

TITLE

IMPLEMENTING THE CODE OF PROFESSIONAL ETHICS FOR
HIGH SCHOOL EDUCATORS IN THE SESHEGO CIRCUIT OF
LIMPOPO PROVINCE

BY

MATHENDA MB [REDACTED]

Dissertation submitted in partial fulfillment of the requirement of the degree

MASTER OF PUBLIC ADMINISTRATION

TURFLOOP GRADUATE SCHOOL OF LEADERSHIP

University of Limpopo

SUPERVISER: Prof. Frederick Ahwireng-Obeng

DATE: 30 August 2010

TITLE

**IMPLEMENTING THE CODE OF PROFESSIONAL ETHICS FOR
HIGH SCHOOL EDUCATORS IN THE SESHEGO CIRCUIT OF
LIMPOPO PROVINCE**

BY

MATHENDA MB [REDACTED]

Dissertation submitted in partial fulfillment of the requirement of the degree

MASTER OF PUBLIC ADMINISTRATION

TURFLOOP GRADUATE SCHOOL OF LEADERSHIP

University of Limpopo

SUPERVISER: Prof. Frederick Ahwireng-Obeng

DATE: 30 August 2010

TABLE OF CONTENT	PAGES
------------------	-------

LIST ABBREVIATION AND ACRONYMS

Chapter 1: BACKGROUND OF THE STUDY

1.1	Introduction	1-2
1.2	Problem statement	2
1.3	Motivation for the study	2
1.4	Aim of the study	3
1.5	Objectives of the study	3
1.6	Research questions	3-4
1.7	Significance of the study	4
1.8	Operational definitions	4-6
1.9	Chapter outline	6

Chapter 2: LITERATURE REVIEW

2.1	Introduction	7
2.2	Understanding code of conduct	7-10
2.3	Transformation of the forms of discipline	10-11
2.4	Establishment of disciplinary code and procedures	11-12

2.5	Management in South African high schools	12
2.6	Classification of schools in South Africa	12-13
2.7	Role of Educators	13
2.8	Training of Educators	14
2.9	Theoretical Framework	14
2.9.1	Theories of Motivation	14
2.9.2	Link between Motivation and, reward and behaviour	14-16
2.9.3	Maslow's Hierarchy of Needs	16-17
2.9.4	Alderfer's ERG Theory	17-18
2.9.5	Reinforcement Theory	18
2.9.6	Expectancy Theory	18-19
2.10	Challenges in implementing code of conduct	20-21
2.11	Educators as role models	21-22
2.12	Role of the department of Education	22-23
2.13	Conclusion	23

Chapter 3: RESEARCH METHODOLOGY

3.1	Research Design	24-26
3.2	Study Area	26

3.3	Population	27
3.4	Sampling method	28-29
3.5	Data collection	29-30
3.6	Data collection methods	30
3.6.1	Interviews	30-31
3.5.2	Interview process	31-32
3.6.2.1	Planning	32-33
3.6.2.2	Beginning of data collection	33
3.6.2.3	Data collection process	33
3.6.2.4	Closing data collection	33-34
3.6.3	Questionnaire	34
3.7	Data analysis	35
3.8	Delimitation of the study	35
3.9	Ethical consideration	35-36
3.10	Conclusion	36

Chapter 4: PRESENTATION AND INTERPRETATION OF RESULTS

4.1	Introduction	37
4.2	Presentation and analysis of data from learners	37-45

4.3	Presentation and analysis of data from educators	46-58
4.4	Presentation and analysis of data from school managers	58-66
4.5	Conclusion	66

Chapter 5: CONCLUSION AND RECOMMENDATIONS

5.1	Introduction	67
5.2	Summary of findings	67
5.2.1	Summary of findings pertaining to the educators	67
5.2.2	Summary of findings pertaining to the school managers	68
5.2.3	Summary of findings pertaining to the Department of Education	69
5.3	Recommendations to the Department of Education	69-70
5.4	Recommendations to school managers	70
5.5	Implications of the study	70
5.6	Recommendations for further study	71
5.7	Conclusion	71
5.8	References	72-78

LIST OF ABBREVIATIONS

CODE-----CODE OF PROFESSIONAL ETHICS OF THE SOUTH AFRICA COUNCIL OF EDUCATORS

DEPARTMENT -----DEPARTMENT OF EDUCATION

HOD-----HEAD OF DEPARTMENT

LRC-----LEARNER REPRESENTATIVE COUNCIL

NEPA-----NATIONAL EDUCATION PUBLIC ACT

RSA-----REPUBLIC OF SOUTH AFRICA

SACE-----SOUTH AFRICAN COUNCIL OF EDUCATORS

SASA-----SOUTH AFRICAN SCHOOLS ACT

SGB-----SCHOOL GOVERNING BODY

ABSTRACT

Lack of discipline by educators in public high school is a matter of great concern to all South African citizens and surely it cannot be ignored any longer. Schools exist for one chief reason which is for educators to teach and learners to learn and this noble goal can never be realized if educators don't uphold the Code of Professional Ethics as prescribed by SACE (South African Council of Educators) for public school educators.

The aim of this research study is to investigate the implementation of the Code of Professional Ethics for high school educators and to identify the constraints that impede this process. The researcher further intends to assess the level of comprehension and compliance with the Code. In addition, the present researcher seeks to investigate, firstly, whether poor educator discipline has an impact on the school performance. And secondly, to establish if there are legislations that deals with non compliance with the code.

The present researcher intends to use qualitative research approach, because this will afford the researcher the opportunity to get closer to the participants and gather their opinions, feelings, experiences and suggestions. Data was collected through the following methods; interviews and questionnaires. And data was analyzed and interpreted using tables in this research study. After an indebt analysis of data the researcher revealed the following findings; there is gross violation of the Code of Professional Ethics by educators, high school managers don't take action against educators who continuously deviate from the Code and it was also discovered that the Department of Education does not have systems in to monitor implementation of this Code.

Through these findings and insight attained from literature reviewed the researcher has arrived at the conclusion that the Department must accept that it has denied and continues to do so, learners in public high schools the right to effective and quality education as enshrined in the constitution of South Africa. And therefore, the researcher recommends that the Department of Education in Limpopo Province should establish monitoring systems to ensure proper implementation of the Code of Professional Ethics in public high schools.

DECLARATION

I declare that mini-dissertation report title (Implementing the code of professional ethics for high school educators in the Seshego circuit of Limpopo province) is my own work and that it has not been conducted and submitted before any degree or examination in many other university and that all the sources I have used or quoted have been indicated and acknowledged as completed references.

MATHENDA M.B

Signed _____

Date _____

ACKNOWLEDGEMENT

I would like to firstly, thank God the Creator for giving me the strength to complete my research.

Secondly, my ever supportive family and those are; my beloved wife Paulette, Tumisho ,Mpho and James who stood by me in times of need and never lost hope in me.

I also wish to express my sincere appreciation to the following people Machaka T and Komana S for the valuable support they gave me.

I further want to acknowledge the assistance I received from the following people and institutions:

1. The Department of Education (Limpopo Province) for granting me the permission to conduct this research in the Seshego Circuit.
2. The following school managers Mr Bopape J.M, Mr. Setati and Mrs Setati.
3. Educators and learners who participated as respondents for this study; and
4. My special thanks to my supervisor Professor Frederick Ahwireng-Obeng for his continued encouragement and support, and lastly my editor for editing my work.

LIST OF FIGURES AND TABLES

TABLES FOR LEARNERS	PAGE
Table 4.2.2	38
Table 4.2.3	38
Table 4.2.4	39
Table 4.2.6	40
Table 4.2.9	42
Table 4.2.13	43
Table 4.2.14	44
Table 4.2.15	44
Table 4.2.16	45
Table 4.2.17	45
TABLES FOR EDUCATORS	PAGE
Table 4.3.2	46
Table 4.3.3	47
Table 4.3.5	48
Table 4.3.6	48
Table 4.3.9	49
Table 4.3.13	51
Table 4.3.14	51
Table 4.3.15	52

Table 4.3.16	52
Table 4.3.20	54
Table 4.3.22	54
Table 4.3.24	55
Table 4.3.25	56
Table 4.3.26	56
Table 4.3.27	57
Table 4.3.28	57
Table 4.3.29	58

TABLES FOR SCHOOL MANAGERS

PAGE

Table 4.4.1	58
Table 4.4.2	59
Table 4.4.3	59
Table 4.4.4	60
Table 4.4.6	60
Table 4.4.8	61
Table 4.4.9	62
Table 4.4.10	62
Table 4.4.14	63
Table 4.4.15	64
Table 4.4.16	64
Table 4.4.17	65
Table 4.4.18	65
Table 4.4.19	66

LIST OF ANNEXURES

PAGES

Annexure A

79-83

Annexure B

84-90

Annexure C

91-92

Annexure D

93

Annexure E

94

Annexure F

95

CHAPTER 1: BACKGROUND OF THE STUDY

1.1 INTRODUCTION

Many managers are, in all spheres of the public service, faced with the responsibility of maintaining discipline in the public sector workplace to promote healthy relationship among employees and to enhance service delivery to the public. Since the public sector in South Africa is the largest employer, managers in the public service have to find ways and means to maintain discipline among the employees. This is a great challenge. High school managers, under the Department of Education; are no exception to the problem of ensuring discipline at public schools.

Educators are expected to conduct themselves in an ethical manner in relation to others at the workplace. Those who fail to do so are procedurally charged for misconduct in terms of the South African Council of Educators (SACE), which is a body established in terms of Section (27) of the Employment of Educators Act 76 of 1998 to deal with the behavioral conduct of educators. The significance of this study is to suggest through recommendation; suggest better ways of implementing Code of professional ethics in high schools.

Discipline plays an important role in shaping the behavior of educators at school. The law acknowledges that it is the right of the school manager to monitor the behavior of educators at school. Section 4.(1)(a) of the Disciplinary Code and Conduct and Procedures For Educators states clearly that “the employer must delegate the function to deal with misconduct referred to in sub items 2 to 6, to the head of the institution or office where the educator is employed.” However, this is not the always the case. In this research study, the conduct of educators in undertaking their educational responsibilities in the Department of Education in Limpopo (Seshego Circuit) is viewed against the legislation that has been passed which is Employment of Educators Act 76 of 1998.

The manner in which educators conduct themselves at institutions of learning is a matter of concern to the Department of Education in Limpopo, and this research seeks to understand the depth of this problem.

1.2 PROBLEM STATEMENT

The quality of education in public schools in the Limpopo Province continues to deteriorate as a result of poor discipline amongst educators. The researcher has observed that the culture of teaching and learning continues to deteriorate in many high schools in Seshego circuit mainly because educators report to work while under the influence of alcohol. Such educators continuously absent themselves from work and do not attend classes. This, in the end, leads to high failure rate, school dropouts, and eventually poverty in the society.

In 2005 the pass percentage in this circuit was 75.5 %,in 2006 it dropped to 63.6%,in 2007 it further dropped to 61% in 2008 it went up a bit to 72,5% and in 2009 it dropped again to 67,5%.Surely, this performance is fluctuating and inconsistent. Furthermore, it defeats efforts of injecting a wealth of money into the education system by government, and improving educators' salaries with the aim of making every school in the country a centre for academic excellence.

1.3 MOTIVATION FOR THE STUDY

The researcher is an educator by profession, and almost on daily basis the researcher encounters gross violations of the Code of Professional Ethics by high educators and that felt something has to be done about this situation. Most importantly, the researcher is propelled by the desire to find a solution to the problem of non-compliance with Code by high school educators. At present the researcher hopes to get more insight into the problem through relevant literature so as to come up with possible solutions to the problem. Besides, the researcher has always wanted to make a contribution to the academic world, and when the opportunity availed itself the researcher took advantage of it.

1.4 AIMS OF THE STUDY

- To investigate the implementation of disciplinary Code of Professional Ethics for educators in high schools in Limpopo Province, Seshego circuit. This implementation may be impeded by the unavailability of human resource and financial constraints. The department can monitor the implementation on a quarterly basis; however, monitors should be trained and capacitated to execute this implementation.
- To identify constraints which impede implementation of the code and to seek alternative solutions.

1.5 OBJECTIVES OF THE STUDY

- To investigate obstacles which frustrate enforcement of disciplinary code of conduct in high schools;
- To assess the level of comprehension, acceptance, and compliance with the Code of Professional Ethics. To assess the impact of discipline on educators in relation to service delivery; and
- To assess the impact of discipline on educators in relation to school performance; and
- To investigate acts and policies which deal with disciplinary procedure for non-compliance with code of conduct that are in place, and their practical applications in selected schools.

1.6 RESEARCH QUESTIONS

- Why are educators not complying with educators' Code of Professional Ethics?
- What are the obstacles that frustrate school managers in the implementing of educators' Code of Professional Ethics?
- Why is this Code not effectively enforced in high schools?

- Are there policies which deal with the non compliance with these codes of conducts, are there code of conduct compliance policies and what are the practical applications of these policies, if available?

1.7 SIGNIFICANCE OF THE STUDY

The significance of this study is to suggest, through recommendation suggest better ways of implementing the Code of Professional Ethics in high schools.

1.8 Operational Definitions

1.7.1 Ethics

Chapman (in Mafunisa, 2000 : 79) states that ethics is concerned not only with distinguishing right from wrong and good from bad, but also commitment to do what is right or acceptable.

1.7.2 Code of ethics: Dreyer in Hanekom et al. (1987:162) defines code of ethics as a set of prescribed rules by a high authority to a specific homogeneous group of employees (or to the members of a social group), with a view to eliciting from them specific behavior under specific circumstances.

1.7.3 Discipline

Good discipline among educators and learners is one of the key characteristics of an effective school. Without discipline, effective teaching and learning cannot take place (Squelch 2000:1). The term discipline is derived from Latin terms *disco* and *disciple* which means to learn and instruction, knowledge and learning communicated to the disciples or learners respectively. (Van Rensburg, Landman, Bodenstein, (1994:361). De Cenzo and Robbins (1996) argue that the term ‘discipline’ refers to a condition in the organization whereby employees conduct themselves in accordance with the organization’s rules and standards of acceptable behavior. In most organizations, abiding by the stipulation of the company code of conduct is equated to discipline.

Rensburg et al (1994:361) further contend that in the broader sense, discipline applies not only to external behaviour but also to personal or inner discipline prompted by spiritual acceptance of disciplined behaviour. It also denotes restraint by means of positive guidance, by indicating the Todd (1997:211) assert that discipline is a “practice of imposing strict rules of behaviour on the people” and also an “ability to work in a controlled manner”.

According to Rich (1982:171) and Savage (1991:7), disciplined people have orderly habits, are able to observe rules of conduct and can exercise self-control. Mstweni (2007:26) argues that a disciplined person is regarded as one who has orderly habits, is observing rules, regulations and authority so that he or she can improve behaviour and exercise both self-direction and self-control. In this regard, discipline involves the actions principals and education managers take to restore order in High Schools. Discipline will refer to what the principals and education managers do to make the educators behave in a socially acceptable manner. Discipline is intended to suppress and redirect educators’ misbehavior.

