the reduction of the effects form indirect power blocks of the reduction of the operations of direct power blocks.

According to (Ivancevich 1994: 261) Empowerment involves giving employees who are responsible for hands on production or service activities the authority to make decisions or take actions without prior approval. For instance, a machine operator can stop production if a problem is detected, or a ticket agent can give a customer a refund without calling the supervisor.

Moreover, empowerment is the process of development and growth where a person is enable to take decisions independently and in an autonomous way to make a contribution to the development of his/ her environment. Arend (1995:289) on the other hand supported, Whetten and Cameron (1995: 486) whom they inform that when people are empowered, they have a sense of self-efficacy or the feeling that they

possess the capability and competence to perform a task successfully. They further express that empowered people not only feel competent, they feel confident that they can perform adequately.

Kroon(1996: 273) defines empowerment as integrating part of the process of delegation. He further states that it is a leadership philosophy where shared vision and values are important. Empowering people means, among other things, removing the constraints that inhibit them. (Schuitema 1998:60). If you empower people you are handing over two categories that have been associated with giving, that is, courage and generosity. The greater of the two is courage because it requires you to put yourself on the line. It takes courage to allow people to be creative and take risks; to challenge the norm. (1998:82) one must take the incremental rule to empowerment seriously and, before each step is taken, identify new trailing requirements deliberately. You should train the person, test that he/she can do what is required, and only then hand over the decision-making power.

Holly and South worth (1989:98) stated that educator confidence is closely related to educator empowerment, the one engenders the other. And three is some evidence that through the skilful and successful use of evaluation; educators' gain in confidence feel more empowered and look upon evaluation itself in a much more positive light, it is very much a case of doing evaluation as an in-service activity, coming to see its application for development and, eventually, realizing its potential for the monitoring of the effectiveness and impact of current changes. But it is a learning journey over time during which the educators are gradually embodened to move from' Evaluation" as to "evaluation for and finally, to evaluation of. However, within a climate of collaborative inquiry, educators are ready to confront their practice and become professionally accountable. At this point the use of performance

indicators for the purpose of quality control will come into its own, and staff members will be able to match their observation, actual performance against the elements of their intended practice.

Kreiter (1995:113) on the other hand stated that empowerment is making employees full partners in the decisions-making process and giving them the necessary tools and rewards. According to him, empowerment occurs when employees are adequately trained, provided with all relevant information and the best possible tools, fully involved in key decisions, and fairly rewarded for results.

Empowerment is any condition that enables people to feel competent and in control, energizing them to take the initiative and persist a meaningful task. Empowerment is a multifaceted and highly personal motivational force. (Cofey et al 1994:150) Empowerment can came from within the individual, from peers or from a manager. It is manifested through a change in both self-perceptions (self-concept, self-esteem, and self efficacy) and task-directed behaviours.

According to (Rue and Byars 1995:230) empowerment is a form of decentralization that involves giving subordinates substantial authority to make decisions. Under empowerment, managers express confidence in the ability of employees to perform at high levels. Employees are also encouraged to accept personal responsibility for their work. In situations where true empowerment takes place, employees gain confidence in their ability to perform their jobs and influence the organization performance. One result of empowerment is that employees demonstrate more initiative and perseverance in pursuing organizational goals.

Empowerment usually means that staff can act according to their own choice within a context of general direction (Naylor 1999: 527) if carefully managed. Empowerment can yield benefits at all Levels of the organization. Moreover, empowerment depends on the people's perceptions of much power they and others have. Therefore, a group of workers will not feel empowerment unless they see their manager as both having control and being supportive. Perceiving an influential manager means that resources and influence available and the group will be taking responsibility for meaningful decisions.

Woods (1996:129) argues that empowerment involves ownership of knowledge control of teaching or learning process, having opportunities to be innovative and creative, and being relevant to learners needs within the values of democratic society. These values lay emphasis on equality, social justice, democracy. Care for others as well as self-achievement. This form of empowerment according to him, also entails a view of power as " power with " as opposed to power over" involving relationships of cooperation, mutual support and equity, which result in power to advance one's interests together with one's fellows.

2.3. SCHOOL CLIMATE

The important of school climate in teaching and learning cannot be ever emphasized. School climate has a supportive nature for both educators and learners. If there is something that should be happening in order to help learners learn more effectively; then it is the principals responsibility not to sit back and hope that an appropriate school climate would happen naturally. Principals could plan and structure events in such a way that good performance by educators and learners would occur. They could do this by encouraging self-discipline and empower educators and learners and learners and also the creation of

a warm supportive interpersonal relationships, which would, facilitates performance. Above all, it also requires of him/her the ability to search for and present clearly information about curriculum development so as to empower both educators and learners to participate and develop love and willingness to learn effectively (Rencherler 1989:291)

Although school climate is a matter of interpretation on the part of educators and learners, the principal as key motivator in his or her school, could consequently create the ideal climate conducive for teaching and learning, for example, by demonstrating a commitment to academic and professional goals for both educators and learners. Principals could have a clear vision for the long term and short-term goals for their schools. They could also make sure that these goals are clearly stated and articulated for effective teaching and learning (1989:292)

Empowerment is a multifaceted and highly personal motivational force. (Coffey et al 1994:150) Therefore, school leaders can influence levels of empowerment by shaping the school's instructional climate, which in turn shapes the attitude of educators, learners, parents and the community at large towards education. By effectively managing this aspect of a school's culture, principals can increase both educators and learners empowerment and indirectly impact learning gains (Renchler et al 1989:296) In light of the above, such principals would get directly involved in instructional supervision and actively participating in the formation of instructional policies , for example, how clinical supervision should be administered and implemented. This focus on instructional leadership could promote the provision of professional growth opportunities for educators and also emphasize style and strategies that foster high levels of achievement for learners.

In Tshinane Circuit, educational climate appear not to be conducive for teaching and learning and its learner's indifference to their studies are considered first in this review as the cause of principal's lack morale and empowerment. Inevitably, the environment in which meaningful education has to take place, must of necessity be suitable for effective teaching and learning. Smith argues:

" No person , probably could be properly motivated when working under unhygienic, unsafe and dish or monious conditions because the whole climate of learners subordination must of necessity have disastrous effects or educator morale and motivation(Smith 1991:30)

It appears therefore, that educators and learners are not empowered, hence demotivated to teach and learn effectively and managers on the other hand, are also affected in managing their schools effectively, School climate in Tshinane Circuit is in bad shape. Schools and community are not seriously involved in the analysis of learner's results. Through identification of problem areas and formulating alternatives to the problems, schools are in chaos, for examples, learners are not disciplined and for educators, absenteeism is the order of the day. Parents on the other hand seem not to be involved and leadership role of the principal is disintegrated. This is also evident from the address on educator discipline by Tembe, the spokesperson for the Department of education in the Limpopo Province who laid blame on educators for failing to stick to strict self discipline in the classroom, saying: It was a common practice for educators to neglect their work and stay away from their classes during school hours" (Tembe 1995:1)

The above indicates that poor school climate which is characterized by poor leadership, non-involvement of parents, unhygienic, unsafe and disharmonious conditions, poor discipline of educators and learners and lack

of empowerment lead to poor performance. It is appropriate at this stage to examine the management role of the principal in teaching and learning.

2.4. PRINCIPAL'S MANAGEMENT ROLE

The entire process of school improvement and quality of education depends on the management and instructional role of the principal as the educational manager of the school. In Tshinane Circuit, this role is completely neglected. There is a general lack of discipline and attention to professional growth of educators due to poor quality of management and laxity on the part of principals in managing their schools. The general supervision of the organization and professional activities such as maintenance of discipline and class visitation neglected by principals. The attitude of look and se by principals, is causing poor teaching by educators and poor learning among learners. (Mncwabe 1998:51)

In view of the above, studies conducted by Masitsa, (Educamus 39:2 1993:13) have shown that principals were expected to be leaders in instructional through quality control of the instructional process in supervising the teaching learning act. In addition, principal hold and convey high expectations of theirs educators, reminding them of the schools objectives and valuate their make or break a school as regards to organizational climate. The effectiveness of a school depends more on the principal than on any other single educational factor (Rubin 1970:58).

Ramon Cortines, Superri\tendent of San Fransco Unified School District sees the principal as the catalyst for change, ever searching for ways to improve conditions. At one point when describing the principal –is not the individual who has arrived. They are constantly reaching for the

bras siring, perfecting, fine tuning, not only themselves, but providing the same opportunities for others, Dubin (1991:71). Dubin also stated that the principal must be created in his commitment to excellence in education, He clearly identifies the principal as " leader, always aware of the entire picture and being all things to all people.

In this way; the principal can be effective decision maker. He also emphasizes and identifies the information sources utilized by effective principals as being people centered, critical information location and utilization is realized within the school constituency, that is, faculty, staff and the greater community. He discussed incentive processes he felt to be highly effective in developing career opportunities for teachers, accountability procedures to reward and or sanction schools dependent upon performance and learners evaluation strategies that would ensure that learning would take place (1991:72)

Unlike other professionals, educators often times lack the respect; the compensation, the sense of dignity and the sense of being involved in the control of their own lives and environment. And, insofar as we limit the opportunity of educators to control choice to text; to be in charge of what happens in the classroom, to be able to order their lives in a way that makes them feel professionally in control.

In the importance of principals sharing authority with superintendents and boards of education. It is important that principals themselves become comfortable with sharing increasing amounts of authority and responsibility with educators. Effective school heads are differentiated from average ones by the fact that they geared towards achieving high teaching results and; in order to realize this, are prepared to become actually involved with the teaching (1991:88)

Pedagogic school heads also assess what their educators are doing, by for instance, having talks with them about their work and about learners performance or observing lessons. Next, the pedagogic school head is active as far as the choice of teaching methods and resources is concerned. In view of the fact that he or she largely steers a course with a compass of information emanating from records of learners progress, frequent assessment is quite important, Delegation comes in, it is desirable that, given the consensus of a basic mission for the school, there is a broad as possible a participation in the decision-making. In substitute for school leadership (Certo 1980:240)

The entire functioning and motivating policy and of educators will be dependent on their satisfaction with national educational policy and by the cost benefit analysis of the burden of teaching responsibilities on the one hand and reward and public regard for the profession on the other. More involvement from the school head in what the educators are doing need not to be demonstrated in the form of directives from above; a more acceptable form for professionals, such as collegial support, can be chosen, Deregulation, inspection and reward for output are external conditions that can support school effectiveness oriented educational leadership (Sheerens 1992:91)

Madaus et al (1989:122) on other hand indicates that the principal of a school is responsible for everything that goes on in the school building. He/She must provide leadership for the entire staff. Although overall policy about curriculum and instruction is set at the central office and broad levels, the responsibility for implementation falls on the principal's shoulders. This places the principal in a highly visible middle management position. To be successful, a principal must have organizational skills and be able to work with a wide range of people,

for example, educators and learners, and have a commitment to providing learners with the best possible educational experience.

The principal is a manager of a complex institution and is responsible for ordering supplies and materials, overseeing and maintains the facilities, developing budgets, keeping accurate records, and completing reports as required by state and district policy. If the school is to run smoothly, the principal must also coordinate the work schedules of office staff, educators, specialist, custodians, cafeteria workers, educators, aids, specialists and those responsible for learner's transportation (Madaus 1989:122) An effective principal must also function in an instructional capacity working with the staff and learners on matters more directly related to teaching and instruction. The successful principal must constructively manage conflict between groups and not lose sight of what is best for learners. The process of managing conflict, keeping the school working towards goal achievement, and evaluating and trying to help improve preferment of employees are all part of what is often referred to as some of the supervisory responsibilities of the principal [1989;123].

Furthermore, the key areas, which together constitute the generic role of the principal in any south Africa school context.

- Leading and managing the learning in school.
- Shaping the direction and development of the school
- Assuring quality and securing accountability
- Managing the schools as an organization; and
- Working with and for the community. The South Africa stand for principalship, Department of education (Pretorious 2006;2)

Therefore, in the wave of educational reform, the principal is still a leader. They can empower, involve and encourage participation. They

can bring people along, create new idea, and offer suggestions. It takes an individual to do that it is a principal's role [1991;83]

2.5. PARTICIPATOR Y SCHOOL GOVERNANCE

According to the Limpopo province Department of education, the year 1997 was declared an important year for promoting and entrenching school governance which is so critical in ensuring that proper and effective education is provided in all public schools in Limpopo province. The absence of effective school governance is viewed by this researcher as one of the major reason why education is a mess in Tshinane Circuit in particular. This is evidenced by Lediga (1996; 1) a spokesperson for the department of education, Arts Culture and Sport in Limpopo province who in his document reveals that ± 75000 learners failed grade 12 examinations. There has been an indication that the affected learners, educators, principals; circuit managers and regional directors, were not concerned about the causes of poor performance by Grade 12 learners in the Limpopo Province. It further indicated that leadership and management roles were crucial for the analysis of the results identification of the problem arrears and the formulation of solutions to those problems. The following is a sequence of suggestions outlined in the report to help educators to reflect on the school results:

- By way of brainstorming in work groups, identify all the problems at school that could have contributed to poor results.
- Prioritise the problems identified.
- Formulate possible solutions.
- Categorize those issues that the school can deal with those that require those issues that the school can deal with and those that require the attention of higher offices and refer them thereto.

It is for this reason, therefore, that parents as partners in education could take responsibility for the education of their children by participating

meaningfully in school governance. When home and school work together, learners seem to learn more. When this partnership is established, everyone could benefit, especially learners.

According to Katz (1993:14) learners whose parents stay in touch with the school earn higher marks than those learners of similar aptitude and background whose parents are not involved. In view of the above, parents therefore must participate and be involved throughout the process of schooling instead of waiting for the year-end outcomes and start to complain. They could display an exemplary role in ensuring that children attend school regularly. Parents could also discuss learner's progress and positively participate in the schools activities, for example through forums and parents committees that could provide an opportunity for obtaining opinions of individual parent across the broad spectrum of the community about how progress could be achieved in their schools. In so doing, it is hoped that the state of affairs in schools in the area under study could be changed and better results be achieved if educators and parents could work together.

