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LEADERSHIP CHALLENGES FOR RURAL SCHOOL EDUCATORS IN LIMPOPO:

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A research report submitted to the faculty of Commerce, Law and Management at the University of the Witwatersrand in partial fulfilment for the degree of Master of Management in Public and Development Management.

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I confirm that the work I will submit for all assessment for the above course is my own unaided work. I have followed the required conventions in referencing the thoughts and ideas of others. I am aware that the correct method for referencing material and a discussion on what plagiarism is are explained in the P&DM Style Guide and these issues have been discussed in class during Orientation.

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Abstract

This study examined the leadership and ethics challenges facing educators which stem from inappropriate behaviours or relationships in a rural school in the Capricorn District in the Limpopo province. Inappropriate relationships as defined in this text relate to those attitudes that are not respectful or professional in an educator-learner relationship and include educator-learner intimate/sexual relationships, embezzlement of funds and the issuing of fraudulent reports, amongst others.

Within the education sphere, the concept of leadership is considered to refer to school principals as managers. Educators look at themselves as mere employees and not as role models to learners and the community at large, and they therefore do not even consider the consequences of their behaviour to their followers, namely the learners. This study further intended to show that educators are leaders in their own right, and that their behaviour, both within and outside the classroom must not be in contradiction to the principles of honesty and trustworthiness as expected of any leader.

The study employed a qualitative approach in collecting data from the respondents. A case study approach was used where one school was identified and five educators and five learners were interviewed. In addition the official from the Provincial Department of Education (DoE) and secretaries of the South African Democratic Teachers Union (SADTU) and the Professional Educators Union (PEU) were interviewed. The study aimed to elicit information from the respondents on whether inappropriate relationships occur, why they occur and their impact on the teaching learning process from the point of view of the perpetrators (usually educators), the victims (usually learners) and of the interveners (provincial DoE and the unions)

Data was analyzed by summarizing the responses into key themes. The findings from the study show that various forms of inappropriate relationships do occur and that such behaviour results in ill discipline which is a challenge to leadership. Taking into account that this study was conducted among Grade ten learners at a high school, it was concluded that inappropriate relationships may be a reason for the high failure rate in many rural high schools.

Declaration

In submitting this report, in partial fulfillment of the requirements for the degree of Master of Management in Public and Development Management at the University of the Witwatersrand, I do declare that this dissertation is my original work in design and execution and has not been previously submitted by me for a degree at this or any other university; and that all the material herein has been duly acknowledged.

Acknowledgement and dedication

I feel indebted to the Official in the Department of Education, secretaries of the South African Democratic Teachers Union and the Professional Educators Union, as well as the educators and learners from the school who responded to the interview questions. The Department of Education was also most helpful in granting me permission to conduct a research study at a school within its jurisdiction.

I also extend my sincerest gratitude to my Supervisor, Dr M.J. Matshabaphala for his assistance and guidance in the process starting from the writing of the proposal and leading to the defense of the proposal and ultimately the completion of the report. To him, "Your kindness and patience have contributed greatly to the production of this report as it is, thank you".

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Without the support and cooperation of all the individuals stated above, the completion of this report would perhaps have remained a pipe-dream.

List of acronyms

- ANC - African National Congress
- ANCYL - African National Congress Youth League
- CODESA - Convention for a Democratic South Africa
- DoE - Department of Education.
- HSRC - Human Science Research Council.
- MEC - Member of the Executive Council.
- NEC - National Executive Committee.
- OBE - Outcomes Based Education
- PEU - Professional Educators Union.
- SA - South Africa.
- SACE - South African Council of Educators.
- SADTU – South African Democratic Teachers Union.
- SASA - South African Schools Act
- SMT - School Management Team.

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Chapter 1

A. Introduction

This report presents the findings of a study which explored the leadership and ethics challenges facing rural high school educators which stem from inappropriate educator-learner relationships. The study is based on a premise that educators are leaders who do not view themselves as such, which thus makes their behavior less exemplary to their followers, namely, learners. While the Department of Education (DoE) bestows to an educator the important role of leadership, it seems this role is limited to the classroom. The assertion, 'leadership in respect of the subject, learning area or phase, if required' (ELRC: 2004: C-67) proves this assertion true. The study went further to document a number of challenges faced by rural high school learners as well as rural schools in general which make the system of teaching and learning in rural localities susceptible to a number of ills. The reasons educators often behave inappropriately were explored. The data obtained were thematically analyzed, and the report reflects the findings.

One rural high school, purposely selected on the basis of proximity to the researcher was used as a data collection site. There were a total of three hundred and two learners in four grade ten classes at the identified school. Five educators and five grade ten learners from a class of seventy learners were interviewed. Grade ten was selected as it is the intermediate grade in the school and most learners in this grade are either entering adolescence or are in full adolescence and therefore sexually aware.

In addition, secretaries of the South African Democratic Teachers Union (SADTU) and the Professional Educators Union (PEU) were interviewed at district level because they administer educator welfare cases (according to them). This concept of welfare cases is, according to the interviewed departmental official, used by unions as a mitigating factor when representing their members (educators) in what the department automatically views as misconduct cases until proven otherwise. These two educator unions are pivotal in representing and defending educators on issues related to their conditions of service and are the only unions representing educators' conditions of service in the majority of rural schools in Limpopo. Rural schools as public institutions like all other public schools, are

overseen, controlled and managed administratively by the provincial Department of Education (DoE). A Conduct Manager from within the Department of Education was interviewed using the same interview tool (Appendix: Annexure B), as was administered to the Union Officials. The interview schedule for educators and learners appears as annexure C and the issues raised with them attempted to expose some of the incidents occurring at schools as observed by the perpetrators, usually educators and the victims, who are usually learners.

Reference will be made to some older scholarly sources, dating as far back as 1953, in order to trace the perceptions with regard to the issue of educators as public officers and leaders and their relations with learners, that is, what is expected of them. A qualitative research design employing both the interviews and a case study approach was used to arrive at the findings of this study.

B. Background to the study

In this section we look at the role of an educator as a leader, including the brief retrospection on how education and educators were perceived within the Limpopo province in the period before the democratic era. We also take a look at the challenges faced by the rural school in general, noting that the study was conducted within the rural school

1. The state of education within the Lebowa homeland

Lebowa was officially declared an independent Bantustan homeland in the early 1970s with Dr Namedi Phatudi being its first Chief Minister. Prior to being a Chief Minister, Phatudi was a high school teacher who later became a school inspector in the West Rand. Mathabatha (2005: 39) notes that 'Phatudi's passion for education helped to contribute to a climate that led to the rapid growth of the school population in Lebowa secondary schools.

The homeland itself was predominantly rural, with Seshego then developed into its first urban centre and the first Capital City of the homeland. The first schools to be established

in the area, including in Sekhukhune were the Mission Catholic schools. The most famous of those were, Glen Cowie, Pax College and high school as well as Setotolwane College of Education. Pax College initially trained educators but closed down in 1957 due to lack of funds. Sayed (2005:247) shows that 'as the homelands policy took root in the early 1960s, each self-governing and later independent black homeland took control of teacher education in its area'. It is for this reason that Phatudi, because of his passion for education ensured that a majority of the rural villages had schools but was unable to ensure proper maintenance of those schools, hence Mathabatha (2005: 39) notes that 'the tendency by the homeland government to skirt on its responsibilities', namely to provide support to schools, 'left many rural communities with a huge burden to provide educational facilities to their children'. It is for this reason that very few schools 'had basic educational facilities such as enough classrooms, libraries and science laboratories, while some junior primary schools in the rural northern Transvaal in the 1970s took place under trees which made them vulnerable to the vagaries of weather.' This is a legacy which the democratic government adopted as we still see some schools taking place under trees, and still many more schools in the rural areas still face the challenge of lack of educational facilities. Engelbrecht, Kriegler and Booysen (1996:11) note that special and compulsory education was afforded to whites while services and resources for black pupils were vastly inadequate and even non-existent in some areas, particularly in the rural settlements. Sayed (2005:247, 248) also shows that by the early 1970s educators were trained along racial and ethnic divide using separate colleges and universities, ensuring that educational opportunities for the black population were generally made very limited.

The other challenge faced was 'lack of experienced and well qualified teachers in secondary schools which compromised the education system in the rural communities' (Mathabatha: 2005: 40). Those individuals who were lucky to have gone to school up to standard six were considered better educated to can teach. Others were also trained as teachers at Mission Colleges like Lemana and Pax, but as it was noted, Pax College was ultimately closed down due to lack of funds. De Clereq (1970:34) is quoted in Mathabatha (2005:40) showing that

> 'There were very few applicants for the teachers' course at Pax and that since 1957 the diploma at Pax has had no official value. The students doing this course were usually of poor quality and most of these diplomats stayed in teaching only temporarily, until they found better employment'.

It should also be noted that the schools which were found in a majority of the village areas were a product of the communities wherein they were built. Community members contributed funds for their erection while it was expected that the homeland government will take the responsibility to maintain the schools, but it was not to be. At other times community members had to face up with corrupt chiefs who embezzled the funds which were meant for school projects, (Manyike: 1992:69-70 in Mathabatha: 2005:40), hence the building of some schools was started but never completed. 'Phatudi's enthusiasm for education did not translate into a steady supply of resources' (Mathabatha: 2005:39). This had negative implications towards the quality of education in the homeland.

Amid the challenges faced by the rural schools in the homeland, Catholic Mission schools were there to provide an alternative source of learning. These schools were known for their high quality education, well-qualified teachers, a reputation of maintaining discipline, good facilities, a strong religious environment and their good performance (Mathabatha: 2005:37, 46). The Mission schools succeeded because the Lebowa government, under, Phatudi, was more sympathetic to them than Pretoria was, hence the homeland government granted them a state subsidy which the Apartheid government withdrew in 1957 (Mathabatha: 2005:38). It was for this reason that the Mission schools became the preferred centres of learning for the children of the homelands bureaucracy, the new elites as well as the homelands Chiefs.

Due to their religious background, all the people who were educated from the mission schools, including the colleges were considered highly educated and were respected. All educators teaching at the village schools graduated from the mission schools and hence they were equally respected as they were thought to be bringing an element of religion to the children. They were also considered to be disciplined. Most of these graduates, it should be noted, were mainly from well to do families as noted above, who were able to send their children to those far away schools and were able to pay the boarding fees..

These Mission schools had boarding facilities. This factor, plus the mission school's reputation of discipline and good performance and the 'states drive to halt the process of black urbanization resulted in the proliferation of rural high schools and a massive inflow of urbanized students into the homeland in search of education beyond form III' (Mathabatha 2005:45). Pax, Motse Maria and Setotolwane attracted many learners from as far as Soweto, especially during and just after 1976 Soweto students uprisings. Due to the unrests at the urban localities, generally, rural schools received a huge influx of learners, and overcrowding became a serious challenge. However, 'urban children were seen by the general public of Lebowa to be disruptive, violent and of low moral standards, likely to corrupt the youth in the territory' (Mathabatha: 2005:55). This is how respectful, morally clean and of high quality standards rural education was perceived to be. Hyslop (1988:455) in Mathabatha (2005:46) notes that 'the state of African education was generally poor in the late 1960's, but rural schools were comparatively better off'. These rural schools generally referred to here are those schools within the Lebowa homeland, which include the Mission schools.

The status quo, of maintaining quality education, was maintained in the rural schools in general until the early 1980's. Overcrowding became a major challenge. The growing number of learners meant that the administration also had to expand, hence 'between 1980 and 1985 the number of circuit offices in Lebowa increased from nine to sixteen, and so did the circuit inspectors' (Mathabatha: 2005:62). While this was a good thing to happen, its disadvantage was these new circuit managers were picked from a pool of those individuals who were considered to be well qualified teachers, hence

> 'new graduated teachers from government colleges and the University of the North filled their teaching posts. Many of these teachers were poorly trained, which caused the standards to drop, failure rates inevitably increased especially in matric classes' (Mathabatha: 2005:62).

Owing to the Christian element within the education, morality then existed, hence it can be inferred that educators then applied the moral principles of leadership, and hence there was discipline within the schools. The success is owed to the role played by the

Mission schools within the homeland, coupled with the support provided by the homeland government through the state subsidy. It is for this reason that Mission schools boasted well qualified teachers, good academic performance as well as the availability of facilities. The leadership element, morality, was transferred to the other schools within the homeland; hence Mathabatha shows that while the state of education in the country was poor, the rural schools within the homeland were better off.

The success in the general education system within the homeland could be attributed to a number of factors, among those being:

- The role played by the Mission schools in her homeland.
- The support provided by the homeland government to the Mission schools in particular.
- The Christian element which added some sense of morality into those who were taught and teaching, hence there was discipline and order in schools.
- The distance the homeland was away from Gauteng, hence there was a minor political influence, especially within the rural schools, especially during the period prior 1980.

However, the period between 1980 -1986 marked a political watershed within the area. Boycotts and strikes were experienced within a number of schools, including in some of the Mission schools due to among others, the excessive use of corporal punishment meted out to students and the manner in which some of the nuns and brothers ill-treated the learners. Overcrowding and the promotion of the experienced and well qualified educators also added to the already existing political problem. This then led to 'the deterioration in the quality of education in the region' (Mathabatha: 2005: 62).

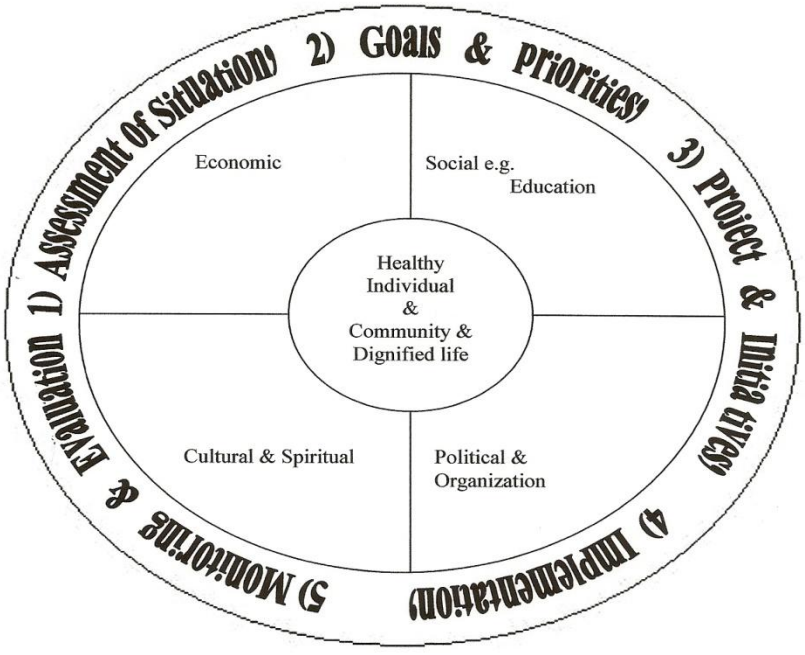
2. The role of an educator as a leader

Niranjan Singh in his paper on the role of teacher in a school quoted Henry Von Dyke as follows:

> 'Ah! There you have the worst paid and the best rewarded of vocations. Do not enter it unless you love it. For the vast majority of men and women it has no promise of wealth and fame, but they to whom it is dear for its own sake are among the nobility of mankind. I sing the praise of the unknown teacher, king of himself and leader of the mankind'

An educator is generally responsible for the overall development of a learner and the nation at large, and as Singh puts it, educators are leaders of mankind. In the development wheel presented below, educators play a prominent role in development. Generally, in order for development to occur, education is a prerequisite.