1.7.4 School

According to the Employment of Educators Act (RSA, 1998), the concept “school” refers to an educational institution or such an institution at which education as well as training, including pre-primary education, is catered for and which is sustained, managed and controlled or subsidized by a provincial department. In terms of the South African Schools Act (RSA, 1996a:4), “school” means a public school or an independent school which enrolls learners in one or more grades between grade zero and grade twelve. According to Sieber and Wilder, 1973:34, a school exists whenever educators and learners meet for the purpose of giving and receiving instruction. In this investigation, public high schools in the Seshego circuit of Limpopo will be referred to.

1.7.5 Educator

According to the National Education Policy Act (RSA, 1996c:1), the concept “educator” refers to any person who educates, teaches or trains other persons in an institution or assists in providing education services, education auxiliary or support services catered for by or in an education institution. According to the Department of Education (RSA, 1997: vii) an educator is a person whose task involves educating others at all levels of education, in any sort of education or training context, including formal and informal, for example, teacher, lecturer, parent and youth counselor. In this study the term educator will, amongst other things, refer to a person who has been trained in teaching methodology and whose duty is to facilitate the learning of school pupils or learners.

1.7.6 Learner

According to the South African Schools Act (RSA, 1996a:4), the term learner refers to any person receiving tuition or who is obliged to receive education. According to the Department of Education (RSA, 1997: vii), the term learner refers to all learners ranging from early childhood education through to adult education. In this study, the term learner will refer to a person at a secondary school who is being taught by educators.

1.9 CHAPTER OUTLINE

LOGIC OF RESEARCH	STRUCTURE	TIME FRAME
LITERATURE REVIEW	CHAPTER 2: Presents the review of the literature that demonstrates the most authoritative scholarship on the research problem.	Two months
DESIGN	CHAPTER 3: Research design and methodology followed in the study in order to investigate the problem identified in Chapter one.	Three Weeks
EVIDENCE	CHAPTER 4: Presentation of analysis and discussion of the data collected.	One Month
CONCLUSION	CHAPTER 5: Main conclusions of the study are summarized, discussed and interpreted and lastly recommendations for further research and practice are presented.	One month

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter seeks to discuss literature relevant to the study under investigation. Literature from a variety of sources which makes a significant contribution to the understanding of the topic will be discussed. This includes literature from sources such as books, case studies, journal articles and relevant reports on different aspects of codes of conduct in various organizations in the world. These studies will be useful for comparative purposes. The chapter also intends to bring out the gap that the study is trying to fill. The review also includes using official government documents related to the subject for example South Africa education legislation. These include South Africa Employment of Educators Act 76 of 1998, Code of Professional Ethics prescribed by South Africa Council of Educators (henceforth SACE) Act 31 of 2000, The Constitution of the Republic of South Africa Act 108 of 1996 and South Africa Labour Relations Act 66 of 1995.

Svensson and Wood (2004) argue that research into public sector code of conduct is limited. This is also supported by Liddle (2009) who is also of the view that although interest in research on code of conduct has increased since the early 1980s, the emphasis has been on the private sector codes of conduct and that studies on public sector codes of conduct appear to be limited.

2.2 Understanding Code of Conduct

It is of vital importance, first of all, explain what a code of conduct is. A *code* is a collection of binding rules and principles reflecting certain moral standards and values (Visser 1999:147). *Conduct* refers to behaviour and acts (Visser 1999:147). In general, a code of conduct is an acceptable moral standard behaviour or act (Joubert and Prinsloo 1999:17). Fisher and Lovell (2006) also contend that Codes of conduct identify specific acts that must either be adhered to (prescription), or avoided (proscription). They further indicate that codes of conduct are instructions, sets of rules or principles concerning behaviour.

Most codes of conduct in organizations tend to be reasonably prescriptive and proscriptive concerning particular aspects of employee behaviour. IFA (2007) also defines a code of conduct as “principles, values, standards, or rules of behavior that guide the decisions, procedures and systems of an organization in a way that contributes to the welfare of its key stakeholders; and respects the rights of all constituents affected by its operations”.

In short, codes of conduct are there to regulate behaviour (Brytting 1997). They have proved to be an important means of eliciting appropriate behaviour from employees. Woode (2000) notes that codes help to make clear what an organization intends and expects of its employees. In this sense, a code of conduct is purposefully designed to guide the judgment and conscience of people as they make specific decisions or behave in a certain way. All codes of conduct seek to stimulate good conduct among employees and promote organizational efficiency. They are there to promote the image of the profession as well as that of the employees. Codes of conduct are there to enable employees to manage their own behaviour and to challenge other people’s behaviour at an informal stage. (Brytting 1997).

Fisher and Lovell (2006) have identified eight roles of codes of conduct in organizations. The roles identified include damage limitation, guidance, discipline and appeal, information, proclamation, negotiation and oppression. They also argue that codes of conduct in organizations, also ensure professionalism and integrity of its members; besides instilling discipline, educate new members of the profession about what is expected of them at work and constantly reminds the old ones the dos and don’ts of the profession; provides a measure of consistency in dealing with issues; maintains public trust in the profession and serves as a quality control mechanism for the profession’s services.

The State Service Commission of Australia (2005) identifies two key purposes of the code of conduct; namely a guide to public servants on the standards of behaviour required of them and the provision of a basis for more detailed standards which some departments need in order to meet their particular circumstances.

Chapman (in Mafunisa, 2000: 18) argues that codes of conduct are necessary to:

- promote public trust and confidence in the ethical performance of public officials;
- decrease and, if possible, eliminate unethical practices by discouraging and punishing them;
- legitimize the imposition of sanctions for unethical behavior;
- sensitize both current and aspiring public official to the ethical and value dimensions of bureaucratic decisions;
- reduce uncertainty as to what constitutes ethical and unethical behavior;
- develop skills in the analysis of ethical and value issues ; and
- Assist public officials resolve ethical and value dilemmas, and promote moral development.

However, it is important to note that most scholars concur with the view that codes of conduct do not in themselves invoke compliance. Verschoor (2002, cited in Peppas and Yu, 2009) asserts that even with a code of ethics and a code of conduct, ethical behavior is not necessarily assured. They contend that although considerable light has been shed on codes of conduct and their effects, there are nonetheless, considerable inconsistencies in the findings. In this connection, (Cassell et al., 1997 cited in Fisher and Lovell, 2006) pointed out that conformance with code of conduct is influenced by three factors.

These factors are the extent of internalization of the codes, effects of non-compliance, group identity pressures and motivation in compiling with the codes of conducts. Commenting further, Cassell et al. (1997 cited in Fisher and Lovell, 2006) assert that the nature, content, and processes by which codes were designed, developed and implemented will determine the influence of the codes on members of an organization.

In this sense, organizational control mechanisms and individual perceptual and self-control processes are equally critical factors determining the influence of codes upon individual behaviour. In addition to the above views, Aydinlik (2008) also argues that a code by itself is not enough to ensure that the employees of organizations will actually manifest ethical behaviour and that it requires supporting infrastructure if it must ensure that the ethos of the code is entrenched in the organization's life.

Mathews (1988) corroborates Aydinlink's view when he argues that there is a very weak link between the existence of a code of conduct and behaviour of employees in most organizations.

2.3 Transformation of the Forms of Discipline

According to Finnemore (1999), the exercise of discipline is a management right under common law. This right has been limited by the past industrial court cases under the unfair labour practice jurisdiction. Now it is limited by the Labour Relations Act's codification of unfair dismissal and code of good practice relating to dismissal, which is included as schedule 8 in the Act. Dismissal must be for a fair reason and in accordance with procedures.

Ballot (1996) observes that disciplinary cases are the most common ones addressed through the grievance procedure. The traditional philosophy of employment, that is, the common law doctrine of employment-at-will, holds that employees keep their position in the organization at the will of the employer. Under this doctrine, an employer could promote, demote, suspend, and terminate an employee's employment contract as he saw it fit.

Finnemore (1999) further states that discipline in the past has not only been the prerogative of management and supervisors, but it has customarily been exercised in an authoritarian and inconsistent manner. The analogy has been that of the "big stick," where rules are set out unilaterally, and any infringement results in punishment. The penalties have not been consistently applied. The basic shortcoming of this approach is that it achieves only the minimum performance necessary to avoid punishment.

Only if, and when, there is no doubt that an employee cannot or will not change his or her unacceptable behaviour, is serious disciplinary action taken (Backer and Olivier, 1996:1). The aim of discipline is, according to Salamon (1992), to ensure that all employees conform to the performance and behavioral standards and criteria necessary for the successful operation of the organization. Positively, discipline is, therefore, a constructive element of management, designed to facilitate learning and opportunities for personal growth, as well as the achievement of organizational objectives.

Bezeuidenhout et al. (1998) argue that discipline is aimed at effecting an improvement in the conduct of the person who is being disciplined. Its aim is not to punish or to hand out retribution. It is for this reason, that the modern approach to discipline is called progressive. This implies that disciplinary action is taken in a progressive manner, which means from one level to another, in a series of increasingly severe steps, in an attempt to bring the seriousness of the situation to the employee's attention. A progressive disciplinary procedure will usually provide four steps which start with a verbal warning and progress to a written warning and then a final warning before reaching dismissal. The Disciplinary Code of Conduct and Procedures for Educators in Schedule 2, Section 2(a) of the Employment of Educators Act 76 of 1998 upholds the principle of a progressive disciplinary procedure and that discipline should be applied as a corrective not a punitive measure.

2.4 Establishment of Disciplinary Code and Procedures

Bendix (1989) states that a disciplinary procedure outlines the formal process adopted whenever an employee breaks the rules of the undertaking or commits any other act that might be in breach of his contract of employment, excluding the type of action to which he is entitled by law. The disciplinary procedure informs one on the steps to be taken in the case of transgressions (of various kinds), some of which might warrant dismissal of the employee.

According to Section (86) of the Labour Relations Act of 1995, the employer and the workplace forum must reach joint decisions on the establishment of disciplinary codes and procedures, unless they have been regulated by a collective agreement with the trade union. The type of disciplinary procedure and code will depend on the nature and structure of the undertaking. Grossett and Venter (1998) emphasize the following points as prerequisites for good disciplinary procedures:

- The disciplinary procedure should be comprehensive and complete. It should list offences that can occur in the organization, and the appropriate sentences;
- The disciplinary procedure should be clear and accessible to employees. It should be worded in a simple language which is understandable to all; and

- The disciplinary procedure should conform to the rules of natural justice. That is, the offence must be investigated and the punishment should match the offence.

De Cenzo and Robbins (1996) caution that dismissal should be used only for the most serious offences. Yet it may be the only feasible alternative when an employee's behaviour is so bad as to seriously interfere with a department or the organization's operation. A dismissal decision should be given long and hard consideration. It is very interesting to realize that some inexperienced managers are still enjoying the power to punish alleged offenders by dismissing them. In reality, this approach is likely to prove counter-productive, as valuable staff that have been costly to recruit and train would be lost, and the motivation of everyone would be low.

2.5 Management in South African High Schools

According to Piek (1991:1) the term management is derived from the Latin-English word *managre* meaning to control and direct a horse. In education, management is a specific type of work which comprises regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation in order to allow formative education to take place (Van der Westhuizen, 1991:55).

Van Schalkwyk (1986) adds that managing includes organizing, leading, motivating, planning, controlling and determining programmes, procedures and methods. Smith and Laslett (1993: viii) define management as the skills that are applied by individuals in an organization. In this study, management refers to the task of the school management team which comprises of the education managers and officers in the regional offices, principal, deputy principal and head of departments.

2.6 Classification of Schools in South Africa

In South Africa, there are two major categories of schools. There are public schools which are run by the government and private schools.

All public schools operate according to the South African legislations such as SASA (South African Schools Act) and others, and they, furthermore, have the same code at the workplace which is the Code of Professional Ethics. There are also private schools. These private schools although they abide by the South African education legislation, they have a different codes of conduct. In these schools, discipline is quickly imparted. Wayward behaviour is dealt with promptly unlike in the public schools where there are educational organograms to follow and it takes urges for an issue to be dealt with.

2.7 Role of Educators

Educators are expected to act ethically in their work place. They are supposed to abide by the educators' Code of Professional Ethics which encourages employees to be exemplary wherever they are. However, some educators appear to be acting in an unethical way. They appear not to be aware that there are codes which regulate their behaviour. Some educators just behave as if they are not guided by any professional code of conduct. Van Wyk (2001:198) states that an investigation exploring perceptions and practices of discipline in black urban schools found that the conduct of certain educators was unprofessional. Examples of educators' misconduct included being unprepared for lessons, neglecting their teaching tasks, not coming to class, neglecting the learners while furthering their own studies and being absent from work without reason.

Educators are expected to set an example of consistent ethical, just, kind and acceptable behaviour if they want learners to become well behaved and disciplined (Mlamleli, Mabelane, Napo, Free and Sibiyi 2000:4). If educators are ill-disciplined, learners will imitate them and also be ill-disciplined. Jones and Jones (1990:65) concur and state that most of learners' behaviour is developed by emulating the behaviour of those adults who play important roles in their lives, especially educators. The community as a whole might lose trust in the educators. The profession might also lose its glamour.

2.8 Training of Educators

Marias (2006:12) argues that the way educators are trained has an impact on their behaviour when they join the teaching field. Most educators are from universities where there is moral decay and decadence. Students at universities are subjected to a *laissez faire* discipline. People exposed to such conditions are likely to be lawless, undisciplined and behave antisocially (Jones and Jones 1990). Student indiscipline and all sorts of wayward behaviour is the order of the day in many universities because most university lecturers do not care a lot about student behaviour. As a result, these students always find it very hard to part with their bad habits and behaviour when they are work.

2.9 Theoretical Framework

2.9.1 Theories of Motivation

The present research will use different theories of motivation to analyze and substantiate the findings of the study. Theories of motivation are suitable for this study because in any work environment, motivation is very important for workers to encourage them to behave in an ethical way. The link between motivation in the form of attractive reward and employees' obeying codes of conduct stipulations will be discussed.

The point of contention is that where there is high reward, employees tend to religiously abide by the organization's code of conduct. Employees are also motivated to abide to codes of conduct in cases where there are measures in place to "discipline" wayward behaviour. If those employees who do not follow codes of conduct easily get away with it, there will be no motivation for other employees to stick by them.

2.9.2 Link between Motivation, Reward and Behaviour

Motivation is concerned with conditions that drive an individual to fulfill a set of objectives. In the case of the workplace, motivation can be seen as the driving force that makes employees work and abide by codes of conduct.

Chambers (1981) argues that in the workplace, activity is directed towards a definite and foreseen end. People work towards receiving reward for their input. Motivation is affected by numerous factors such as pay structure, fringe benefits, economic conditions, style of management and supervision.