The following basic essential which principals and educators can do to obtain support from parents were further suggested (1993:14)

- Be positive and let parents know that you are positive about their children education.
- Meet parents more than half-way
- Clarify expectations, yours and theirs.
- Be realistic and flexible in your expectations.
- Let parents know what kind of help you need and the amount of time they will be communicating to each activity.
- Encouraged parents to take part in their children's learning.
- Provide guidelines to help with homework.

- Encourage communication and mutual support.

    In view of the above exposition it would appear the state of affairs in schools in the area of study could be achieved if cooperation between educators and parents is maintained. It is also extremely important on the other hand for educators and principal to remember that the converse is also true as Atkinson (1993: 79) indicates:

    "If schools treat parents as important, if they treat them as negative educational influences on their children, or if they discourage parents from becoming involved, then they promote the development of attitudes that inhibit achievement at schools"

    A similar observation is made by Brodinky (1983:6) who indicate that shared governance or participatory management would enhance educator's professional status and their ownership of the school. Thus, shared governance could give educators a vested interest in school performance and also promote harmony and trust among educators administrators, parents and community. The examples of this shared governance include parents committees that would provide an opportunity for obtaining opinions of individual parents across the broad spectrum of the community. The usefulness of this approach is depended on the representative nature of the committee, the experience and personalities of the participants. Above all, this could be the best mechanism for disseminating accurate information about school activities, especially educator-learner performance.

    As a matter of fact, governance could improve through participatory decision making by all stakeholders through the schools governing bodies and by electing subject communities that would discuss learning problems. Encountered by implementation of strategies for effective teaching acquired through in service training. The Provincial Gazette

number 257 of 2 June 1997 gives the following roles of school governing bodies.

- Promote the best interest of the school and strive to ensure its development through the provision of quality education for all learners at the school:
- Develop the mission statement for the school:
- Adopt a code of conduct for learners at the school and
- Support the principal, educators and other staff in the performance of their professional functions.

A word of caution is expressed by Mosage (1993:21) who argues that educator participation in school governance was instituted not as a panacea for the conflict that is presently ranging between principals and educators, but rather as a way for achieving trust and co-operation among professionals for the improvement of teaching and learning . It is through these interactions that educators would feel that they are accommodated and thus work harmoniously and confidently in discharging professional duties. In light of the above statement it is evident that if school could treat parents and other stakeholders as unimportant and treat them as negative educational influences in participatory school governance, one is lead to assume that the disempowerment of educators and the poor results of learners are partly the outcome of this situation.

2.5. EDUCATORS EMPOWERMENT MECHANISMS

If schools are to fulfil the needs of learners and those of the community, then educators must be provided with opportunities to grow and develop, hence empowerment. This could enhance their morale and effective performance in teaching empowerment programmes,

therefore, could be introduced through which educators could provide opportunities to engage in self-examination and self renewal.

Jackson (1971:41) indicates that learning is a journey and that educators are travelers. While reaching the final destination could be impossible; empowerment towards the destination is needed. In Tshinane Circuit of the Vhembe Region, empowerment seems to be virtually a lost case, in that educators professional growth turned not be taken seriously by both top administrators and schools themselves. It would seem there has been no policy which might be the guiding principle in helping educators to grow professionally.

Against this background this researcher is of the opinion that educator morale and effectiveness could improve if the professional development of principals in the first place could be more involved with staff and learners activates. Educators need the professional leadership of the principal to grow and feel secured in their profession. It is assumed fore, that one of the chief obstacles towards improving educator morale and effectiveness could be burned –out principals. According to Nthangeni (1991:56) there are various types of programmes available for the improvement of the educator's professional growth and competence, hence empowerment. Five of these programmes in this study need special emphasis and they are: induction, in service education and training educator evaluation, educational facilities, educator incentives, and educator qualification curriculum development.

2.6.1. Educator induction

According to Van der Westhuizen (2003:23) personnel induction endeavours to help the various categories of new personnel to fit into

and to adjust a new working environment as quick as possible and with the minimum disruption (for the individual and the school) so that the goals of the organization can be achieved as effectively as possible. This presupposes that "new"staff have adjustment problems in varying degrees which justifies the planning and implantation of integration or orientation programmes. New staff members do not have homogenous needs with the result that individualized integration programme are justified for the different categories than new personnel. This indicates that new personnel who need induction of some or other kind may have different needs in this respect. The nature and duration of the induction programmes can very (Van der Westhuizen 2003:24)

The following exposition make few presuppositions which drastically reduce the number of variables. In the first place it is acceptance that teaching staff are mainly being dealt with and, secondly that they all have the necessary formal and applicable professional and academic qualifications. If this is accepted the following categories of personnel remain;

- Newly appointed, recently qualified teachers, in other words, beginners.
- New staff with teaching experience but no experience of how things are done in a particular school.
- Teachers who have become a little rustle because of interrupted service.
- Teachers with experience of a certain school, but who have been allotted new tasks because of a new division of work (2003:252)

Beginner educators enter the teaching profession with an imagination of what their life as educators could be like. They start to experience the reality of the classroom and at the same time they are forced to replace the previous imagination with real situations. They seem to be struggling to understand school policies and procedures, to teach and

damage learners. During these struggles, they start to fear their colleagues and that the principal could become aware of their shortcomings. Such a situation could frustrate the beginner educator right from the onset and become demotivated to teach effectively.

Nthangeni (1991:56) rightly confirms that" new educators are fully equipped with theories that should be linked to the practical situation at a school and to link theory and practice, the new educators needs advice, assistance, guidance and promoting his or her expectations."

Alternative arguments seem to reflect that induction programme in most secondary schools in Tshinane Circuit of Vhembe region at Limpopo Province appear to be grossly neglected. This could be the reason why most educators seem to be lacking motivation to engage themselves effectively with educational activities and this impacts heavily on learner's performance because educators are unable to render the necessary assistance and guidance to learners. These educators are seen coming to school at whatever they feel like. In support of the above statement, Tilley states:

Other use free periods not for preparation or making pupils work, but for their own studies, while others work in the staff room or hide behind closed doors, in order to further their own studies and they are frequently absent from school and come to classroom unprepared to teach (Tilley 1993:33)

Beginner educators enter the classroom full of enthusiasm and positive expectations. This enthusiasm could be directed through planned and systematic to succeed in their new working environments educator induction programmes could be implemented to nurture and development secondary school educators in Tshinane Circuit.

2.6.2. In-service education and Training

In service education and training of educators refers to the whole range of activities by which serving teachers and other categories of educationalists within formal school systems any extend and develop their personal qualities, professional competence and general understanding of the role which school are expected to play in changing societies, (Thompson 1982:4). In service education and training includes the means whereby educator's personal needs and aspiration may be met as well as those of the system in which he/she serves. It further includes the promotion of empowerment in response to educational problems (Eraut 1987:4)

Bolam (1980:3) defines in-service as those education and training activities engaged in by primary and secondary schools educators and principals, following their initial professional certification and intended mainly or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively. Segiovanni(1983:327) observes that "staff development assumes a need for people at work to grow and develop on the job" He continues to explained the relationship between in service training and staff development by showing that the former focuses on the deficiency of the educator whereas the latter is growth oriented.

They contend that in-service training can work by reducing educator's range of alternatives and to bring about conformity whilst staff development works to increase the range. It would apparently not be acceptable in the new South Africa in general and the Northern Province in particular to have an institution or school that boast of

development, innovation and prosperity whilst it keeps in its employment a staff that is stagnant (1983:328)

The above highlights shows that staff development programmes are important for growth and they evidently help educators develop beyond their preserved training. If secondary school principals are also considered and programmes developed for them as well, then there will be smooth running of staff development programmes for educators, as principals will support these. Principals would also help educators cope with conflict situations; hence, empowerment.

Esu (1991:198) hold the view that in-service education for educators should not be looked upon as something to make up for the deficiencies in knowledge and skills, but rather as a means of sustaining skills and knowledge that enhances effective classroom practice or teaching. He further points out that in-service education for principals should follow a development approach as opposed to deficit approach often employed by the in-service organizers.

According to Gorton (1983:282) in service training is a planned programme of learning opportunities offered to staff members of schools for purpose of improving performance of individuals already assigned position" Through this programme the sharing of ideas and interdependence among educators is promoted and this might improve morale and effectiveness hence, empowerment. When one referees to the foregoing .It seems reasonable that any school seeking to empower educators must inevitably give much attention to in-service education. The programme could include principals working with educators in a particular school or a group of educators selected from school or circuits to attend programmes at in-service centres.

Although in service education is highly regarded by both principals and top administrators as a means for enhancing the professional growth of educator's morale and effectiveness, it would seem the programme is rarely given enough funds for operation in the Vhembe Region.

Poor planning appears to be encouraging most educators not to attend such programmes. For example, educators appear to be invited through the radio and if one educator did not listen to the radio broadcast he/she would not attend the course.

Furthermore, If a circular has to be sent to schools, this is done at a very short notice. Another problem pertaining to poor planning seems to be lack of transport subsidies for educators who participated in such courses. This leads to a great number of educators who absent themselves on certain days because most of the educators come form very far away places. A great deal could be achieved if modifications are made on matters of policy and planning for the benefits of all the educators and in so doing performance in school in Tshinane area could be improved. Educators appear to be reluctant in attending these programmes because in most instances, emphasis is on examinations rather than on strategies for the improvement of teaching and professional development of educators.

Brodisky (1983:63) confirming the above evidence regards in-service training as a pillar of teacher morale, a spur to empowerment, and is of crucial importance to both morale and educator effectiveness" It stands to the reason, therefore, that the characteristics of in service training are among educators in its development and communication among educators in its development and communication among educators themselves. Lack of one or both, might be one reason why most educators could mentally and physically leave the classroom forever.

The situation in Tshinane Ciruit of the Vhembe region is worse because even though a number of educators are attending the programme they do not participate in formulating such programmes.

In addition, communication among educators appears to be insufficient. In times when they go for training they are only informed about the examination structure, or discussing some changes on the curriculum, the changes of which at times, they could not be in a position to discuss. This might ultimately decreases their level of empowerment and eagerness to attend such programme in future. In the light of the above statement conversation and sharing of ideas among educators might from a significant basis for building up more extensive in service education and the consequent enhancement of morale and empowerment among themselves through subject committees and workshops on professional development. Because most activities have been planned for educators rather that with them, in-service activities are generally viewed by most educators as irrelevant and a waste of time. The challenge facing principals and supervisors is to work with educators to develop meaningful professional opportunities for them, and by so doing educators could be empowered to teach effectively and their performance could yield good results in the end (Brodisky 1983:63)

2. 6.3. Educator Evaluation

Educator evaluation is another mechanism which principals can use to empower educators. If an evaluation programme is well designed it could provide educators with the necessary feedback to assess their own professional growth and this could lead to increased empowerment. On the other hand, poorly designed evaluation system could be disastrous putting educators against administrators and

endangering anxiety mistrust, and resentment, and this could decrease morale of educators and their performance (Ellis 1984:3)

In the past educator evaluation in South African schools was entirely limited to inspection; where there was a drastic lack of professional, subject specific support and advice for the educators. According to Guguvheni(1991:37) evaluation by inspectors had to do with corrective measures with regard to deficits and problems in order to improve the efficiency and effectiveness of education without a clear involvement of educators when these corrective measures were outlined. The impact of the above situation was revealed in schools when educators rejected the type of evaluation that administrators were imposing on them. They viewed it as a discouraging exercise that affected their level of empowerment and for that reason inspectors and culture of teaching and learning since then have fallen below expectations but on the other hand, Houlihan (1983:58) in support of educator evaluation argues that any educator who is truly competent and feels good about his or performance in the classroom should welcome observers , visitors and evaluators regardless of who they are. The above relationship could have been built only if there was good communication between educators and evaluators and if educators were given chance to participate in the planning of the whole evaluation process .therefore the extent of education participation in the process of evaluation could feature as an important factor for consideration by those engaged in the process. Brodinsky similarly asserts: all staff members have a right to know how they stand in the eyes of the person to whom they are responsible, and should have the opportunity to react to any assessment a superior makes (1883:73)

The department of education, arts culture and sports has introduce a new form of evaluation, which is Integrated Quality Management System (IQMS)

2.6.3.1. Integrated Quality Management System

- **Preamble**

For the department of Education and for all educators the main objectives are to ensure quality public education for all and to constantly improve the quality of learning and teaching. The department has the responsibility of providing facilities and resources to support learning and teaching successful educational outcomes also depend upon empowering, motivating and training educators .quality management seeks to monitor and support these processes.(Collective Agreement no.8 of 2003.Education Labor Relation Council Limpopo Provincial Government :P5)

Evaluation of programmes and practices is essential to any ongoing effort to improve any profession .evaluation is not apart from but is a part of the education process .however ,sound evaluation practices must be based on a set of beliefs and principal that are congruent with the outcomes desired .there are three programmes. Which need to be in place in order to enhance and monitor performance of the education system.

These are:
- Development appraisal
- Performance measurement and
- Whole school evaluation

Each of these programmes has a distinct focus and purpose, and there should be no contradiction between any of them. The purpose of Development Appraisal (DA) is to appraise individual educators in transparent educators in a transparent manner with a view to determining areas of strength and weakness, and to draw up programme for individual development.

The purpose of performance measurement (PM) is to evaluate individual educators for salary progression, grade progression, affirmation of appointments and rewards and incentives. The purpose of whole school evaluation (WSE) is to evaluate the overall effectiveness of a school including the support provided by the district school management, infrastructure and learning resources as well as the quality of teach and learning.

All quality Management initiatives, should be planned for together in schools, and aligned in a coherent way to avoid duplication, repetition and an unnecessary increase in workload. The philology underpinning the integrated quality Management System(IQMS) is based upon the fundamental belief that the purposes of (iqms) are five fold:

- To determine competence
- To assess strengths and areas for development.
- To provide support and opportunities for development to assure continued growth.
- To promote accountability and
- To monitor an institution's overall effectiveness.

