

OSD as incentives for teachers in South Africa is not yet fully implemented to keep them in the system by offering competitive salaries since 2008 to date; will OSD ever be realized under this democratic government?

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ABSTRACT : The old school system of committee was notable for racism, undemocratically together with inequality and it had been gender insensitive (The Educators Voice, 1996:16). The education system was highly authoritative and hierarchical. The payment of teachers was differentiated based on qualifications and experience which have been abolished since the dawn of democracy by the UNIONS but the government has been struggling to implement Occupational Specific Dispensation (OSD) fully in order to keep the experience teachers and scarce skills teachers who teach maths, science, physics and English. The study outlines the challenges that South African education systems face, as well as how to improve governance as an equal partner, in order to produce long-term results throughout the country equated to some countries in the continent which are doing well like Equatorial Guinea and Zimbabwe which have got effective educational systems in place ahead of South Africa in terms of literacy to the country's population when it comes to the fundamentals of education.

The exodus of teachers to UK open a void in terms of Maths, Science, Physics and English teachers in the country which does compromise the quality of education offered in our public schools. According to Cloete, Ndaba, Dipa, Naik & Smillie (2023), the new teachers who have been recruited will have the same status to those with qualifications from Europe, Australia and New Zealand who head to the UK to work. The scheme is likely to be expanded in the coming years with hundreds of maths, science and language teachers expected to be recruited. The announcement in the UK comes as the South African educational system is in crisis. Poor pass rates, overcrowded classrooms and low literacy rates have plagued local classrooms over the last few years. However the Department of Basic Education welcomed the UK teacher recruitment drive, saying that there is currently an oversupply of teachers in the country. This practice of not fulfilling their commitments by the Department of Basic Education has got long run impacts to the education system as witnessed now when UK government is now recruiting from our country whereas there is a dire need for those teachers who are being recruited by UK government taking into account the poor literacy we have at grade 4 compared to other countries as we are coming last or second last year in year out when the reports are provided. Key words: OSD; SMT; SADTU; SGB; SASA; maths; science; ELRC; IQMS; specialists' educators and master teachers

I. INTRODUCTION AND BACKGROUND

The value of education should be good enough in order for learners to acquire valuable skill and knowledge in the international economy. The old school system of committee was notable for racism, undemocratically together with inequality and it had been gender insensitive (The Educators Voice, 1996:16). The education system was highly authoritative and hierarchical. The norm of education is the corner stone of economic development and transformation (Bayat, Louw & Rena, 2014: 53). In South Africa, there is legislation that allows parents and communities to work with the South African Department of Basic Education (SADBE, 2020: 1-16). Ensuring the quality of education is a key mandate of the SADBE and provincial offices of the SADBE. Enabling pupils in primary schools to master basic numeracy, reading and writing skills is essential for laying the foundation for a successful teaching and learning system at the secondary school level. It has been researched and proven by many researchers that our education system is not doing well in the southern region. According to a World Economic Forum (WEF) global competitiveness report, South Africa has the worst Maths and Science teaching in the world. It is heartbreaking that we came last, 144th out of the 144 countries. However, these positions by the research institutes are vehemently refuted by the Minister of Basic Education, Mrs Angie Motshekga. According to Coetzer (2023:5), there has been great concern about South African pupils' ability to read and comprehend after the poor results of the latest report on Progress in International Reading and Literacy Study (Pirls) released last month. But Basic Education Minister, Angie Motshekga said it was not true that most pupils could not read and write at all.

Democratic Alliance Gauteng shadow MEC for education, Khume Ramulifho, said it was concerning that pupils could not read to comprehend properly. This is mostly because the foundation phase is not solid,” he said. Ramulifho said the department had failed to prioritise teacher development and many schools were overcrowded, which added to the problem. Research and development manager at the Molteno Institute for Language and Literacy, Jenny Katz, said South Africa did not have a culture of reading. “Since the release of the report, we have embarked on a series of briefing sessions with various stakeholders to share the findings and provide insights”, said the Minister of Basic Education (Coetzer, 2023:5). The researcher believes the report by PIRLS is accurate as his observation in the class of 55 learners where he is currently teaching at Gauteng province, Thomas Mofolo High School, Naledi in Soweto few learners at grade 10 could able to read and understand hence it is very difficult for majority to understand questions when writing tests and examinations. The position by the Minister is understandable as she is not here to address overcrowding and not to implement OSD by offering incentives for teachers to undergo further development in order to produce quality outcomes but to protect herself as someone who has been doing well since her appointment to this ministry 15 years ago unfortunately such presumptions do not have tangible findings in support of her notion.