As a result of numerous factors that play a part on motivation, organizations strive to arrange the circumstances of work so as to take into account the nature and needs of their employees, whether at work or not (Chambers 1981). Employees provide skills and capabilities to organizations and are an organization's source of competitive advantage. Thus a motivated workforce is essential in contributing to increased productivity, quality and competency of the organization.

Chambers (1981) contends that satisfaction at work has to be balanced against satisfactions outside work. Both are subject to economic considerations and to the demands and rewards made and given by the organization and community at large. Such satisfaction induces employees to work to the best of their abilities and produce more in return for reward. De Lange (1983) postulates that where there is high incentive, employees tend to strive to abide by codes of conducts set by their organizations.

Reward is essential in motivating employees so as to meet organizational goals and objectives. The organization will function with a higher degree of efficiency and productivity. Motivation as posited by de Lange (1983) is concerned with factors that arouse and incite a person's abilities. People's behavior is determined by what motivates them. As such, reward plays a role in inducing people to work, although their performance is as a result of both their motivation and ability (Capon 2004). Motivation, reward and respect for codes of conduct are closely related and as a result they are central issues in contributing to an organization's effectiveness. There are many factors that affect motivation. Capon (2004) argues that these include the job itself, the company environment, external pressures on people, internal human pressures and individual capacity.

Managers, as well as psychologists, try to find ways to try and enhance the motivation of employees using the guide of the various theories of motivation. Earlier theories of motivation have shown a relationship between motivation reward and good work ethics.

2.9.3 Maslow's Hierarchy of Needs

Maslow's hierarchy of needs postulates that people in the workplace are motivated by a set of internal needs. These needs can be arranged in a hierarchical manner ranging from basic to complex needs.

- Psychological needs- these include food, water and sex that are associated with the biological survival of the individual. Organizational factors that facilitate for these needs include pay, pleasant working conditions and a cafeteria.
- Safety needs- these include safety and security from physical as well as emotional harm. Safe working conditions, company benefits and job security are examples of organizational factors used to satisfy security needs in the workplace.
- Social needs- these include love, affection and belongingness. These are provided for in the organization through a cohesive work group, friendly supervision, good codes of conduct and professional associations.
- Esteem needs- these include self-esteem, self-respect, prestige and status. Social recognition, job title, high status job and feed back from the job itself among many facilitate for esteem needs in an organization.
- Self-actualization- This includes growth, advancement and creativity. A challenging job, opportunities for creativity, achievement in work and advancement in the organization are examples of factors that facilitate for self actualization in the organizational context.

As each level is substantially satisfied the next need becomes dominant. Psychological and safety needs are lower level needs that are externally satisfied by things such as pay, union contracts and tenure (Arnold, 2001). Higher level needs include social, esteem and self actualization which are satisfied internally.

Maslow's hierarchy of needs focuses on the needs of retaining for growth and challenge, as well as rewards and recognition are important to the quality of work life (Robbins, 2003). Managers can affect the physical, social and psychological environment in the workplace and they have a responsibility to help employees fulfill their needs. Robbins (2003) suggests that the natural conclusion from Maslow's classification is that where there is a high reward almost all workers have their lower level needs substantially met and as a result, they strive to follow the stipulations of codes of conduct so that they do not lose their jobs. This goes to show that there is indeed a relationship between motivation, reward and discipline at work. The hierarchy provides a useful base for the evaluation of motivation at work.

2.9.4 Alderfer's ERG Theory

Alderfer's ERG theory is a modification of Maslow's hierarchy of needs. It condenses Maslow's five basic needs into only three; that are existence, relatedness and growth, hence the abbreviation ERG.

- Existence needs are concerned with survival, psychological wellbeing and safety needs of a material nature.
- Relatedness needs are concerned with interpersonal relationships and include love, belonging and meaningful interpersonal relationships of a safety and esteem nature.
- Growth needs are concerned with the individual's intrinsic desire for personal development of potential, and cover self esteem and self actualization.

ERG theory states that an individual is motivated to satisfy one or more basic sets of needs. Lower level needs decrease in strength as they become satisfied but multiple needs can be operating as motivators at the same time. This means that different kinds of rewards can act as motivators at the same time. Frustration in attempting to satisfy a higher level need may result in regression to a lower level need. Environmental or contextual factors and the effect of these factors on how one prioritizes needs at any given time also play a part. Reward may play a part on motivation depending on the situation and the various needs playing a part (Robbins, 2003).

As such, the study sought to establish the needs that are influenced by reward and play a major role in influencing employees to abide by the code of conduct.

2.9.5 Reinforcement Theory

Behaviour is environmentally caused and is a function of its consequences (Robbins, 2003). As such, people are motivated to work so as to get rewards that are in relation to the prevailing economic situation. What controls the behaviour are the reinforcers; that is; any consequence that when immediately following a response increases the probability that the behaviour will be repeated. Robbins (2003) argues that the theory ignores the inner state of the individual that is what initiates behaviour, thus strictly speaking it is not a motivation theory. He, furthermore, contends that reinforcement can be considered as a motivational device. However, reinforcement is important in behaviour based plans because they reward employee behaviour that is desirable for the company (Betts, 1981). Both incentives and recognition provide a reward. According to Blum and Naylor (1978) money acts as secondary reinforcer as it is associated with more basic reinforcers.

2.9.6 Expectancy Theory

It suggests that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness or unpleasantness of that outcome to the individual. Employees will be motivated to comply with codes of conduct and exert high levels of effort when they believe the effort will lead to a good appraisal which will, in turn, lead to organizational rewards such as bonus, salary increase or promotion.

Employees are also forced to do well and follow the stipulations of organizational codes of conduct when they know that wayward behaviour or deviating from the codes of conduct leads to an “action” by the management. The good rewards must also satisfy an individual’s personal goals or needs and the attractiveness of those potential rewards for the individual (Robbins, 2003).

Although rewards play a role in motivation, the theory recognizes that there is no universal principle for explaining everyone's motivation, thus it is a contingency model. The theory takes into account the following relationships that play a part in motivation:

- **Effort-performance relationship-** This is the probability perceived by the individual that exerting a given amount of effort will lead to performance.
- **Performance-reward relationship-** It is the degree to which the individual believes that performing at a particular level will lead to the attainment of a desired outcome.
- **Rewards-personal goal relationship-** This is the degree to which organizational rewards satisfy an individual's personal goals or needs and the attractiveness of those potential rewards for the individual.

It has been a truism among compensation specialists for years that if pay or other extrinsic rewards are to be effective motivators, they should be made contingent on an individual's performance (Robbins, 2003). There is interdependence of extrinsic and intrinsic rewards. Thus, both play a vital role in motivating employees to follow their organizations' codes of conduct. Robbins (2003) noted that very high intrinsic motivation levels are strongly resistant to the detrimental impacts of extrinsic rewards. This implies that reward does not at times; act as a motivator and where employees are motivated it is a result of other factors that come into play.

There are various ways in which reward is administered namely the variable pay programs, skill based plans and flexible benefits. These have been shown to work with various theories of motivation as a means of attracting, retaining and rewarding employees in organizations. Studies by Vroom cited by Blum and Naylor (1978) show that when one is motivated, it is likely to lead to job satisfaction thus the less apt to leave employment, to resign and to be absent from work.

This indicates that the relationship between motivation, discipline and reward can be measured in terms of absenteeism, resignations and turnover. As argued earlier on, where there is high motivation in the form of good reward for good behaviour, codes of conducts are most likely to be followed.

2.10 Challenges in Implementing Code of Conduct

Sakyi and Bawole (2009) discuss challenges in implementing code of conduct within the public sector in five Anglophone West African countries. They made a focus group study of senior and middle level managers' perceptions about barriers to the implementation of code of conduct in the public sector. Their study reveals that in all the five countries they carried out their investigations, frantic efforts were being made to improve conduct of employees in the public sector.

Sakyi and Bawole also note in their study, that the practical application of the code of conduct in the public sector remains limited. They argue that this is because of many reasons which include among others, deficiencies in code implementation, lack of exemplary leadership, ineffective reward or lack of motivation and deterrent punishment system and unsupportive public service organizational culture. They go on to suggest a strong leadership, rigorous application of a reward and punishment system and supporting organizational culture as the noteworthy remedial actions.

Sakyi and Bawole (2009) cite lack of exemplary and commitment leadership as major obstacles to the practice of the public service code. The way senior public servants practices the code of conduct in the course of their work leaves a lot to be desired. What their bosses do is very important because it has great influence on them. Some senior officials do not display leadership to the practice of the code of conduct. Poor supervision and monitoring, the prevalence of a leniency syndrome is among the factors that lead to poor code of conduct adherence.

Sakyi and Bawole's study will inform and give insights into this study as it (this study) seeks to establish factors impeding the effective implementation of code of conduct in the education sector. The point of departure for this investigation is a focused concentration on challenges of implementing code of conduct in the public sector, particularly the education sector. It will try to establish whether there is any correlation between the decline in the students pass rate and the behaviour of the educators who seem to be taking advantage of loopholes in the implementation of code of conduct in the education sector.

It also attempts to establish the role motivation plays in the adherence of the education sector's code of conduct. Mathews (1988) corroborates Sakyi and Bawole's argument that there is a weak link between the existence of codes of conduct and employees' behaviour. He argues that the management, especially that in the public sector only pays lip service to the practical application of these codes of conduct. This viewpoint was taken up by Cassell et al (1997: 1078) cited in Fisher and Lovell, (2006:384) who also argue that:

"An important, if implicit, assumption of many writings on corporate codes is that such codes do have a 'real' effect upon behaviour. This tends to be something that is taken for granted, but it is not empirically validated by subsequent investigation."

Most public sector codes of conduct have often been built around some key principles. These include principles such as: public servants should fulfill their lawful obligations to the government with professionalism and integrity; public servants should perform their official duties honestly, faithfully and efficiently, respecting the rights of the public and their colleagues; and public servants should not bring the Public Service into disrepute through their private activities. Also, the Nolan Committee of UK in 1995 identified seven such principles for public life which are: selflessness, integrity, objectivity, accountability, openness, honesty and leadership (Lawton, 1998).

Svensson and Wood (2004:178) have argued that there appears not to have been any in-depth examination of the contents of the codes of conduct and the related organizational ethics artifacts in public sector organizations. They further argue that the intense public scrutiny on the public sector renders the role of codes somehow irrelevant.

2.11 Educators as Role Models

Mtsweni (2008:50) argues that for educators to manage and exercise discipline over their students effectively, they must themselves be disciplined.

Hunter (1990: 121) as well as Jones and Jones (1990:65) state those learners learn a great deal by watching adults. Mtsweni argues that students see their educators as role models.

As role models, educators should live in such a manner that their ways of living should be worth emulating (Badenhorst and Scheepers (1995: 35).

Badenhorst and Scheepers further state that during their days at school, they did not only cherish the skills their teacher imparted to them, but also their whole mode of living. Their educators' behaviour was worthy of following and often used as a foundation on which to structure their own lives. In contrast, educators who are behaving wrongly have a negative impact upon managing discipline in schools (Mabeba and Prinsloo, 2000:40).

In South Africa, there is moral decay and decadence in most schools. The media is always full of stories of abuse of students by the educators. Bisetty (2001: 3) notes that there are an increasing number of sexual relationships between educators and learners which has led to the collapse of mutual respect and dedication in the education sector. All over South Africa, educators are caught having sexual intercourse with learners with impunity. This is in spite of the existence of the Code of Professional Ethics in the system.

Hlathswayo (2006) corroborates these views by giving an incident in Limpopo whereby an educator sodomized a fifteen year old boy and bribed the boy to keep quiet about the abuse with answers for an Afrikaans examination paper. He also cites another incident in Limpopo where a principal was accused of sexual harassment and bribery to renew contracts of temporary educators. These days, rumor has it that foreigners are bribing education managers to get teaching posts.

2.12 Role of the Department of Education

As mentioned earlier on, the department of education seems to be doing nothing significant to see to it that the codes of conduct are being observed. Mstweni (2007:90) notes that schools are having disciplinary problems because of minimal support from the department of education.

High school managers receive little support when they face disciplinary problems and seek help from the department. He quotes one of his interviewees who proclaimed that, “To cite an example of the department of education, when you are subjected to and experiencing problems and when you phone to get clarity on certain matters, they would send you from pillar to post.”

2.13 Conclusion

This chapter focused on the literature that has been produced in relation to code of conduct and challenges likely to be faced in implementing codes of conduct in the public sector. The chapter shows that there are a number of studies carried out in the area of code of conduct. It also shows that many studies focus on the implementation of code of conduct in the private sector.

As mentioned earlier on in the chapter, literature on code of conduct in the public sector is limited. Only a few scholars like Sakyi and Bawole looked at the implementation of codes of conduct in the public sector. Key terms were also explained as they apply to the present study. The link between code of conduct and discipline was also delineated. Various theories of employees’ motivation were also discussed. Chapter three will focus on the methodology used during the research and it will explain the various steps taken to arrive at the findings and analysis of the research.

Chapter 3: RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

Mouton (1998:107) defines research design as a set of guidelines and instructions to be followed in addressing the research problem. Here the main function will be to enable the researcher to anticipate what the appropriate decisions should be so as to maximize the validity of actual results. He further emphasized that research design could be viewed as a 'blueprint' of the research project that precedes the actual research process. The same view is echoed by De Vos (2001:77) who defines research design as a blueprint or detailed plan for research study to be conducted, that is operationalizing variables, selecting a sample of interest to study; collecting data to be used as a basis for testing hypothesis, and analyzing results.

He further offered a closely related definition of design as "the plan or blueprint" according to which data is collected to investigate the research hypothesis or question in the most economical manner. According to Babbie (1998:89) research design addresses the planning of scientific enquiry that is, to design a strategy to find something, and he further added that there are two major aspects of research design, namely, one must first specify, as clearly as possible, what one wants to find out, and secondly, one must determine the best way to do it.

Since this research is a case study, Creswell (1994:12) defines a case study design as a type qualitative research design in which the researcher explores a single entity or phenomenon bounded by time and activity and collects procedures for sustainable time. McMillan and Scumacher (1993:31) argue that research design refers to the plan structure of the investigation used to obtain evidence to answer research questions, and the design describes the procedures for conducting the study, which include when, from whom, and under what conditions the data will be obtained. A design further indicates how the research is set up, what happens to the subjects and what methods of data collection are used.

A research design can also be a plan according to which researchers obtain research participants and information. The research should describe what the researcher is going to do with the participants with the view to reaching conclusions about the research problem, and it is also a specification of the most adequate operations to be performed in order to test a specific hypothesis under given condition (Welman and Kruger 1999). Bak (2004:25) states that the function of research design is to give readers a clear indication of the means by which one hopes to achieve the research aims, to outline an appropriate procedure and to indicate the sources of data that will be used.

The research problem can best be addressed by empirical approach which will basically be a qualitative research. This study is about investigating how and whether the Code of Professional Ethics is efficiently enforced in high schools in the Seshego Circuit its human behavior which results in social problems. In such a case, the qualitative research (phenomenology) was the most appropriate research paradigm for this project. Another reason for the researcher to opt for this approach is because it enables the present him/her to get closer to the participants and get their opinions, feelings, experiences and suggestions.