These tenets and the Norms and Standards for educators have informed the development of a single instrument for evaluating the performance of institution-based educators. (Collective Agreement number 8 of 2003:3-4) The issue of IQMS is very much problematic amongst all the stakeholders

in education including principals and educators in particular in as far as implementation is concern. It is a new evaluation technique, which need thorough training. This approach, it it is correctly done, it can restore the culture of effective teaching and learning in schools.

2.6.4. Educational facilities

For schools to run their educational programme smoothly and properly sufficient supply of facilities should be the first priority to be done by the government. The area of focus for this study is mostly rural schools where supply of facilities appears to be very minimal if not none at all. This state of affairs is not supportive to both educators and learners, and as such their level of empowerment as well as teaching and learning performance might be grossly affected. even though educators would be willing and able to perform to their level best, these conditions could affect their morale to an extent learners performance in the end could be affected.

According to Dove(1986:22) teachers however well educated and trained are rendered less effective if schools lack basic facilities, equipments and materials necessary for teaching and learning , in supporting the significance of facilitates and teaching media in schools .

Farrel (1993:7) further maintains; " Facilities such as building, furniture, instructional materials, are necessary for the effectiveness of educators for better achievement of learners, Lack of any of these may render educational service in effective. Even relating untrained educators can produce better results when adequate resources are available.

This researcher has observed that good results are achieved in a school with insufficient supply of teaching media through improvisation done by educators themselves, hence self-empowerment. The government cannot furnish all schools with adequate teaching media. There can be cooperation between the schools and the communities so that through planned consultation forums, small subsidies could gradually be available towards buying equipment that could facilitate learning by pupils in subjects such as Mathematics and Physical Science Educators, therefore, as facilitators of learning, could take the lead in creating an atmosphere conducive to effective learning.

2.6.5. Educator incentives

To generate interest and effective participation among educators in schools incentives as one of empowering factors would produce consistent good results if made available. These might include payment to educators for having spent a number of hours in course, workshop and seminars through which both educators and learners could benefit. "The morale of public school educators, which school administrators flatly sat is "Good" is only partially related to salary and welfare benefits.

Consequently, the educational sector would not be able to attract qualified personnel if payments are scaled very low. This is more critical in rural areas like Tshinane Circuit where it has been difficult if not impossible to attract and maintain adequately qualified educator. Incentives for effective performance should be included for educator. Incentives for effective performance should be included for educators in order to create healthy atmosphere where the teaching –learning behaviours, for example, good communication and active participation between the educators and the learners will prevail. In a healthy

organization high educator morale and effective performance by learners will be an ever-present fact.

In addition, concerning educator incentives and remuneration in Japan: "High pay, it is commonly argued, attracts a good quality of results, provides an inducement to stay in the profession rather that to quit, and generates high morale, all of which are conducive to an efficient profession" (Lynn 1988:106)

While supporting the nation of incentives Douglas (1988:36) further raise the following:" remember that intrinsic rewards that matter to educators are available at little or no cost. For example, to praise somebody, you pay nothing, in empowering educators the principal can use discretionary funds form the regular school budget to provide extrinsic awards such as project funding and special purchases"

Farrel (1993:11) is of the opinion that individual merit pay system and differential pay fixed salary scales have been found to be more acceptable by educator's unions like South Democratic teachers Union (SADTU) and to encouraged co-operative work among educators which is very essential for a positive school climate. But fixed scales on the other hand could cause the work of the educator not to be consistent and his could lead to " burnt-out" and job dissatisfaction and ultimately the educator could leave the job for the private sector, which appear to have a range of benefits besides monthly remuneration.

In the light of the above, it seems quite visible in South Africa that low salary for educators has been a bone of contention for a very long period and should be adjusted accordingly for better performance by educators, it is argued here that salary increases of educators that could beat the inflation rate and that are adjusted according to

educators expertise, could be regarded as satisfactory for the empowerment of educators to teach effectively. Although salary could not be the only factor influencing the morale of educators other factor such as unclear goals and objectives set for the school and inconsistent leadership by administrators could squarely be considered because they have direct bearing on educator empowerment and educators effectiveness.

2.6.6. Educator qualification

When educators are academically and professionally better qualified it would suggested that even in the classroom better results could be achieved by learners. Studies by Smith (1982:17) have shown that experience and teaching style are important in effective teaching in as far as formal academic qualifications are concern. Therefore it is the duty of principals to recruit educators who are better qualified an to encourage less qualified educators to further their studies, hence empowerment.

In less developed countries, educator qualification has been the variable most relevant to good learner performance but in more developed countries, it appears to be less important .Schools in lesss developed countires lack sufficient supply of facilities, for example buildings and teaching media, when compared to schools that are situated in developed urban, in such schools, where facilities are inadequately supplied better qualified educators need to be recruited. The smith Commission (1982:139) further enhances this argument when it asserts" the better qualified a teacher; the better the pay-off in the classroom is likely to be

The type of training most educators received in Tshinane Circuit and the manner in which candidates were recruited into educator training seem to have serious impact on their performance in the classroom. Some have undergone a two-years training experience of which the content was almost equivalent to what they received when doing their grade 12 courses, while on the other hand, some entered education only when nothing else was available and undoubtedly; inadequate service is likely to be rendered. This is obvious due to general lack of discipline and attention to professional standards of the profession and above all; deficiencies of teaching methods, which they display that are closely related to the lack of competence and empowerment on the part of most educators. Beedy (1966) maintained that educator's competence, flexibility and ability to innovate depend largely on their level of education and training.

This would suggest that the pre-service education of educators should be of high quality to an extent that when beginner educators start working, they could compare and compete favourably in the real teaching –learning situation. It would appear beginner educators easily become discouraged by such a situation if they were not trained adequately and thus become disempowered to teach effectively.

Closely related to the above, Lowan (1989) observed that most educators are found in secondary schools teaching subjects from which they have not qualified. This renders them not to be competent in their job. 60% of these educators who are teaching Afrikaans are not willing to teach Afrikaans but are forced to teach the subject because it is one of the subjects in the curriculum of secondary schools. 10% of these educators who are qualified to teach Mathematics are not willing to teach the subject because great numbers of learners fail at the end of the year.

It is evident from the foregoing that such educators could stay away from their classes and keep themselves busy with other private matter Nthangeni (1991:17) confirms that there are educators who are trained for primary education and who are misplaced to teach in secondary schools. This has a detrimental effect on the methods and teaching skills of the educators, Graduates further complicate this with non school subjects who may eventually become redundant or left without a subject to teach.

Although at the present moment educators are up grading themselves through distance education and part time studies at local universities, there is till lack of subject specialization. Great shortage of educators for Mathematics Science and Commercial subjects has been experienced and this could be one possible factor that causes educator effectiveness and makes them not to be productive in these subjects.

2.6.6.1. The National Qualification Framework (IQF)

The National qualification framework (NQF) was introduced in parliament by act no.58 of 1995. It has far reaching implication for education and the recognition of qualifications in the South African work place. The NQF recognizes 8 levels of qualification, ranging from general education and training (level 1) to higher education and training (levels 5-8 levels 2-4 are termed further education and training.

Level 1 concerns itself with scheme, both work based and community based which lead towards the attainment of ABET (Adult Basic Education and Training) qualifications. Other levels give credit for experience and skills gained in the work place as well as more formal qualifications gained. Credits are gained by attaining the standard set

by specific industries. Standard generating bodies will be set up by the various industry groups who will decide what competence should be measured. Measurable Assessment Criteria will be developing for each competency and the "Unit Standard" will be ratifies by the South African Qualifications Authority (SAQA)

Each industry will then train assessors who can determine whether an employee has reached the rest standard by reference to the Assessment Criteria. Such assessment is carried out in the work place. Once a standard has been attained, a certificate is issued which will be recognized through that particular industry and may be recognized by a much wider community, depending on the type of skill attained. In addition; it is envisaged that these qualifications can also become stepping-stones to attaining a formal qualification within the specific industry.

The NQF thus is a vital step in ensuring that those who have the skills and competences to perform in the work place are recognized even if they do not necessarily have academic qualifications. It will be some time before all industries have set the required standards, but anyone starting of in a career should be aware of this development and should find out what is happening in the particular careers they choose (Lawrence 1999:122)

2.6.7. Curriculum Development

All the planned learning opportunities offered to learners by the educational institution and the experiences learner's encounter when the curriculum is implemented. This includes those activities that educators have devised for learners, which are represented in the form of a written document (Print 1988:4)

For South Africa, curriculum has been part of the package handed down to educators to be put into operation with no opportunity for fedback of for influencing content. It remained a copy of the then, Bantu education" system that was drawn solely by white officials and that educators, parents and other stakeholders had almost no say in the planning of such a curriculum. The situation suggests that educators could be inhibited in making effective curriculum decision through lack of training and prior experience in curriculum development. Seemingly, this state of affairs which is somewhat imposed could decrease educator-level of empowerment and at the same time impact on their performance and that of learners (Print 1988:6)

At the present time there is little in the system, which furnishes any kind of the curriculum development process will in fact, take place. The apparently deliberate exclusion of large numbers of educators from the processes of developing the curricula which they ultimately will have to teach, constitute nothing more than a disempowered and disenabling action (Taunyane 1996:10)

On the other hand Bayona (1995:23) argues," even externally well-prepared curricula cannot be effectively implemented unless educators are competent and confident in understanding the design and have their ability to relate such curricular to teaching –learning situations". It is clear from the above statement that the need for educator involvement in curriculum decision-making and development could boost educator's morale and generate a corresponding need for improving educators profession competency in the teaching learning situations, educators, therefore, need expertise in curriculum development with which they may confidently and intelligently analysis the curriculum at their disposal for the effective performance and learning. Thus without educator's input, curriculum development would

be in complete. Educators could be the very people in the best position to select most relevant curriculum materials from the wide selection available. When such opportunities are not created, educators are likely to perform ineffectively and that could partly affect learner performance.

2.6.7.1. The National Curriculum Statement

a)   The adoption of the constitution of the republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development in South Africa. The Preamble states that the aims of the constitution are to:

- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights.
- Improve the quality of life of all citizens and free the potential of each person.
- Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- Build an untied and democratic South Africa and be able to take its rightful place as a sovereign state in the family of nations.

The constitution further states that everyone has the right to further education, which the state, through reasonable measures, must make progressively available and accessible. The National Curriculum Statement lays a foundation for the achievement of these goals by stipulating learning outcomes and Assessment Standards, and by spelling out the key principles and values that underpin the curriculum.

(b)   Principles

- Social transformation
- Outcomes-based education;
- High knowledge and high skills;
- Integration and applied competence;
- Progression
- Articulation and portability;
- Human rights, inclusively, environmental and social justice;
- Valuing indigenous knowledge systems.
- Credibility, quality and efficiency.

(c)   Social Transformation

The Constitution of the Republic of South Africa (1996:21) forms the basis for social transformation in our post-apartheid society. The imperative to transform South Africa Society by making use of various transformation tools stems from a need to address the legacy of apartheid in all areas of human activity and in education in particular. Social transformation in educational is aimed at ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population. If   social transformation is to be achieved, all South Africans have to be educationally affirmed through the recognition of their potential and the removal of artificial barriers to the attainment of qualifications.

(d)   Outcomes-Based Education (OBE)

Outcomes Based Education (OBE) forms the foundation for the curriculum for the curriculum in South Africa. It strives to enable all

learners all learners to reach their maximum learning potential by setting the learning outcomes to be achieved by the end of the education process. OBE encourage a learner centred and activity based approach to education. The NCS builds its learning outcomes (LO) on the critical and Development Outcomes that wee inspired by the constitution and development through a democratic process.

The Critical Outcomes require learners be able to:

- Identify and solve problems and make decisions using critical and creative thinking;
- Work effectively with other as members of team, group, organization and community;
- Organize and manage themselves and their activities responsibly and effectively;
- Collect, analyses , organize and critically evaluate information;
- Communicate effectively using visual; symbolic and and/or language skills in various modes.
- Use science and technology effectively technology effectively and critically showing responsibility towards the environment and the health of others, and.
- Demonstrate and understanding of the world as a set of related system by recognizing that problem solving contexts do not exist in isolation.

(e)   The Developmental Outcomes Require Learners to be able to:

- Reflect on and explore a variety of strategies to learn more effectively;
- Participate as responsible citizens in the life of local, national and global communities;
- Be culturally and aesthetically sensitive across a range social contexts
- Explore education and career opportunities; and

- Develop entrepreneurial opportunities (Department of Education, National Curriculum Statement 2003:1)

2.7. LEARNER EMPOWERMENT MECHANISMS

It is not only educators who should be empowered, learners must also be empowered. Empowerment of learners include mechanisms such as mentoring; motivation, debates, projects and assignments, winter school access to libraries, reward. Some of the mechanisms will be discussed.

2.7.1 Projects and assignments

Projects and assignments involve mainly self-activity. Situations are created in which the learner has to work on his own. This develops skills such as report writing and research. During projects and assignment the learners also gathers new knowledge, which may not have been presents in the classroom. If for instance, he has to write a project about "Our food industry" he may well decide to go to the general store or the supermarket and write down all the foods which are sold in cans in South Africa.

Assignment also provides outlets for creative ability such as drawing or handwork. Assignments usually involve a good deal of homework. This is an important part of the learner's education. Homework, of course adds to the workload of the educator, who has to correct and comment on the returned essay or project, but without feedback in the form of correction learners will not learn from their homework and they will not be motivated to do it. (Lindhard 1985:18)

2.7.2. Motivation as a means of empowerment

A distinction must be made between extrinsic and intrinsic motivation.

2.7.2.1. Extrinsic motivation

It comes from factors outside the learning situation. For example, giving marks, credits, free lesson hours, certificates and prizes. In some schools rivalry competition are widely present, while in others such negative extrinsic motivations as sarcasm, ridicule and various forms of punishment are used.