The development wheel (Adapted from Dr M.J. Matshabaphala- 2008).



The development wheel depicted above is a direct reflection of the project management general activity. The centre of the wheel shows a healthy individual as well as a community leading a dignified life. Dignity and morals go hand in glove. A person leading a dignified life will surely display positive morals within the society in which he

or she lives. That exemplification starts with those individuals considered to be role models in society, and educators are generally and with specific reference to this study, considered to be role models in society. The centre of the wheel is what every agent of change and development envisages. Irrespective of the external influences, which among others include, political, economic, social and cultural factors, depicted in the wheel, the final product anticipated by every agent of development is, a healthy individual and a community leading a dignified life. For purposes of this study the researcher refers to a healthy learner, and in this regard referring to both the learner's health and behavior which are both influenced and shaped by the educator as a role model.

Education enlightens the nation. It provides knowledge to the one being educated and as some commentators reflect, knowledge is power. The educator, as a leader, serves as a knowledge provider within the classroom through the learning content that he or she imparts to the learners. Le Roux in Calitz, Fuglestad and Lillejord (2002:177) notes that educational leadership needs to 'enable the young generation to engage positively and confidently with far-reaching processes of social and cultural change'. Hence Lethoko in Calitz etal (2002:248) asserts that an educator as a leader within the classroom, has to, amid the many challenges faced by the rural school, view the teaching profession positively while acting in a disciplined manner so as to set a good example to both the learners and the community as a whole. This is the ideal because 'leadership is a social process in which people are influenced to work voluntarily, enthusiastically and persistently towards attaining a group goal' (Werner and Roythorne-Jacobs in Berg and Theron, 2008:252). Surely one cannot exert a positive influence on another if one's own conduct is unbecoming. Badaracca and Ellsworth (1997: 44) also note that 'if leaders are consistent in the word and deed, others know where they stand on critical issues'. In addition, Singh notes that (2010:4) 'if a teacher becomes an embodiment of right conduct in thought, word and deed, the students by their association will learn virtue and develop manly qualities.' This assertion adds to the ideology emphasized in this study that educators are role models to the learners, and therefore should consider their conduct at all times. Within the context of education, leadership refers to the way in which the education leader influences the identification and attachment people have for their leaders

and the degree of acceptance that occurs where power is executed (Loock, Campher, du Preeze, Grobler and Shaba, 2003:8).

Traditionally, teaching has been viewed as a profession, and as Mda (1997:7) reflects, people in professions are expected to portray a high level of responsibility, behave ethically, respect and work for moral standards and human rights. This notion suggests that educators are pivotal in instilling good social values in the children. After all, they spend a great deal of time with these children. Lieberman (1963:24) shares the sentiment of professionalism in the teaching profession when he notes that as educators are viewed as a professional group, it is anticipated of them to be more altruistic than the population group at large. Mhlongo and Naidu (2008:2) add that teachers are associated with democratic professionalism; hence a sense of altruism is expected of them. Myron (1963: 214) and Smith (1975:389) however caution that this view of teacher professionalism and altruism has little scientific backing because it is generally accepted that people enter their different occupations for a number of reasons, ranging from prestige, economic prosperity and well, altruism.

Broudy (1972: 44) adds to the responsibilities of an educator with his assertion that

> 'the teacher is expected to act in loco parentis, in loco communitas, in loco humanitas, that is, in place of the parent, in place of the community, and the culture, and to do so as an expert in pedagogy'.

These responsibilities place a heavy burden upon an educator. The expectation is that the educator must serve as an example, both within the school and in the community at large.

In the light of the above it is not expected of an educator to behave inappropriately, especially towards learners. The Batho Pele principles, guiding ethical behaviour of public officials towards their clients, namely, the SA citizens, shows that citizens should be treated with courtesy and consideration while also stressing the fact that citizens should be told the level and quality of public service they will receive. Educators, who are appointed as employees of the state, serve as public officials, defined by Nolte (1973: 23) as 'one who holds a position of trust created by law', while learners are clients to the

educators. An ethical and moral sense of behaviour is expected from educators, and 'morality consists of individual responsibility towards others' (Vaizey: 1963: 247). Lethoko in Calitz et-al. (2002:240) notes that

> 'teachers today have lost their professionalism in the sense that some lack commitment and do not acknowledge their teaching responsibilities. Nowadays teaching is no longer viewed as a calling, a profession in which teachers commit themselves to the education of the learners'.

Teaching is viewed more as a career where individuals who pursue it can demand high salaries and even embark on strike action in demand of higher wages. This kind of a situation might be exacerbated by what Lethoko in Calitz et_al. (2002:237) says 'the breed of teachers we have today in our black schools were students during the 1976 struggle, or some of them were already teachers who were used to idling whilst the learners were busy marching up and down the streets'. There is a need to put all hands on deck in an attempt to shift the attitudes of educators towards their work. Swart and Pettipher in Engelbrecht and Green (2001:40) add that emanating from the invariable and numerous changes in the South African education system and the broader community, educators feel overwhelmed, frustrated and helpless amid a growing perception that decisions are merely being imposed upon them without their involvement.

Effective teaching and learning demand a situation of mutual trust between the educator and the learner. Any form of ill-treatment of the learner by the educator manifests as inappropriate behavior or relationships. Incidents such as the one reported in the *Daily Sun* of 21 November 2007 of three educators at a school in Gugulethu who allowed learners to copy the Afrikaans Second Language Paper 2 and Economics on separate dates are forms of this inappropriate behaviour. One could question what motivated or drove them to do what they did. The University of Pennsylvania (2006: 2) notes that inappropriate relationships relate to those attitudes that are not respectful or professional in a teacher-learner relationship. Examples of such behaviours may include, amongst others: unwanted physical contact, sexual harassment, any form of discrimination, using assessment as a punitive measure (University of Pennsylvania: 2006: 2; *Appropriate Student Treatment, 2004: 3) and unprofessional conduct between the educators

themselves. It is some of these inappropriate relationships that culminate in the high rate of teenage pregnancy. There thus exists no nexus between inappropriate behaviour on the part of educators and their role as bestowed on them by the Department of Education, namely, that of leader, administrator and manager (ELRC: 2004: A-47).

Educators as leaders must 'model the way' by 'setting the example through daily actions' (Kouzes and Posner, 2003: 14, 27) which are worthy of emulation (Badenhorst and Sheepers, 1995: 35). This thus translates into ethical leadership which Strike (2007: 6) clarifies as responding to the main question, 'how well shall we live well together?' Mda (1997: 7) believes that 'ethical behaviour is expected, that is, respecting and working for moral standards and human rights'. The assertion refers to education as being referred to as a profession. Inappropriate behaviour therefore manifests itself as a leadership challenge for educators because leaders are expected to act as role models at all times. Its occurrence, particularly in rural schools, has a negative impact on overall learner performance, and as noted earlier, teenage pregnancy may result from inappropriate educator-learner relationships and this exacerbates the high illiteracy levels in rural areas.

It is widely speculated that rural schools are susceptible to these inappropriate relationships mainly because of the poor living conditions of the learners, a sentiment which was shared by the former Member of the Executive Council (MEC) of the Limpopo DoE, Dr Aaron Motsoaledi in his interview with the Thobela FM news reporter during the current affairs programme on 12 February 2009 at 18h15. The MEC noted that a majority of cases where learners get intimately involved with educators occur in rural schools and these incidents are usually not reported as parents are generally illiterate and do not consider these as serious offences. It is for this reason that the DoE has embarked on the process of work-shopping School Governing Body members on the Code of Conduct governing educators in schools.

The study was conducted in a school within a rural setting. Since time immemorial, rural schools have been in a rather disadvantaged position. Richmond (1953: 34) condemns the culture of ignorance about rural public schools in his assertion that the rural school:

> 'has ceased to minister, as it once did, to community needs, its teacher no longer plays the important part in neighbourhood affairs that he used to play…it finds itself in a serious financial condition, it has been left behind educationally'.

This sentiment is shared by Sher (1987: 3) who asserts that:

> 'professionally, rural assignments were often viewed with disdain…seen as way stations where bright young teachers had to put in their time before receiving choice assignments in urban areas, as places for untrained teachers or as a dumping ground for older educators who had proved incompetent'.

While the status quo is fast changing, the legacy remains, hence the need to assess the leadership challenges of educators in these schools.

Educators are the educated members of these rural communities and are respected by both learners and parents. Some educators take advantage of this situation and wrongfully use their authority to their own benefit. Because of the high poverty level, the low standards of living of the learners and the respect given to educators, cases of intimate relationships between educators and learners go unreported, hence the absence of reliable data. The Department of Education (2002: 1) notes with particular reference to sexual abuse that no reliable data of its extent in schools is available. 'Teacher-learner relationships must be based on a foundation of mutual respect…reflected in honesty, professionalism and the prudent building of the teacher power over a learner.' Kouzes and Posner (2003: 38) believe that honesty is a quality required of any leader. Incidents such as the case reported in the *Informant of 4-5 June 2008* of a Polokwane educator, the head of a hostel, who was arrested on five charges of indecent assault on boys in his care, shame the teaching profession.

Numerous studies have however been conducted, both qualitative and quantitative on the issue of teenage pregnancy, though educators may not have impregnated those young girls. There is however, sufficient consensus that many such cases go unnoticed by authorities and that 'there is compelling evidence to indicate that both the nature and levels of abuse require immediate and urgent action from all of us (Department of Education: 2002). Quantitatively, reliable data is available from numerous sources, for

example the IRIN humanitarian news and analysis (2004: 1) which points out that 'the number of pregnant schoolgirls jumped from 1 169 in 2005 to 2 336 in 2006 in Gauteng.' Qualitatively the Nelson Mandela Foundation (2005: 60) indicates that 'a youth researcher interviewed a young girl about her teenage pregnancy and found that the benefit of receiving social grants' which is typical in rural areas owing to poverty 'were offset by the additional hardships that a baby imposes on a young woman'. On the other hand, no studies have been conducted on the issue of inappropriate educator-learner relationships as a leadership challenge in rural schools, and these inappropriate relationships often result in teenage pregnancy, as mentioned above.

Through this study, the researcher aimed to determine the extent of the occurrence of inappropriate relationships and to also establish the reasons for these, from the perspective of both educators and learners to ultimately show how it poses as a challenge to leadership for rural school educators. Interviews were conducted to elicit information in this regard. 'The immense, untapped potential of rural communities' (Nelson Mandela in Nelson Mandela Foundation: 2005: vii), in the form of the rural learner, 'requires quality leadership from the educator'. For the educator to defeat the various challenges, support from the Department and government in general is essential.

C. Problem Statement.

Although a plethora of rules exist to guide educators as community leaders on issues of misconduct, some educators persist in damaging the leadership image of the profession by engaging in inappropriate relationships with learners. SADTU's secretary's report to the REC- 1 June reports of eighteen misconduct cases involving educators between June 2009 and June 2010 out of which five of those cases vary between inappropriate relationships and examination fraud. Prinsloo (2005: 5) reports on one hundred and thirty three cases of misconduct (misappropriation of funds, fraud, and sexually harassing girls) involving educators and principals in the Northwest alone in 2003, where thirteen of the educators were dismissed for sexual relationships with girls.

The Department of Education has imposed the teaching of Sex Education in schools as an intervention strategy to make learners aware of the dangers of engaging in sex while they are teenagers, despite this statistics show an alarming increase in teenage pregnancies. The IRIN humanitarian news and analysis (2004:1) has pointed out that the number of pregnant schoolgirls has increased from 1 169 to 2 336 from 2005 to 2006 in Gauteng alone. Teaching sex education in itself requires an exemplary form of leadership from an educator, who should not advocate abstinence while at the same time abusing these learners, as shown by Prinsloo (2005: 5) that thirteen educators were dismissed for sexual relationships with learners and the SADTU secretary's report reflecting on the two educators dismissed as a result of their inappropriate relationships with school girls.

Punitive measures do not seem to be helping this situation because little is known about the causal factors of this situation. If it can be shown why some educators engage in such inappropriate acts, possible approaches can be suggested to assist the authorities in dealing with this issue and to also assist these educators to develop into quality leaders.

D. Purpose of the study.

The concept of leadership in education is usually researched with reference to school principals, disregarding educators as managers and leaders in their own right within the classroom and the community. This study intends to explore the leadership and ethics challenges facing educators in rural schools by exposing those acts of inappropriate relationships which are in contradiction to the principles of educational leadership, including the reasons for their occurrence. By exposing these actions, comparing them in the process to the principles and expectations of a proper leader, the researcher aims to change the educators' mindset from a notion of them as mere employees to a point where they understand and consider their role as leaders to the learners. Jackson Maison (2010: 1) was quoted by the BBC News in their webpage, Talking Point, showing that 'sexual relations between pupil and teacher are a total breach of professional ethics'. It also contradicts the principles of educational leadership. Once such relationships occur, they have the capacity to, as noted in the Draft Policy on staff- students relationships of the

University of Cambridge (2003:1) 'seriously damage the educational experiences of the student and that of his or her peers, may fuel conflicts of interest and result in inequality of treatment and assessment of different students'. It is for this reason that once an educator gets intimately involved with a learner, the likelihood of the issuing of fraudulent reports and memoranda before the writing of some examination papers increases.