McMillan and Schumacher (2001:35) postulate that, "Interactive Qualitative Inquiry is an in-depth study using face to face techniques to collect data from people in their natural settings. The same sentiment is shared by Tutty et. al. (1996:40) who described qualitative research as "the study of the people in their natural environment as they go about with their daily lives. It tries to understand how people live, how they talk and behave and what captives and distresses them".

According to Welman and Kruger (1999:186) qualitative approach originated from the ethnographic methods applied by cultural and social anthropologists in their field studies of social groups and communities, and can be used successfully in the description of groups,(small) communities and organizations. In addition, Struwig and Stead (2001:12) stressed that qualitative researchers are interested in understanding the issues being researched from the perspective of the research participants that is trying to see through the eyes of the participants.

Kvale (1996:325) emphasizes that the researcher should come up with something “valid and reliable.” It is against the backdrop of this idea that the researcher used the interview, documents and questionnaire as effective research instruments for data collection. By using these research techniques the researcher was able to meet the sampled educators, school managers and learners face to face in their natural environments to investigate the actual reality concerning discipline and code of conduct. Merriam (1994:6) states that qualitative researchers are interested in understanding the meaning people have constructed that is how they make sense of their world and the experiences they have in the world.

McMillan and Schumacher (1993:14) maintain that the qualitative research approach presents facts in a narration with words, and it is based more on what is called a “naturalistic-phenomenological” philosophy, which assumes that multiple realities are socially constructed through individual and collective definitions, and is more concerned with understanding the social phenomenon from the participants perspective.

3.2 STUDY AREA

This research is an original investigation into a particular problem that might be affecting the whole world, but due to certain limitations such as finance and time the researcher is forced to limit his research to a particular area of study, which makes it a case study. In this envisaged study, the researcher will only focus on the implementation of disciplinary code of conduct in high schools falling under the Seshego Circuit in the Capricorn District, Limpopo Province.

The fact that this research is confined to high schools under the above mentioned area which is Seshego Circuit in the District of Limpopo Province means that the present researcher would not generalize the findings to other districts and provinces due to circumstantial differences. Seshego Circuit is situated on the southern part of the city of Polokwane in the Limpopo Province, its about 7 kilometers away from the city. The main reasons why the researcher chose this area is because firstly, the area is easily accessible and well known to him as he works in same area as an educator.

3.3 POPULATION GROUP

Mouton (1998:110) argues that population is a collection of objects, events or individuals having some common characteristics that the researcher is interested in studying. He further adds that it is the aggregate of all the cases that conform to some designated set of specifications. Huysamen (1997), agrees with Mouton that population is the total collection of individuals who are potentially available for observation and have common attributes that a particular hypothesis examines. Since the research problem focuses on the conduct of educators at schools, the target group for the present study is educators, managers, the circuit manager in the Seshego Circuit and, lastly, the learners.

A selection of people affected by incidents of disciplinary action would be educators. The selection of this target group compels the researcher to use stratified sampling approach. Frankfort-Nachmias and Nachmias (1992) see stratified sampling as used primarily to ensure that different groups of a population are adequately represented in the sample so that the level of accuracy in estimating parameters is increased.

The function of stratification is to organize population into various homogenous subsets and to select the appropriate number of elements from each (Babbie 1998). The inclusion of educators, school managers, and circuit manager will shed light on whether educators consent to disciplinary action taken against them. Seshego Circuit comprises 10 high schools, 1 circuit manager, 10 school principals, 253 educators and approximately 8000 learners.

De vos (1998:191) defined population as a set of entities for which all the measurements of interest to the researcher are presented, in addition, describes population as a term that sets boundaries on the study units. Population can also mean the entire set of objects or people which is the focus of the research and about which the researcher wants to determine some characteristics.

3.4 SAMPLING METHOD

It can be said that a sample refers to a group of elements drawn from the population, which is considered to be representative of the population, and which is studied in order to acquire some knowledge about the entire population (Bless and Smith 2000). According to De Vos (1998:191), a sample can be defined as a subset of measurements drawn from a population in which the researcher is interested; this means that a sample is studied in an effort to understand the population from which it was drawn.

McMillan and Schumacher (2001:580), "the sample can be selected from a larger group of persons, identified as the population. Mouton (1998:110) states that the methodological criteria applied in the process of sampling are clear definition of the population, systematic drawing of the sample, drawing probability rather than non-probability samples and observing the advantages of multi-stage versus simple random sampling.

It is also interesting for the researcher to note that in non-probability sampling, the researcher has no way of forecasting, estimating, or guaranteeing that each element in the population will be represented in the sample whereas in probability sampling, the researcher can specify in advance that each segment of the population will be represented in the sample (Welman and Kruger 1999).

Having mentioned the vast population in the area for the envisaged study, it was going to be a futile exercise to attempt to collect data from all respondents as this would require lot of time and money. This is the reason why the researcher has to draw a representative sample which is convenient for him/her to access, the convenient sampling method and purposive sampling were used to draw a sample. Convenient sampling is described by McMillan and Schumcher (2001:177), as a group of subjects selected on the basis of being accessible or expedient.

In this study, the researcher chose to conduct his/her research study in selected schools under Seshego Circuit in the Capricorn District, Limpopo Province firstly because of their accessibility, cost-effectiveness and convenience as he works in same area as an educator.

For convenience of time and financial constraints, the researcher will randomly select 5 schools out of 10 and do an in-depth study. The researcher will use a sample size of twenty five (25) respondents. The sample will include five (5) school managers; ten (10) educators (two from each school) ten 10 learners (two from each school).The method of collecting data is non-probability (purposive) and stratified sampling.

McMillan and Schumcher (2001) define purposive sampling as a method where a researcher selects particular elements from the target population that will be representative or informative about the topic of interest. The choice of non-probability (purposive sampling) is based on the premise that the schools the researcher has selected for the envisaged study manifested the characteristics the researcher was interested in, that is, schools with high levels of educator misconducts cases.

De Vos (2000:198) maintains that purposeful sampling is based entirely on the judgment of the researcher, in that a sample is composed of elements which contain the most characteristics, representative or typical attributes of the population. It can again be said that purposive sampling is about selecting information-rich cases for in-depth study when one wants to understand something about those cases without needing or desiring to generalize to all such cases (McMillan and Schumacher 1993)

3.5 DATA COLLECTION

According to Vockel and Asher (1995:37) data collection refers to the gathering of information which will be helpful to clarify the problem being researched. Bless and Smith (2000:156) defines qualitative research approach as a research conducted using a range of methods which use qualifying words and descriptions to record and investigate aspects of social reality.

Mouton (1998:169) argues that “in qualitative research, the investigator usually works with a wealth of rich descriptive data, collected through methods such as participant observation, in-depth interviewing and document analysis. The researcher has used the following data collection methods to gather information from respondents; interviews and questionnaire. All these techniques have proved effective in getting answers to research questions such as; what are obstacles frustrating school managers in implementing educator’s Code of Professional Ethics in their schools.

3.6 DATA COLLECTION METHODS

3.6.1 Interviews

An interview is a goal directed attempt by the researcher to obtain reliable and valid information in the form of verbal responses from one or more respondents (Van den Aardweg 1993). In addition, to the above view, De Vos (1998:300) states that the aim of semi-structured interviewing is to actively enter the worlds of people and to render those worlds understandable from the standpoint of a theory that is grounded in behaviors, languages, definitions, attitudes and feelings of those studied.

Bless and Smith (2000:106) postulate that unstructured interviews give the respondents freedom to elaborate on the topic focusing on aspects in order to relate to their own experiences. On the other hand, Welman and Kruger (1999:167) argue that semi-structured interviews offer versatile way of collecting data, and may be considered when the topics are of a very sensitive nature; the respondents come from divergent backgrounds; and experienced and expert interviewers are available for conducting interviews.

I fully agree with Bless et al. and De Vos (2001:300) who further say that another advantage of the unstructured interviews is that, socially sensitive topics such as deviant behavior, problems in relation to sexual behavior and unemployment could be more openly discussed. The semi-structured interview with schedule was used in this research project.

De Vos (2001:299) emphasizes that the semi-structured interview, with a schedule, are conducted with the use of a schedule. In essence, the schedule, serves as a guideline for the interviewer and it entails questions and themes that are of key interest to the researcher. When unfolding this interview process, questions may not be asked in a particular sequence, and this helps the researcher to cover all relevant topics during interview process. Welman and Kruger (1999:167) maintain that an interview guide involves a list of topics and aspects of these topics which have bearing on the given theme and which the interviewer should bring up during the course of the interview.

The unstructured interviews have some short-comings, for example, the interviewer may misunderstand the respondent's answer or the interviewer commits a clerical error in recording the respondent's answer. De Vos (2001:300) discusses weaknesses of the unstructured interviews such as the unstructured interviews are time-consuming and expensive because every participant will need time and more resources like tape recorders, dairies and writing pads. The presence of the interviewer can cause the interviewees to refrain from expressing their real opinions and true feelings. The vast amount of data collected can make ordering and interpretation difficult.

I wish to indicate that the researcher was never distracted from collecting data from respondents through unstructured interviews as a result of the above-mentioned disadvantages, since he has read enough to deal with any challenge. The researcher used this data collection technique to obtain information from the school learners. Kvale (1996:31) indicates that "the main task in interviewing is to understand the meaning of the interviewees say". With this technique, the researcher was able to describe and explain the meaning of the research questions and the purpose of the study to the learners, so that they respond sincerely to the questions asked.

3.6.2 Interview process

In order to conduct a fruitful interview, the interviewer should ensure that everything has been put in place to avoid disappointments. This is the reason why Anderson et. al. (1994:116) emphasizes that regardless of the type of interview you choose, certain tasks must be accomplished before beginning with interviews to ensure a successful product.

When conducting these interviews, the researcher adopted what McMillan and Scumacher (2001:404) called interview phases which are as follows; “Planning, Beginning data collection, Basic data collection, closing data collection”

3.6.2.1 Planning

The first thing which the researcher should do when starting with his/her interviews, is that he/she must first analyze the problem statement and research question(s). This will help him/her recall the crux of his research project, for the purpose of formulating only those questions relevant to his study and the approaches in question (McMillan and Schumacher 2001 :405). Before starting with the interviews, the researcher made it a point that all necessary equipments and stationery such as; tape recorder, cassettes and extra batteries are in place. The questions and interview schedule as usual should also be ready.

Interview questions should be expository rather than yes or no questions. The interviewer should start with questions which are easy to answer, which are often about the interviewee himself/herself (Anderson et al.1994). In order for the researcher to succeed in conducting fruitful interviews, the interviewer should establish a contractual relationship.

A contractual relationship is when the interviewer and the interviewee reach an agreement on the objectives of the research and the way they should be achieved (De Vos 2001). Anderson et al. (1994:116) believe that, in recent years, researchers and the researched have developed certain courtesies to protect each party. The consent form is needed as the district or a school may require it. As a researcher, one must provide some kind of consent form for the interviewee to read and sign.

The consent form describes the research one will be conducting, how many times one might interview the person, the use of recording equipment, some guarantee of the person’s anonymity if he or she desires it, reassurance that he or she can quit the research at any time and phone numbers where he or she can reach the researcher outside the school.

Both the interviewer and the interviewee should sign two copies; then the interviewer keeps one and the interviewee keeps the other. The form should be signed before the start of the first interview. The present researcher took heed of this advice and assured respondents of their rights, confidentiality and their anonymity.

3.6.2.2 Beginning of data collection

According to McMillan and Schumacher (2001:406), this is the stage where the researcher establishes rapport, trust and reciprocal relations with the interviewees. While Anderson et al. (1994) advocates the fact that it is best to have had face to face contact before the interview as this makes both parties more comfortable. The researcher was able to see how successful he was going to be in the next level because of interviewing few participants.

3.6.2.3 Data collection process

McMillan and Shumacher (2001:406), argue that it is during this phase that the inquirer begins to hear, see, and read what is going on rather than just listening, looking around or scanning documents. It is the main interviewing session of the research project. In addition, Anderson et al. (1994:117) warn researchers “make sure that the room you have chosen is as quite as possible...Chat with the interviewee while set and arrange the tape recorder. This is a very important section of this study in the sense that it is the main data collection phase. This study would not have been a success without having properly and carefully employed data collection principles.

3.6.2.4 Closing data collection

As data collection draws to a close, the researcher leaves the field or conducts supplementary interviews, but that will depend on what happened in third phase. And if the data collected through examination proves to be sufficient, there is no need to conduct supplementary interviews. However, the function of this phase is to conduct additional interviews in order to clarify certain points or other needed additional data (McMillan and Schumacher 2001).

In conclusion, Anderson et al. (1994:118) indicate that the researcher should close the interview as follows; “as you close the interview ask the participant if he or she would like to add something to what he or she has already said. After that, turn off the tape recorder and thank the person for the time and thought, label the tapes as soon as possible after the interview in preparation for data analysis.”

3.6.3 Questionnaire

According to De Vos (1998:89), a questionnaire is an instrument with open and closed questions or statements to which a respondent must react. And he further distinguishes between many the various types of questionnaires namely; telephonic, personal, questionnaire delivered by hand and group administered questionnaire. On the other hand, Leedy (1997:191), defines a questionnaire as a “common place” instrument for observing data beyond the physical reach of the observer, i.e. it may be sent to people thousands of miles away, whom the researcher may never see.

McMillan and Schumacher (1993:597), argue that a questionnaire is an instrument of data collection consisting of standardized series of questions relating to the research topic to be answered in writing by participants. This opinion is also shared by Bless and Smith (2000:156), who defines a questionnaire as a written set of questions or statements that assess attitudes, opinions, beliefs, and biographical information. The researcher has used this data collection technique to obtain information from, 5 school managers and 10 educators because they are able to read understand questions.

Another reason why the researcher has employed this method is that he/she wanted to avoid relying on one method of data collection in case things didn't workout as planned. The present researcher followed protocol in administering the questionnaires to educators in sampled schools. Firstly, permission was applied for and granted from the HOD of the Limpopo Department of Education. Since the sampled schools are not far from were the researcher is employed, the questionnaires were hand delivered to the respondents.

The 5 school managers and 10 educators from the 5 sampled schools were given one week to fully complete the questionnaires. At the end of the week all questionnaires were confiscated from the respondents by researcher.

3.7 DATA ANALYSIS

After the researcher has finalized collecting data from the sampled respondents, he/she started to interpret and analyze data in chapter 4.

3.8 DELIMITATION OF THE STUDY

The researcher will not generalize the findings and recommendations of this study to other areas since the circumstance and environment are not the same, especially since this a case study.

3.9 ETHICAL CONSIDERATIONS

Chapter 2 Section (2) (1) and (13) (d) of The Constitution of the South Africa, 1996 states that all people are entitled to the right to privacy and security. The researcher hopes to uphold and adhere to all human rights and other related legislatures on ethics such as the right to anonymity and confidentiality, ethical publishing practices and fabrication or falsification of data when collecting data from respondents or from any source (in order observe the practice of professional ethics.)