2.7.2.2. Intrinsic motivation

It is inherent in or part and parcel of, the learning situation. The matter and everything that belongs to the situation appeals directly to learners, and he shows spontaneous interest without the need for any encouragement from outside. When learners are motivated by purposes and goals which have meaning to them and make sense to them, when extrinsic motivation is hardly necessary – an almost endless stream of real and sound intrinsic motivations comes from the situation itself.

2.7.3. How to increase the learner's learning situation

The role of the principal and educator also, consists in creating situations that will stimulate the child's desire to learn. To increase the learner's motivation, the principal including educators should keep the following in mind.

- Make use of all resource material available in the school and community collect things that may be used to stimulate the interest of learners.

- Feel free to make full use of occasional events such as a visit to the school by an importance person, the news of the heart transplant, or the declaration of peace after a long-standing conflict. This brings immediacy to the teaching situation. (Lindhard 1985:18)

- The person should be taught in such a way that a child wants to find an answer to the problem that is posed, to find out more about the topic, to know why, Motivating generators more motivation.

- Principal and educators should use language which learner understand, that is the learners should be met on the language level at which they find themselves (1985: 56)

2.8. Purpose of empowerment

According to Ivanceich (1994:261), the goal of employee empowerment is to stop trying to motivate workers with extrinsic incentives such as money and instead build a work environment that motivate them from within through intrinsic incentives such as pride in workshop. Empowerment is essential if employees are to make a total commitment to continuous quality improvement.

2.8.   The impact of empowerment on motivation

Some managers have been "empowering" their people for a long time by delegating considerable autonomy and backing projects that showed creatively or initiative. Likewise many individuals have learned over the years to be self-motivated and self empowered they seize opportunities to make their work more meaningful and are willing to make choices, to experiment, and to have an impact on the organization. But until the

term empowerment entered the managers' vocabulary, little was done to encourage the practice as a conscious way to promote self-motivation innovation, and system wide quality improvement.

2.10. IMPORTANCE AND SIGNIFICANCE OF EMPOWERMENT.

2.10.1. Empowerment enhances self-perceptions and behaviours.

Empowerment is any condition that enables people to feel competent and in control, energizing them to take the initiate and persist at meaningful tasks. It is a multifaceted and highly personal motivational force (Coffey 1994:150) Empowerment is manifested through a change in both self perceptions (self-concept, self-esteem and self-efficacy) task directed behaviours.

Changed self-perceptions are an important manifestation of empowerment. Self-concept is how we think about ourselves or see ourselves in a role. Our self-concept changes as we shift role-plays, from friend to learner to employee. Self-esteem is how we generally feel about our own worthiness our self-acceptance. A specific aspect of self-esteem is self-efficacy, a concept closely linked to empowered self-efficacy is an individuals self perceived ability to perform a certain type of task. A person's feelings about self-efficacy are important because they influence both performance and a sense of well being (1994:15)

2.10.2. Empowerment results in personal changes

The empowered person undergoes two types of personal change one is a motivated enhancement, especially when the source of empowerment is positive changes initiated by manager. Empowered people usually

intensify their task focus and are energized to become more committed to a cause or goal.

Empowerment is also manifested in active problem-solving behaviours that concentrate energy upon a goal. The empowered person is more flexible in behaviour; tries alternative paths when one is blocked and eagerly initiates new tasks or adds complexity to current ones. Behaviour becomes self-motivated when the individual seeks to come out grater personal autonomy in understanding tasks without the manager's help.

2.10.3. Empowerment Alters Expectations

Although managers often set the stage for empowerment by relaxing controls and bureaucratic practices, ultimately the individual decides whether to act empowered. Because empowerment depends in part on how people perceive reality, not everyone on a team responds the same way to empowerment opportunities. Expectancy motivation comes into Play in empowerment whenever a person raises question about himself or herself and the task at hand .manager (in these case principals) help bring about empowerment when they encourage their people to diminish such bureaucratic thoughts as "it s not my responsibility "it s beyond my control" as a matter of fact, empowerment is a necessary ingredient of the quality movement, but it must be approached incrementally. As the quality quotient box reveals, the move toward quality management progresses through various stages.

2.10.4. Empowerment promotes quality without constant control

Empowerment promotes innovation and continuous improvement –the ingredients of quality .manager who seek to empower others must shift

their people management orientations and manipulation. By focusing on goals rather than controls, a manager can align people behind organizational purposes and then allow individual Initiative without sacrificing coordination. The relaxation of external controls helps peoples develop a greater capacity for internalising their commitment to relevant and meaningful tasks. Managers who enable their people more lee way in managing their own jobs have to develop faith that if given a chance, people close to the action generally can figure out more creative, more efficient solutions to problems than those imposed by management (1994:154).

2.11. MAKING EMPOWERMENT POSSIBLE

Kay (2003:116) stated that empowerment couldn't be seen as an isolated process. It is difficult to view it other than as an integral part of the overall management process.

You can only set out to create a feeling of empowerment by utilizing a range of other specific management processes to that end, though the process perhaps starts with attitude and communication. If your staff feels restricted and, at worst, under control every moment of the day they will tend to perform less well. Allowing such feeling is certainly a good way to stifle initiative and creativity.

Therefore, a manager needs to let it be known that he expect a high degree of self –sufficiently and manage in a way that makes it possible. All sorts of things contribute, but the following all aspects of communication are certainly key:

- *Clear policy:* empowerment will only ever work if everyone understands or department) the intentions of the organization (their role clear job descriptions) so as to allow them to put any

action they may need to decide upon in context. The other requirement of an empowered group is an absence of detailed rules to be followed slavishly, but clear guidelines about the results to be aimed at.

- *Clarity of communication*: it is especially important in the context of motivation. Any organization can easily to stifled by lack of or lack of clarity in, communication, an empowered grope is doubly affected by this failing.

- *Little interference*: management must set things up so that people can be self-sufficient, and then keep largely clear. Developing the habit of taking the initiative is quickly stifled if staffs know nothing they do will be able to be completed without endless checks.

- *Consultation*: a management style in which consultation is inherent acts as the best foundation for an empowered way of operating. It means that the framework within which people take responsibility is not simply wished, perhaps seemingly unthinking, upon them, but is something they helped define and of which they have taken ownership.

- *Feedback*: empowerment needs to maintain itself, actions taken must not sink into a rut and cease to be appropriate because time has passed and no one has considered the implications of change. Feedback may only be a manifestation of consultation, but some controls are necessary. Certainly the overall ethos must be one of dynamism continuing to search for better and better ways to do things as a response to external changes in a dynamic, and competitive world.

- *Development*: it is axiomatic that if people are to be empowered, they must be competent to execute the tasks required of them Remember too that useful development is itself always a significant motivator.

An enlightened attitude to development is motivational. A well trained team of people are better be able to be empowered; they have the confidence and the skills. An empowered and competent team is more likely to produce better productivity and performance. It is a virtuous circle.

At the end of the day the answer is in your hands. Keep too tight a rein on people and they will have no doubt to perform, but they may lack the enthusiasm to excel. Management should have nothing less than excellence of performance as its aim-market pressures mean any other view risks the organization being vulnerable to events and competitive action.

On the other hand, too little control, an abrogation of responsibility and control, also creates risks, in this case staff will fly off the tangent, losing sight of their objectives and, at worst doing no more that what takes their fancy, Like so much else a balance is necessary. Employment is not a panacea, but an element of this philosophy can enhance the performance of most team.

Achievement and responsibility rank high as positive motivators, and empowerment embodies both. Motivation will also remain a matter of detail, with management seeking to obtain the most powerful cumulative impact from the sum total of their actions, while keeping the time and cost of so doing within sensible bounds. Empowerment is one

more arrow in the armory of potential techniques available to you, but it is an important one. Incorporate it in what becomes the right mix of ideas and methods for you, your organization and people, make it clear to people how you operate and it can help make whole team effectively.

2.12. SUMMARY

This chapter has received literature on educator and learner empowerment, from the literature it become clear that educators and learners are special people, who have needs and desire to learn in order to improve their effectiveness and performance.

In this chapter, a variety of factors which improve or prohibit educators and learner effectiveness and learning , for example school climate ,principals management role, curriculum development, educator incentives, educator evaluation, learners empowerment mechanism, significance and importance of empowerment were
Discussed.

The success of the teaching process depends on the cooperation of all stakeholders, for example educators, principals, circuit managers, subject advisors, parents in addressing the afore said educational factors, this in turn help improve the effectiveness of educators and performance by learners.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

Chapter two reviewed literature on issues relevant to the role of school principals as managers in empowering educators and learners. This chapter therefore, describes the research design and assessing data, that is, empirical research design, methods used to collect and analysing data. The empirical data obtained through the use of questionnaires and interviews will give scientific support to the main problem and educationally significant findings derived from a critical review to literature. The information extracted from the qualitative research tools will validate the findings.

3.2. RESEARCH DESIGN

Research design refers to a plan to use one or more techniques to collect desired observations or data in an organized manner(Mrazek 1993 : 42).

Thyer (1993 : 94) also defines a research design as a blueprint or detailed plan for how a research study is to be conducted-operationalizing variables so they be measured, selecting a sample of interest to study; collecting data to be used as a basis for testing the hypotheses and analyzing the results". In short, a research design is the researcher's plan of how to proceed (Bogdan & Biklen 1992 : 58)

The aim of a research design is to plan and structure a given research project in such a manner that the eventual validity of the research findings is maximized" (Mounton & Marais 1990: 33). In a qualitative study, a research design refers to all the decision we make in planning the study decision not only about what overall type or design to use, but also about sampling, sources and procedures for collecting data. Measurement issues and data analysis plans (De Vos 1998 : 77) Designing a study involves specifying exactly who or what is to be studied when , how and for what purpose (Babbie 2001 : 90)

3.3. RESEARCH METHODS

In this paragraph, the researcher outlines the research methods used in this study.

3.3.1. Literature review

The critical literature survey on empowerment of educators and learners was collected by studying relevant literature from local and international sources. Literature provided the necessary theoretical background to the problem and also contributed towards the compilation of instruments. Two types of instruments, the questionnaire and interview schedules, were used in this study; they then led to conclusions and recommendations for this study.

3.3.2. Questionnaire survey

Three sets of questionnaires were compiled and used to collect information from principals, educators and learners. See appendices A, B, and C). In order to avoid bias, both the educators and principals' questionnaires contained more or less similar questions in order to allow cross checking. According to Nthangeni (1991: 123) questionnaire remain the most widely used

technique in data collection because they permit wide coverage with minimum effort, and at the same time prompting greater validity in results, and as such elicit candid and objective responses because of their impersonality .

3.3.3. Interviews

Scheduled interview (see appendices D and E) were designed to enable the respondent to answer questions in the personal presence of the interviewer (Vockell) 1982 : 86) . This means that questions are put forward to the respondent who in turn gives answers. An interviewer can follow up ideas, probe responses and investigate motives and feelings that any other instrument cannot do. The way response is made can provide information that a written word could conceal, and if conducted by a skilful interviewer it can be most rewarding (Borg & Gall 1983: 415). However its major advantage is its flexibility (1982: 87)

3.4. POPULATION THE STUDY

The population refers to all the individuals or a large group of subjects who could be studied. Ary (1972:160) defines a population as all members of any well-defined class of people, events or objects "

The population of this study was composed of **11** secondary schools, **25** primary school having **35** principals, **447** educators and **14950** learners. Also included in the population was one circuit manager, one subject advisor. They altogether formed a population of about **15432** people.

3.5. SAMPLING

The task of determining those people are to be interviewed , deciding how many people are to be interviewed, where the interviews should be

located and the method of selecting respondents. (Hoinville and Jowell (1989: 7) Sampling is indispensable to the researcher because time, money and effort involved in conducting a research do not permit a researcher to study all possible members of a population.

The procedure guarantees every individual in the population an equal chance of being chosen and it also ensures area when researchers employ this methods they are committing themselves to selecting a sample in such a way that the biases are not permitted to operate. Based on these facts, respondents, therefore, were randomly selected; principals, educators and learners from schools with grade 12 and their level of responsibilities concerning educator empowerment, effectiveness and learners, 30 educators. 10 principal, 1 circuit manager and 1 subject advisor.

TABLE 1

NAME OF SCHOOL	NO . OF RESPONDENTS				
	Principals	**Educators**	**Learners**	**Circuit Manager**	**Subject Advisor**
Tshivhase	1	2	3		
Tshadama	1	2	3		
Khadzinge	1	2	3		
Muhuyu wa thomba	1	2	3	1	1
John Shavhani	1	2	3		
Frans Rasimphi	1	2	3		
Muelekanyi	1	2	3		
Ramugondo	1	2	3		
Gumani	1	2	3	1	1
Luphai	1	2	3		
Total	10	30	20		

3.6. DATA COLLECTION PROCEDURES

The researcher requested permission from the District Senior Manager of the Vhembe region to proceed with the collection of data. The purpose of the research was made clear to the district senior manager, who was further requested to inform the circuit manager of Tshinane who was further requested to inform principals of the sampled secondary schools. Permission was granted by the District Senior Manager who further advice the researcher to seek further permission when confirming with the principals of respective secondary schools and such authorization is included as Appendix F.

3.7. VALIDITY OF INSTUMENTS

The validity of the data gathering instruments was checked by the supervisor who went through the questionnaires, examining the relevance of the item making comments and correcting ambiguous statements and questions. After fruitful discussions with supervisors, their comments were found meaningful, and were taken into account. Thus, questionnaires and interview schedules went through the necessary changes and were adjusted accordingly before they were finally administered to principals, educators, learners, circuit manager and subject advisor.

3.8. PROBLEMS ENCOUNTERED WITH QUESTIONNAIRES

o The investigation was done during October 2006 and by this period, schools were busy with final examinations and as such educators and learners were not available for purposes of completing the questionnaires within agreed time frames. Further arguments were made between educators and learners and this was possible in the afternoons.

o Most principals delayed to submit completed questionnaires because they were busy with the control and running of the examinations. Nevertheless, all completed questionnaires were returned.

o Some questions in the learner's questionnaire were not responded to. This enabled the researcher to know the type of questions learners should be asked.