The researcher believes that all the stakeholders which regard education as their primary objective in their localities should come together to make sure that schools have stable governance with responsibility and accountability to its societies. This can only be achieved if the school communities do not neglect the roles they are meant to play. The government could not achieve to educate the nation alone, as well as create stable governance without defects. Their intervention and involvement to the governance of their schools could pay a huge dividend which will make them proud in the future as they can produce learners with rare skills who will positively contribute to the economy after they have graduated in those chosen fields, rather than relying on the foreign nationals to provide those scarce services. The challenges which are experienced should be seen as a learning curve in school performance by the SGBs and the school community together with the department as allowed working together in this democratic dispensation. During apartheid regime everything was centralized though some of the things were positive in terms of incentives to those highly educated teachers who would be made master teachers earning like school management team but without occupying management post by virtue of their dedication and qualifications unlike today whereby OSD is not honoured ultimately discouraging educators to study further to acquire honour’s degree and master’s degree as this will not give them any recognition of some sorts in terms of upgrading their salary notch other than once off cash bonus of R 20 000.00 that will be paid out once the qualification has been completed.

Graduates should be provided with jobs after acquiring some skills from various institutions of higher learning in the country but what is currently happening of late with UK recruiting many of our graduates to teach physics and English shows that the Department of Basic Education is continuing to neglect its constitutional obligation which is to offer quality education to all our children in terms of 35 learners as per ratio for one educator but 55 learners in most of our schools in Gauteng are taught by one teacher which is much against the required standard which is a norm in UK that 45 learners for one teacher with two assistants as per their obligation in terms of their educational standard to offer quality education. According to Cloete, Ndaba, Dipa, Naik and Smillie (2023), the British department of education is offering international relocation payments of £10 000 pounds (about R243 400) to foreign physics and language teachers. This relocation payment is to cover their visa and moving expenses. The UK’s “The Times” newspaper said teachers from Ghana, India, Singapore, Jamaica, Nigeria, Zimbabwe and South Africa were to benefit due to historical education links with Britain. To qualify the teacher must have a degree, a recognized teacher-training qualification and at least a year’s experience. They also need to be able to speak English to an undergraduate level. Between 300 and 400 payments are expected to be made to new teachers as they start the next academic year in September.

The researcher believes that UK is offering good incentives which could not be denied by any unemployed teacher who qualified to teach science and English from any recognized institution as that could give them access to work abroad without any hassle taking into account that R 243 400.00 would be used for relocation payment which covers visa and moving expenses and whilst working such teacher will earn 300 and 400 as entry level which is big compared to what is offered within the country to new teachers. However, if Occupational Specific Dispensation (OSD) was fully implemented within the education system in South Africa, no teacher would want to leave this country for any teaching job in another country as the benefits in terms of OSD would surpass any incentives offered by other country. So retaining of good or scarce skills teachers by education department will remain a challenge as long the issue of overcrowding and ignorance of implementation of OSD by our government are not given necessary priority by those running the department under this administration, as

it worth mentioning that part of what has been implemented from the OSD was done by the then minister for the Department of Education, Dr Naledi Pandor since her departure as the minister of this ministry for 15 years of which such period this ministry known as Basic Education has been under the headship of Mrs Angie Motshekga nothing much has been done to make sure that OSD is implemented fully in order to keep the experience, highly qualified teachers and scarce skills teachers within the education system. Whilst there is a salient failure by this democratic dispensation to implement OSD fully there are some positive outcomes done by this democratic dispensation on the mergers done in 2004 to give effects to institutions like TUT, UJ, University of North West and others as integrated with previous black disadvantaged institutions as segregated by apartheid regime that came into office in 1948 and removed in 1994. According to Hall, Symes & Luescher (2004a), by early 2003, when the interviews were conducted, there was a general acceptance that mergers would go ahead, considerable confusion about what to expect, and realism about the need to take advantage of any opportunity to achieve the best possible outcome. The researcher believes that this undertaking has been successful as TUT was created from three technikons to form Tshwane University of Technology which were Technikon Pretoria-white institution, Technikon North-West as well as Technikon Northern Gauteng- the two were black institutions and University of Johannesburg was formed out of three institutions Technikon Witwatersrand-white institution, Vista University-black institution and Rand Afrikaans University(RAU)-white institution to be a comprehensive university covering vocational and theoretical knowledge of which the issue of closing gaps on remuneration and closing gaps on quality education that was offered by white institutions has never been compromised as envisaged by this democratic government whilst implementing this merger unlike what is currently taking place in terms of the OSD under the same government which is highly compromised in addressing the imbalances of the past.

According to Cloete et al (2023), “South Africa is a great source of teaching talent around the world, including Dubai, Asia, the US, the Netherlands, Australia and New Zealand, so this is just one of the UK’s ways to differentiate themselves from other competitive markets,” he told “The Saturday Star”. “Many young people want to go out and see the world and we encourage them to do so, but you won’t find much evidence of the UK having a better education system than South Africa.” The researcher is of the opinion that the sentiment above shows the quality of teachers who are produced by South African higher education institutions if they are in demand to those countries mentioned above as they are regarded as developed countries; this confirms that the bar has never been dropped by the merger that took place in 2004 in most of our higher institutions after institutions were reduced from 26 to 11. This is a clear indication that the merger project compared to the OSD project has been successful as intended to deal with imbalances of the past that was created by the apartheid regime in a period of 46 years whilst democratic government has got almost 30 years in power nothing much to show in terms of addressing the imbalances of the past when it comes to salaries taking into account master teachers created by apartheid regime favouring white educators mostly are still in the system and paid as principals and vice principals whilst occupying junior positions at school level; specialist educators to be created through OSD have not yet been in existence in our education system though the OSD has been the idea of democratic dispensation to close the gap in terms of salary imparities amongst white teachers and black teachers of which the OSD has been signed by both parties in 2008, the employer and the trade unions for immediate implementation but little to show from this OSD.