However, the researcher anticipates difficulties in collecting data from school managers and the circuit manager, as they may misinterpret the exercise to be an inquiry that aims at exposing their weaknesses and that might as well put their jobs in jeopardy. In order to overcome this limitation, the present researcher assured the respondents that names of research participants will not be used on the presentation of the information gathered. The use of subjects (human beings) in this kind of study introduces an element of threat and even fear because of uncertainty about the main purpose of this research.

The researcher assured all respondents that all data collected would be treated with highest confidentiality, privacy and anonymity. The researcher has shown his/her commitment to observing these human rights principles by signing the declaration consent form between himself/herself and the respondent.

3.10 CONCLUSION

When conducting this research study at Seshego Circuit in the Capricorn District, Limpopo Province the researcher was inundated with endless challenges. One of the challenges was to obtain approval to conduct this research; the researcher was made to move from one office another. And by the time permission was finally granted there was public servants industrial action which made more difficult to collect data from respondents. However, he/she paddled on.

Chapter 4: PRESENTATION AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

Data collection and analysis is of critical importance in every research work because these enable the researcher to come up with possible effective solutions to the problem envisaged. The purpose of this chapter is to analyze and interpret data collected from respondents. Various techniques were employed in the collection of data from learners, educators, school managers and the circuit manager to check as to whether educators adhere to the code of Professional Ethics as prescribed by the South African Council of Educators (SACE).

For this study, the researcher had sampled five high schools under Seshego Circuit in the Capricorn District of Limpopo Province. In each school two educators were given questionnaires to complete, all five school managers were also given questionnaires to complete. Two learners from each of the five schools were interviewed. The analysis of data is going to be done in three sections. Section A will deal with interview data from learners, Section B will deal with completed questionnaire by educators and lastly, Section C will deal with completed questionnaires by school managers

4.2 SECTION A: PRESENTATION AND ANALYSIS OF DATA FROM LEARNERS

4.2.1 The respondents were asked to give their view on educator discipline.

Here 80% of the respondents indicated that educators are not disciplined because many of them don't honor their classes. Some say educators are most of the time absent from school especially on pay days. Others say even those who come to class on time, they rarely teach but spend the whole time relating their personal lives and how they grew up.

4.2.2 Respondents were asked whether educators are punctual when they report to work and attend classes.

Respondents	Number	Percentage
Yes	1	10
No	9	90
Don't know	-	-
Total	10	100

In Table 4.2.2, the researcher found that 90% of the respondents admitted that educators don't report to work or classes on time. Only 10% of the respondents say educators report to work and classes on time. This indicates that there is a problem of punctuality from the educators. It should always be remembered that educators are supposed to be exemplary to learners if they expect learners to be disciplined and well behaved, the same idea is echoed by Van vyk (2001) and Mabelane et al. (2000).

4.2.3 The respondents were asked whether educators honor their periods.

Respondents	Number	Percentage
Yes	3	30
No	7	70
Don't know	-	-
Total	10	100

In Table 4.2.3, the researcher found that 30% of the educators honor their periods, whereas 70% of the respondents say educators do not. These figures are very shocking, especially because this information reveals that most of the educators don't execute the core functions for which they are employed, which is to teach learners. Most importantly, this raises a lot of questions about the functions of the school managers, as they are supposed to oversee that educators do what is expected of them, and ensure that effective teaching and learning take place all the time at school.

The government is putting lot of money into education to build schools, to purchase textbooks for every learner and other resources, and to improve educators' salaries. The national government has also issued a moratorium to all provinces that all high schools should get a 60% or more pass in grade 12, and any school that scores below that shall be deemed dysfunctional. The problems in public high schools need to be attended as a matter of urgency.

4.2.4 Here the respondents were asked whether the school manager was doing something about these educators who are not disciplined.

Respondents	Number	Percentage
Yes	5	50
No	5	50
Don't know	-	-
Total	10	100

In Table 4.2.4, the researcher found that 50% of the respondents said the school was doing something about ill-disciplined educators. And 50% of the respondents is of the opinion that their school managers were defeated as far as poor discipline by educators is concerned. One learner from another school said this during the interview; "shame the poor principal he is trying, because every day after long break we see him calling educators from their staffroom to come and teach us." Another learner said this about her lady school manager; "she is afraid of the educators because most of the educators are males and most men are clever and tricky." This is clear that the code of professional ethics for educators is not enforced by school managers and that some school managers are not assertive.

4.2.5 The respondents were asked to give factors which contribute to educator misconducts. The following points were provided:

- Some stated that educators lack motivation and are not passionate about their work because they are underpaid.

- Others said most educators are not committed to their work and as such, they lack what is called work ethic.
- One learner said one of the factors which does is that is because educators' salaries are not based on performance of their duties, and as such they will continue to bank classes and fail to complete their syllabuses.
- Some learners indicated that one of the contributing factors is that many educators often commit misconducts and get away with it.
- Some stated have they have more personal problems and work under stressful conditions where they are expected to perform without certain skills and teaching aids, such as laboratories, textbooks, etc.

The above information is very important because it shows clearly that lack of motivation and lack of disciplinary action against those who commit misconduct are some of the factors that contribute to educator poor discipline. The issue of salaries is of utmost importance, Delange (1983) states that where there is high incentive, employees tend to strive to abide the codes of conduct set by their organization. In addition, Capon (2004) also cemented this idea when he says that reward plays a role in inducing people to work, although their performance is as a result of both their motivation and ability. The Maslow's Hierachy of Needs indicates that people in the workplace are motivated a set of internal needs such as; social needs, psychological needs etc.

4.2.6 Respondents were asked as to whether poor educator discipline has an impact on effective teaching and learning at school.

Respondents	Number	Percentage
Yes	10	100
No	-	-
Don't know	-	-
Total	10	100

In Table 4.2.6, the researcher found that 100% of the respondents indicated that poor educator discipline has impact on effective teaching and learning.

4.2.7 Respondents were asked to explain the impact which poor educator discipline has on effective teaching and learning. The following information was given by respondents:

Most of the respondents hinted that the school will collapse as learners will have no one to teach them what is right and wrong, and obviously learners will be out of control and eventually there will high failure rate. Some respondents indicated that they are behind schedule with their school work mainly because educators don't come to class or come late to teach them. This information reveals that educator discipline is a key factor for effective teaching and learning to take place. It is also crystal clear that school managers are directly responsible for ensuring that educators are be in class on time, imparting knowledge to learners. By so doing the school manager would be implementing the code of professional ethics.

4.2.8 The respondents were asked to name five kinds of educator misconducts common at their institutions.

Many respondents indicated the following as common educator misconducts at their schools; late coming to classes, educators don't honor their classes; educators insult learners in class, educators don't complete syllabuses. Two of the respondents also indicated that they were physically assaulted and abused by educators. This information, also emphasizes the fact that there are serious problems in our high schools and furthermore school managers are not implementing the code of educator ethics. The above indications show a massive violation of the code.

4.2.9 Respondents were asked if the Department of Education plays a role in ensuring that there is discipline amongst educators.

Respondents	Number	Percentage
Yes	2	20
No	7	70
Don't know	1	10
Total	10	100

In Table 4.2.9, the researcher found that 20% of the respondents indicated that the Department of Education plays a role and 10% said they do not know. 70% of the respondents stated that the Department of Education is not bothered by poor educator discipline in high schools under Seshego circuit.

4.2.10 The respondents were asked to indicate the kind of actions the Department should take in order to improve educator discipline in high schools.

Most of the respondents feel that the Department of Education should send their officials at least twice a week to various schools monitor adherence to the code. Another respondent indicated that if swift steps were taken against those who commit acts of misconducts like in the private sector the situation is bound to change. On the other hand, one learner said educators must be retrained on how to effectively carry out their duties so as to enhance their commitment to the profession.

This is what one respondent had to say “it is time this Department must involve us in matters that affect our future. The Department must engage the Learner Representative Council (LRC) who should serve as whistle-blowers against ill-disciplined educators. The Learners Representative Council must report any unethical conduct by educators to departmental officials on regular basis since we form part of the school government body (SGB).”

4.2.11 The respondents were asked to indicate what school managers should do to improve educator discipline in high schools.

Most of the respondents feel that school managers are not capable of executing their work, while on the other hand, another respondent recommended that they should undergo regular training on how to deal with ill-disciplined educators. Since most common educator misconducts relate to their core function, such as punctuality, insulting learners, bunking of classes. Some learners feel that the school should use class representatives to bring these educators to the attention of the school manager who must then take strict measures against them.

One of the respondent stated that school managers are tasked with the responsibility of managing schools and therefore, they must manage or be fired. Another noted that respondent school managers should continuously hold educator workshops on the code of professional ethics and further stressed that this will make a huge improvement if school managers ensure that they treat educators equally.

4.2.12 Respondents were asked to tell a story about any serious educator misconduct they ever witnessed.

The researcher found that 70% of the respondents indicated that they are not aware of such types of misconducts in their schools. While 30% of the respondents cited that at their schools there are some educators who still administer corporal punishment. One respondent also mentioned that at her school some male educators engage in sexual relationships with female learners.

4.2.13 The respondents were asked to indicate if educators at their school complete syllabuses on time before exams.

Respondents	Number	Percentage
Yes	-	-
No	-	100
Don't know	-	-
Total	10	100

In Table 4.2.13, the researcher found that 100% of the respondents from the five sampled schools indicated that educators do not complete syllabuses on time. The above information indicates that there is no monitoring of educators' work done by those in management, in this case it is the SMT (School Management Team)

4.2.14 Respondents were asked who were involved in activities of misconducts in terms of gender.

Respondents	Number	Percentage
Males	-	-
Females	8	80
Equally involved	2	20
Total	10	100

In Table 4.2.14, the researcher found out that 80% of the respondents said that acts of misconduct are commonly committed by females. While 20% of the respondents indicated that acts of misconduct are commonly committed by male. This is an indication that majority of educators involved in acts of misconduct are females.

4.2.15 Data on the gender of respondents.

Respondents	Number	Percentage
Male	6	60
Female	4	40
Total	10	100

In table 4.2.15, the researcher found that the majority of respondents (60%) are male learners whereas (40%) are female learners.

4.2.16 The respondents were asked to indicate their ages.

Ages	Number	Percentage
12-15 years	-	-
16-18	7	70
19 and above	3	30
Total	10	100

In table 4.2.16, the researcher found that (70%) of the respondents are between the ages of 16-18 and (30%) are above 19 years.

4.2.17 The respondents were asked to indicate their grades.

Grades	Number	Percentage
8	-	-
9	-	-
10	2	20
11	2	20
12	6	60
Total	10	100

In table 4.2.17, the researcher found that 20% of the respondents are in grade 10, 20% in grade 11 and 60% in grade 12

4.3 SECTION B PRESENTATION AND ANALYSIS OF DATA FROM EDUCATORS

4.3.1 The respondents were asked to what extent they think educators are adhering to the code of professional ethics.

50% of the respondents indicated that educators adhere to the Code of Professional ethics, while 50% respondents cited that much still needs to be done. One respondent is quoted as saying “most educators know of the existence of such a ‘Code’ but have never read it. The behavior of some educators at school is a proof that they have never read it or disregard it.”

4.3.2 The respondents were asked whether they know the contents of Code of Professional Ethics as promulgated by SACE.

Respondents	Number	Percentage
Yes	10	100
No	-	-
Don't know	-	-
Total	10	100

In Table 4.3.2, the researcher found out that 100% of the respondents indicated that they know the Code of Professional Ethics for educators.

4.3.3 The respondents were asked to indicate where or how they came to know and learn about the Code.

Respondents	Number	Percentage
Departmental Training	2	20
School Training	2	20
Self Reading	4	40
Don't Know Them	-	-
Union Workshop	2	20
Total	10	100

In Table 4.3.3, the researcher found that 40% of the respondents were not trained either by the school or the Department. On the hand, 60% of the educators learned about from union workshops, read for them and others were trained at school about these Codes.

The above information shows that school managers and Departmental officials are not doing enough to promote adherence to the Code.

4.3.4 The respondents were asked what obstacles frustrate school managers in implementing these Codes. The following information was obtained:

Most of the respondents cited that their school managers are fail to be exemplary in their leadership. The above shortcoming is also shared by Sakyi and Bawole (200) who stressed that the lack of exemplary and commitment leadership are major obstacles for many public service managers in implementing the Code of Professional Ethics. Two other respondents indicated that other school managers have sexual relationships with their subordinates which hamper their ability to be objective and impartial when taking decisions such as distribution of duties. One respondent mentioned that some school managers discriminate against their staff members in that they do not treat them equally.

4.3.5 The respondents were asked to indicate whether their SMT members were exemplary to them.

Respondents	Number	Percentage
Yes	5	50
No	5	50
Don't Know	-	-
Total	10	100

In Table 4.3.5, the researcher found that 50% said the SMT's are exemplary to them and while the other 50% feels that their SMT's are not exemplary.

4.3.6 The respondents were asked whether discipline was efficiently, fairly, and consistently enforced at their schools. The following information was provided:

Respondents	Number	Percentage
Yes	4	40
No	60	60
Don't know	-	-
Total	10	100

In Table 4.3.6, the researcher learned that 40% of the respondents admitted that discipline was consistently administered. While on the other hand 60% said they begged to differ.

This information indicates that school managers do not take disciplinary action consistently on those who commit violates the Code. Finnemore (1999) argues that where penalties for misconducts have no been applied consistently, the shortcomings are that this exercise will yield minimum results.

4.3.7 The respondents were also asked to provide reasons why school managers are not fairly and consistently enforcing discipline.

The researcher found out that all respondents said that this is due to the fact that school managers do not treat their educators equally. One respondent indicated that some managers are lenient on those educators with whom they belong to same union.

4.3.8 The respondents were asked indicate those factors which contribute to high level of educator ill-discipline. The following information was gathered:

One respondent said that the educators themselves are not well-mannered. This view raises a lot of concerns about the way educators are trained. Marias (2006) argues that the way in which educators are trained has an impact on their behavior when they join the teaching field. He further states most educators are from universities where there is moral decay and decadence.

The same view is shared by Jones and Jones (1990) who add that people exposed to such conditions are likely to be lawless, undisciplined and behave antisocially. Other respondents mention lack of educator workshops on the Code of Professional Ethics. Another respondent cited lack of proper leadership and enough support from the Department.

4.3.9 The respondents were asked if there are policies that provide guidelines on how to deal with those who deviate from the Code.

Respondents	Number	Percentage
Yes	7	70
No	2	20
Don't know	1	10
Total	10	100

In Table 4.3.9, the researcher found that 70% said there are policies which give guidance on how to deal with those who commit acts of misconducts, while 20% said there are not guideline policies. In addition to this, 10% of the educators indicated that they don't have any idea.

4.3.10 The respondents were further requested to name those policies. The following information was given:

- One respondent mentioned Nepa and SASA.