3.9. PROBLEMS ENCOUNTERED DURING INTERVIEWS

o Circuit managers and subjects advisors are field officials. It was difficult to get them in their offices for interviewing purposes, and as such the interviewing process was delayed.

o Some questions were interpreted differently by the respondents. Such questions were not considered for analysis and interpretation.

3.10. DATA ANALYSIS PROCEDURE

Analysis of data is a continuous and ongoing process integrated into all the phases of qualitative research (MC Millan & Schumacher 1993: 503). It is the integration of the operations of organizing, analysis and interpretation of data. The researcher used qualitative data analysis.

3.10.1 Qualitative data analysis

Data analysis is the process of systematically searching and arranging the interview transcripts field notes, and other materials that was accumulated to increase our understanding of them and to enable the discovery of others (Bogdan & Biklen 1982:56). Howard and Sharp (1983 : 100) indicate that data analysis assumed to "involve the ordering and structuring of data to produce knowledge"

The purposes of analysis are to described, generate empirical relations and to explain. For analysis to be convincing it must satisfy the principle of logical interference.

Analysis involves working with data, organizing it, break it into manageable units, synthesizing it, searching for patterns, discovering what is important and what to include in the research findings. The analysis of the sources of data collected follows a general model of deriving themes or categories through content analysis. Efforts are usually made to develop generalizations, which are specific to the particular setting of the study (Eisner 1981:8)

In this research therefore, a qualitative narrative thus developed, facilitated the process of formulating recommendations for the implementation of effective empowerment of educators and learners. Data analysis for this research will be presented in chapter four.

3.11. ETHICAL CONSIDERATION.

It is necessary , in most cases, to get someone's permission in order to ask the people in a research sample the questions the researcher desire (Walizer and Wienir 1978 : 269). Securing permission before hand usually helps in reducing the number of non respondents. Non-respondents are the subjects who were selected for the research sample but did not participate in the survey.

The researcher obtained permission to conduct research in the ten schools from the Acting District Senior Manager of Vhembe District Dr Rathando (Appendix 2) Permission was also obtained from the circuit manager of Tshinane, Mr M. Mutsila respectively (Appendix 3) The school managers of the schools under review were also consulted before hand and their permission was secured before any visit was made to their schools. The names of the respondents on the research

were not required to ensure anonymity. The names of the institutions were also not required to protect their identity.

An assurance was given, on the questionnaire and the interview schedule that the data collected will be used for academic purposes only and as such will not be quoted outside academic circles.

An assurance was given, on the questionnaire and the interview schedule that the data collected will be used for academic purposes only and as such will not be quoted outside academic circles.

3.12. CONCLUSION

This chapter presented the research design and methodology, research methods, population of the study, sampling, data collection procedures, validity of instruments problems encountered with questionnaires and interviews, data analysis procedure, and ethical considerations, chapter four therefore , presents data analysis.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1. INTRODUCTION

The main purpose of this chapter is to present and discuss the data collected from one hundred respondents. Data from both questionnaires and interview schedules is reported in seven sections.

Section A presents the analysis of personal background response of all respondents. Section B principals' response section C Educators Response Section D Learners Response. Section E Subject Advisor's response Section F Circuit Managers Response.

4.2. SECTION A : PERSONAL BACKGROUND

This section presents personal background data of sixty-two respondents.

Table 2: Personal background data of all respondents

Type of Sample	Item	Groups	Count	%
Principals (10)	Age	20-25	-	-
		26-35	1	10
		36-45	5	50
		46% over	4	40
	Gender	Male	8	80
		Female	2	20
	Location	Rural	7	70
		Urban	3	30
	Highest Academic qualifications	B.A. Degree	5	50
		Hons / Bed	5	50
		Masters	-	-
		Doctorate	-	-
		-	-	-

	Teaching experience	1-3 yrs	-	-
		4-6 yrs	2	20
		7-8 yrs	2	20
		10 & over	6	60
	Type of transport	Foot	-	-
		Public	-	-
		Car	10	100
	Distance	1-3km	1	10
		4-6	3	10
		7-9	-	-
		10 & over	6	60
Educators (30)	Age	20-25	-	-
		26-25	30	60
		36-45	16	32
		46% over	4	8
	Gender	Male	37	74
		Female	13	26
	Location	Rural	35	70
		Urban	15	30
	Highest Academic Qualifications	Standard 10	15	50
		B.A. Degree	08	27
		Hons / Bed	06	20
		Masters	1	03
		Doctorate	-	-
	Teaching experience	1-3 yrs	3	10
		4-6 yrs	4	⅓
		7-8 yrs	09	30
		10 & over	15	50
	Type of transport	Foot	14	47
		Public	10	33
		Car	6	20
	Distance	1-3km	15	50
		4-6	7	23
		7-9	2	8
		10 & over	6	20
Learners (20)	Age	15& above	-	-
		16-20	18	90
		21-25	1	5
		26 & Over	1	5

	Gender	Male	13	65
		Female	7	35
	Location	Rural	14	70
		Urban	6	30
	Type of transport	Foot	17	85
		Bus / taxi	3	15
	Distance	1-3 km	16	80
		4-6	1	5
		7-9	1	5
		10& over	2	10
Circuit Managers And Subject Advisors (2)	Age	26 – 30	-	-
		31-40	-	-
		41-50	1	50
		51 & above	1	50
	Gender	Male	2	100
		Female	-	-
	Location	Rural	1	100
		Urban	1	-
	Highest Academic qualifications	B.A. Degree	-	-
		Hons / Bed	1	50
		Masters	1	50
		Doctorate	-	-
	Working experience	5-10	1	50
		11-16	1	50
		17-22	-	-
		23 & over	-	-
	Type of transport	Foot	-	-
		Public	-	-
		Car	2	100
	Distance	5-10	-	-
		11-20	1	50
		21-30	1	50
		31 & over	-	-

The table above serves to highlight that the sample was comprehensively selected, and that it is involving as many sub- groups of the sample as possible.

It is for reason, therefore, that the researcher is satisfied that the sample was a fair representation of relevant stakeholders in the Public Education System in the Tshinane Circuit Area of the Vhembe District, who were directly involved with the enhancement of educator empowerment motivation, effectiveness and learner performance.

4.3. PRINCIPAL'S RESPONSE (APPENDIX A)

4.3.1. SECTION B : TEACHING LEARNING SITUATION

4.3.1.1. THE TYPE OF SCHOOL

This item required the respondents to state whether they are in urban or rural schools.

Table 3. Location of school

Item	Count	%
Urban	2	20
Rural	8	80
Total	10	100

The above table shows that the majority (80%) of Principals are managers in rural public schools only 20% were managing urban-public schools. It can be deducted from the information reflected in the table that most principals are stationed in schools with poor physical and learning facilities taking into cognizance that 70% of these schools are in the rural setting of the area under study. Through the researchers' observation, lack of facilities in these schools is one of the main problem inhibiting proper management of schools by principals. Poor management of schools by principals affects the morale of teachers to teach effectively which may lead to poor performance by learners.

4.3.1.2.   THE SCHOOL POLICY

The intention of asking this question was to race from the principals whether school policies were formulated to run their schools.

Table 4 : School Policy

Item	Count	%
Yes	3	30
No	7	70
Total	**10**	**100**

The data reflected in the above table show that a small number of the respondents 30 % see the need of formulating a school policy. The largest number of the respondents 70% views the school policy as less important. It is imperative to note that in order to be systematic and consistent in managing schools, involvement of principals to formulate school policies for the smooth running of their schools is necessary. Lack of school policy affects a healthy interaction that should prevail amongst stakeholders in education and easily disrupt effective and efficient learning and teaching.

4.3.1.2.1. CONDUCT OF INSTRUCTIONAL LEADERSHIP ROLES AT SCHOOLS

The item required respondents to show whether they give instructional leadership in their schools.

Table 5 : Instructional leadership Roles

Item	Count	%
Yes	2	20
No	8	80
Total	**10**	**100**

The analysis from the above table show that only 20% of the respondents believe that instructional leadership roles are indispensable in the teaching learning situation. About *% indicate that they were not giving attention to this role form the information retrieved, it is clear that most educators in the sampled schools were not assisted to improved their instruction. When educators are assisted more especially for improve instruction and in problem solving, learners are likely to learn very fast and this could make schools to be successful. Schools could be more successful if principals create an improve relationship among staff members, which is crucial for instructional process. In this way, the level of empowerment of educators is low.

4.3.1.3. Planning of lessons by educators

This question was trying to find out from the respondents whether educators plan their lessons adequately.

Table 6 lesson planning by educators

Item	Count	%
Yes	1	10
No	9	90
Total	10	100

The above table reveals that most respondents (90%) agree that educators do not prepare for their lessons. Only 10 % do prepare for lessons. It can be deduced from the above arguments that lessons planning is not being given the necessary attention it deservers to ensure that effective teaching and learning should take place. It is worth noting that such a high percentage (90%) for poor lesson planning is definitely a cause of concern in analyzing causes of poor performance by learners in the area under study. Lesson preparation is the pre-requisite for the effective and meaningful

learning. This is substantiated by Steyn (1995) where he stated that successful lesson depends on planning beforehand.

4.3.1.5. FACTORS AFFECTING PERFORMANCE AND LEVEL OF MOTIVATION AMONGST EDUCATORS

The respondents were required to show their extent of agreement about factors affecting performance and level of empowerment of educators.

Table 7 : Factors affecting performance

Key : A = Strongly Agree B = Agree, C = Disagree = Strong Disagree

Item	A	B	C	D	Total
(a) Educators involvement in participatory making	6	3	1		10
(b) Impact of educator participation in union affairs during working hours on effectiveness of learning	8	1	1		10
(c) Lack of educators supervision makes schools to be less effective	9	1			10
(d) Not being sure through lack of feedback form supervisory section influences educators to be less effective	7	2	1		10
(e) Having to carry out an exceptionally wide range of roles and tasks demotivate educators to work effectively	6	2	1	1	10
(f) Lack of facilities and teaching media affect the educators empowerment and learners performance	8	1	1		10
(g) Handling learners discipline affect educators level of empowerment and effectiveness	8	1	1		10
(h) Keeping up to date with changes in departmental policies, regulations and procedures affect educators level of empowerment and effectiveness.	7	1	1	1	10
Total	**60**	**12**	**6**	**2**	**80**
%	**75**	**15**	**8**	**2**	**100**

From the above table it is noticeable that the majority of respondents agree in almost all instances concerning factors that affects educator performance as revealed in the following analysis.

4.3.1.6.   PARTICIPATORY DECISION-MAKING

The analysis that there is no provision made for educators to be involved in decision making. Only 1% disagree. This being the case, principals should be aware that educators have the expertise to manage activities in schools if they are given chance to involve themselves effectively. Their lack of involvement would affect their teaching and probably lead to learner's poor performance. It is in the researcher's view that any educator who participates in planning is more likely to support what subsequently takes place at a school and this could empowerment him or her to teach effectively for learners to produce good results.

4.3.1.7.   IMPACT OF EDUCATOR PARTICIPATION IN UNION AFFAIRS

Information regarding impact of educator participation in their union affairs shows that 90% agree that educators always leave classes and attend their educator organization meetings during working hours. Their behavior can extremely impact on their effectiveness which in turn may lead to poor performance by learners at the end of the year.

Khathi (1990) confirmed the above when he indicated that educators who stay away from their classes may not complete the subject syllabi, thus causing learners to fail at the end of the year. The 10% difference of the respondents who disagree might be the principals from the sampled urban schools, the so-called model C schools where teaching is child centered. Union meetings by educators are good for them to develop politically and professionally which could enhance their empowerment and effectiveness, but could also delay learners' progress if the latter are often left unattended.

4.3.1.8. EDUCATOR SUPERVISION IN SCHOOLS

The analysis of the above item shows that most principals (90%) indicate that they did not attend to class visits and supervision of educators, while only 10% showed that supervision of educators work was done once per quarter. This is another factor contributing to poor performance, which ultimately leads to poor results by learners at the end of year. Mosher and Purple (1972) advises that classified as well as certified personnel or educators need to be , and should be supervised for the improvement of their professional skills such as teaching methods, lesson planning and presentation which in turn would benefit the learners.

For those principals who indicated that supervisions of educators work was conducted by circuit managers 90% of the respondent complained about lack of feedback from circuit office and this tendency influenced educators to be less effective in performing their duties which in turn could negatively affect performance.

4.3.1.9. TEACHING LOAD

The majority of principals (80%) revealed that educators had an exceptionally wide range of roles and tasks to perform which demotivate to teach effectively. Only 20% disagreed. It can be deduced from the information reflected in the item that principals are not happy with the present situation. Through the research's observation educators are found teaching two or more subjects. It is obvious that no justice can be given to two or more subjects, others would receive little attention from the educator and in turn less information imparted to the child, leading the later to poor performance.

4.3.1.10. TEACHING FACILITIES AND TEACHING MEDIA

The analysis from the above item shows that the majority of respondents (90%) agreed that their schools lacked facilities and teaching media, only 10% disagreed to

confirm the importance of teaching media in schools. Nthangeni (1991: 33) earlier in this research has pointed out that educators need basic teaching media for effective performance. Therefore, teaching without teaching media is unlikely to bring forth better results on the part of learners. Kruger & Farrel (1993: 192) for instance, strongly supports the idea of teaching media in schools, saying that media assist learners to form clear and accurate images of reality, thereby presenting ideas more concretely than words and in supporting educators in explaining concepts to learners.

4.3.1.11. UNDISCIPLINED LEARNERS IN SCHOOLS

Response to this item indicated that the majority (90%) of the respondents agreed that undisciplined learners in schools disturb teaching, which in turn affect learning and promote poor performance amongst learners. Only 10% disagreed.

It should, however, be pointed out that principals and most educators in the area under study are dissatisfied and disempowered with the poor discipline amongst learners. They indicated that learners do not attend school regularly, they are not willing to write tests and homework exercises. Over and above, they show little respect for both educators and principal and reject all kinds of authority.