This report is organised as follows:

- Chapter 1 introduces the background to the study.
- Chapter 2, the literature review, provides the reader with perspectives of various authors regarding the topic. This section explores the basic theories of leadership, four to be precise, while also taking the reader through various perspectives on the rural school, teacher-learner relationship and the role of educators as leaders.
- Chapter 3 contains the research methodology and explains how the research arrived at the findings of the study.
- Chapter 4 presents the data as well as the initial part of the data analysis. This chapter explores the issues raised by the respondents.
- In Chapter 5, the interpretation of the data brings the researchers voice to the study. The researcher analyses the responses of the respondents.
- Chapter 6, the conclusion and recommendations are presented from the findings; the researcher presents recommendations as a way forward. These recommendations are the intervention strategies proposed to assist in the curtailment of the problem of inappropriate educator-learner relationships, which is posing a challenge to leadership in education.

E. Significance of the study.

It was noted that this study is undertaken on the premise that educators are unaware of their role as leaders who have followers in the learners. Leaders are expected to behave in an exemplary manner at all times before their followers. The point emphasised in this study, is that educators as leaders must 'model the way' by 'setting the example through

daily actions' (Kouzes and Posner, 2003: 14, 27) which are worthy of emulation (Badenhorst and Sheepers, 1995: 35).

Arguing for proper behaviour and appropriate relationships between educators and learners is tantamount to the protection of the educational rights of the learners. This will also ensure that the integrity of educators as leaders in rural schools is maintained. This study therefore aims to contribute to a broader body of knowledge that reflects that educators are leaders in their own right and therefore should behave appropriately at all times, especially towards learners. Such an understanding may help to restore the ethical integrity of the teaching profession.

F. Research Questions.

This study aimed to explore leadership and ethical challenges facing rural school educators by examining the perceptions of union and government officials as well as educators and learners on the issue of inappropriate relationships between educators and learners. The research questions are sub-divided into two key themes, namely, occurrence, and intervention strategies.

A. Occurrence.

1. What is the extent of the occurrence of the inappropriate conduct by educators, as leaders in rural schools?
2. What are the dominating trends in relation to the occurrence of these inappropriate relationships by educators as leaders?
3. Why do educators commit these acts of inappropriate relationships with learners?

B. Intervention strategies.

5. How can the occurrence of these misdemeanours be dealt with?

Chapter 2: Literature review

A. Introduction.

De Vos, Fouchè and Delport (2005:123) and Leedy and Ormrod (2005:64) are in consensus that literature review provides a look at what various authors have had to say around the topic under research, and thus contributes towards an understanding of the nature and meaning of the problem. This is a process that is necessary both at the proposal stage as well as after the data has been collected. De Vos etal (2005:124-125) and Leedy and Ormrod (2005:64-65) reflect on the following broad roles of the literature review:

- It is an excellent method of selecting/ focusing on a topic and can offer new ideas, perspectives and approaches.
- It assists the researcher in ensuring that nobody has done the same study before and may also direct the researcher to particular individuals who may offer assistance.
- Where the topic has been previously researched, a literature review may help the researcher to identify gaps and weaknesses and may therefore bolster the researcher's conviction that the topic is worth studying. It will also introduce the researcher to measurement tools developed by other researchers.
- A good literature review places a research project in context by revealing sources of data of which the researcher was unaware.

In undertaking this study, the researcher was initially influenced by various schools of thought on leadership. The study will focus specifically on four theories of leadership, namely, the trait, contingency, behavioural and transformational theories which have influenced the researchers' views on leadership. These theories reflect on aspects of leadership and morality. Zand (1997:3) sets the tone in his assertion that 'effective leaders harness three forces, knowledge, trust and power'.

The literature review will further focus on, teacher-learner relationships vis-à-vis adolescence behavior as well as leadership and ethics.

B. Theories of leadership.

1. The trait theory of leadership.

This theory is based on the assumption that great leadership qualities or traits are inherited. As such, the proponents of the theory believe 'that great leaders are born, not made' (Van Wagner, 2008:1). Generally, the theory suggests that in identifying leadership, one needs go no further than to look at personality traits, including, personal traits (what one looks like, how one walks and talks), ones background, personal abilities, even education level. All these traits are viewed, according to the trait theory, as the hallmarks of successful leadership. This may however be misleading, in view of the fact that commentators such as Charlton (1992: xvii- xviii) asserts that 'leadership is an art and discipline that can be learnt, if people are willing to pay the price of change', while competence, defined as the 'exhibition of specific behaviour and attitudes being clearly demonstrated and thus measurable', is a vital ingredient for leadership development.

Educators, like all other individuals, are human, born of man. As a product of man, one (educator) would inherently possess certain features, qualities and behavioural traits related to some family member. So, what one does or how one behaves will generally be compared to what was done by another within the family. The trait theory supports traditional beliefs expressed when people utter such sentiments as 'this child is so naughty, he or she takes after his or her father' (behavioural) or 'your facial features are exactly like your grandfather's (personality traits), or 'he is very good at Mathematics, just like his uncle used to be' (ability traits). The most important personality traits include extroversion, conscientiousness, openness to experience, emotional stability (self confidence), and agreeableness. Chiselli (2009: 4) refers to these as the Big Five Personality Traits.

Identifying leadership according to this theory is problematic, however. Which personality feature identifies a great leader? Should a great leader be, for example, good

looking, handsome if a man or beautiful if a woman? And what if the opposite is the case? Basically, there are many good looking individuals who may be very dull, for example, and some very ugly ones, on the other hand who have the ability to 'prepare an organization for change and help it cope as it struggles through the change' (Kotter: 1995: 65). Can we not refer to the latter category as great leaders because of their personality traits? This is what the researcher views as a weakness in this theory. The researcher does however support the belief raised by the proponents of this theory that behavioural traits do help to determine leadership. Personality and educational level seem to be the least important in this regard.

Educators as professionals used to be highly respected individuals within any community, and as such they were well behaved. Professionalism refers to the vocation or calling to a field or work in which one does something with or for the people. People in these professions are expected to take on a high level of responsibility, to behave ethically and to show a high degree of respect and commitment to moral standards and human rights (Lemmer and Badenhorst, 1997: 7)

It used to be a taboo for an educator to walk the streets drunk. In support of the notion that educators should be well behaved, Griessel, Louw and Swart (1996 : 121-122) assert that impolite and inconsiderate conduct by an educator when dealing with learners can damage the learner's self-concept, hence an educator must behave in a courteous, controlled, patient and encouraging manner. Griessel et_al. (1996:115) emphasize that the educator's kindness and good manners will go a long way in ensuring a sound and positive relationship within the classroom.

Furthermore, another trait feature, appearance, not what an educator looks like, but rather his or her actions, is crucial. The educator should set a good example to the learners. An educator remains a living example of the norms and values that he or she wishes to communicate to the learners, hence the educator must obey norms of what is good, right and decent, living by the word. Subsequently, the educator must 'order his life

accordingly' (Griessel et_al. ,1996:118). The authors note that 'no printed word or spoken plea can teach young minds what men should be, not all the books on all shelves but what the teachers are themselves' (1996: 119). This statement is a true reflection of the fact that educators are role models for the learners, and should therefore serve as the acme of perfection. The actions and deeds of an educator go a long way towards building the child's personal, professional, psychological and social development. It is for this reason that one may at times hear children, particularly pre-scholars and early school goers (grades 1-3), arguing with their parents that, 'this is not how my educator says or wants it'.

Van Rooyen and Low (1994:12) support the fact that the educator's actions are crucial in the development of a learner. They assert that parents expect an educator to live in accordance with God's Commandments and to 'communicate on the grounds of the authority of the demands of decency that he himself obeys and of which he is an example'. Exemplary behaviour on the part of an educator is a central building block of acceptable moral conduct in the learner. Hence, Prinsloo, Vorster and Sibaya (1996: 53) note that a good educator respects and accepts all learners positively and unconditionally. The authors summarise the educator-learner relationship in the following statement: 'Treat people as if they were what they ought to be and you help them to become what they are capable of being.'

Coleman (1998:64) is of the view that effective leaders all have a degree of emotional intelligence. Coetzee and Jansen (2007: 1) define emotional intelligence as behaviour that requires emotional and behavioural control in a social situation. A classroom is, of course, a social situation where two groups of individuals, namely, the educators and learners, meet. The educator imparts knowledge while the learner accepts that knowledge. It is for this reason that Carl (1997: 13) emphasizes that educators should be the co-determiners of the philosophy of life of the broader community. They (educators) should have a thorough knowledge of the relevant community's view of education.

2. The contingency theory of leadership.

This theory is closely related to the situational theory of leadership in that both reflect that every situation is unique and therefore requires its own response. The contingency theory is based on the assumption that there is no best style of leadership for all situations. Van Wagner (2001: 1) notes that particular variables related to a situation within a particular environment might determine the particular style of leadership. Take for example the following challenge posed by Ozmon and Cravey (1990:217) who question,

> 'does a soldier under combat conditions kill because he is basically evil?' The authors, reflect that 'although not all soldiers kill non-combatant civilians, it also seems likely that civilians would not have been killed by soldiers if there had been no war, no warlike behaviours and no existing environmental conditions that would make warlike behaviour rewarding'.

The behaviour above, it can be concluded, is exacerbated by the prevailing environmental contingency variable, in this case a war situation.

As has been noted above many educators in South Africa today are the products of the 1976 uprisings, and as a consequence of the prevailing transformational developments within the system of education in South Africa, many have become very disillusioned. This leads one to question whether teaching itself should still be viewed as a profession, as a calling. But whatever the circumstances, environmental conditions or people's responses, educators remain leaders. A leader is one who has followers, and an educator's followers are his or her learners.

The researcher argues that, based on the above discussion of the role of the educator; no environmental variable should affect the behaviour or attitude of the educator negatively. The changing systems and environmental conditions within the country have not changed the role of educators. The role of an educator remains that of imparting knowledge, in most instances to a novice learner. Because learners tend to emulate the behaviour of their educators, they can rightfully be referred to as the mentors of these learners. It is

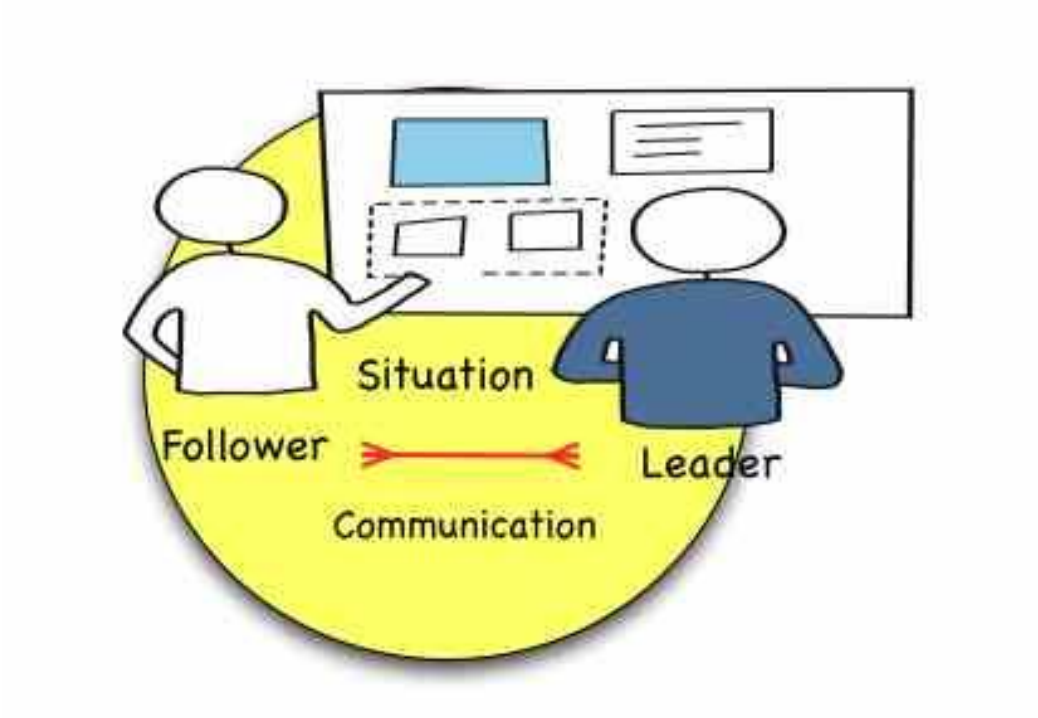
therefore very important that educators, as mentors, behave in an acceptable manner, irrespective of the conditions prevailing at any particular time.

Fiedler, one of the main proponents of the contingency theory in Werner (2003: 190), emphasized that the most effective leadership style depends on the following situational considerations, namely, leader-member relations, structure of the task as well as the power position between the leader and the led. Educators hold a position of power over learners. Griesel, Louw and Swart (1996:118) noted that no printed word, spoken plea or books on shelves, only what the educators are themselves, can teach young minds what men should be. An educator plays an important role in the development of the learner, in fact an educator is central in a learner's development, and subsequently is also responsible for the general development of society.

Emphasis has been laid on the issue of a positive relationship between the educator and the learner, and the power position, that is, the leader-member relationship, is argued in this theory as one of the contingency factors, a variable within a particular environment, a classroom, in this particular case. As such, the contingency theory embraces the trait theory of leadership.

Within the classroom situation, viewed in this context as a social setting, an educator comes into contact with a number of learners from different backgrounds, all at the same time. He is, however bound to create a relationship of trust and acceptance with and amongst all of these learners; otherwise no success can be achieved. The success of an educator is however, determined by the performance of the learners. If this is good, then one has succeeded. The classroom situation and the educator-learner relationship, influenced by various factors, is illustrated in the following diagram from Blake and Mouton (2009: 6).