- Another one mentioned Subject policy, Classwork policy, Learner attendance policy
- Two respondents left a blank space.
- The rest of the respondents wrote Employment of Educators Act, Labour Relations Act, Education Labour Relations Council and SACE Act.

The above information indicates that some educators are in the dark (ignorant) with regard to policies which regulate them from day to day.

4.3.11 The respondents were asked to indicate how poor educator discipline impact on effective teaching and learning. The following information was obtained:

To this question 60% respondents indicated that such a situation will result in higher failure rate. 40% are of the view that no effective teaching and learning will take place under such circumstances. One respondent warned that such a situation is bound to yield catastrophic results for the communities the school is serving.

4.3.12 The respondents were asked how their school managers deal with educators who commit misconducts.

One respondent indicated that her school manager always avoid confronting the culprits and would generalize the wrong activities in the staff meeting. This approach does not yield good results, because offenders conclude that the manager is afraid of them and they continue with their bad behaviour. This kind of approach is very close to what Sakyi and Bawole (2009) have identified as leniency syndrome as among other factors that draws back many public service officials from implementing code of conducts effectively. Another respondent said that his school manager often inform the SGB members when an educator has committed a misconduct. Some mentioned that if one does not belong to his /her camp, one will be lucky to escape without a verbal and recorded warning.

4.3.13 The respondents were asked to indicate whether their school manager is on top of the problem with regard to educator discipline.

Respondents	Number	Percentage
Yes	2	20
No	8	80
Don't know	-	-
Total	10	100

In table 4.3.13, the researcher found that 20% of the respondents indicated that their school managers are able to maintain discipline at school. Whereas 80% of the respondents feel that their school managers are losing the battle with regard to educator discipline. Surely, the above picture is disturbing and shows clearly that school managers are struggling to implement the Code of Professional Ethics.

4.3.14 The respondents were asked to rate educator adherence to the Code of Professional Ethics.

Respondents	Number	Percentage
Good	4	40
Excellent	-	-
Poor	6	60
Very poor	-	-
Fair	-	-
Total	10	100

In table 4.3.14, the researcher found that 40% of the respondents indicated that they adhere to the Code. While 60% of the respondents indicated that educators don't adhere to the Code. This table shows that a lot still needs to be done to address this anomaly.

4.3.15 The respondents were asked if they received training on the Code before.

Respondents	Number	Percentage
Yes	5	50
No	4	40
Can't remember	1	10
Total	10	100

In table 4.3.15, about 50% of the respondents admitted to having received training on Code of Professional Ethics. On the contrary 40% of them claim to have received no training in their teaching experience. And 10% of the respondents can't remember attending such training. Fisher and Lovell (2006) emphasized that code of conducts in organizations besides instilling discipline, also ensure professionalism and integrity of its members; educate new members of the profession about what is expected of them at work and constantly reminds the old ones the dos and don'ts of the profession.

4.3.16 The respondents were asked to indicate if the right to join or belong to a labour union by school managers has an impact on how they enforce discipline in the work place.

Respondents	Number	Percentage
Yes	4	40
No	6	60
Don't know	-	-
Total	10	100

In table 4.3.16, out of 10 respondents, 4 of them indicated that school managers who belong to unions, their objectivity in enforcing discipline is questionable. While on the other hand, 6 of the respondents hold a different view. This means that, to larger extent, it does not influence their objectivity.

4.3.17 The respondents were asked to explain the impact.

Two respondents indicated that such school managers turn out to become lenient when they have to take action disciplinary against educators with whom they are in the same union. Other respondents indicated that such managers end up been torn apart not knowing whether to comply with demands of the union or satisfy their employer.

4.3.18 The respondents were asked to speak about common misconducts at their institution.

Majority of the respondents cited the following types of misconduct late coming to work, failure to complete syllabuses, absenteeism from work, insufficient lesson plans, insulting learners. One respondent mentioned the prevalent usage of corporal punishment by educators. Three respondents mentioned that educators have sexual relationship with learners at their school.

4.3.19 The respondents were asked to indicate what managers are or are not doing which aggravates educator ill-discipline at school.

The researcher found that about 50% of the respondents complain about favoritism and inconsistency in enforcing disciplinary measures, While 30% of the respondents mentioned that their school managers are not exemplary in their leadership, 20% of the respondents grieved about their managers not consulting when taking decisions.

4.3.20 The respondents were asked to indicate if the Code of Professional Ethics was displayed any where in the school building.

Respondents	Number	Percentage
Yes	5	50
No	5	50
Don't know	-	-
Total	10	100

In table 4.3.20, there is an equal split as 50% of the respondents indicated that the Code is displayed where it is easily accessible to the staff members, while 50% of the respondents indicated that it is not displayed. This means that schools have not yet seen the importance of displaying where this important document which governs all their activities.

4.3.21 The respondents were asked to indicate what school managers should do to improve educator discipline in high schools.

The researcher found out that 50% of the respondents mentioned that school managers should be exemplary in their leadership, must treat all educators equally and must be consistent in enforcing discipline. While 30% of the respondents emphasized that more workshops on Code of Professional Ethics should be conducted, 20% of the respondents indicated that managers should occupy their rightful place of authority at schools with confidence and be accountable.

4.3.22 The respondents were asked to rate the Department's commitment in dealing with educator discipline in high schools.

Respondents	Number	Percentage
Fair	1	10
Good	3	30
Excellent	-	-
Poor	6	60
Total	10	100

In table 4.3.22, the researcher found that 10% said the Department is fairly involved in dealing with educator discipline in high schools. Whereas 30% mentioned that the Education Department is doing a good job, 60% of the respondents say that the Department is not fully committed to improving the conditions of poor educator discipline in public high schools.

4.3.23 The respondents were asked to indicate what the Department should do to improve poor educator discipline in high schools.

The researcher found that 100% of the respondents advocated for more workshops to be conducted on the Codes coupled with monitoring implementation of these Codes. The idea of monitoring implementation was also echoed by Aydinlik (2008) who argued that a code by itself is not the panacea to ensure that the employees of organizations will actually manifest ethical behaviour and that it requires supporting infrastructure if it must ensure the ethos of the code is entrenched in the organization's life.

4.3.24 The respondents were asked to indicate who are involved in acts of misconducts in terms of gender.

Respondents	Number	Percentage
Males	4	40
Females	3	30
Equally involved	3	30
Total	10	100

In table 4.3.24, the researcher found that 40% of the respondents said males are the ones who deviate from the Code, while 30% are of the opinion that females are the most troublesome. The remaining 30% of the respondents mentioned that both males and females equally commit acts of misconduct.

4.3.25 Respondents were asked to provide their gender.

Respondents	Number	Percentage
Male	4	40
Female	6	60
Total	10	100

In table 4.3.25, the researcher found that 40% of the respondents are males. While 60% of the respondents are females.

4.3.26 The respondents were asked to indicate their age group.

Respondents	Number	Percentage
Below 25 years	-	-
25-30	-	-
31-35	-	-
36-40	3	30
41-45	4	40
Over 46 years	3	30
Total	10	100

In table 4.3.26, the researcher found that 30% of the respondents are in the age group of 36-40 years, while 40% are in the age group of 41-46 years. 30% of the respondents are in the age group over 45 years. This table further reveals that young people are not taking teaching as a career. However, this indicates that majority of these educators are fully matured people.

4.3.27 The respondents were asked to their highest qualification.

Respondents	Number	Percentage
Diploma	1	10
Degree/ACE	7	70
B Tech/B Hons	1	10
Masters	1	10
Doctorate	-	-
Total	10	100

In table 4.3.27, the researcher found that 10% of the respondents have a diploma as their highest qualification, 70% have degrees, another 10% have either B Tech or B Hons and 10% of them have masters degree. This indicates that majority of educators are not interested in senior degrees.

4.3.28 The respondents were asked to indicate their teaching experience.

Respondents	Number	Percentage
1-10	2	20
11-15	2	20
16-20	1	10
21-25	4	40
26 and above	1	10
Total	10	100

In table 4.3.28, the researcher found that 20% of the educators have 1-10 years teaching experience; 20% of them have between 11 and 15 years of experience, and 10% of them indicated that they category of 16-20 years, 40% are in the category of 21-26, while 10% indicated that they have over 26 years of teaching experience. This indicates, without any doubt, that most of the educators are highly experienced people.

4.3.29 The respondents were asked to indicate their professional qualifications.

Respondents	Number	Percentage
PTC/JSOC		
JPTD/SPTD	2	20
HED/UED	6	60
Bed	2	20
M ED.	-	-
D ED.	-	-
Total	10	100

In table 4.3.29, the researcher found that 20% of the educators have JPTD/SPTD certificates, 60% of the educators hold HED/UED certificates and 20% of them hold BED certificates. This shows that majority of educators in the teaching field are professionally qualified to teach, provided they also registered with SACE.

4.4 SECTION C: PRESENTATION AND ANALYSIS OF DATA FROM SCHOOL MANAGERS

4.4.1 The respondents were asked if they know the contents of the Code of Professional Ethics for educators.

Respondents	Number	Percentage
Yes	5	100
No	-	-
Don't know	-	-
Total	5	100

In table 4.4.1, the researcher found that 100% of the respondents indicated that they know the Code of Professional Ethics. This suggests that they are well conversant with the contents of this important document and what it requires of all educators.

4.4.2 The respondents were asked how often they attend to cases of deviation from the Code at their institutions.

Respondents	Number	Percentage
Monthly	1	20
Weekly	-	-
Daily	1	20
Quarterly	3	60
Total	5	100

In table 4.4.2, the researcher found that 20% of the school managers indicated that they attend to educator misconducts on monthly basis, another 20% mentioned that they deal with educator misconducts on daily basis, while 60% of them indicated that they attend cases of deviation from the Code on quarterly basis. This surely indicates that there is no labour peace in our public school.

4.4.3 The respondents were asked if the Code was displayed anywhere in their school building where educators can see it every time.

Respondents	Number	Percentage
Yes	2	40
No	3	60
Don't know	-	-
Total	5	100

In table 4.4.3, the researcher found out that 40% of the school managers indicated that the Code was displayed. On the other hand 60% of them admitted that the Code was not displayed anywhere in their buildings. This statistics shows that majority of school managers are not working towards having this Code internalized into their lives.

4.4.4 The respondents were asked if they get support from the Department of Education with regard to educator discipline and misconduct handling.

Respondents	Number	Percentage
Yes	4	80
No	1	20
Don't know	-	-
Total	5	100

In table 4.4.4, the researcher found that 80% of school managers indicated that they get getting support from the Department, while 20% mentioned that they are not getting any support from the Department.

4.4.5 The respondents were asked to explain the kind of support they are getting from the Department.

The researcher found that about 60% of the respondents indicated that they get advice on how to deal with educator misconduct, policy documents and manuals on disciplinary matters, 40% of the respondents mentioned that the Department arranges induction training for newly appointed school managers.

4.4.6 The respondents were asked if there are policies which deal with non-compliance with educators' Code of professional ethics.

Respondents	Number	Percentage
No	1	20
Yes	4	80
Don't know	-	-
Total	5	100

In table 4.4.6, the researcher found that 80% of the respondents cited that there are policies which deal with educator misconduct. While 20% of the respondents indicated that they are not aware of such policies, if they exist.

4.4.7 The respondents were asked to list those policies which deal with educator misconducts.

- The researcher found that one the respondents indicated the following; policy on corporal punishment, policy on finance, language policy and admission policy.
- Another respondent mentioned Employment of Educators Act, SACE. And the other respondent mentioned; SACE and policy educator conduct. The other two respondents did not respond to this question.
- Clearly, this response indicates that majority of school managers do not know the policies they should use charge educators who commit misconduct.

4.4.8 The respondents were asked if there are ill-disciplined educators who threaten them at school.

Respondents	Number	Percentage
Yes	2	40
No	3	60
Don't know	-	-
Total	5	100

In table 4.4.8, the researcher found that 40% of the respondents admitted that there are educators who threaten them when they have to take disciplinary action against them, while 60% of the respondents mentioned that they don't get any threats from their subordinates. This information indicates that the issue of educator safety at schools is of great concern.

4.4.9 The respondents were asked a question on how often are they trained since discipline is a major challenge in all spheres of management.

Respondents	Number	Percentage
Regularly	2	40
Rarely	1	20
No training at all	2	40
Total	5	100

In table 4.4.9, the researcher found that 40% of the respondents indicated that they were trained regularly while 20% of them mentioned they were trained on rare basis, and 40% of the respondents indicated that they were hardly trained. Surely, this table indicates that the Department is not doing enough to capacitate school managers on disciplinary procedures.

4.4.10 The respondents were asked which corrective disciplinary measures are commonly taken against ill-disciplined educators.

Respondents	Number	Percentage
Verbal warning	5	100%
Written warning	-	-
Final written warning	-	-
Dismissal	-	-
Total	5	100

In table 4.4.10, the researcher found that 100% of the respondents indicated that they issue verbal warnings. This picture indicates that most school managers are hesitant to take stricter measures against those who violate the Codes. Perhaps this confirms Sakyi and Bawole's (2009) view that another cause for poor adherence to the Code is poor supervision and monitoring and the prevalence of a leniency syndrome.

4.4.11 The respondents were asked to indicate four types of misconduct common at their school. They were also asked to start with the most common ones and end with the less common ones.

The researcher found that all school managers indicated that absenteeism and late coming are more prevalent. And the following were listed as less common educator misconducts; insubordination and sleeping at work.

4.4.12 The respondents were asked to give their opinion on why educators are not adhering to the Code.

The researcher found that majority of the respondents mentioned that educators lack motivation and that they work under stressful conditions.

4.4.13 The respondents were asked to indicate challenges they encounter when implementing the Code of Professional Ethics. The following information was obtained:

- Educators are defiant and do not read policies
- Educators are not cooperative
- Educators report us to their unions
- We are always confronted by unions

The above information shows that many managers are gradually losing the fight against educator discipline.

4.4.14 The respondents were asked whether their educators are well conversant with the Code of professional ethics or not.

Respondents	Number	Percentage
Yes	-	-
No	4	80
Don't know	1	20
Total	5	100

In table 4.4.14, the researcher found that 80% of the respondents indicated that their educators are not conversant with the Code, while 20% of the respondents mentioned that they do not know. This information indicates that majority of respondents do not know their responsibilities. It is imperative for school managers to see that the code is an important management tool through which organization's goal can be achieved. This statement is supported by Salamon (1992) who indicated that discipline is a constructive element of management, designed to facilitate learning and opportunities for personal growth, as well as the achievement of organizational objectives.

4.4.15 The respondents were asked to indicate their gender.

Respondents	Number	Percentage
Male	3	60
Female	2	40
Total	5	100

In table 4.4.15, the researcher found that 60% of the respondents are males, while 40% are females. This means that majority of the respondents are males.

4.4.16 The respondents were asked to indicate their age group.

Respondents	Number	Percentage
Below 25 years	-	-
25-30 years	-	-
31-35 years	-	-
36-40 years	-	-
41-45 years	-	-
Over 45 years	5	100
Total	5	100

In table 4.4.16, the researcher found that 100% of the respondents are over 45 years.