It is common knowledge that poor school climate is bound to disturb the teaching and learning process and this in turn could have negative impact on pupil performance. This confirms what Smith (1991) in chapter 2 said about the climate of learners insubordinations, which brings forth disastrous effect on educator morale and motivation to teach effectively.

4.3.1.12. CHANGES IN DEPARTMENTAL POLICIES

The picture reflected from the analysis in the above item is that the majority of respondents (80%) believe that successive changes in departmental policies and regulations that are not clear to most educators seem to be effecting the latter's level

of empowerment and effectiveness. Only 20% disagreed. Most principals made references to the recent rationalization and appraisal policies put into place by the department for principals to effect them concurrently in their schools that they are the most frustrating and distressful policies that seem to be affecting educators not to teach effectively, more so where they are rendered in excess. Educators do realize that they should be updates with the new information concerning their conditions of service. This is to extent that the quality of tuition which the learners receive in the classroom is thereby empowered for better performance at the end of the year.

4.3.1.13. MEANING OF EMPOWERMENT IN TEACHING AND LEARNING.

This question was trying to find out from the respondents (principals) whether they do realize the significance of low/high level of empowerment in the teaching – learning situation.

Table 8: The significance of empowerment in teaching and learning

Item	Count	%
Yes	10	100
No	-	-
Total	10	100

All principals (100%) agreed that empowerment of educators was necessary for effective teaching and learning. Respondents attributed the low morale of educators mainly to lack of facilities, overcrowding which lead to high learner-educator ratio, ill disciplined learners and lack of support from parents.

Table 9: Strategies of empowering educators.

Item	Count	%
Yes	2	20
No	8	80
Total	10	100

The analysis from the above table reveals that almost all principals (80%) did not have a scheme or plan on how educators could be empowered to teach effectively. However, respondents came up with some of the following strategies that they together with the employer (department) should put in place various strategies to enhance the level empowerment of educators, which in turn may improve learner's performance.

- Reduction of learner-educator ratio 90% of the respondents are fully aware of the effects of overcrowding in the classrooms. They agree to a large extent that teaching a small class is more encouraging and empowering than teaching a large class. Duminy (1985) share the same view when saying that a very large class leaves an educator with little opportunity for effective individual attention as it becomes difficult to assist each learner to develop according to his / her capabilities.

- Reduction of workload per educator. As already been stated earlier in this study, that an educator cannot obviously do justice to two or more subjects at his or her disposal. It is common knowledge that one subject may receive less attention than the other, thereby increasing the possibility of poor performance amongst the learners in the subjects. 70% of the respondents agreed to the above notion.

- Educators to teach subjects trained for about 60% of the respondents pointed out that there were educators teaching subjects they were not trained for. This is unfair and disempowering the educator in his profession, and dangerous to the learner as the educators will not have enough knowledge of the subject matter, ending with the learner receiving information about the subject.

- A living wage for educators. Almost all respondents 90% have a notion that for educators to deliver expectations, condition of service should be improved. The question of the effects of salary on educator performance has already been endorsed by Lynn (1988) that good salary attracts good and competent

educators and above all, induces them to stay in the profession. It is reasonable to conclude, therefore, that educators are disempowered by the poor incentives they receive. This is an indication that most children in the region under study would perform badly as educators could not work effectively.

4.3.1.14. SUGGESTIONS ON EDUCATORS EMPOWERMENT AND EFFECTIVENESS FOR LEARNERS PERFORMANCE.

Suggestions	No. of principal respondents
(a) Parents should be involved in the education of their children	10
(b) Educators must be involved in curriculum development and planning of their subjects.	10
(c) Schools should constitute school governing bodies	9
(d) Educators must be clear about just what the scope and responsibilities of their job are	7
(e) Educators should be encouraged to attend in-service courses	8

The above evidence confirms that there are many factors that contribute to the enhancement of the level of empowerment of educators if introduced in the teaching learning situation. By so doing, the level of learner's performance would also increase.

4.4. EDUCATOR'S RESPONSES (APPENDIX B)

4.4.1. SECTION B TEACHING LEARNING SITUATION

4.4.1.1. HIGHEST ACADEMIC QUALIFICATION

Item	Count	%
Std 10	15	50
B.A. Degree	08	27
Honours / B.ED	06	20
Masters Degree	01	3
Doctorate	0	-
Total	**30**	**100**

The above table reveals that 50% of the total number (30) educators had std 10.40% BA degrees, 20% Honours / B-ed degrees and 30% with masters and none with doctorate degrees. In chapter two we noted that educators with the academic qualification of standard 10 with professional teaching, especially in senior classes. Therefore, these educators cannot teach the learners effectively. This might be the major factor inhibiting performance by both educators and learners. Khathi (1990) rightly argues that the success for failure of a school is determined to al large degree on the availability of suitable qualified educators and how they are utilized. It is with this conviction that if the majority of educators in the secondary schools are under qualified, it stands to reason that poor performance amongst learners is eminent.

4.4.1.2. LOCATION OF SCHOOL
The item required the respondents to state whether they are in urban or rural school

Table 11: Location of school

Item	Count	%
Yes	5	17
No	25	83
Total	**30**	**100**

The table above shows that 83% of the respondents were teaching in schools situated in rural areas. 17% in the urban area. Educators teaching in rural schools, as already been noted in (Appendix A) for principals and in chapter 2 experience the problem of poor facilities which would facilitate proper teaching and learning. The absence of these facilities hinders effective teaching and learning, which in turn affects learner's performance. In urban schools it is common that adequate facilities could be available – hence better performance by learners comparatively speaking.

4.4.1.3. INSTRUCTIONAL LEADERSHIP BY PRINCIPAL

The item required respondents to show whether principals give instructional leadership

Table 12 : Instructional Leadership

Item	Count	%
Yes	6	20
No	24	80
Total	**30**	**100**

The above table shows that 20% of the respondents agree that instructural leadership roles are exercised in their schools. The majority (80%) disagrees with the opinion. Principals in (appendix A) also arrived at exactly the same statistic when they themselves revealed that 80% did not conduct instructional leadership roles. As noted in chapter 2 that educators, especially beginner educators should be fully equipped with necessary knowledge and skills, for effective teaching and learning, this could be a factor of disempowering educators and seriously have impact on learners school work and performance in examination in the region under study.

4.4.1.4. LESSON PLANNING BY EDUCATORS

Table 13: Lesson Planning

Item	Count	%
Yes	21	70
No	9	30
Total	**30**	**100**

The table above indicates that 70% of the respondents agree that they do prepare and plan lessons for effective teaching and learning 30% disagreed with the opinion. It is surprising to have such revelation because principal in (Appendix A) indicated that 90% of the educators in their schools did not prepare their lessons effectively. From the researcher's point of view it would seem educators are defending themselves in pointing out that they do prepare. It is therefore likely that educators are in a position where they cannot effectively plan and prepare lessons to help make pupils' performance better. Reasons which came up for the 30% who did not prepare were:

1. Preparation is for administration and not for class teaching
2. Riding step by step items, method subject mater, objectives in the decision-making of the school

Table 14 : Educators in decision-making

Item	Count	%
Yes	6	20
No	24	80
Total	**30**	**100**

The above table that 80% of the respondents are not involved with the decision-making of their school. 20% agree that they are involved. The principals in (Appendix

A) also arrive at nearly the same statistics 90% revealed that educators were not given chance to involve themselves in decision making of the school. This might be one of the major causes of level of empowering amongst educators, which in turn affect performance of learners.

4.4.1.5. LACK OF FACILITIES AND TEACHING MEDIA IN SCHOOOL

The respondents were required to indicate whether lack of facilities and teaching media affect their empowerment.

Table 15   : Facilities in schools

Item	Count	%
Yes	27	90
No	3	10
Total	**30**	**100**

The analysis from the above table shows that the majority of respondents (90%) believe that teaching media are indispensable in the teaching learning situation. Only 10% showed a negative opinion about the idea. From the information retrieved, there is a general agreement by 90% between educators and principals as it has already been noted in (appendix A) that most schools lacked basic facilities and teaching media. This implies that use of teaching aids in schools should received first priority in order to provide effective teaching and meaningful learning.

4.4.1.6. INDISCIPLINE AND UNREST IN SCHOOLS

The item required the respondents to show whether indiscipline and unrest influence educator morale and effectiveness.

Table 16 indiscipline and unrest

Item	Count	%
Yes	21	16
No	9	84
Total	**30**	**100**

The analysis of the above table shows that undisciplined learners and unrest in schools were among others, prime factors negatively influencing educators not to perform effectively. This is indicated by 70% of the respondents as against 30%. These responses correspond with the responses in (appendix A) where principles also indicated in unrest and undisciplined students in school disturb the learning process.

As indicated previously, this renders it difficult to teach and learn successfully, hence poor performance by learners is imminent.

4.4.17. EDUCATOR'S INVOLVEMENT IN CURRICULUM DEVELOPMENT

Respondents were required to show their involvement in curriculum development and planning.

Table 17 : Curriculum Development and Planning

Item	Count	%
Yes	11	37
No	19	63
Total	**30**	**100**

The above table shows that 63% of the respondents reported that they were not involved in curriculum development and planning for their schools. 37% indicated that

they were given chance. Suggestion put forward previously by principals were that educators have to be totally involved in curriculum development in schools.

It is doubtful whether an educator can teach effectively when sources, e.g. syllabi at his or her disposal are somewhat imposed. Taunyane (1996) in chapter 2 shared the same view of deliberately excluding a large number of educators in curriculum development and maintains that the action is constitution nothing more that disemboweling and disenabling educators to teach effectively, hence poor performance by learners.

4.4.1.7. HIGH LEARNER – EDUCATOR RATIO

Item	Count	%
Yes	22	73
No	8	27
Total	**30**	**100**

The data reflected in the above table shows that a large number of the respondents 73 % see the need of a reasonable learner -l educator ratio in school. 27% disagree with the ideas. This is an indication that most educators in the area under study teach more learners than they should. In Appendix A, all principals confirmed that small classes in comparison with big or overcrowded classes are empowering and encouraging. It should , however be pointed out that some schools in the area under study lack enough accommodation of which during unfavorable weather conditions, classes are grouped to worsen the problem of overcrowding. It is for this reason therefore, that it can be assumed that educators who find themselves in this situation cannot teach effectively and in turn persist in leading learners to poor achievement in schoolwork and examinations.

4.4.1.9. FACTORS AFFECTING EDUCATOR'S EFFECTIVENESS

The respondents were required to show their extent of agreement about factors which affects their motivation and level of performance.

Table 19 : Factors affecting educators

Kay A = Strongly Agree, B = Agree, C= Disagree and D = Strongly Disagree

Item	A	B	C	D	Total
(a) Leadership style of principals effectiveness	20	7	3		30
(b)Lack of educator supervision affect their effectiveness and learners performance	13	2	11	4	30
(c) Lack of staff development programmes hinders the improvement of educator's professional growth and competence.	19	7	2	2	30
(d) ILL defined conditions of service for educators affect their effectiveness and learners performance.	11	08	5	6	30
Totals	**63**	**24**	**21**	**12**	**120**
%	**52**	**20**	**18**	**10**	**100**

The above evidence reveals that there are many factors contributing to low educator morale and in effectiveness. The information thus obtained seems to indicate that most educators (73%) are in the position to tell that poor management and administration of schools were amongst others factors that affect their empowerment and learner performance. A shocking revelation is the response of about 90% by the principals who showed that supervision of educators was not attended to. Through this evidence, one is able to conclude that most schools in the area under study are not managed effectively and this certainly impacts on the education teaching learning culture and ultimately lead to both educators and learners engaging themselves in

laziness and indiscipline which in turn affect the general development and performance in schools.

4.4.1.10. JOB SATISFACTION

Respondents were required to indicate whether they were satisfied with their job of teaching

Table 20 (a) Job satisfaction

Item	Count	%
Satisfied	9	30
Not Satisfied	21	70
Total	**30**	**100**

The above table shows that 70% of the respondent reported that they were not satisfied with the job of teaching and that they would like to quit. Only 30% indicated they were satisfied.

The following reasons were given 74% of educators who wanted to leave teaching for another job.

Table 21 (b)

Reasons	No.of educator's respondents
(a) Escalating crime rate in schools	33
(b) Learners do not attend school regularly	31
(c) Learners do not write homework, classroom and test etc.	25
(d) Poor working conditions of educators	28
(e) Lack of parental support	30

On the other hand, the 30% respondents who wanted to remain in the job indicate the following for educator effectiveness and learners performance.

o They have hope that conditions for effectiveness educator learning would improve.

o For them , teaching is a calling and they argued that they been called upon to serve and assist learners to acquire knowledge and learning skills for future prospects.

From the above evidence it can be deduced that educators are not satisfied with the poor teaching and learning climate in their schools. It is obvious that no effective teaching can take place with the prevailing poor support from parents and the SGB. It is for this reason therefore, that it can be assumed that educator level of empowerment may be decreased, hence poor performance and scholastic achievement of learners.

4.5. LEARNERS RESPONSE (APPENDIX C)

4.5.1. SECTION B: TEACHING LEARNING SITUATION

4.5.1.1. EDUCATOR EMPOWERMENT IN SCHOOLS

Respondents were required to show whether their educators are empowered or disempowered.

Table 22 (a) Educator empowered

Item	Count	%
Yes	5	25
No	15	75
Total	20	100

The picture reflected in the table above shows that very few respondents (25%) indicated that their educators were empowered to teach effectively. Reasons given were among others the following:

- Efficient management of schools
- Sufficient written work provided
- Syllabi are completed well advance

As many as 75% respondents showed that educators were not motivated to teach effectively below is a summary of the visible sign-posts expressed by the learners:

Table 22(b)

Sign	No. of learners expressing this difficulty
Educator absenteeism	17
Poor methods of teaching	9
No completion of syllabi	16
Poor preparation of work	16
No participation in curriculum activities	17

The above revelation proves that most learners experienced difficulties that affected their performance to produce good results. it is worth noting that these problems are indicated by the learners themselves. Given this information, one can conclude that most learners in the area under study would be experiencing the same problems which inhibit effective learning.