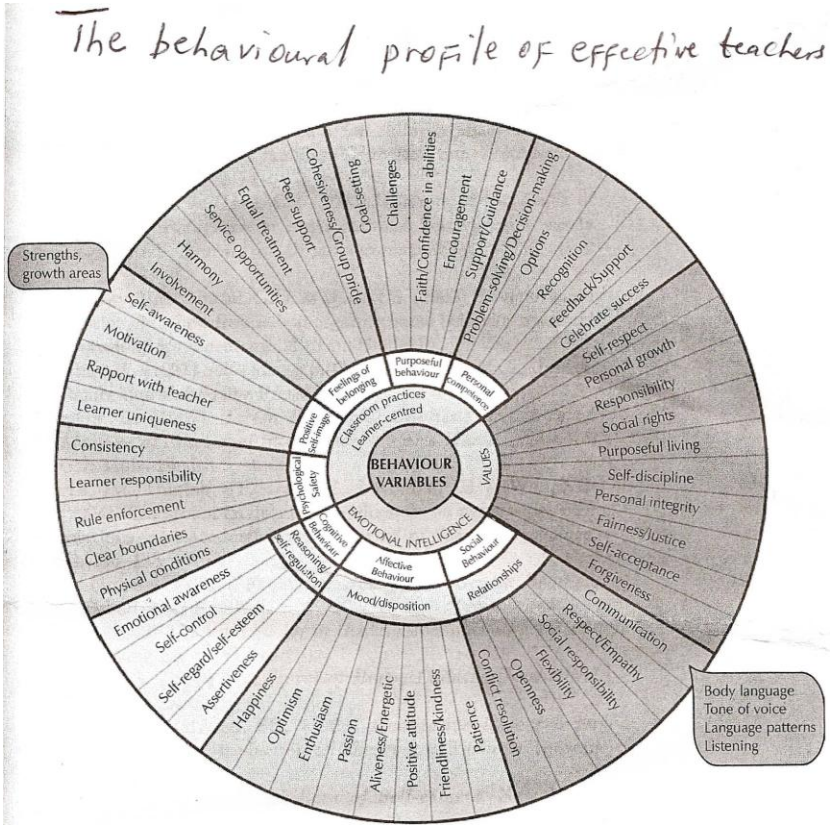
THE FOUR FACTORS OF LEADERSHIP



There are four major factors in leadership (U.S. Army, 1983):

In the diagram above, the follower is a learner who, as was indicated earlier on, is from a different background to other learners, though he or she finds oneself in the same classroom. It is the responsibility of the leader (educator) to know and to understand his or her followers so as to be in a position to guide them. The situation, in this regard relating to the different backgrounds and circumstances of these followers (learners) must be considered. As an educator imparts knowledge to the learner (follower), communication is crucial. Kouzes and Posner (1987: 123) maintain that a leader must model the way, therefore serving as an example to the followers. This is another form of communication, though non-verbal, and extremely important, especially for the successful development of the follower learner.

Coetzee and Jansen (2007: 137) show the different forms of communication in the following pie chart depicting the behavioural traits of effective educators. Each of the behavioural variables shown in the pie chart is crucial towards the nurturing of the life of a learner.



3. Behavioural theory of leadership.

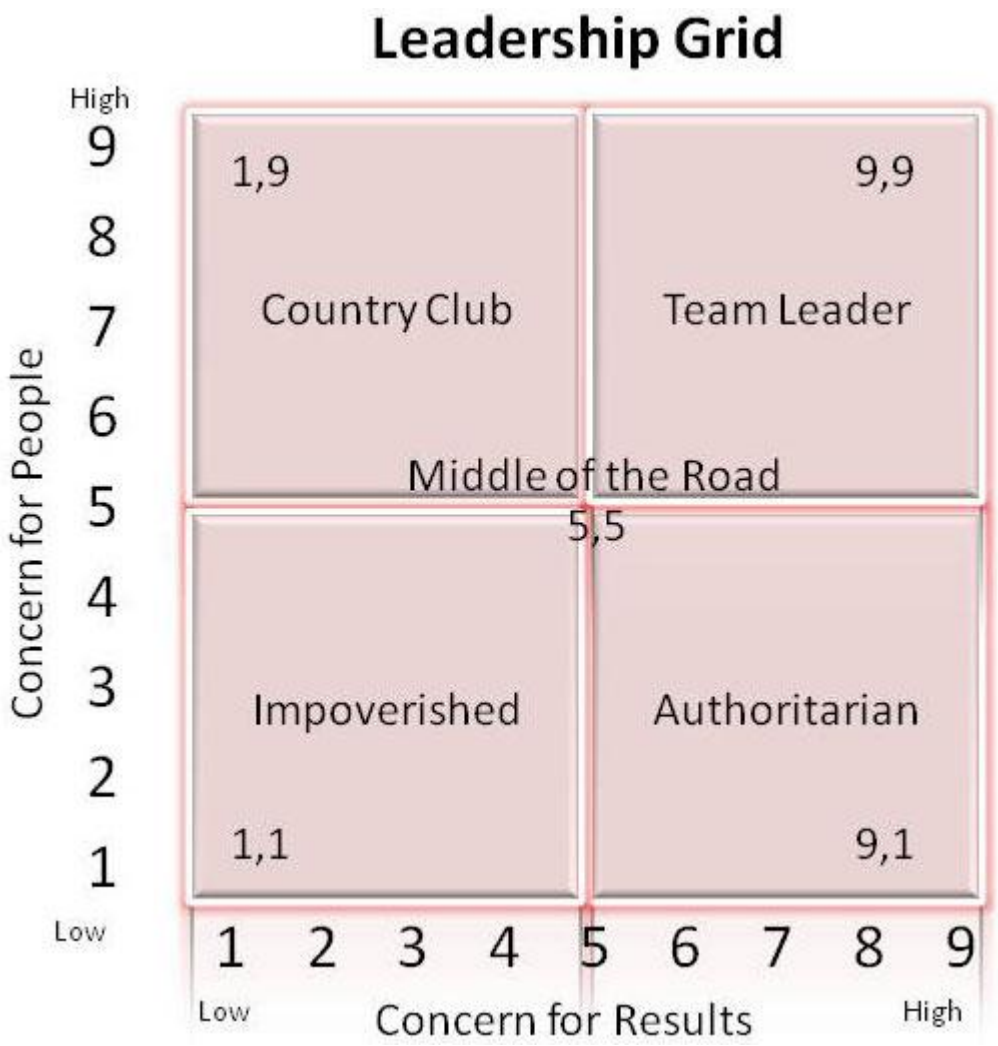
This theory is based on the assumption that great leaders are made, not born, contrary to the trait theory. However, as noted by Robbins and Decenzo (2004: 235), 'if the concept of leadership traits is to prove valid, there must be identifiable characteristics that all leaders are born with' and subsequently moulded through their growth stages. Behaviour manifests itself in a particular action, such as, anger, laughter; hence Van Wagner (2008:1) shows that the focal point of this leadership theory is the action of one particular leader, not mental qualities nor internal states.

It is clear, however, that any action that one performs is dependent upon a particular stimulus, which may be an environmental variable, or a particular trait, amongst others. Ozmon and Craver (1990: 217) have alluded to an analogy of a soldier who, because of war, turns into a monster and kills civilians. In essence, this particular soldier might not

necessarily be a killer but rather a good law-abiding citizen whose behaviour turns wild because of the situation in which he or she finds oneself. Skinners in Ozmon and Craver (1990: 226) states it even more clearly in his assertion that 'the contingencies of reinforcement themselves explain the aggressive behaviour quite apart from some assumed internal or genetic force within us'.

This leadership theory is rooted in the Behaviourism school of thought which embraces the 'theoretical considerations that deal with the nature of human beings and society, values, good life and the assumptions on the nature of reality'. Van Niekerk (2002:84) indicates that the theory focuses on the leader's group-influencing behaviour and the follower's satisfaction and performance.

This leader-follower relationship can best be outlined through the use of the Blake Mouton Managerial Grid depicted below.



This grid, illustrates four forms of leadership styles, namely, a team leader, a country club leader, an impoverished leader and an authoritarian leader. The people on the left of the diagram are the followers while the 'concern for results' on the horizontal axis refers to the objectives the leader wants these people to achieve. Leadership, as noted earlier, is viewed as a social process in which a leader influences followers to achieve the set goals (Kreiten and Kinicki, 2001: 551).

A team leader is one who is concerned with both the people and the objectives. However his/her concern for objective achievement in no way makes the leader exert unnecessary pressure on the followers. The team leader maintains a balance between goal

achievement and follower performance vis-à-vis satisfaction. The middle of the road (5,5) is an acceptable position. A leader at this level shows signs of all the styles of leadership depicted in the diagram but has more chances to can improve into a team leader.

A country club leader on the other hand shows more empathy for people at the expense of the objective achievement. This leader is lenient and allows followers more freedom than necessary, a recipe for disaster and failure. Educators who fall into this category usually demand special favours from their followers, that is, learners and may at times do special favours for learners. A case in point occurred at the school where this study was conducted during the 2008 October/ November Mathematics grade 11 examination paper. Learners were given free marks as the unmarked scripts were discovered by the Deputy Principal in the educator's classroom after the results had been announced. The matter, as the researcher was informed, is under investigation by the Capricorn District labour unit and at the time of compiling this report, no progress had been made by the DoE in this matter. The *Sowetan* (5 May 2009: 6) also reported the story of a 'pupil involved in a sex-for-money and alcohol scandal with teachers'. The learner has reportedly gone into hiding, following alleged death threats from one of the educators accused of having sex with pupils inside the school's laboratory.

An impoverished leader cares little about the welfare of the followers or the objectives to be achieved. Finally, an authoritarian leader is more concerned with the attainment of the objectives at the expense of the people. These last three styles of leadership usually have disastrous consequences.

The four styles of leadership outlined above can be closely linked to Douglas McGregors theory X and Y. Porter, Smith and Fagg (2006: 70) describe these theories in relation to leadership styles/ types as follows:

- Theory X - Hard-a leader uses threats and fear to get compliance from the followers (autocratic).
- Theory X - Soft - a leader uses bribes and attempts to sell favours to the followers to get the work done (partially democratic and therefore impoverished or a country club).

- Theory Y - a leader trusts his or her followers to work hard and deliver performance at agreed levels. Consultation and guidance from employees is a norm (democratic and team leader).

An educator should thus strive to be a team leader, or alternatively be in the middle of the road, in order to lead his or her followers (the learners) to success. Learners enjoy working without being put under any kind of pressure. The present Outcomes-Based Education (OBE) system emphasises that learners must be left to work at their own pace while an educator facilitates, rather than teaches, the learning process. An educator must be a professional with strong character traits, and should act in an honest, competent, candid, committed, courageous and motivated manner so as to 'model the way' for the learners (followers). In this way they (educators) will inspire, encourage and motivate the learners.

4. Transformational theory of leadership.

In so much as no single leadership style can best describe one particular leader, so it is with theories of leadership. One particular case is the leader Nelson Mandela, described by some as a servant leader who is trusted by all and possesses great charisma. Though he may sometimes lose his temper (behavioural), as happened during the Convention for a Democratic South Africa (CODESA) round of talks, he never loses his charm which contributes to building a relationship of trust between him and his followers (leader follower relationship in the contingency theory). Mandela did at times, however, use his charm to coerce and manipulate his followers into accepting his position, as was the case in the pushing for the adoption of the Growth, Employment and Redistribution Strategy (GEAR) in 1996 by the members of the African National Congress (ANC) National Executive Committee (Gumede, 2007: 248). This scenario relates to situations where a leader strives to bring change to a situation. MacGregor Burns (1978:33) refers to transformational leadership as that kind of leadership which strives to shape public opinion, the leadership of reform and revolutionary movements.

To transform literally means to change, and in this case for the better. Change, especially when affecting many, evokes fear and subsequently invites resistance. A transformational leader is one who can inspire, motivate and encourage his followers to accept the change and go beyond their personal self interest for the benefit of the organisation (Porter, Smith and Fagg, 2006: 79; Robbins and Decenzo, 2004: 250). Werner (2006: 194) puts it plainly in her assertion that 'a transformational leader is a futurist who creates a compelling vision that inspires total commitment to, and acceptance of change by the followers.' There is no amount of force, coercion or manipulation from a leader that has a lasting influence over the followers. Followers become productive in a situation where they feel that they are trusted, then with or without rewards, they will definitely deliver. Ackoff (1999: 21) shows that achieving a vision requires much more than persuasion, it 'requires an ability to inspire which evokes a willingness to make sacrifices in the pursuit of long-run objectives or ideals. Therefore, 'leadership requires an ability to bring the will of followers into consonance with that of the leader so they follow him or her voluntarily, with enthusiasm and dedication' (Ackoff : 1999). This notion of voluntary following can only happen in a situation where followers trust their leader.

Van Wagner (2008:1) calls this theory the relationship theory. She shares a common sentiment with Lumby and Coleman (2007: 71) who assert that transformational leadership places emphasis on values and inspiration and is therefore people and morality centred. Transformational leaders will thus have high ethical and moral standards. This should, of course be typical of an educator.

Badaracca and Ellsworth (1997: 44) are clear when they reflect that if leaders are consistent in their word and deed, others know where they stand on critical issues. Imagine an educator who teaches Life Orientation, who is also a school manager, and is subsequently arrested for stock theft and armed robbery. This was the case of a school manager at a school in the Capricorn District who was arrested for a variety of criminal offences in late 2008. Such action is simply not exemplary and in Kouzes and Posners (2003: 14) words, not modelling the way.

One of the fundamental skills of a transformational leader is human resource leadership (Moloi, 2005:97-98). An educator works with learners who are human. It has been pointed out that learners are unique, from unique backgrounds and therefore each one possesses his or her or her own sensibilities. It is the educator's responsibility to bring together all these diverse features, and to mould them to acquire vision. It is only someone with a vision, someone who cares, someone who inspires, who according to Kouzes and Posner models the way. They put it thus 'when the process gets tough, get your hands dirty' (2003, 14), instead of merely looking on because you are the bossThey add that 'a boss tells others what to do while a leader shows that it can be done,' (2003, 14). To put it simply, this is modelling the way.

A learner comes into the classroom as a novice and expects the educator to guide him or her. From the first day of school a learner builds a relationship of trust and respect with the educator, hence an earlier assertion that young children, especially school beginners, determining how certain things should be done will argue with their parents that this is not how their educator does it. An educator should surely not betray that trust or throw away that respect by behaving contrary to societal values and morals. The researcher in this study would like to have interviewed an eleven year old grade 7 learner who was, as reported in the *City Press* newspaper late last year (2008: 2), raped by a 57 year old educator, to hear her opinion of the perpetrator.