4.4.17 The respondents were asked to indicate their highest academic qualification.

Respondents	Number	Percentage
Diploma	-	-
Degree	1	20
B.Tech / B.Hons	3	60
Masters	1	20
Doctorate	-	-
Total	5	100

In table 4.4.17, the researcher found that 20% of the respondents have degrees, 60% of them have B Tech or B Hons degree and 20% of the respondents have masters degree. This information indicates that many school managers are well qualified.

4.4.18 The respondents were asked to indicate their teaching experience.

Respondents	Number	Percentage
1-10	-	-
11-15	-	-
16-20	-	-
21-25	1	20
26 and above	4	80
Total	5	100

In table 4.4.18, the researcher found that 20% of school managers fall the in category of 21-25 years of teaching experience, while 80% of them have above 26 years of teaching experience. This means school managers are rich with experience.

4.4.19 The respondents were asked to indicate their professional qualifications.

Respondents	Number	Percentage
PTC / JSOC	-	-
JPTD / SPTD	-	-
HED / UED / ACE	-	-
BED	4	80
M ED	1	20
D ED	-	-
Total	5	100

In table 4.4.19, the researcher found that 80% school managers hold BED Certificate, whereas 20% of them hold masters degree.

4.5 CONCLUSION

From the presentation and analysis of data above it is crystal clear that there is a serious problem in public high schools whereby educators consistently flout Codes of Professional Ethics without feeling guilty. A situation wherein school managers as representatives of the employer in schools are expected to enforce the Code, take disciplinary action against educators who deviate from the Code but are failing to do so. Surely the situation in public schools cannot be left unchallenged any longer; the researcher has summarized suggested recommendations in the next chapter in an attempt to try and better the situation.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

Lack of discipline by educators in high schools is a problem that cannot be ignored any longer if the country to live the dreams of converting public schools into institutions of academic excellence. The fact that schools are established for one sole purpose of educating learners learners, the researcher thinks it is the responsibility of every member of the public to be concerned with whether that goal is attained or not. Since the researcher is also a public member he found it compelling that this research had to be done to understand why educators are where they currently are. In this chapter the researcher will summarize the findings and come up with conclusion and recommendations.

5.2 SUMMARY OF FINDINGS

5.2.1 Summary of the findings pertaining to the educators.

The researcher has revealed the following findings:

- Respondents from all three categories (learners, educators and school managers) acknowledge that there is violation of the Code of professional Ethics.
- Educators often report late for work.
- That educators frequently absent themselves from work especially on pay days.
- That educators often do not honor their lessons (periods).
- That even those (educators) who go to class only spend the whole period relating to learners things which are irrelevant to the lesson.
- That educators are not exemplary to the learners they teach.
- Educators are less passionate about their work or lack motivation because they are underpaid.

- That the behavior of some educators bring the teaching profession into disrepute.
- That educators insult learners.
- Same educators engage in sexual relationships with learners.
- Same educators still administer corporal punishment.
- Deprive learners their right to education by not teaching them.
- Educators do not complete syllabuses.
- More misconduct is committed by female educators.
- Have negative attitude towards discipline.

5.2.2 Summary of findings pertaining to the school managers

The research revealed the following findings:

- Some school managers are not assertive.
- School managers are not leading examples.
- That they execute their core function which is to ensure that teaching and learning takes place effectively.
- That some school managers do not take disciplinary actions against those who deviate from the Code (Leniency syndrome).
- That those school managers who attempt to discipline educators who violate the Code, do not apply it consistently and fairly.
- Do not treat staff members equally for an example; they lenient to their fellow union members.
- Engage in sexual relationship with their female subordinates.
- Turns a blind eye to SMT members who are not exemplary.
- Does not apply disciplinary actions consistently.
- Do not know policies to be used or charging educators for misconduct.
- Do not act on misconduct because they are afraid of unions.
- 80% of school managers admitted that their educators do not know the Code.

5.2.3 Summary of the findings pertaining to the Department of Education

- Does not provide adequate training on Code of Professional Ethics for both educators and school managers.
- Presently there is no induction programme for new educator appointees on the Code
- There is no monitoring system in place to monitor implementation of the Codes.

5.3 RECOMMENDATIONS TO DEPARTMENT OF EDUCATION

- Review educators' income, incentives and rewards in order to motivate them.
- Training of both school managers and educators on Codes of professional Ethics regularly.
- Establish an induction programme of new appointees on the Codes.
- Training of school manager on labour relations matters, for example, how to take disciplinary measures against those who violate the Code progressive procedure and policies to be used.
- Appoint officials who will monitor implementation of this Code, report on progress, give support where there are constraints.
- The Department should consider finding a way of engaging LRC,S (as watch-dogs, SGB's and as interested partners) directly to ensure efficient adherence to the Code by educators and school managers.
- Engage higher institutions of learning in this debate and seek to find a way of introducing a module or short course on Code of professional Ethics for prospective educator students.
- Should make it compulsory that all high schools display this code in the school buildings.
- Should print nice, attractive slides on which the can be attached to school walls Code of Professional Ethics.
- Train school managers on being assertive and not aggressive.
- Since school managers represent the employer at the school, the department should consider reversing the right to belong and join a union by school managers.

- Make both school managers and educators see disciplinary action as a corrective and not a punitive measure. They must understand that it is a principle of progressive disciplinary action.
- The department should robustly engage unions on the issues of discipline and work together in unison.

5.4 RECOMMENDATIONS TO SCHOOL MANAGERS

- To regularly conduct internal training for educators on the Code of professional Ethics.
- Acknowledge those who adhere to the Codes satisfactorily.
- Treat educators equally.
- To be exemplary to educators.
- To apply disciplinary action consistently without prejudice.
- Avoid sexual relationships with subordinates as this impedes their objectivity and impartiality.
- Ensure that their SMTs also lead by example.
- Should learn to work with unions than against them as they (unions) can play a very important role in the implementation of the Code of professional Ethics.
- Make educators to understand that disciplinary action is not punitive but corrective measure.
- Should take sterner measures than just verbal warning to habitual absconders.

5.5 IMPLICATIONS OF THE STUDY

This study is, nevertheless, not meant to be adopted by the Department of Education and be used as a yardstick to improve implementation of the Code of Professional Ethics. However, it is meant for anyone in the public arena who would like to get more information on the importance of the code to every organization and how to improve implementation of such a code. Thus, implementation of the above recommendations is optional.

This research is a case study focused on high schools under Seshego Circuit of the Limpopo Province, therefore the findings cannot be generalized to other areas. This is mainly because circumstances differ from school to school which may mean that what may serve as the best solutions for one school may not necessarily serve the same purpose for the other. But that does not mean that this research is of less importance. On the contrary the researcher reassures readers that valuable insight can be learned from it (the research).

5.6 RECOMMENDATIONS FOR FURTHER STUDY

The purpose of this study was to investigate implementation of the Code of Professional Ethics for educators in high schools. Though the researcher managed to uncover the underlying constraints which hamper effective implementation of this Code, he/she recommends that further studies be conducted on this topic. He/she suggests that a comparative study be conducted on the effectiveness of organizational codes in public and private sector.

5.7 CONCLUSION

It is abundantly clear that the situation in Seshego high schools is a nightmare to those who care about the future leaders of this country, with regard to educator discipline. Schools exist for two main reasons for teachers to teach and for learners to learn. However, the findings the researcher presented and analyzed above prove the aforesaid statement wrong, especially on the part of educators. It is the responsibility of government, through the Department of Education, to ensure that learners are not denied the right to education as embodied in the constitution of South Africa. And one way of carrying out this mandate is by enforcing the Code of Professional Ethics in public schools.

REFERENCES

- Anderson, G.L, Herr, K., & Nihlen, A.S. 1994. *Studying Your Own School: An Educators' Guide To Qualitative Research Practice*. USA: Sage.
- Arnold R.A. 2001. *Macro Economics*, 5th Ed. Ohio: Thomson Learning.
- Aydinlik A.U, Dilek D, Goran S, Greg W, Michael C. 2008. "Human Resource Management". *Journal of Management Development*. 27(7): 778-790.
- Babbie, E. (1998). *The practice of social research. Eighth Edition*. USA: Wadsworth Publishing company.
- Bak, N. 2004. *Completing Your Thesis*. Pretoria: Van Schaik Publishers.
- Bless, C., & Highson-Smith, C. 2000. *Fundamentals of Social Research Methods: An African Perspective. 3rd Edition*. Landsdowne: Juda.
- Betts P.W, 1989. *Supervisory Studies: A Managerial Perspective 5th Ed*. London: Pitman Publishing.
- Bissety, K. 2000. *Expelling school crime*. Daily News, 25 February.
- Blum M.L and Naylor J.S. 1978. *Industrial Psychology: Its Theoretical and Social Foundations*, New York: Harper and Row.
- Brytting T. 1997. 'Moral support structures in private industry – The Swedish case', *J. Bus. Ethics* 16: 663-697.

Capon C. 2004. *Understanding Organizational Psychology: Context Inside and Outside Organizations 2nd Ed.* London: Pearson Education.

Cassell C, Johnson P, Smith K. 1997. 'Opening the Black Box: Corporate Codes of ethics in their Organizational Context'. *Journal of Business Ethics* 16: 1077-1093.

Chambers E.G. 1981. *Psychology and the Industrial Worker*, London: Cambridge University Press.

Chambers E.G. 1981. *Psychology and the Industrial Worker* Cambridge University Press; London.

Creswell, J.W. 1994. *Research Design: Qualitative and Quantitative Approaches*. Thousand Oaks: Sage Publications.

De Cenzo D.A and Robbins, P. 1995. *Ethics*, Belmont, CA: Wadsworth.

De Cenzo D.A and Robbins, P. 2004. *Personnel/Human Resource Management*, New Delhi: Prentice Hall.

De Vos, A.S. 1998. *Research at Grassroots Level: A primer for the caring professions*. Pretoria: Van Schaik Publishers.

De Vos, A.S. 2001. *Research at Grassroots Level: Aprimer for the caring professions*. Pretoria: Van Schaik Publishers.

De Lange D.J 1983. *Supervision*, Johannesburg: McGraw Hill.

Farrell J, Brian D, Cobbin M, Helen M.F 2002. "Code of ethics: their evolution, development and other controversies", *Journal of Management Development*, 21(2): 152 – 163.

Fennimore, B. S. 1995. *Student-centered classroom management*. New York: SAGE

Fisher C, Alan L 2006. *Business Ethics and Values, Individual, Corporate and International Perspectives, 2nd Ed.* Harlow, Prentice Hall.

Frakort-Nachmias, C., and Nachmias, D., 1992. *Research Methods in Social Sciences, 4th Edition*. London: St. Martin's Press, Inc.

Greenburg J and Baron R.A 1995. *Behavior in Organizations, 5th Ed.* New Delhi: Prentice Hall.

Hanekom, S. X., Rowland, R.W., and Bain, E.G. 1987. *Key aspects of Public Administration*. Johannesburg: Southern Book Publishers (Pty) Ltd

Hlatshwayo, R. 2007. *Teachers' trade pass mark or sex with pupils*. City Press, 4 December.

Hlatshwayo, R. 2008. *Principal fingered in sex, bribery allegations*. City Press, 15 January.

Huysamen, G.K. 1997. *Introductory Statistics and Research Design: for Behavioral Science*. Vol.2. Cape Town: GK Huysamen.

IFA 2007. "*International Good Practice Guidance, Defining and Developing an Effective Code of Conduct for Organizations*", IFA.

Jones, V. F. and Jones, L. S. 1990. *Comprehensive classroom management. Motivating and managing students. 3rd Edition*. Boston: Allyn and Bacon.

Joubert, R. and Prinsloo, S 1999. *Education Law. Study Unit 1 (Reader)*. Pietermaritzburg: University of Natal/ SACTE.

Kvale, S. 1996. *Interviews-An Introduction to Qualitative Research Interviewing*. London, Sage.

Lawton A 1998. *Ethical Management for the Public Services*, Philadelphia, Open University Press.

Leedy, P.D. 1997. *Practical Research: Planning and Design*. 6th Edition. New Jersey: Merrill, an imprint of Prentice Hall.

Liddle J, Goran S, Greg W 2009. "Implementation, communication and benefits of public sector codes of ethics: A longitudinal study of Sweden", *International Journal of the Public Sector Management*. 22(4): 364-379.

Mabeba, M. Z. and Prinsloo, E. 2000. "Perceptions of discipline and ensuring problems in secondary education", *South African Journal of Education*, 2 (1), 34-41

Mafunisa, M.J. 2000. *Public service ethics*. Kenwyn: Juta & Co, Ltd.

Mathews MC 1988. "Strategic intervention in organizations", Sage Library of Social Research, (169) London, Sage.

McCabe DL, Klebe TL, Butterfield KD 1996. "The influence of collegiate and corporate codes of conduct on ethics-related behavior in the workplace", *Business Ethics Journal* 6(4): 461-476.

McMillan, J.H. & Schumacher, S. 1993. *Research Methodology in Education*. New York: Harper Collins College.

McMillan, J.H. & Schumacher, S. 2001. *Research in Education: A conceptual Introduction*. New York, Priscilla McGreen.

Merriam, S.B. 1994. *Qualitative Research and Case Study Applications in Education. Revised and Expanded from Case Research*. The Falmer Press.

Mike S, Stefanie T 2003. “*Comparative Experience with Administrative Reform in Ghana*”, Tanzania <http://www1.worldbank.org/wbiep/decentralization/afrib/tanzania.pdf>: accessed May 14 2010.

Mlamleli, O., Mabelane, P., Napo, V., Sibiyi, N., and Free, V. 2000. “*Creative programs for safe schools. Opportunities and challenges in relation to gender based violence in South Africa*”. A paper presented at an educational conference hosted by the department of Educational Sciences: Rand African University. 5-6 September, 2000.

Mtsweni J, 2008. “*The role of educators in the management of school discipline in the Nkangala Region of Mpumalanga*”, MA dissertation.

Mouton, J. 1998. *Understanding Social Research*. Pretoria, Van Schaik.

Mouton, J. 2001. *How to succeed in your Master's & Doctoral Studies*. Pretoria, Van Schaik.

Peppas Spero C, Tyler T, Yu 2009. “*Codes of ethics: A comparison of the attitudes of future managers in China and the USA*”, Manage. Res. News 32(4): 383-391.

Piek. C. 1991. *Classroom Management 1*. Cape Town: Maskew Miller. Longman.

Republic of South Africa. 1998. *Employment of Educators Act*. (Act 76 of 1998). Cape Town: Government Printers.

Republic of South Africa. 1996a. *South African Schools Act*. (Act 84 of 1996). Government Gazette, 377 (17579). Cape Town: Government Printers.

Rich, J. M. 1982. *Discipline and authority in school and family*. Toron: Lexington.