4.5.1.2. PROVISION OF WRITTEN WORK BY EDUCATORS.

The item required respondents to indicate whether educators give written work to them or not.

Table 23 : Written work

Item	Count	%
Yes	18	90
No	6	10
Total	**20**	**100**

The analysis from the above table shows that the majority of the respondents (90%) agreed that written work was adequately given at their schools. This is confirmed by educators responses on the questionnaire about lesson planning (Appendix B) The 10% respondents who indicate that written work was inadequate suggest that there are schools in the area under study which do not give enough written work to learners.

It is important for educators to note that written work prepares learners to develop writing skills and this could improve their performance during tests and examinations.

4.5.1.3. ATTENDANCE OF SCHOOL

The respondents were asked to show whether they attend school regularly or not.

Table 24 : School Attendance

Item	Count	%
Yes	18	90
No	2	10
Total	**20**	**100**

The above table shows that 10% of the respondents do not attend school regularly while the majority 90% attend. The researcher witnessed that in some schools, learners travel a distance of more than four kilometers on foot from home to school. Long distance usually leaves the learners tired and disempowered by not begin with their lessons and in most cases, this might be the cause of absenteeism among learners and disturbs the teaching learning process.

The problem of poor lesson attendance and absenteeism encourages truancy among learners, culminating in them losing some subject matter, which are taught during their absence. This impacts negatively on both educators and learners performance. What further worsens the situation is that educators too, like their learners, often absent themselves from school. It is this reason that the Limpopo Province Department of Education, Arts Culture and sports has issued a document" Culture of Learning ,teaching and Service" to improve the education situation in the Province. It is believed that if the contents of this document is practiced to the letter, both educators and learners may perform effectively.

4.5.1.4. LEARNERS' INVOLVEMENT IN THE SCHOOL MANAGEMENT OF THE SCHOOL.

The respondents were required to indicate their involvement in the management of the School.

Table 25. Learners School Management

Item	Count	%
Yes	5	25
No	15	75
Total	20	100

The above table shows that 75% of the respondents that they were not involved in the management of the school. Only 25% indicated that they were involved, According to the researcher, learner's involvement in school management is necessary as it encourages good relationship within the school between learners and educators. This interdependence and participate decision making as already been stated earlier in this study lead to a conducive teaching learning atmosphere and consequently to better performance by both educators and learners. On the other hand poor learner involvement in running some of the activities in schools may lead to educator-learner domination, which creates some of the activities in schools, may lead to their poor performance.

It is however, worth mentioned that it would seem most schools are not run properly as noted previously in (Appendix B) while educators revealed that were not given chance to involve themselves in decision-making of their schools. It is for this reason therefore that it can be assumed that where educators and learners are not involved in managing school activities, educator's morale and level of empowerment is likely to decrease which may lead to poor learner's performance.

4.5.1.5. LEARNER'S INDISCIPLINE AND UNREST
The respondents were required to show whether their indiscipline and unrest affect educator's effectiveness and performance.

4.5.1.6. LEARNER'S INDISCIPLINE AND UNREST
The respondents were required to show whether their indiscipline and undrest affect educator's effectiveness and performance.

Table 26: Learners indiscipline and unrest

Item	Count	%
Yes	14	70
No	6	30
Total	**20**	**100**

The analysis of the above table shows that the majority of respondents (70%) agreed that undisciplined learners and unrest in schools disturb teaching thereby affecting learning which ultimately promote poor performance. Only 30% disagreed.

Information about internal factor contributory to unrest and learners indiscipline in the schools learners indicated that there is absenteeism, overcrowding and lack of lesson planning by educators. These responses in Appendix A and B respectively in this study. Through this evidence one is able to conclude that when learners are not disciplined and coming to school at different times, and leave as they wish, poor performance is eminent.

PARENTAL INVOLVEMENT IN EDUCATION

Respondents were required to show their parent's involvement in education.

4.5.1.6. FACTORS CONTRIBUTING TO EDUCATOR'S DISEMPOWERMENT AND INEFFECTIVENESS

The respondents were required to show their extent of agreement about factors that disempowers educators.

Table 27 : Factors for disempowerment

Key A = Strongly Agree ; B + Agree ; C + Disagree; D = strongly disagree

ITEM	A	B	C	D	TOTAL
(a) Facilities, for example teaching media can empower educators.	14	2	1	3	20
(b) Educators meetings during school hours disturb the learning process.	12	3	3	2	20
(c) Supervision of educators work is successfully done at the School.	15	3	3	2	20
(e) Educators come to class having thoroughly prepared for lesson	16	2	1	1	20
Totals	57	9	6	8	80
%	71	11	8	10	100

It is worth mentioned that the statistics above reveal the factors that disempower educators to teach effectively. 82% of the respondent learners confirm that the above points are some which disempower educators. It is for this reason therefore, that most learners in the area under study would experience the same problems, which inhibit effective teaching and learning.

4.6. SUBJECT ADVISOR AND CIRCUIT MANAGER RESPONSES (APPENDIX D)

4.6.1. SECTION B: TEACHING AND LEARNING SITUATION

4.6.1.1. THE ROLE SUBJECT ADVISOR AND CIRCUIT MANAGER

The intention of asking this question was to find out from subject advisor and circuit manager whether their roles were enhancing effective teaching and in schools.

Respondents were able to point out the importance of visiting schools in order that the educators would be assisted to teach effectively, unfortunately it would seem that there was no policy between the schools and circuit officers governing the two institutions to work together. What aggravates the situation was the fact that in the area under study, respondent indicated that they were debarred from visiting schools by educators unions. This is confirmed by the revelation in chapter 2 where in some schools, educators seem to have rejected evaluation of their teaching activities.

It can be deduced from the information reflected above that educators did not get any assistance from circuit offices that could have enhanced professional development and instruction which in turn could assist learners to perform effectively. It is obvious that in a situation where educators are not supervised in their day to day activities, they become disempowered and enhance poor scholastic achievement of learners.

4.6.1.2. SUBJECT POLICIES FOR THE AREA

The analysis shows that 60% of both the respondents agreed that they had no area policy to manage schools. Only 40% of the respondents did not support the idea. It would appear that all circuit managers and subjects' advisors as noted before were prohibited from entering the schools for evaluation purposes.

This boils down to the fact that a policy was not available and in that sense with the management of the educators acts one could argue that they were systematic and could impact negatively on learner's performance.

4.6.1.3. EDUCATORS' INVOLVEMENT IN THE FORMATION OF SUBJECT POLICIES

70% of the respondents indicated that educators were not involved in the formation of subject policies. Only 30% agreed. This confirms What educators in their responses arrived at earlier in this chapter where 80 % revealed that they were not part of the decisions taken in their schools. It is important to note that in order to be consistent, continues and effective in teaching, educators should be involved in the formulation of policies for subjects they teach in schools. This is what Bradinsky (1983:28) revealed that involvement of educators in curriculum development would enhanced their professional status and their ownership of the school. This view is supported by Bayona (1995:69) who advises that developers of curriculum must take into account the legitimate rights of educators in managing curriculum process as they are the ones to execute it in the classroom. It may on the other hand mean that when educators are not involved in decision-making it is obvious that they may not teach effectively and as such could have negative impact on learner's performance.

4.6.1.4. THE IN-SERVICE TRAINING COURSES FOR EDUCATORS

The respondents were required to show whether educators were attending in-service training course or not.

Table 28 : In service courses for educators

Item	Count	%
Yes	1	50
No	1	50
Total	**2**	**100**

The analysis from the above table shows that the majority of the respondents (70%) Indicated that educators in the area under study do not attend in-service training courses in the subjects they teach. Only 30% agreed It can be deduced from the information on aspects such as teaching methods and evaluation strategies. It can be said that when educators are not furnished with new strategies and techniques to teach effectively poor performance by learners may also be the result.

4.6.1.5. THE SYSTEM OF MEETING EDUCATORS.

Sixty percent (60%) of the respondents indicated that educators are met individually at circuit offices. Only 40% reported that they never met with educators. It was established during the research period that even those educators who were met, it was not for the purpose of assisting them professionally, but because they had problems concerning conditions of service. It is disturbing to note that the level of interaction between educators and professional advisors is below average. It is obvious that this may render educator ineffective, which can result in poor learner's performance. It is worth noting to indicate that officials who recorded "Never revealed that workloads in their offices render it impossible to meet learners, hence poor performance in schools.

4.6.1.6. THE MEANING OF EMPOWERMENT IN TEACHING AND LEARNING

The findings to the above question reveal that all respondents (100%) agreed that conducive teaching and learning atmosphere could make the difference. This view was also shared by principals earlier is this study that empowerment of educators was necessary for the general improvement of schools.

With this knowledge one can also deduce that the respondents are aware to the theoretical meaning of empowerment but lack practical strategies for improving educator qualities.

4.6.1.7. FACTORS AFFECTING THE LEVEL OF EMPOWERMENT OF EDUCATORS IN SCHOOLS

Table 29: Factors affecting empowerment

Item	Agree	Disagree
(a) Lack of educator supervision	6	4
(b) Indiscipline Learners	8	2
(c) Poor management of schools	9	1
(d) Lack of parental involvement	6	4
(e) Low salaries of educators	8	2
(f) High learner-educator ratio	7	3
Total	**51**	**19**

The above evidence implies that there are many factors that affect the level of educator's empowerment and effectiveness. This is indicated by 73% of the respondents. This might be attributed to lack of programme of action between schools and circuit offices. This is confirmed by principals as well as learners in Appendix A and C where the responses were 90% and 82% respectively. It is evident from the above information that for the school in the Tshinane Circuit to perform effectively, all stakeholders in education should put their heads together. This will enable them to achieve a common objective which may enhance educator learner performance.

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. SUMMARY

The purpose of this study was to identify and analyse the role of school principals as managers in empowering educators, effectiveness and poor learner performance in Tshinane Circuit of the Vhembe Region. In order to get more information on the topic of is study, the researcher carried out an intensive literature review and presented it in chapter two. In summary the review of literature revealed some causes of educator disempowerment and poor learner performance such as poor school administration and management, lack of training in education, lack of facilities, educator qualification and learner culture of learning.

For fieldwork, the empirical method involving documentary search, administration of questionnaires and interviews were employed in collecting data. Overall, a series of steps, namely, population, sampling, instrument design, data analysis were followed as explained in chapter three.

The data from questionnaires and interview schedules were coded, processed and analysed mostly qualitatively. It was hoped that the findings of this investigation would create a greater understanding of the problem and help communities, schools and educational authorities to take steps to combat the problem. The summary of major findings is presented below.

5.2. SUMMARY OF MAJOR FINDINGS

The main findings are discussed according to sample categories:

5.2.1. FINDINGS PERTAINING TO PRINCIPALS

- There was minimal supervision of the teaching act.
- There was lack of proper management of schools:
  - Staff members were not involved in formulating policies their schools.
  - Educators were not assisted in managing their classroom activities.
  - There were no seminars organized to improve the professional development of educators and new educators were not inducted into profession.
- Schools are falling to implement the law of exemptions
- Schools don't take the law seriously because they re not punished for flouting it
- Principals have a huge reluctance to implement the policy anyway, because schools are not compensated fro exemptions they grant
- Principals are engaging themselves in criminal offences, for example; Gayton Mackenze of Bloemfontein who was failed for his involvement in gangsterism, they hinder empowerment.

5.2.2. FINDINGS PERTAINING TO EDUCATORS

- There was no preparation of lesson when teaching.
- Some educators were still teaching subjects they were not trained for.
- Educator-teaching morale was regrettably low.
- Most educators had poor academic qualification.
- Educators lacked knowledge and skills to use some of the teaching media supplied by the department.
- There was lack of involvement in the curriculum developments of the subjects they teach.

- There was continuous boycott of classes in attending meetings of their unions.
- There was high learner-educator ratio.

5.2.3. FINDING PERTAINING TO LEARNERS

- There was a poor culture of learning amongst learners in the area, as evidenced by absenteeism, disrespect of teachers, lack of written work and the decline of continuous assessment.
- There was lack of involvement in the management of their schools.

5.2.4. FINDINGS PERTANING TO SUBJECT ADVISORS AND CIRCUIT MANAGERS

- They did not come to school for advising and supervising educators through seminars and workshops for effective teaching of their subjects.
- There was lack of feedback concerning external examination to improve educator effectiveness and learners performance.
- Lack of manpower for all the subjects offered in the area, and other subjects were not catered for.

5.3. CONCLUSIONS

From the findings of the research, the following conclusions can be drawn:

- Continuous assessment which must form part of the final analysis on educator effectiveness and learners' performance is completely neglected and is a great cause of concern for educator disempowerment and learner performance.

- There is poor culture of learning amongst learners to the extent that most of them are not taught guidance and Counseling to equip them with knowledge of personal development, study methods which are priorities for achieving success.

- There is high learner-educator ratio in most schools. There conclusively disempowers and demotivates educator to teach effectively so as to assist learners to improve their performance.

- There is poor administration of school system due to lack of acceptable management skills of principals. There was also lack of Deputy Principals and head of departments posts in most schools in the area under study.

- Educators do not attend in-service training courses to update them in new curricula development and planning.

- Both circuit managers and principals of schools have been disempowered to supervise educators for professional development. They are no longer instructional leaders of their schools, but rather figureheads who must carry out the wishes and instructions imposed of them by educators and learners.

- Most schools do not have library and laboratory facilities to assist both educators and learners in implementing and learning the school curricula.

5.4. RECOMMENDATIONS

From the finding and conclusion above, there are many problems that need to be addressed on factors that affect educator effectiveness and

learners performance in the area under study. However, in summary, the following recommendations are made as a result of the above findings.

- There is poor attendance of in-service training by educators which results in educators to be poorly empowered and inefficient to enhance learner performance, therefore there must be an enabling policy framework on in-service training which link educators in the service and institute of Education which is enshrined in the legislation by a committed state based of which all educators are encouraged to attend. In remote or sparsely populated areas, mobile in-service units should be used.