Education itself can be viewed as a way to enlightenment. The educator is a driver to that. The learner goes to school in order to prepare for a brighter future, that is, for one to be educated and ultimately get a better job. The educator serves as a leader who should guide and inspire the learners to achieve the objective. Rothschild (: 1) shows that "people have failed and business units and product lines have failed, all because they had wrong kind of leader.' It is important that an educator must act in an exemplary manner, so as to inspire the learners

C. Teacher-learner relationship vis-à-vis adolescence behaviour.

In any school setting, the relationship expected between the educator and learner is that of mutual trust, that of parent and child. The role of an educator is much more than simply teaching in the classroom. Mda (1997:4) notes that 'educators need not limit themselves to the subject content but should be involved in students' problems and overall development'. Parents, the state and the community at large entrust the welfare of the child, as a learner to the hands of the educator for most of the time, expecting the educator to guide the child into responsible adulthood. This should be the major aim of education. The responsibility outlined above turns educators into leaders within their own classrooms, hence Broudy (1972: 44) is clear on the fact that 'the good teacher is supposed to possess arcane knowledge and charisma which overcomes all obstacles', and charisma is one of the important characteristics of a leader. Above all, educators as leaders must 'model the way', by 'setting the example through daily actions that demonstrate they are deeply committed to their beliefs' (Kouzes and Posner, 2003: 14, 27). It is not for them to take advantage of their position within the rural school, as noted by Broudy (1972: 45-46) and 'use pupils to make up for their own psychic deprivations, as students appreciate a relationship with someone who is concerned about them as individuals, but who does not consider them psychological burdens or crutches'. It is this kind of positive relationship between educator and learner that builds a sense of respect between the two, and which subsequently resonates in sustainable leadership on the part of the educator. Hargreaves and Fink (2003: 3) define sustainable leadership in terms of seven principles of educational leadership as:

> 'a shared responsibility that does not deplete human or financial resources and cares for and avoids exerting negative damage on the surrounding educational and community environment'.

Inappropriate relationships negate the principles of sustainable leadership. They destroy sustainable learning and create a spirit of mistrust between educator and leaner which subsequently hampers success. The fact that these inappropriate relationships in one way or another resonate as abusive behaviour towards learners, manifests as a contradiction to social justice and depletes human resources in the form of both educators and learners.

Some educators are dismissed while some learners are given fraudulent reports, as noted by the SADTU secretary's report to the REC where five educators were dismissed following charges of misconduct of inappropriate relationships and examination fraud, which may hamper their progress in future.

Tomlinson (2004: 5) makes the following points about accomplished teaching which add some guidelines on professional educator –learner relationships:

1. 'Educators are committed to students and their learning
2. Educators know the subjects they teach and how to teach those subjects.
3. Educators are responsible for managing and monitoring students learning.
4. Educators think systematically about their practice and learn from experience.
5. Educators are members of the learning communities'.

A few of these points are explained in more detail below:

1. An educator who is committed to learners and their learning will have empathy and sympathy for them. Coleman (: 100) shows that empathy does not 'mean adopting other people's emotions as one's own and trying to please everybody' but rather as 'thoughtfully considering others feelings- along with other factors in the process of making intelligent decisions'. Deciding to engage inappropriately with learners by an educator will surely not amount to an intelligent decision.

   No educator would wish his or her own child to be abused by older people. Commitment towards others means a desire for the best for those to whom one is committed. Inappropriate relationships as defined in this study are therefore in contradiction to commitment. As this study discovered, many educators get involved with learners because they are less concerned about their development and this in itself translates to a lack of commitment towards learners and their learning.
2. Lack of knowledge of the subject one is teaching is another symptom of lack of commitment towards learners. Other indicators of a lack of commitment include instances where educators give fraudulent reports to learners.

3. It is axiomatic that educators are members of a learning community, and should therefore learn from their experiences and those within their working environment in general. The fact that some have been dismissed, suspended or have undergone disciplinary procedures should be enough to deter others from making the same mistakes, but this is not the case.

It was noted that this study was conducted at a high school, and the participants were learners within a grade 10 class and as was noted, the learners are either entering or are in full adolescence. This in itself poses as an added challenge to an educator. Walker (2005: 1) notes that 'life for young people is a painful tug of war filled with mixed messages and conflicting demands from parents, teachers, coaches, friends and oneself'. This is because these young people are on a journey of finding them-selves. The most dangerous thing in that search for oneself is the fact that 'adolescents have been recognized as a high-risk group for HIV infection because many young children now become sexually active' (Swart-Kruger and Richter, 1994: 266). In addition, Mwamwenda (2004: 65) notes that 'adolescents are keenly interested in matters relating to sex and like to give the impression that they know quite a lot about it'. It is this desire to show off what they think they know more about that makes adolescents experimenters in sexual activities. They find themselves as young adults, and therefore capable of doing what adults do, and sex is one of those things. Other things involve engaging in drugs including alcohol intake which may make one behave in an unacceptable manner.

It is a fact that a majority of educators nowadays are young boys and girls, some of them adolescents and hence also on that dangerous journey. These young educators are embroiled in a challenge of being suddenly parents, because an educator is a parent to his or her learners while at the same time having to manage work pressure and personal financial management. Obviously any adolescent learner, a girl especially, is likely to experiment her keen sexual desires on a young educator rather than an unemployed fellow learner, who is not likely to provide her with anything. To a young unmarried educator, falling in love with a beautiful young learner might be experimental or with real intentions to start a family, though this does not make it acceptable in any way.

Adolescents also take a keen interest at how they look. Their physical appearance means a lot to them. It is at this stage that some tend to develop a liking at them-selves while others develop a dislike at themselves. They take great offence at any form criticism, and should that happen it is taken as a personal attack to their personality. Mwamwenda (2004: 63) shows that 'adolescents form attitudes towards themselves on the basis of what they are told about themselves'. It is therefore crucial that educators must be careful of what and how they say anything to the learners, especially when in class. Irrespective of the developmental stage of an educator, the relationship expected between educator and learner is that of parent and child, and should therefore be a relationship of mutual trust.

Amid all these challenges, conflicts and dilemmas from within the learners and sometimes the educators, it remains crucial that learners must be 'taught in a psychologically, emotionally and physically safe and non threatening environment' (Niuwenhuis, Beckman and Prinsloo, 2007:79). This is the kind of situation which will assist in the proper upbringing of an adolescent learner.

D. Leadership and ethics.

Ethics refers to the way an individual is supposed to behave (Niuwenhuis et_al, 2007:9). It is expected that every individual must behave in a manner not violating the other's rights. It is for this reason that ethics and morals are closely linked concepts, where morals refer to that behaviour acceptable within the particular society. What is considered as unacceptable by one society may be considered a good moral standard by another society. Let us consider the smoking of dagga considered by the Rastafarians as a herb but its smoking being considered a criminal offence in other societies, like within South Africa as a country. Generally it is expected that those people at higher levels within society, like educators, politicians, amongst others must behave in a manner that is exemplary to the others within society because these individuals often serve as role models to those who are watching them. Educators actually offer guidance to learners,

and it is therefore a condition that their moral conduct must be an acceptable one, otherwise their efforts to educate the nation will go in vain.

Unethical and immoral acts often occur, committed by the educators themselves. According to Leach & Machakanja (2003-4: 1), 'male teacher are usually the perpetrators and female pupils disproportionately the victims' of 'sexual violence'. Sexual relationships and advances by educators towards learners, should they be considered forced or by consent between the two parties involved, constitute inappropriate behaviour and are therefore unacceptable. Educators should at all times display exemplary behaviour, and remain committed to their role to 'model the way' for learners towards a better future. Professor Jansen and then South African Minister of Education, Naledi Pandor, in the *Business Day* of 26 April 2008 were in consensus that the only way to teach values is by leading an exemplary life.

Bush (2003: 5-6) defines educational leadership in accordance with the following three dimensions, namely, leadership as influence, leadership as values and leadership as vision. As values, the central point emphasized is the aspect of morality, where educators' personal and educational values should represent their moral purpose for the school. As far as the dimension of vision is concerned, it is obvious that a visionary educator cannot allow him or herself to be overruled by personal desires and to end up abusing learners at the expense of the schools' and educational aims and objectives.

Over and above leadership being defined on the basis of values, Thomas and Bainbridge (2001: 2) add that 'leadership has ethical implications' and that 'a leader has to always consider the moral validity of what is done or not done'. This proves true the notion that a leader must lead by example. Because a 'leader is someone who has followers', (Thomas and Bainbridge, 2001: 2), it is important for a leader always to display positive behaviour, worthy to be copied by followers. Such behavioural traits include, subscribing to honesty and integrity (Thomas and Bainbridge, 2001: 3), a sentiment shared by Kouzes and Posner (2003: 38) who assert that educator-leaner relationships should be based on the foundation of mutual trust, cemented by the leader's (the educator's) authority.

Gumede (2007: 66) points out that 'for Mandela, as for Gandhi, moral integrity of a leader is crucial'. Honesty and integrity are ,of course, ethical and moral issues.

Mackinnon (1960: 5), reiterates that 'education is put into public hands for safety's sake; its efficiency must still depend largely on the skill of those hands', and those hands in this case are those of educators. Schools will therefore be unsafe territories if they serve as centres where educators sexually abuse learners under the guise that they (learners) concede. Prinsloo (2006: 305) echoes the point made by Leach and Machakanja, quoted above, that 'many girls experience violence in schools'. 'They are raped, sexually abused, sexually harassed and assaulted at school by male learners and educators'.

Good educators, who in turn will be regarded as great leaders 'have always taught more than their course work. They teach honour, perseverance, self-respect, discipline, teamwork and respect for others'. In addition Lutz and Azzarelli (1966: 37) highlight the fact that 'he' referring to an educator, 'is the source of salvation for the child'.

E. Conclusion.

This literature review focussed specifically on the four theories of leadership and with these, the four styles of leadership, namely, team leader, country club, impoverished and authoritarian.

An authoritarian leader always invites for résistance from the followers. Playing a country club boy or an impoverished fellow usually results in extinction because in the end followers are not in a position to make a distinction between themselves and the leader. The leader fails and this may lead to the collapse of the organisation itself.

Inappropriate educator–learner relationships manifest as the depth of negative leadership, contrary to the basic principles of sustainable leadership outlined earlier in this study. Good leaders are those who lead by positive example. These are the leaders who have a vision and who are in a position to inspire their followers towards goal attainment. These leaders will subscribe to the theory of transformational leadership.

Chapter 3: Research methodology

A. Introduction

Research design refers to the set of guidelines and directives to be followed in attempting to address the identified research problem (Mouton: 1996:107). Durrheim in Blanche and Durrheim (1999:29) concurs in his assertion that research design is a framework for action serving as a bridge between research questions and the actual implementation of the study. Simply stated, research design is a master plan, which if well formulated will assist towards the acquisition of reliable and valid information. As in constructing, for example, a house, a plan is an absolute necessity. Design in the case of a research as well represents the actual plan of the research. It is through the design as this that the researcher is in a position to show how data was collected as well as analysed. Mouton (1996:108) further illustrates that a research design is necessary because it further maximises chances of validity of the research findings and to an extent also minimises or completely helps to eliminate potential errors. However, research design should be 'developed in accordance with the scientific principles to ensure that the findings will stand against criticism.

Research design is therefore a selection of methodologies to be applied in the execution of a study to collect and analyse data. Methodology is defined by Jackson (2006) as the 'strategies with a strong focus on gathering information, planning and design elements'.

There is sufficient information available on how educators are expected to behave towards learners. It however remains a problem though why each year, as the annual reports of both the DoE and SADTU reflect on the educators who were expelled on charges of sexual relationships with learners, issuing of fraudulent reports as well as corporal punishment. The information available on the actual statistics on these inappropriate relationships is available from non scientific sources such as annual reports and newspapers.

In view of the fact that this study looked at the leadership challenges facing rural educators focusing on inappropriate relationships, of which not much information is readily available, this study was therefore exploratory in nature. It was therefore best suited to a qualitative research method. A case study approach was used to analyse the phenomenon of inappropriate relationships from a single school among the many schools in the Capricorn district. Data were gathered primarily through interviews while secondary data was gathered through document analysis.

B. Research approach

This study looked at the aspect of inappropriate relationships between educators and learners as a challenge to leadership in education for rural educators. These cases often go unnoticed by authorities because such cases are not usually reported as was noted by the former MEC for education in Limpopo. In view of the nature of the study, the researcher felt that it was best suited to a qualitative approach. Qualitative research has the advantage of providing for a rich description of the social world (Denzin and Lincoln, 2000:10). It on the one hand is concerned with the usage of language as it provides a more sensitive and meaningful way of recording human experiences (Bless and Higson-Smith: 2000: 38). Used correctly, qualitative research can among others 'allows the researcher to test validity of certain assumptions, claims, theories or generalizations within real world context'.

Noting that there are many rural schools in Limpopo, especially within the identified District and Circuit, only one of these schools was identified for a case study. The study looked at the reasons (why) that make some educators to commit acts of inappropriate relationships as well as how these acts of inappropriate relationships can be curbed. Yin (1989: 17) in Baker (1994: 300) proposes that case studies are appropriate when research question to be addresses asks why and/or how. Yin (1989: 23) in Baker (1994: 300) goes on to define a 'case study as an empirical study which investigates a contemporary phenomenon within its real-life context when boundaries between phenomenon and the context are not clearly evident and in which multiple sources of evidence are used. It is for this reason that a school was identified as a real life situation for the occurrence of these inappropriate relationships, while educators, learners, the official from the DoE and

two union officials were sampled as the multiple sources of data. Inappropriate educator-learner relationship, which pose as a challenge of leadership for educators was identified as a unit of analysis.

Educators, learners, the provincial Manager in the DoE and two union officials who were identified for interviews, served as the focus group. Zeller in Morgan (1993: 167) has this to say regarding the use of focus groups on sensitive topics, such as inappropriate relationships between educators and learners: 'the tools include the comments before the focus group sessions and reactions to participant comments during the focus group session'. The respondents, in this case, the educators, learners including the official in the provincial DoE, had comments to raise, and the researcher attempted to respond and guide, taking greater care not to arouse any negative emotions in the process. Such comments and questions included, 'will my name be mentioned in your report?', 'will the name of my school be mentioned in your study?' amongst others. Furthermore, participants in a focus group do not statistically represent any meaningful population (Babbie, 2001: 294).

The researcher used non- scheduled structured interviews to gather primary data from the respondents. Rubin and Rubin (2005: 3) note that through qualitative interviews one can understand experiences in which one did not participate. The provincial official in the Limpopo government's DoE and the secretaries of the unions are involved in handling cases of misconduct by educators, and therefore have information regarding the reasons educators perpetrate such crimes. Educators, the perpetrators and observers of some of these incidents, and learners as the victims, played a contributory role through their responses to the questions in the interviews.

As regards to the use of interviews, Briggs and Coleman (2007:208 and 214) reflect that while interviews must have huge regards for the needs of interviewees and the context in which they are to take place, they are further important for two main reason, namely:

- They are a way of collecting better data more cheaply.

- They help in exploring views in ways that cannot be achieved by other forms of research data collection, and enable reporting of the findings as far as is reasonably possible, in the participants' own words.