Robbins S.P 2003. *Organizational Behavior 9th Ed* Prentice Hall; New Delhi

Sakyi E-K and Bawole, N. J 2009. *“Challenges in implementing code of conduct within the public sector in Anglophone West African countries: Perspectives from public managers”*. New York: SAGE

Savage, T. V. 1991. *Discipline for self-control*. New Jersey: Prentice Hall.

Steers R.M and Porter L.W 1991. *Motivation and Work Behavior (5th Ed)*. New York: McGraw Hill; New York.

Struwig, F.W. & Stead, G.B. 2001. *Planning, Designing and Reporting Research*. Cape Town, Maskew Miller Longman.

Squelch, J and Lemmer, E. 1994. *Eight keys to effective school management in South Africa*. Halfway House: South African Book Publishers.

Svensson G, Greg W 2004. *“Codes of ethics best practice in the Swedish public sector: A PUBSEC-scale”*, International Journal of the Public Sector 17(2):178-195.

Treffry, D., Summers, E., O’Neil Hasset, P and Jodd, J. 1997. *Collins New English Dictionary*. Happer Collins.

Tutty, L.M., Rothery, M.A. & Grinell, R.M. 1996. *Qualitative Rsearch for Social Workers. USA, Allyn and Bacon*.

Vockell, E.L. 1993. *Educational Research. New York, McMillan Publishers*.

Van Rensburg, C. J. J., Landman, W.A and Badenstein, H.C.A 1994. *Basic Concepts in Education*. Halfway House: Orion Publishers.

Welman, J.C. & Kruger, S.J. 1999. *Research Methodology for the Business Administrative Science*. Halfway Houses, Thompson Publishing Ltd.

Van Schalkwyk, O. J. 1986. *Educational systems: Theory and practice*. Alkantrant: Educo Publishers.

Van Wyk, J.G. 2001. "*Perceptions and practices of discipline in urban black schools in practices of discipline in urban black schools in South Africa*". South African Journal of Education, 2 (30), 195-201.

Verschoor C.C 2002. "*It isn't enough to just have a code of ethics*", Strategic Finance 84(6): 22-24.

Warren L (1998). *The Code of Conduct: whose code, whose conduct?*
<http://www.jha.ac/articles/a038.htm>; accessed May 21, 2010.

Wittmer D, Coursey D 1996. "*Ethical work climates: comparing top private managers in public and private organizations*", J. Public Admin. Theory, 6(4): 559-572.

Woode S.N 2000. *Ethics in Business and Public Administration, Introductory Essays and Cases*, Accra, Asempa Publishers.

ANNEXTURE A

QUESTIONNAIRE DISTRIBUTED TO SCHOOL MANAGERS IN THE SESHEGO CIRCUIT OF LIMPOPO PROVINCE.

INSTRUCTIONS:

- ❖ DO NOT PROVIDE YOUR NAME.
- ❖ BE HONEST WHEN RESPONDING TO THE QUESTIONS.
- ❖ CROSS IN THE APPROPRIATE BOX WHICH INDICATES YOUR ANSWER.

AIM:

The sole aim of this questionnaire is to collect data with regard to educator discipline in high schools for research purpose. The present researcher is doing an MPA degree with the University of Limpopo and has to conduct a min-dissertation as part of the programme before graduation. But most importantly, the researcher hopes to discover underlying causes of the problem and through recommendations suggest possible solutions which will improve the situation.

CONFIDENTIALITY:

NB. The present researcher promises not to divulge the information provided by the respondent to anyone.

1. Do you know the contents of Code of professional ethics for educators?

YES	
NO	
DON'T KNOW	

2. How often do you attend cases of deviation from the Code at your school?

MONTHLY	
WEEKLY	
DAILY	
QUARTERLY	

3. Is the Code displayed somewhere in the building where educators can see it every time?

YES	
NO	
DON'T KNOW	

4. Do you get support from the Dept of Education with regard to educator discipline and misconduct handling?

YES	
NO	
DON'T KNOW	

5. If your answer to question no.5 is YES, explain the kind of support you are getting.

.....
.....
.....
.....

6. Are there policies which deal with non-compliance with educators' Code of professional ethics?

NO	
YES	
DON'T KNOW	

7. If your answer to question no.7 is YES, then name them.

.....
.....
.....

8. Are there ill-disciplined educators who threaten you at school?

YES	
NO	
DON'T KNOW	

9. If yes, explain how you deal with such educators when they commit misconduct.

.....
.....
.....
.....

9. How often are you trained since discipline is a major challenge in all spheres of management?

REGULARLY	
RARELY	
NO TRAINING AT ALL	

10. The following are corrective disciplinary measures taken against poor disciplined educators. Which one do you apply most at your school?

VERBAL WARNING	
WRITTEN WARNING	
FINAL WRITTEN WARNING	
DISMISSAL	

11. Name four types of misconducts common in your school. Start with the most common ones ending with the less common ones.

.....
.....
.....
.....

12. In your opinion, why are educators not adhering to the Code?

.....
.....
.....
.....

13. What challenges do you encounter as a school manager when implementing educators' Code of professional ethics?

.....

.....

.....

.....

14. Are your educators well conversant with the Code of professional ethics?

YES	
NO	
DON'T KNOW	

15. Please indicate your gender.

MALE	
FEMALE	

16. Please indicate your age group.

BELOW 25 YEARS	
25-30 YEARS	
31-35	
36-40	
41-45	
OVER 45 YEARS	

17. Please indicate your highest academic qualification.

DIPLOMA	
DEGREE/ACE	
B TECH/B HONS	
MASTERS	
DOCTORATE	

18. Please indicate your teaching experience.

1-10	
11-15	
16-20	
21-25	
26 AND ABOVE	

19. Please indicate your professional qualifications.

PTC/JSOC	
JPTD/SPTD	
HED/UED	
Bed/	
M ED	
D ED	

THANK YOU

ANNEXURE B

QUESTIONNAIRE DISTRIBUTED TO SCHOOL EDUCATORS IN THE SESHEGO CIRCUIT OF LIMPOPO PROVINCE

INSTRUCTIONS:

- ❖ **DO NOT PROVIDE YOUR NAME.**
- ❖ **BE HONEST WHEN RESPONDING TO THE QUESTIONS.**
- ❖ **CROSS IN THE APPROPRIATE BOX WHICH INDICATES YOUR ANSWER.**

AIM:

The sole aim of this questionnaire is to collect data with regard to educator discipline in high schools for research purpose. The present researcher is doing an MPA degree with the University of Limpopo and has to conduct a mini-dissertation as part of the programme before graduation. But most importantly, the researcher hopes to discover underlying causes of educator ill-discipline in high schools and through recommendations suggest possible solutions which will improve the situation.

CONFIDENTIALITY:

NB. The present researcher promises not to divulge the information provided by the respondent to anyone.

1. To what extent do you, think educators are adhering to the educators' code of professional ethics?

.....
.....
.....
.....

2. Do you know the contents of educators' Code of professional ethics as promulgated by South African Council of Educators (SACE)?

YES	<input type="checkbox"/>
-----	--------------------------

NO	
DON'T KNOW	

3. How did you come to know and learn about educators' Code of professional ethics?

DEPARTMENTAL TRAINING	
SCHOOL TRAINING	
SELF READING	
DON'T KNOW THEM	
UNION WORKSHOP	

4. According to you what obstacles frustrate school managers in maintaining educator discipline at school?

.....

.....

.....

.....

5. Are members of school management team (SMT) exemplary to educators they manage?

YES	
NO	
DON'T KNOW	

6. Is the school manager fairly and consistently enforcing discipline at your school?

YES	
NO	
DON'T KNOW	

7. If your answer is NO to question 6, explain why?

.....
.....
.....
.....

8. In your own opinion which factors contributes to high level of poor discipline amongst high school educators?

.....
.....
.....
.....

9. Are there policies which provide guidelines as to how educator misconduct should be handled?

YES	
NO	
DON'T KNOW	

10. If your answer is YES to question 9, name those policies.

.....
.....
.....
.....

11. How does poor educator discipline (non-compliance with the code) impact on effective teaching and learning?

.....
.....
.....
.....

12. How does your school manager deal with those who commit misconduct?

.....
.....
.....

13. Looking at the situation at your school do you think your principal is on top of the problem with regard to matters pertaining to educator discipline?

YES	
NO	
DON'T KNOW	

14. How would you rate educator discipline in your institution?

GOOD	
EXCELLENT	
POOR	
VERY POOR	

15. Were you trained on educators' Code of professional ethics before?

YES	
NO	
CAN'T REMEMBER	

16. Do you think the right to join or belong to labour unions by school managers has an impact on how they enforce discipline in the work place?

YES	
NO	
DON'T KNOW	

17. If your answer is YES to question 18, explain that impact.

.....

.....

.....

.....

.....

.....

18. Can you tell a story about common educator misconducts at your school?

.....
.....
.....
.....

19. What is it that your principal is or not doing which aggravates educator ill-discipline at your school?

.....
.....
.....
.....

20. Is there any where in the school buildings where Codes of professional ethics for educators are displayed?

YES	
NO	
DON'T KNOW	

21. What do think school managers should do to improve educator discipline in high schools?

.....
.....
.....

22. How would you rate the Department's commitment to deal with educator ill-discipline in high schools?

GOOD	
EXCELLENT	
POOR	
FAIR	

23. What do you think the Department should do to ensure that there is compliance with the code of professional ethics by educators in high schools?

.....
.....
.....

24. Who are majority of educators who are involved in misconduct behavior activities in terms of gender?

MALES	
FEMALES	
EQUALLY INVOLVED	

25. Please indicate your gender.

MALE	
FEMALE	

26. Please indicate your age group.

BELOW 25 YEARS	
25-30 YEARS	
31-35	
36-40	
41-45	
OVER 45 YEARS	

27. Please indicate your highest academic qualification.

DIPLOMA	
DEGREE/ACE	
B TECH/B HONS	
MASTERS	
DOCTORATE	

28. Please indicate your teaching experience.

1-10	
11-15	
16-20	
21-25	
26 ND ABOVE	

29. Please indicate your professional qualifications.

PTC/JSOC	
JPTD/SPTD	
HED/UED	
Bed/	
M ED	
D ED	

THANK YOU

ANNEXURE C

INTERVIEW QUESTIONS FOR LEARNERS

INSTRUCTIONS:

❖ **BE HONEST WHEN RESPONDING TO THE QUESTIONS.**

AIM:

The sole aim of this interview is to collect data with regard to educator discipline in high schools for research purpose. The present researcher is doing an MPA degree with the University of Limpopo and has to conduct a mini-dissertation as part of the programme before graduation. But most importantly, the researcher hopes to discover underlying causes of educator ill-discipline in high schools and through recommendations suggest possible solutions which will improve the situation.

CONFIDENTIALITY:

NB. The present researcher promises not to divulge the information provided by the respondent to anyone.

1. What are your views on educator discipline?
2. Are educators at your school punctual when they report to work in the morning and when they come to class?
3. Do educators at your school honor their periods?
4. Do you think the school manager (principal) is doing something about these educators who are not disciplined?
5. Which factors do you think contributes to educator misconducts?
6. In your own opinion does poor educator discipline have any impact on effective teaching and learning?

7. If your answer is YES to question 6, explain the kind of impact.
8. Name FIVE acts of educator misconducts common at your school?
9. According to you, do think the Department of Education plays a role to ensure that there is discipline amongst high school educators?
10. If your answer is NO to question 9, what kind of actions should the Department of Education take to improve educator discipline at your school?
11. What do you think should school managers (principals) do to improve educator discipline in high schools?
12. Can you tell a story about any serious educator misconduct acts you ever witnessed at your school?
13. Do educators at your school complete syllabuses on time before exams?
14. Who are majority of educators who are involved in misconduct behavior activities in terms of gender?
15. What is your sex Male/Female?
16. How old are you?
17. In what grade are you?

THANK YOU

ANNEXURE D

UNIVERSITY OF LIMPOPO

Faculty of Management and Law



Turloop Graduate School of Leadership
PO Box 759
Fauna Park
0787

SOUTH AFRICA
Tel/Fax: (015) 290 2816/7
mtapurio@edupark.ac.za/leputup@edupark.ac.za
Website:www.ul.ac.za

16 August 2010

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: RESEARCH FOR MPA MINI-DISSERTATION

Mr M.B Mathenda (9022197) is registered as an MPA student in our School. In partial fulfillment of the requirements of the degree, student is currently preparing his mini-dissertation.

We therefore kindly request you to assist **Mr M.B Mathenda** with regard to his research. He will be gathering secondary data as well as conducting interviews on his topic which is:
"IMPLEMENTING EDUCATORS CODE OF PROFESSIONAL ETHICS FOR HIGH SCHOOL EDUCATORS IN THE SESHEGO CIRCUIT OF LIMPOPO PROVINCE"

Your assistance to the student will be very much appreciated.

Thank you



Dr O Mtapuri
MPA Programme



ANNEXURE E



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

Enquires: Armer I, Telephone: 015-290 7929 e-mail: ArmerI@edu.limpopo.gov.za

Mr M.B Mathenda
PO Box 759
Fauna Park
0787

Dear Researcher

Request for Permission to Conduct Research

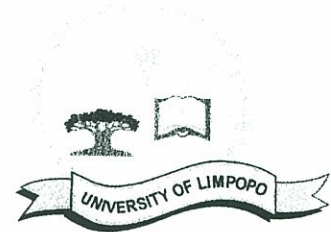
1. Your letter of request bears reference.
2. The Department wishes to inform you that you are granted permission to conduct research. The title of your research project is "IMPLEMENTING EDUCATORS CODE OF PROFESSIONAL ETHICS FOR HIGH SCHOOL EDUCATORS IN THE SESHEGO CIRCUIT OF LIMPOPO PROVINCE"
3. The following conditions should be observed:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with both the Circuit Offices and the schools concerning the conduct of the study. Care should be taken not to disrupt the academic programme at the schools.
 - 3.3 The study should be conducted during the first three terms of the calendar year as schools would be preparing themselves for the final end of year examinations during the fourth term.
 - 3.4 The research is conducted in line with ethics in research. In particular, the principle of voluntary participation in this research should be respected.
 - 3.5 You share with the Department, the final product of your study upon completion of the research assignment.
4. You are expected to produce this letter at schools/offices where you will be conducting your research, as evidence that permission for this activity has been granted.
5. The Department appreciates the contribution that you wish to make and wishes you success in your investigation.


.....
Head of Department

2018/08/18
.....
Date

ANNEXURE F

Faculty: Humanities
School: Languages and Communication Studies
Department: English Studies



Private Bag X1106
Sovenga
0727

Tel: +27 15 268 2257/3069
Fax: +27 15 268 3299/2868
Cell: 073 188 3364
E-Mail: mphoto.mogoboya@ul.ac.za

TO WHOM IT MAY CONCERN

This letter serves to certify that I have edited **Mathenda MB's (9022197)** dissertation entitled **Implementing Code of Professional Ethics for High School Educators in Seshego Circuit of the Limpopo Province.**

I hope you find the editing quality in order.


MOGOBOYA M.J. (EDITOR)

31-08-2010
DATE