- Educator supervision which is one of the cornerstones for educator empowerment and educator effectiveness is grossly neglected. The major forms of modern educator supervision such as the differentiated system which allow educators to choose from four supervisory models such as clinical supervision, cooperative professional development, self directed and administrative monitoring should be used by both principals and Heads of Departments in schools and focus be laid on the professional development of educators to raise the quality of the classroom environment.

- There is a general lack of educator involvement in the curriculum development of their subject. A national institute education agency should be established to involve educators in new curriculum development and streamline procedures for the announcement of syllabus changes and should liaise with the in-service section and subject advisors to ensure that both educators and learners are familiarized with such teaching and learning. This will provide

opportunities for educators to develop or demonstrate their competency.

- The most critical influence of poor morale and ineffectiveness of educators in improving learner achievement is the overall managerial behavior and performance of educational leaders. Strong and effective school management teams should be developed. Principals, HOD's and senior educators should be motivated to attain certificates, diplomas, degrees and to attend to departmental crash courses in the management of schools.

- Parental involvement in the education of the child is minimal. Partnerships between parents and educators should be developed. These partnerships should include recognition of the critical role played by parents and their involvement in the planning, development, implementations and monitoring of education and should be facilitated through processes such as Adult Based Education (Abet) and School Governing Body (SGB) training to empower parents to develop their capacity to participate in the education of their children.

- Educators should be involved in decision making and school management to allow for greater autonomy and to enhance participations in school affairs through delegation of responsibilities in specific areas and encourage a team approach.

- Continuous assessment should be a major component of evaluating teaching and learning in schools. This could help both educators and learners to be effectively committed throughout the year which might assist them to perform effectively.

- Guidance and counseling must be compulsory at all schools in the area. This will adequately equip learners with knowledge of personal preparedness, career study methods, and techniques for approaching examinations which are priorities for effectiveness performance.

- Subject advisors, circuit managers, principals and other stakeholders in education, must reach a common ground on policy with regard to control mechanisms to ensure that adequate which is provided for learners and that work is assessed regularly. The principals and school management teams are at school level, in ensuring that educators and learners play their part in this regard.

- A central National Institute of Education Agency must be established to effectively involve educator in curricula development and planning of syllabi materials suitable to be covered by both educators and learners for the current academic year. The institute should have branches at provincial, regional, district and circuit level. This could instill confidence in educators to teach effectively

- Effective school management teams should be constituted. Principals, HOD's and senior educators should be encouraged to obtain certificate, diplomas, degrees and departmental crash courses in school management and administration. Incentives in the form of money to encourage management teams in schools should provided for efficient running of schools.

- National and provincial ministers should be taking more steps to ensure schools enforce the law.

- Schools are obliged to write to parents informing them of the exemption criteria and procedures. School should run like business with principals playing the role of chief executive officer (CEO)

- As schools manager, principals needs to have short-medium and long term strategic planning in place and be able to evaluate the environment in which they operate and change their strategy accordingly. Principals should bond and re- affirms the importance of their role. They must regard principalship as "their profession, their enjoyment, and their life"

- If it is the principal responsibility to remain focused and provide leadership to ensure these do not disrupt learning (Mohlala 2006: 13) Principals should not engage themselves in criminal offences.

- The government must empower principals, educators and learners by putting in to place the enabling policies, infrastructure and resources needed to fully realize this goal.

- In service training should be encouraged, because progress is dependent on a well qualified and motivated teaching force that is dedicated to ensure that all learners achieve their full potential and leave school with the knowledge, skills and values required not only for a workplace or further study, but also to function as enlightened and responsible citizens Naledi Pando on World teachers day 5 October 2006

5.4.1. RECOMMENDATIONS FOR FURTHER RESEARCH
This study has served to open up areas for further research. With South Africa having

moved into a new era not only in political sphere, but also in terms of educational systems, information regarding school governance, learners and educator code of conduct should be explored in the teaching-learning situation in South Africa. The researcher, therefore, recommends that the following could be areas for further research:

- The impact of parental involvement on educator empowerment and effectiveness.
- Educator stress versus learner performance in rural secondary schools.
- The distance factor of educator empowerment and learner learning and performance.

LIST OF REFERENCES

Ary, D, Jacobs L.C, & Razavieh, A; (1972) <u>Introduction to research in Education</u>, New York: Holt, Rinchart and Winston, Inc.

Arend E.C; (1995) <u>Teachers Empowerment Through Curriculum Development,</u> Theory into practice. Johannesburg: Juta and Company LTD.

Atkinson R.R; (1993) <u>The effective Principal</u>: Schools management and leadership For a new South Africa. Teacher Opportunity programmes. Vol..3. Cape Town

Baddie, E. (2001). <u>The practical social research</u>. California: Wadsworth Publishing Company

Bayona, E.L.M. (1995) <u>Curriculum Design and development</u>: The role of Teachers, Botswana: Print Consult.

Beeby, C (1966) The Quality of Education in Developing Countries. Havard University Press, Cambidge

Bogdan, R.C & Biklen, S.K. 1992. <u>Qualitative Research for Education</u>. An Introduction Theory and Methods. London. Ellyn and Bacon, Inc.

Bolam, R. (1980) School focused In-service training. London: Heinemann educational Books.
.
Borg, W.R & Gall, M.D (1983). <u>Educational research</u>. London: Longman

Brodinsky, B. (1983) <u>Building Morale. Motivating staff. Problem and solutions</u>. Education News Service Sacramento.

Brynard, P.A & Hanekom, S.X (1997): <u>Introduction to reach in Public Administration And related academic discipline</u>. Pretoria: Van Schaik

Burke, W.W (1984): "<u>Conversation with Halrd & Sperlich</u>." Organizational Dynamics

Burns, J.M :(1999) <u>Leadership</u>. New York: Hamper & Row

Coffey, R.E Cook, C.W,Hunsaker, P.L (1994), <u>Management and Organizational Behavior</u>, USA: Irwin Boston.

Davidoff & Lazarus, S. (1997). <u>An organizational development approach.</u> Cape Town:Juta

De Vos, A.S (1998). <u>Researcher Grassroots.</u> Pretoria : Van Schaik.

Dubin A.C (1991), <u>The principal as Chief Executive Officer</u>, United
    States: The Falmer Press

Dumminy, P.A. (1985), <u>Education in South Africa</u>. Johannesburg: Longman.

Eisner, E, 1981. <u>On the differences between scientific and artistic approaches to
    Qualitative Research</u>. Educational Researcher 10 (4), pp; 5-9.

Ellis, A.K.(1984) <u>Introduction to the Foundation of Education</u> . New Jersey: Prentice
    Hall.

Eraut, M (1987) <u>In service Teacher Education</u>. In M.J Deunkin (ED). The International
    Encyclopedia of Teaching and Teacher Education. Oxford: Pergamon Press:
    Pp 730-743

Esu; E.O.A. (1991) <u>Teacher Participation in Planning</u>. Journal of Education for
    Teaching .17(2)

Farrel, J.P et al (1993). <u>Teachers in Developing Countries</u>: Improving effectiveness
    and Management costs. Washington: World Bank.

Gorton, R.A (1983) <u>School Administration and Supervision</u>: Leadership challenges
    and opportunities. Dubuque: Brown Publishers.

Guduvheni, T.V (1991). <u>The Educative problem affecting the students and teachers in
    The Thohoyandou Area before and after the coup of the Venda Government by
    The council of National Unity.</u> B. Ed Dissertation. Thohoyandou:University of
    Venda.

Holly P and Southworth G, (1989), <u>The Developing School</u>, London: The Falmer
    Press
    .
Hornby et al, (1974): <u>Oxford Advanced Learners Dictionary</u>. Norway: Oxford University
    Press.

Houlihan, G.T (1988) <u>School effectiveness</u>. They key Ingredient of school with heart
    Charles c. Thomas publishers USA.

Howard, K & sharp, J.A 1983. <u>the management of a student of research project</u>.
    Cambridge Gower.

Ivancevish J.M, Lorenzi, P, Skinner, S.J Crosby P.B (1984) <u>Management Quality and
    Competitiveness</u> USA.

Katz, A.E (1993) <u>Parental Involvement is American Schools</u>. Educamus Volume
    39.No. 1 Mississippi Cruise.

Kay, F. Guinness, H and Stevens, N. (2003). Making Management Simple, A praxctrical handbook for meeting management challenges, How to Book Ltd. United Kingdom.

Khathi, L.J (1990) An Investigation of Some Socio Educational Factors Contributing to High Failure Rate in Matric in Kwazulu-Natal Durban Unuzulu

Khoza, M.M. (2001). Employment through Economic Transformation; New Millennium Press. Durban

Kotter, P, K. 1990: A force for change: How leadership differs from management: New York: Free Press

Kreitner, R. (1995) Management, Sixth Edition Houghton, Mifflin Company, Boston.

Kroon, J. (1996) (ed.) General Management. Petersburg: Kagiso Tertiar

Kruger, M.M et al (1993) & Farrel (1993) Preparing to Teach: Cape Town Rustica Press.

Lawrence P, (1999) The National Qualification Framework: Rainbow.

Lediga S (1996) From Matric Disaster to Reconstruction. A proposal to use poor Matric results as a Launching pad fro Educational Reconstruction and Excellence. Limpopo Province.

Lee, J.A.B, (1994): The Empowerment Approach to social Work Practice, New York, Columbia University Press.

Lindhard, N Dlamin, N and Barnard, W (1985) Guidance in the classroom, Maskew Miller Longman, Cape Town.

Lowen, W.R (1989) School Attendance and Drop-outs at Secondary of the Malamulele East Circuit in Gazankulu. B.Ed Projacte. University of Venda. Thohoyandou.

Lyn, R. (1988) Educational Achievements in Japan. Mac-Millan Press Ltd. London

Madaus, G.F, Kell agham, T. Schewab, R.L (1989), Teach them well, An Introduction to Education, Harper and Row Publishers, New York.

Masitsa, G (1993) Principals as Leaders, An American perspective. Educamus Vol.39:2, Welkom.

Mc Millian, J.K Schumacher, S (1989). <u>Research in Education</u>: A conceptual Introduction. (Second Edition) New York: Harper Collins College Publishers.

Mohlala T. October (2006) <u>The teacher</u> principals principles Volume 11 no. 10 Nasou Pretoria.

Moloi, K.C. (2002): <u>The school as a Learning organization</u>: Re conceptualizing School practices in South African. Pretoria: Van Schiak Publishers

Mosage, M.J (1993) <u>Teachers in Management</u>: Some Misconceptions. EducamusVol.39 No.1. Sharpville

Mosher, R.L & Purpel et al (1992) <u>Supervision</u>: The Reluctant Profession. Hough Mifflin Co. Boston

Mouton, J (2001): <u>How to succeed in your masters & doctoral studies</u>: A South African Guide and Resource book, Pretoria, Van Schaik

Mounton, J & Marais H.C. (1990). <u>Basic concepts in Methodology of the social Sciences</u>. Pretoria: HSRC.

Mrazek, R(Ed). (1993). <u>Alternative paradigms in Environmental Research</u>. Ohio: North American Association of environmental Education.

Naylor, J.(1999). <u>Management, Financial Times</u>, Pitman Publishing. London

Nthangeni, E.N (1991) <u>Strategies for Implementation of School Effectiveness</u> Programme in Secondary Schools in Venda. A comparative Study. Med Dissertation. University of Port Elizabeth.

Pretorious C, Vol. 11 number 6 June (2006). <u>The teacher</u>, M & G media LTD The South African Standard for Principals, Department of Education.

Raymond J, (1995): <u>Employment in community Care</u>; London Chapman &Hall

Renchler, R.et al (1989) <u>School leadership and student motivation</u>. Office of Educational Research and Improvement. Washington. D.C.

Rubin, L.J (1970) <u>Frontiers in school leadership</u>. Rand MC Nally. Chicago.

Rue, L.W & Byars, L.L (1995). <u>Management, Skills and Application</u>, 7th Edition, Irwin Chicago. USA.

Scheerens J, (1992). <u>Effective schooling, Research, Theory and practice</u>, Cassell, London.

Schuitema E, (1998), Leadership. Ampersand Press, Cape Town

Sergiovanni, J.R. (1983). Supervision, Mc Graw Hill. New York.

Smith, J.A.J (1991) School climate and Soweto. South Africa Journal of Education. Vol.11 Johannesburg.

Smith, R. L et al (1982) Report of the commission of Enquiry in to the system of Education in operation in the Republic of Venda, Sibasa.

Solomon, Barbara B (1976). Black Empowerment: Social Work in Oppressed Communities. New York: Colimbia University Press.

Taunyane, L.M. (1996) Further teacher education and educator empowerment in Curriculum Development. Paper delivered at the 90th Annual Conferences of TUATA Zithabiseni.

Tembe, L (1995) Teacher must discipline Themselves. Mirror. Zoutpans Berger Printers. Louis Trichardt.

Thyer, B.A (1993). Single-system research designs. In Grinnell, R.M, Social Work Research and evaluation, 4th ed. Itasca, IL: Peacock, 94-117.

Vockell, E.L (1982). Educational Research. New York: Mac Millan Publishing Co; Inc.

Walizer, M.H & Wienir, P.L (1978). Research Methods and Analysis: Searching for Relationships, New York: Harper &Row.

Whetten, D.A & Cameron, K.S. (1995) Developing Management Skills. New York: Harper Collins.

Woods, P. (1996), Contemporary issues in teaching and learning, Routledge, London.

JOURNALS AND OTHER PUBLICATIONS

Collective Agreement number 8 of 2003, Education Labour Relations Council, Integrated Quality Management System, Limpopo Provincial Government.

The Constitution of the Republic of South Africa (Act No. 84 of 1996)

Department of Education and Training Manual 1979: Guide for Principal of Schools (ET:281)

Harisparasad, 1.2003 study Guide. Educational leadership. Mellville: RAU

Managing and Leading schools Pamphlet 2000: Department of Education. Pretoria: CTP Book Printers.

The South Africa Schools Act 1996 (Act No. 84 of 1996)