The researcher noted that not all educators are involved in these acts, and the use of a few educators in the identified rural school was advantageous in that educators have a tendency to discuss these issues in their free time. It was hoped that the exercise might provide an opportunity to those not involved, but who were opposed to these issues, to express their views freely, in the absence of the others. Hence the interviews were conducted separately for each individual. Educators are not ready to expose the bad deeds of their colleagues, particularly when they know that some action will be taken against their colleagues, hence the assurance before the start of the interviews that the research was for study purposes only.

The school identified for the purpose of this study has a total of 43 educators; however only four of these volunteered to be interviewed, while one educator represented the School Management Team (SMT). At no stage were respondents requested to provide their names. This fact, plus the assurance the researcher gave them that the research was for study purposes only, may have been incentive enough for them to provide the truth. SADTU's Limpopo Provincial secretary expressed the sentiment that less than 1% of educators are involved in acts of abuse (*City Press*, 25 November 2007: 1). This fact, may be useful in explaining what Sax (1979: 270), notes, that, 'when subjects realize that they are a part of a research study, some undesirable effects can occur to reduce validity of the study'. The same interview schedule as was administered to the educators was also administered to five learners in grade ten at the school.

C. Selection of cases

Uys and Puttergill in Rosouw (2003: 107) note that 'it is not practical or even possible to acquire information from all the people about whom we want to make inferences.' It is for this reason that it is advisable to select a sample that represents the population around the topic to be studied. In view of the exploratory nature of the study, the researcher

considered the fact that a large sample will not be suitable, more so because a case study approach was to be applied, hence one school was conveniently selected out of the many schools in the circuit on the basis of proximity to the researcher.

The selection of the participants within the research site followed a non probability sample selection method. It was not possible to interview all the 43 educators as well as all the three hundred and two learners at the site, hence the researcher trimmed the population down to five educators and learners each in order to make the data collection process manageable. The researcher was fully aware that the selected group 'does not represent the wider population' (Cohen et.al: 2007: 113).

The Conduct Manager from the DoE and the union secretaries were selected using the purposive non probability sampling method in view of the fact that they are considered to have specialised knowledge because their respective jobs are tailor made to handling amongst others misconduct cases of educators. Louis, Manion and Morrison (2007: 183) show that 'in order to make comparisons and to suggest explanations for phenomena, researchers might find it useful to go beyond the confines of the groups in which they occur'. It is for this reason that the researcher chose to, in addition to interviewing the educators (usually perpetrators and /or observers) and learners (usually the victims) who are the actual groups in which the phenomenon of inappropriate relations occurs, also interview the DoE official and the union officials.

D. Techniques of data collection.

1. Primary data

Primary data was sourced directly from the participants through interviews.

The phenomenon of inappropriate relationships is an offence which is, in accordance with the principles of education, punishable by law in society. This therefore makes it a sensitive issue which people may not freely disclose, particularly those involved, in this case educators. It is one of the reasons that a small sample was chosen. As was pointed

out earlier, educators and learners are involved as perpetrators and /or observers and victims respectively while union and departmental officials are involved as interveners.

The study used one-on-one or face-to-face interviews to gather primary data from the participants. In interviewing the participants, guided by Husser (2010), the researcher was careful not to 'impose himself too much' while keeping a focus on the phenomenon under study. Shulze (2002: 63) also advises that it is important to avoid direct confrontation with the interviewee; the interviewer must remain calm and neutral at all times during the interview. As noted above, the questions posed were focussed on the two main areas illustrated under research questions, namely, occurrence (what and why) and intervention strategies (how).

Union officials and the official in the Limpopo Provincial DoE are responsible for handling misconduct cases involving educators. These individuals often interrogate the perpetrators in an attempt to resolve the issues. From their point of view as interveners and not perpetrators, the researcher hoped to obtain a more objective, rather than a subjective response; hence the use of non-scheduled structured interviews which Bless and Higson-Smith (2000: 105) describe as those interviews where a list of issues for investigation is drawn up prior to the interview, containing precise questions. Shulze (2002: 60) refers to open-ended interviews as 'pre-formulated questions carefully arranged and put to all interviewees in a fairly similar sequence'. It must be noted that the union and the departmental officials were asked similar questions in a similar sequence. The same happened for both learners and educators. The researcher was, however, free to ask further probing questions during the interviews as and when he felt that some issues had not been clarified.

2. Secondary data

Secondary data was sourced from the internet journals, as well as the annual reports (document analysis) from the DoE and SADTU. The internet journals were sourced to enable the researcher to be familiar with the challenge of inappropriate educator-learner relationships in other countries.

In view of the fact that the unit of analysis for this study was identified as inappropriate relationships, the major focus in surveying the literature was on the issue of inappropriate relationships. The SA education journal, including the annual reports from both the DoE and SADTU provided a general overview of the occurrence of the inappropriate educator-learner relationships throughout the Limpopo province and the Capricorn District.

E. Data analysis.

Data analysis is an ongoing cyclical process integrated into all phases of research. It involves making sense of data in terms of the participants' definitions on the situation, noting amongst others patterns and themes. (Louis et.al: 2007: 461)

The researcher analysed data qualitatively in accordance with the following model provided by Terreblanche and Durrheim (1999: 140: 143):

The researcher familiarised himself with the preliminary meaning of data gathered from experiences and ideas gathered through interviews.

- The researcher identified issues from the language of the interviewees, their thinking processes, tensions and contradictions and grouped these into themes.
- The researcher selected and categorised the themes from the interviews.
- Finally, the researcher interpreted the data in the themes to provide explanations, findings, the summary and conclusion.

The data collected from the educators, learners, union and the departmental officials was grouped (coded) into six broad themes, namely:

1. Examples of misconduct cases.
2. Most prevalent or common cases.
3. Prevalent cases in rural schools (only for the union and departmental officials).
4. Most prevalent cases in urban schools (only for union and departmental officials).
5. Causes/ reasons from interviewee's perspective.
6. Possible ways to deal with the problem.

The research questions were grouped into two main categories, namely, occurrence and intervention strategies. All the answers to the questions raised with the interviewees were subsequently grouped into the six broad themes mentioned above, and fell into the two categories as follows:

Major category	Theme
1. Occurrence	1,2,3,4, 5.
2. Intervention strategies.	6.

As a case study, this study was undertaken under a proposition (Yin: 1989 in Baker: 1994: 300) that any form of inappropriate conduct by an educator to a learner, for whatever reason is a challenge of leadership for educators and curbing this misdemeanours will assist to restore the ethical leadership principles of the educators in the rural schools. Organising data into themes assisted the researcher to describe, discover commonalities, differences and similarities and subsequently generate the theory (Louis et.al: 2007: 461, 462).

Data were presented summarily in the narrative. Through this narrative the reporter was in a position to establish similarities, differences and contradictions in the responses provided to subsequently note the trends emerging. Chenail (1995) refers to approach as the narrative logic strategy. Miles and Hubberman (1984: 376) on the other hand refers to this approach as an 'interpretative approach to qualitative data analysis, where amongst others, interviews can be transcribed into written text'.
This narrative allowed the researcher to in the process make some inferences which were supported by the interview quotations.

F. Validity and reliability.

Generally the scholars of qualitative research are in consensus on the fact that in qualitative studies, validity and reliability can be measured on whether the phenomenon under study could be replicated, transferred, comparable to other studies, understandable

as well as consistency of the strategies (Cohen, et.al: 2007: 137, Lincon and Cuba: 1985: 195, McMillan and Shumacher: 1993: 385-386, Rossouw: 2003: 178- 179). Chenail (1995) adds that openness, which entails being open about the methods and procedures used in the study helps to establish trustworthiness of any study down to quality and this thus helps the readers to judge validity. The study used a case study approach to explore the challenges of leadership, looking at the phenomenon of inappropriate relationships as a unit of analysis.

Educators were identified as the participants as they are usually the perpetrators and most often observers of these inappropriate relations while learners were identified as usually the victims and of course also observers. The research was undertaken to establish the occurrence and the reasons for such an occurrence of inappropriate relationships within a school as a 'real situation' where the phenomenon can occur. Though the research site was purposely selected on the basis of proximity to the researcher, any other site could have been identified, in view of the fact that there is a total of fourteen high schools within the circuit. For this reason, the researcher believes that the findings of this study can be transferred to other situations, and further that they can be replicated, should another researcher choose to do a similar study at the same situation, Again in view of the fact that the study looked at inappropriate relations between educators and learners as a phenomenon occurring within a school as a real situation, its findings can then be generalised to other related situations, namely, other schools.

Interviews as well as documents were used as the techniques to gather data from the participants. Participants were not only selected from within the site (educators and learners) where the study was conducted but also outside the site (conduct manager from the DoE and the union officials). This helped to ensure for a wide variety of ideas while sticking to the principle of qualitative research by using a small sample. The use of various participants, including gathering data using interviews and documents related to what Keen and Packwood (1995 :7)) refer to as 'the use of multiple methods and sources of evidence to establish validity'. The authors (7) also justify the use of data triangulation to ensure validity of the findings. Denzin (1988) talks of data triangulation which he defines as collecting data from a variety of sources.

G. Limitations of the study

Every research study is likely to encounter some hindrances, which the researcher can foresee and therefore prepare for. If such factors are not properly addressed they may have a negative impact on the reliability and validity of the study, and therefore render it null and void.

The researcher dealt with educators as the respondents in this study. It has been noted that some of these educators are perpetrators of these inappropriate relationships, as the Capricorn *Voice* and the *City Press* of 21-24 and 25 November 2007, respectively, reported. These newspapers reported on a fifty seven year-old educator who appeared in court on charges of raping a twelve year-old grade seven learner in Louis Trichardt. It would be difficult to get reliable information from perpetrators such as the likes of this educator. The researcher has therefore, in an attempt to deal with this factor, firstly opted for a small sample of five volunteers from one large school with forty three educators. The fact that they volunteered plus the assurance of anonymity might serve as proof that they were ready, willing and prepared to provide objective information. However, the possibility that some of these educators may have been perpetrators intent into distorting the facts presented a challenge beyond the control of the researcher. It is for this reason, therefore, that it is recommended that this study be expanded to a number of schools, at least more than one, within a circuit using the same data-collection methods. Alternatively, the study could be expanded in the same school by applying the triangulation method and using the entire staff and the majority of learners as participants.

In order to gain access to the school, the researcher requested permission in writing (see Appendix: Annexure A) from the Limpopo Provincial Department of Education. The letter was directed to the Head of Department (HOD). Though the permission was granted in a letter from the Department of Education dated 2 February 2008, the letter only reached the researcher on 11 August 2008after much difficulty. Only then could arrangements be made telephonically with the school to collect data. In contrast to the

experience with the Department's Head Office, the researcher received full cooperation from the school.

H. Conclusion.

In any qualitative study, the quality of the sample selected, instead of the quantity of the sample including the choice of the methods contribute immensely towards ensuring for the validity and reliability of study. Combining different methods coupled with using a wide variety of participants, without necessarily using many participants also ensures for the acquisition of quality data, which is another measure of validity, or as some scholars of qualitative research refers, a way to minimise invalidity while maximising validity

Chapter 4: Data presentation.

A. Introduction

This chapter presents the findings from the interviews conducted with the educators, learners, union officials as well as a provincial official in the DoE. Data presentation is the initial stage in presenting the evidence to assist in finding a solution to the identified problem (Leedy and Ormrod, 2005: 285). In this study, the problem (unit of analysis) relates to the challenges of leadership in rural schools. To recap, this study aimed to document the occurrence (prevalence) of inappropriate relationships within the identified school, why they occur and then to propose ways of dealing with the problem based on the information obtained from the interviews.

B. Leadership and ethical challenges

This study, as was alluded to earlier is premised on the theory of ethical and moral leadership. Morality is associated with what is generally good. The trends in relation to the occurrence of inappropriate behaviours by educators therefore colours a negative picture on their important role as leaders. Behaving inappropriately has a capacity of making a leader to can lose his/ her followers, hence disrespect, which is commonly agreed to by all the respondents in this study. Most kids nowadays easily acquire those negative lessons and this has serious negative implications towards future leadership and within the school this has serious negative implications.

Intimate relationships between educators and learners, favouritism, issuing fraudulent reports are considered major problem areas by the learners. Generally learners feel that there is ignorance on the part of the authorities as regards to most of these situations. One shocking response pointed out that ‘the school ignores such situations. Most of my fellow learners give up from school due to pregnancy and sickness. The school doesn’t care’. However the respondent could not confirm whether those fellow learners are impregnated by the educators or not. Another respondent noted that ‘nothing, they ignore because the school teachers do not know about these things. Most of these misconducts are secrets’.

C. Factors leading to inappropriate educator-learner relationships

Almost all educators and learners who participated in this study made a referral to corporal punishment, and this strongly reflecting to the fact that corporal punishment is being used, perhaps heavily within the school. One educator even suggested that the usage of corporal punishment has positive implications at school, irrespective of the fact that it is a known fact that corporal punishment is abolished.

Sadly, some educators use corporal punishment to punish, particularly girls whom they want to get intimately involved with while they (learners) are not interested. This punishment is at times also meted out to boys who may have already picked up on girls who have captured the eye of their educators. These kinds of actions at times make boys to retaliate, especially if it happens that they realise their educator's ulterior motive behind the punishment and the result is disrespect, again as noted by PEU secretary, who reflected that 'big boys provoke educators and threaten to beat them', as well as some learners and educators.

It should be noted that it is not as though these kinds of inappropriate relationships did not happen in the pre-democratic era. Educators, especially within Limpopo or Lebowa homeland, as it used to be known, used to be regarded in such a high esteem due to the Christian element that encompassed education. However it was in this part of the land where most educators married learners whom they taught. Not that the marriage took place after the learner completed her studies but while still studying. Incidences of educators who impregnated learners did happen though in most instances, if one is to be more precise, out of every 10 such incidences, 8 would result in marriage. On the contrary, also as noted by the official from the DoE, marriage is not an option for male educators who get intimately involved with female learners. Most learners come from poor families and these educators destroy their future'. Another learner pointed out that 'most of my fellow learners give up from school' meaning that they drop out of school, 'due to pregnancy and sickness'. The learner could however not confirm if such pregnancies are caused by educators or not. Even worse is the fact that 'female learners

are involved in these relationships because they want to pass at the end of the year. They are promised memoranda, study guides, free marks and money for lunch'.

Perhaps, as the PEU secretary pointed out, that some of these educators are just but immoral while others are sexually active and not satisfied with a single partner. Or can it really be because some educators are afraid to face up to their own counterparts and therefore take advantage of the young girls who can still be enticed by material objects like money, for example.

SADTU and the Department however have a view that these misconduct/welfare cases are neither prevalent at urban nor rural areas, they occur, as the Departmental officer puts it, 'randomly with no reflection of trends' between rural and urban areas. This assertion is however in contradiction to the former Limpopo Provincial DoE's Member of the Executive Council (MEC), Dr Aaron Motswaledi's view that most of these misconduct cases occur mostly in rural areas because in the MEC's opinion, illiteracy is high and the people do not bother reporting these incidences even when they are aware of their occurrences.

Motsoaledi's assertion augurs well with a sentiment expressed by one learner who reflected that 'most of the learners come from poor families and these educators destroy their future'. There is this saying, directly translated from Sepedi, that 'Hunger has driven a crocodile out of the pool'. This simply means that hunger can make one to do things one can under normal circumstances not do, like prostitution, for example. There are a lot of young girls who have left their families to do prostitution, amongst other things, and when asked as to why the kind of behaviour, they respond 'no other work, and poverty from home hence trying to make a living'. Note that poverty is most prevalent in rural settlements.

Generally, most inappropriate behaviours occur in rural areas. Traditionally parents believe that the only way to instil discipline within a child is through corporal punishment, hence this old adage, spare the rod and spoil the child. In the rural settlements, mainly due to illiteracy, parents still find the use of corporal punishment

within the school as a way of life. They find nothing wrong in using it, to the extent that they even encourage educators to use it. When an educator is intimately involved with a particular learner, and the parents become aware, they (parents) view that as a status; hence such incidences continue and are not reported. However most incidents are behind the rags and never reported.

Those learners whom the respondent reflected that they are from poor families rely on whatever the educators can give to them, be it free marks, memoranda or even money, in exchange for their bodies. Note this response by another respondent, 'most of my fellow learners give up from school due to pregnancy and sickness'. The learner was however dodgy on the issue of sicknesses but one could suspect that the respondent was referring to HIV. Could there be a high prevalence of the HIV pandemic in this school? This aspect was however beyond the scope of this study; hence it could not even be pursued.

On the causes, the Departmental official believes that short dresses, which translate into enticement by learners, may be one cause. PEU simply puts it as immorality, which is a contrary behavioural trait of a leader. The Departmental official, in agreement with the view of one educator, is certain that marriage is not likely the reason why educators involve themselves intimately, hence the fact that girls prefer to wear short dresses when coming to school might be an intentional ploy on their part, that is, those who wear short dresses, to entice educators to fall for them, basically because 'some of these educators are immoral, disrespectful and sexually very active'.

The DoE official considers that educators who engage themselves intimately with learners have what he terms 'a hormonal disorder', and this sentiment augurs well with PEU's sentiment that those educators are 'sexually active'. Note that a majority of educators nowadays are young as compared to then when a majority of educators were elderly respectable men and women. A young man, especially, then, who succeeded to become an educator, would become the darling of most families and most women, even men would not hesitate to quote him as a perfect example to their children. To those whose children were girls, they would even wish that he gets married to their children. This is however not the case nowadays, though as outlined above, due to poverty, some

parents also can entice their children to fall for educators while learners themselves do it for other ulterior motives, namely, free marks, money, amongst others.

It is easily possible for the learners who have developed a sense of disrespect to a particular educator to disrupt his/ her lessons. In that case such an educator would have lost what one might refer to as moral integrity as a leader. If this happens, that is, a leader losing moral integrity, such a leader will also obviously lose his /her followers. The three officers are in agreement that there is a need for capacity building for educators. The Limpopo provincial DoE was in January 2008 engaged in a process which lasted two weeks, as pointed out by the DoE's official, throughout the Limpopo Province, to workshop school managers (principals) on the Discipline and Workplace Manual 2008.

The snag with this intervention is that it is too short termed and it trains only the managers, who at times, as SADTU view it, personally posses Departmental policies. The Departmental officer does however agree that it is worth it to involve all the stakeholders involved, namely, school managers, educators, learners and parents when it comes to dealing with issues related to discipline, but in this regard they were merely following directives to train the managers only, namely, principals and circuit managers.

Moreover, the study unearthed that the impact of these inappropriate relationships is so negative, namely, amongst others, 'learners give up school due to pregnancy and sickness, learners promised memoranda, study guides, free marks' and this resulting in the issuing of fraudulent reports and 'favouritism' due to intimate relationships, 'violence being encouraged within the school' due to corporal punishment. To deal with some of these ills, one learner suggested that involved educators must be 'dismissed'. Another learner suggested that 'you, as the Department must come to the school and talk to the learners and teachers about the penniless results that my school bring'. This suggestion reflects two important things. Firstly, that the results, matric results in particular, are generally poor at this school because of the past trend, in lower classes where learners were given free marks and memoranda, and this destroys the culture of teaching and learning.

Secondly the suggestion reflects the frustration of these learners. They feel lost and even betrayed by the Department. It seems, they think, the Department has just dumped these monsters (some educators) at their school and it (department) does not care anymore as to what they (some of these educators) do, hence this lament and outcry that the department should visit the school. Talking to them it becomes clear that they are unhappy with what some of their educators are doing. Brian O'Connel, the rector of the University of the Western Cape noted that 'we have no leadership in schools and we have no quality control'. The learner's suggestion above is simply saying to the Department, come and maintain quality control at our school, come and monitor the situation.

All the issues raised above prove true O'Connel's insinuation. If a male learner is able to note that 'female learners are involved in the relationships because they want to pass at the end of the year as they are promised memoranda, study guides, free marks', it is clear that this learner has lost complete trust in that educator. Imagine then the reaction of such a learner when this educator enters the classroom. The learner might walk out or misbehave. Trust is one of the cornerstones of leadership, but trust is patently lacking in such a scenario.

D. Dominant trends emerging

Misconduct cases do occur. The Provincial DoE official, PEU Secretary, the educators and learners are all in agreement that misuse (embezzlement) of funds and improper (sexual) relationships and corporal punishment are generally common. One example of uncommon conduct emerging is instances where educators request money from the learners as was noted by one of the educators who was interviewed. However, this is associated with mismanagement and an inability to manage personal finances among educators which was noted by the PEU secretary. Corporal punishment is another form of misconduct, practically outlawed but yet seemingly a trusted approach to instil discipline within the school by most educators. This in itself constitutes a symptom of failing to live up to the principle of modelling the way by educators which presents itself as a failure to lead.

While there is general consensus that inappropriate behaviours do occur, the general trend is that there are but isolated incidences of occurrence of some of those behaviours. This aspect makes it a little easier to handle though their impact to the culture of teaching and learning is immense.

If of course the fact stated by SADTU that in their opinion, school managers are a cause of all these wrongs, then the DoE is on the right track in its bid to train school and circuit managers on the issue of Discipline in Schools. Capacity building is necessary, though not enough. To the researcher it must be expanded to involve all the stakeholders, particularly the educators and the parents. One learner called out to the DoE to visit their school to see their school. This is a call for the DoE to come and do monitoring and evaluation, which is what O'Connel refers to as 'lack of quality control'. The curriculum advisors or what the DoE calls curriculum specialists need to go out of their offices and instead of merely conducting workshops and running meetings with school managers also go out to the schools and see if the outcome of their workshops is bearing positive fruits.

Learners as observers and victims are vocal about the incidents. The study has uncovered that they simply feel frustrated as they have nowhere to report these badly behaved educators. The fact that they do not appreciate these things is an indication of a good element from within the few that the researcher spoke to.

E. Ongoing strategies

The Department of education is engaged in information sharing sessions. Educators, principals and circuit managers are being trained using the Discipline and Workplace Manual 2008. The Programme started in January 2008 within the schools under the DoE in Limpopo. Amongst others, 'empowering both educators and school managers on policies, regulations and laws, including managerial training programmes on grievance and dispute resolution mechanisms is a pre-requisite'. SADTU also feels that 'induction and socialisation of both educators and newly appointed principals is not done sufficiently'. PEU on the one hand is convinced that 'skilling educators on both public and personal financial management, continuous awakening workshops on morality and

self discipline, reminding educators about the acts governing their professional practice regularly, time management workshops must be conducted as well'.

One educator suggests that 'concerned educators may be exposed to other staff members'. This assertion is closely related to what former president Thabo Mbeki once emphasized, referring to the misuse of electricity by big companies that they must be 'named and shamed'. Others suggest that 'moderation of scripts after marking by a member of staff who has done that particular learning area at a Tertiary institution' and that the 'Head of Department of that learning area within the school must monitor such an educator, moderate results and the marked scripts and the mark lists'. It is common knowledge that after examinations have been written, answer sheets and mark sheets are moderated, but to hear sentiments such as the ones shared by the educators, suggesting that mark sheets and answer sheets be moderated then point to the fact that the practice of moderations does not apply at this school.

F. Conclusion

Education, having been placed in the hands of educators, as both the guides and custodians of these future leaders (learners) requires proper leadership. It is therefore expected of educators to display exemplary leadership. Proper guidance towards perfection is embedded within the notion of morality, which as was defined earlier on, relates to that which is generally good and socially acceptable.

The fact that few educators, as is pointed out in this study, are involved in these immoral acts of inappropriate relationships/ behaviours offers no consolation. The fact remains that they do occur and their impact thereof is immeasurable. It is purely like this rhetoric usually used in referral to murder incidences that one death is one too many. It does not matter how minimal the occurrence is, the impact is always huge, and the fact that it can be embraced within a category of immoral incidence suggest that they are socially unacceptable, and sadly, they also negate the principle of ethical and moral leadership. This study has quoted Kouzes and Posner emphasizing on leaders, and in this regard, modelling the way for the learners. Behaving inappropriately is a contradiction of the philosophy as put forth by Kouzes and Posner above.

It should also be noted that learners do not like these incidences and are unhappy about them. They are basically frustrated because like others pointed out, the incidence are ignored while others remain a secret, that is not reported, hence nothing done about them. Others go further to call for the DoE to visit their school to come and talk to the educators and learners on some of these mishaps. This is a show of frustration and a call for help.

Chapter 5 Data analysis and interpretation

A. Introduction

Data analysis is an ongoing process throughout a study. The previous chapter on data presentation was a partial attempt to analyse the according to themes. The chapter placed emphasis on the fact that some of the data were presented in the exact wording of the respondents in order distortion of the information. Bless and Higson Smith (2000: 197) emphasise that the data must be 'thoroughly and critically reviewed to detect any errors of measurement, bias and mistakes which could have distorted the description of the aspect of social reality under study'.

It is clear that when people are aware that they are being subjected to a particular study, they alter behaviour as was the case in this study. They behave in a particular manner either to please the researcher or simply to look good. It was pointed out earlier that educators are protective towards their colleagues, as was the case with the SADTU official. Once the subject becomes protective, then a great deal of information may not be divulged.

However, the respondents in this study reflected mostly on common issues in their responses to the questions posed. For example, at the mention of common misconduct and inappropriate behaviour, all five of the educators provided at least three common examples. These subjects were not prepared or given the questions beforehand. Permission was simply granted and all the respondents within the school, both educators and learners, were interviewed separately on the same day. There was no chance to talk to the next respondent to be interviewed because it was a school day and each respondent was summoned from the classroom. There was however a common briefing session with respondents with the aim of explaining that the entire exercise was for research purposes, and that there was no intention of harming anyone later, hence no names would be mentioned in the final report.

The six themes were identified from the responses of the interviewees. The common issues raised allowed the researcher to reflect on the trends in terms of occurrence as well as reasons of various inappropriate relationships. In considering common issues reflected in the trends, the researcher applied what Newman (1997: 428) refers to as a method of agreement to analyse data, which focuses on what is common across cases in order to establish a common outcome. A common cause is then determined though other features of cases may differ.

The discussion that follows provides some insight into the policy perspective on the issue of inappropriate relationships. The researcher further also takes an in-depth look into the leadership role provided by the labour organisations when it comes to their members being charged with these inappropriate relationships.

B. The policy perspective

All educators, irrespective of their trade union affiliation, are registered with the South African Council of Educators (SACE) which was established under the South African Council of Educators Act 31/2000. This is a council which was developed in order to take stock of all educators in the country and to enforce the code of conduct for educators. No individual educator can be appointed as an educator in South Africa if he or she does not produce SACE certificate, and any educator can be removed from his position as an educator if in the opinion of SACE, such an educator has grossly acted contrary to the principles as provided in the act. The SACE act 31 of 2000 shows that amongst the powers given to the Council, it can:

> 'After a fair hearing, caution, reprimand or even remove an educator from the SACE register for a specified period or permanently'.

A fair hearing suggests that a disciplinary process shall have been instituted. This means that SACE has the powers, given by the law, in line with the clause quoted above to discipline educators.

The Policy Handbook for Educators is a document which has been given to every educator in the country. This document contains all the acts, inclusive of the SACE act.

This means that each educator in the country has within his or her possession the guiding principles of the law as regards to the issues of conduct. As regards to the code of professional ethics relating to the intimate relationships, the act (2003: E-17) states that an educator:

- 'Avoids any form of humiliation to the learner and refrains from any form of abuse, physical or psychological.
- Refrains from improper physical contact with the learners
- Promotes gender equality.
- Refrains from any form of sexual harassment (physical or otherwise) of learners.
- Refrains from any form of sexual relations with learners at a school.'

Regardless of these policy guidelines, cases of inappropriate relations continue to manifest. The report by SADTU's secretary dated 1 June 2010 Secretariat's report to the first 2010 quarterly meeting of the Region reflected on a total of eighteen welfare cases which were recorded between the last quarter of 2009 and the first quarter of 2010. Two of these cases involved sexual relationships with learners, four involved examination fraud where in some instances marks were made available while no tests or examination papers were marked, and two of these cases involved corporal punishment. The respondents in this study have stated at least three each common examples of misconducts occurring, the most common of those being intimate relationships, issuing fraudulent reports and corporal punishment. All these cases referred to culminate in learners being humiliated. There are cases in some schools within Limpopo where learners who were promoted to other grades had to be taken back to their former grades as a result of some of these kinds of cases. It is therefore not surprising that in some of the cases which have been concluded, the perpetrators have been dismissed, though appeals have been lodged. The policy in possession of every educator is very clear on what each educator must do and sexual relationships with learners, engaging in improper relationships with learners are not part of those things that every educator must do.

The same policy document (2003: E-50) in possession of every educator assigns to an educator the role of leader, administrator and manager. Any leader aspires to achieve a highest element of ethics, and under no circumstances must a leader allow for a situation

where any of his or her followers gets humiliated. The policy stipulations of the SACE act and the roles of educators as outlined under the National Policy act are consistent with each other, but the actions of some educators, supported by the eighteen cases on record in the past six months as well as the findings of this study bears testimony to the fact that there are serious challenges of leadership.

C. Leadership provided by the labour organisations

The Fredriksson (2001: 17) suggests that the alliance between government and teacher unions can assist to improve on the quality of education in any country. Both SADTU and PEU have in line with the National education policy framework, developed their own codes of conduct. SADTU, in their recently amended constitution (2006: 62) reflect in their code of conduct that it is an abuse for an educator to:

- Enter into an improper relationship with a learner;
- Show undue personal favour or disfavour towards a learner;
- Commit illegal acts against a learner;
- Endeavour to exert undue influence with regard to personal attitudes, opinion and behaviour which are in no way connected with the work of the school.

PEU on the other hand shares the same sentiments, as reflected in their 2010 diary distributed to all its members that:

- a member shall recognise that a learner is a partner in education and relationships between a member and a learner is based on mutual trust and respect;
- a member may not enter into an improper relationship with a learner;
- A member may not show undue bias to a learner.

The position reflected by the two unions as regards to the code of conduct of their members does in no way contradict the National Policy of Education. This is an indication that these unions are partners with the DoE in an attempt to instil the culture of teaching and learning and to improve on the quality of education in the country. The only contradiction, and somehow even ironic of the two unions is when they defend an educator who is accused of inappropriate relationships with learners. In the eighteen

cases referred to earlier, six of them involving inappropriate relationships, SADTU has gone all out to defend or represent its members during the disciplinary hearings, to the extent that they assist those members to lodge appeals against their sentences after the case shall have been concluded, as reflected in the report that SADTU has appealed on behalf of the educators on eight of the cases that were considered completed. How on earth does one advocate against a particular act but on the one hand defend the same thing. This to the researcher smacks of hypocrisy on the part of the unions. It is a fact that at times innocent individuals may be accused of acts they did not do, but to go to the extent of making an appeal even after a guilty verdict is passed is tantamount to saying go on and do wrong because we are here to represent you. In the event one guilty individual is successfully defended, such an individual will surely boast his or her victory, and that in the subsequence will produce unintended consequences where individuals will continue misbehaving knowing that their union is there to defend them.

Perhaps it will help to reduce these cases if union representatives, upon satisfying themselves that an educator has committed a particular act of misconduct, refrain from representing such a member. It is a fact that unions are established to protect the interest of their members, and that they exist because of these members, but quality in terms of members should be a norm. Instead of having many members who will not add value to teaching due to their behaviour, it may be better to have fewer members who would ensure that the profession achieves its objectives of amongst others, highest quality through a productive workforce which respects the guiding principles, and most importantly, the learners.

D. Conclusion.

Education, having been placed in the hands of educators as both the guides and the custodians of future leaders (learners) requires proper leadership. It is therefore expected of educators to display exemplary leadership. Proper guidance towards perfection is embedded within the notion of morality, which relates to that which is generally good and socially acceptable.

The fact that few educators, as revealed in this study, are involved in immoral acts or inappropriate relationships offers little consolation. The fact remains that they do occur and their impact is immeasurable. It is like the rhetoric used in referring to the incidence of murder: one death is one too many. It does not matter how limited the occurrence is, the impact is always huge, and the fact that such occurrences can be embraced within a category of immoral incidents suggest that they are socially unacceptable, and sadly, also negating the principle of ethical and moral leadership. This study has quoted Kouzes and Posner (2003: 38) who believe that leaders must model the way for learners. Behaving inappropriately is a contradiction to the philosophy advocated by Kouzes and Posner.

The law provides no alternative for an educator to engage inappropriately, or as the policy document puts, have any form of sexual relationship with a leaner. There is no consideration of whether the educator has positive intentions or not, it is not allowed. While some educators have been dismissed for their unacceptable actions, their unions continue to appeal on their behalf. The researcher argues that such a representation should it be won by the educator, culminate in more educators taking advantage of the situation, hence the continued recurrence of these illegal acts. While unions survive due to their members, it is also important that unions should live up to their promises as outlined in their respective codes of conduct and also exercise disciplinary measures to their members.

It should also be noted that learners do not tolerate these misdemeanours and are unhappy about them. They are frustrated because as others have pointed out, these incidents are ignored or remain a secret, and are not reported, so nothing is done about them. Others go to the extent of calling on the DoE to visit their school and to talk to the educators and learners about these crimes. This is a show of frustration and a call for help.

Chapter 6: Conclusion and recommendations

A. Introduction.

Following a qualitative approach and using interviews as a data collection technique, this study has revealed that intimate or inappropriate educator-learner relationships do occur. Of all the inappropriate relationships identified, intimate or sexual relationships between educators and learners are most worrying. This is because intimate relationships are generally the cause of ill discipline in schools, and without discipline, the culture of teaching and learning is dealt a heavy blow. In support of this, some educators and learners who responded to the interview questions voiced a strong conviction that intimate relationships causes disrespect, and disrespect manifests itself as ill discipline.

It is sad to note that, generally speaking, the causes of most of these inappropriate relationships are flimsy. PEU is convinced that educators engaging is such misdemeanours are sexually active and immoral while the DoE believes that marriage is not at all a reason but that these educators are enticed by short dresses that most school girls wear. This suggests that inappropriate relationships should not be happening at all, but because some of these educators are simply immoral and sexually active, they continue to occur.

As leaders, educators are responsible for establishing and modelling to learners such key values as equality, social justice, inclusivity, egalitarianism and cooperation, (Lumby and Coleman, 2007: 104). Inappropriate relationships, in whatever form they manifest themselves therefore contradicts this notion. It would be difficult for an educator who has invited disrespect from learners by behaving inappropriately to be in a position to model right behaviour. What sort of example would such an educator be setting?

However, it was noted that although intimate relationships between learners and educators do occur, they do not necessarily result in teenage pregnancy. Again as reflected by the DoE official and both learners and educators, those educators who

engage themselves in intimate relationships with learners do not do so because they have good intentions, such as marriage. They may be enticed by female learners, as noted by the DoE official and PEU secretary because of the short dresses most girls wear.

One educator further suggested that the head of department within the school should moderate the results as well as the marked answer sheets and mark sheets. This is believed to be a common practice in many schools. This suggests that the practice of moderation is either uncommon or completely absent at the case under study. SADTU'S secretary's report to the regional meeting (01 June 2010: 39) noted that 'moderation of the examination is disastrous'. There was also an agreement by a number of respondents that issuing of fraudulent reports does occur.

It is a known fact that corporal punishment has been abolished. However, it seems that within this school the application of corporal punishment is common. One of the educator's even notes that corporal punishment has a positive impact as it helps to force the learners to do their school work. This is disappointing. The DoE has provided a document detailing the alternatives to corporal punishment to all schools. The assertion reflected here and in the previous paragraph proves that there is a need for increased monitoring and evaluation by the DoE officials at schools. While doing this monitoring, they should talk to learners to gather their experiences as well.

B. Discussion and conclusion.

Ill discipline is a cause for concern in a majority of schools in South Africa in general, and the Limpopo province in particular. This challenge requires leadership on the part of educators to deal with. All educators generally overwhelmingly agreed to the notion that they are leaders. It is just unfortunate on the part of others who choose to behave contrary to their expectations as leaders. In posing the question, the researcher wanted to determine whether educators are aware that they are not only facilitators of learning but leaders in their own right as well.

The study was conducted within a single rural school in Limpopo. Generally, it was established that inappropriate relationships do occur. This in essence poses as a challenge of leadership for educators because every leader has to display an exemplary behaviour to the followers. There is a need to improve on this in order to build up a positive image to the profession in general.

Schools are meant to prepare learners, the youth in particular to be future leaders. Immorality, emanating from inappropriate relationships such as intimate relationships between educators and learners is the actual opposite of perfect leadership.

The findings from this study, which was done in one rural school, were used to generalise on the leadership challenges facing educators in Limpopo. The researcher also believes that the findings of this study can be replicated in the event the same study is to be conducted at the institution even if different respondents are to be selected in view of the fact that a school represent the real life situation where learners and educators do interact. The situation taking place is equally observed by all within the school.

C. Recommendations.

Given the preponderance of evidence presented in this study about the occurrence of the various forms of inappropriate relationships, posing as a challenge of leadership for the rural high school educators, including the primary schools, what then needs to be done? The following proposals are suggested as part of the intervention strategies to deal with the ills as were outlined in this study.

Some of these recommendations are guided by the comments made by the educators, learners, DoE official, SADTU and PEU officials. The insights and suggestions they provided, as stakeholders and practitioners could be very helpful.

The official of the Department of Education and the Secretaries of PEU and SADTU note that there is a need for capacity building to all involved stakeholders in schools. This is a fact, but as noted earlier, it is a short term intervention strategy with short term consequences/outcomes.

Educator unions can also refrain from representing members who they have satisfied themselves that such members have engaged themselves in inappropriate relations. This, it is believed, will help to ensure that members do not take advantage of their unions and use the unions for the wrong reasons.

District and circuit officials, especially the appointed curriculum advisors as well as the Governance officials must do ongoing unannounced visits to schools. It is also worth it that these officials must at times take time to also talk to the learners, even if it may be to the leaders who are within the Leaner Representative Council (LRC).

To both the Provincial and National DoE, the researcher is of the view that it may be worthwhile if a Leadership course can be introduced in schools as a subject of study. This can be introduced as a section/chapter in all subjects. In this way it will offer an opportunity to all educators to teach leadership, basically its responsibilities and expectations. This, to the researcher, might be useful in that it will remain forever within the conscience of each educator from time to time.

It is a fact that educators are taught leadership as well as management at college, and again as they continue furthering their studies. But teaching it to others might actually help to create that sense of consciousness within them. Standing in front of the learners and emphasising particular moral issues might to a certain extent make one to think twice before engaging oneself in immoral activities and ultimately contrast a leaders expected behavioural attributes.

To the researchers in educational leadership the researcher suggests that this study be expanded to involve more than one case. Such a study may cover a number of schools within a circuit.

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12. Appendices.

A. (i) Annexure A.

1. Letter to the Limpopo Provincial Department of Education Head of Department.

Enquiries: Mabote M.A. 06 December 2007

Cell no : 073 228 7532.

From: M.A Mabote (Mr)
P.O Box 55533
Polokwane
0700.

To : The Head of Department.

Purpose: Request for permission to do a research Project.

Sir

Metse A Mabote is a registered student with the University of the Witwatersrand in the Master of Management in Public and Development Management (MM: P&DM) under the supervision of Dr MJ Matshabaphala.

As part of the programme, in partial completion towards the degree, students are supposed to complete a research project. The chosen topic, which has already been accepted for research purposes by the University, is Leadership challenges for rural high school educators in Limpopo, with a specific focus on educator inappropriate behaviour, (copy of the proposal is available on request).

One rural high school within Moletlane circuit in the Capricorn district has been identified as the unit of analysis. A few educators and the grade 10 learners within the school are to serve as the respondents who will be interviewed. The principle of

confidentiality on the part of respondents will be strictly adhered to, and in an attempt to maintain confidentiality the results will be analysed in a group setting.

The researcher believes that the findings from the research may assist in proposing for the recommendations towards improving the quality of leadership in the profession. The final research report, including the findings and recommendations will be available upon completion of the study at the end of July 2008. Should the Department have the desire to obtain a copy, the researcher may be contacted at 073 228 7532 on 31 July 2008.

This letter therefore serves as a request for permission to conduct the research in the schools as named above.

Yours faithfully
M.A Mabote.

2. Letter of approval from the Limpopo Provincial Department of Education



LIMPOPO

PROVINCIAL GOVERNMENT

REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

Enquiries: Mokoka M B,Telephone:015 290 7918, Fax:015 297 6078, Reference: 2/5/6/1

e-mail:mokokam@edu.limpopo.gov.za

Mabote MA P.O. Box 55533 Polokwane 0700

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 in Moletlane and Zebediela Circuits in Capricorn District. The title of your research is "Leadership challenges for rural high school educators in Limpopo, with a specific focus on educator inappropriate behaviour."

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 Office and the schools concerning the conduct of the study. Care should be taken not to disrupt the academic programme at the schools.

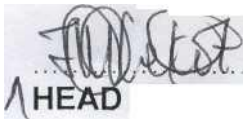
3.3. The study should be conducted during the first three terms of the calendar year as schools would be preparing themselves for the final end of year examinations during the fourth term.

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.

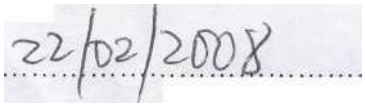
3.5. You share with the Department, the final product of your study upon completion of the research assignment.

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.



DEPARTMENT



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

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Annexure B.

1. **Interview questions to the Union officials and the provincial official in the DoE.**

2. You do handle a number of educator's welfare cases; can you give examples of those?
3. Which of those cases are most prevalent?
4. Distinguishing between rural and urban communities, which incidents, in your experience are prevalent in rural schools and which are prevalent in urban schools?
5. Can you please give reasons why there is such a distinction in misconduct cases?
6. As you interrogate educators during the disciplinary proceedings that you handled, what are the most common reasons they provide for doing such misconduct cases such as, intimate involvement with learners or embezzlement of school funds or any other such related cases.
7. In your own opinion and experience in your work, what do you think can be the most basic reasons for educators to engage themselves intimately with learners, embezzle school funds, make fraudulent reports and give free marks to learners?
8. Can you suggest possible ways in which you think the matter could be dealt with?

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THANK YOU SO MUCH FOR HAVING RESPONDED TO THE QUESTIONS ASKED. YOUR EFFORTS ARE HIGHLY APPRECIATED.

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Annexure C.

Interview questions to educators and learners.

The following are considered to be some examples of misconduct cases or inappropriate relationships: Intimate involvement between educators and learners, issuing fraudulent reports, corporal punishment, not marking scripts but issue free marks.

1. Which of the above examples of inappropriate relationships do you experience at your school?_____
   _____
   _____
2. Is there any other example of inappropriate relationships involving educators and learners not mentioned above which you however do experience? _____
   _____
   _____
3. Do the kinds of incidences you mentioned above happen more frequently? _____
4. In cases where any of the above is noted, what action does the school take? _____
   _____
   _____
   _____
   _____
5. Why do you think these kinds of things do occur at this school especially? You might choose any one example you consider as most common at the school to explain through._____
   _____
   _____
   _____
   _____
6. Do you consider these conducts /actions as having a negative or positive impact to the school in general? _____ ___

If negative, can you suggest any two ways through which you think these can be dealt with? _____

_____

_____

_____

_____

_____

If positive, can you show in what way they do advantage the school? _____

_____

_____