1. Objectives of the study

- To identify the challenges that could hamper the envisaged partnership between governors and the department compared to how things were done in the past under apartheid regime when it comes to how teachers were recruited and paid their salaries in order to execute their teaching duties within a conducive environment with full of motivation.
- To identify and enforce career-related incentives or rewards to public schools in Vhembe District and independent schools particularly for educators who perform exceptionally well in the classroom and personal by furthering their studies in the relevant teaching subjects.

2. Literature Review

Professional duties invested upon the principal

Section 16(3) of SASA 84 of 1996 states that the principal performs professional management duties and is responsible for the allocations of learning areas in the school in consultation with the staff and the SGB for effective teaching and learning as his/her professional duty to make sure that educators are allocated to learning areas they are trained to offer which they are comfortable to execute in the school for the benefit of the learners who are major beneficiaries in the process.

According to the Department for Education (2011:49) cited (Blatchford, 2003 and 2004), with larger classes there was also more time spent on non-teaching tasks like taking register. Pupils spent less time interacting directly with teachers but more time interacting with each other. Therefore, such could be seemingly a large class of 45 but there may be 2 support staff in the class which would in fact give a Pupil Adult Ratio of 15 (Department for Education, 2011:4). With this study published by the Department of Education in England, South Africa can learn more after Covid-19 exposed our system that is not up to scratch considering the fact that our classes were overcrowded. However, since the lockdown regulations were put in place, the department moved away from overcrowding, but different grades were rotated because we do not have enough classrooms available to accommodate all the grades at once. The researcher is of the view that the appointment of schools' assistants should not be an issue of Covid-19, but rather a permanent solution to the concerns teachers face at school, as alluded by Blatchford that when classes are larger, the teachers spent more time on non-teaching tasks like taking register. This task should be handled by school assistants in order to ease workload from teachers and the pupil teacher ratio of 20 under Covid-19 should be extended to 35 in order to avoid overcrowding and more teachers be appointed as there is a need for them in the country.

According to the Department of Education Circular No. 167(2020), as part of the State President's R500 billion fiscal stimulus package announcements, the Department of Basic Education (DBE) is implementing the Basic Education Sector Employment Initiative. This initiative is aimed at creating job opportunities for youth who are 18-35 years old. Among other things, education assistants will be required to support learning and teaching in the classroom. As part of this initiative, the Limpopo Department of Education is advertising approximately **30708** posts of temporary education assistants for interested unemployed youths, who have an interest in education and welfare of the community. These unemployed people will be placed in schools around the communities in which they reside. The School Governing Body reserves the right not to make any appointment(s) to the temporary job opportunities advertised. The researcher posits that the appointment by SGBs fall under their mandate in terms of SASA 84 of 1996, section 20(5) however many of governors still do not know that this is their main function as in some schools the educators are the ones who appoint temporary education assistants in the absence of the governors and later report to them what they did as the school.

Appointment and recommendations : In terms of the SASA 84 of 1996, S20 (4) & (5), the School Governing Body may establish posts for educators and non-educators to be appointed in addition to the establishment decided by a Member of the Executive Council and in terms of the Public Service Act, 1994 (proclamation No.103 of 1994). The researcher posits that the SGB should have the knowledge to determine the needs of the school as well as to know how to search for the best candidate who will be able to deliver what is expected in terms of the needs identified at the school to an extent that if the recommended or appointed candidate does not perform to the expectations they could hold him or her to account.

In the country there are 44, 933 governing bodies appointed teachers and 282,290 subsidized pupils in private schools (Govender, 2020:12). Resolutions of a Sadtu meeting held in Kwamhlanga in September last year, had mentioned that Schoole would be removed and be returned to his former school. In a letter dated October 9th, the Nkangala district's director, Douglas Maja, called for Schoole to report back to the Wolvenkop Special School from this week. "Be informed that Mr Schoole will have to resume his duties as principal of Wolvenkop Special School effective from 12 October 2020. In so doing, he must with immediate effect desist from performing any function whatsoever as principal for Sindawonye Primary School." Maja stated in this letter (Mahlangu, 2020:10). The researcher believes that the union overreached in dealing with recruitment issues as they are established to observe and protect the interests of their members such is the function of the department to handle recruitment matters in terms of all applicable laws regarding appointments, transfers and dismissals. The role of the SGB in appointment of the established posts by the above Acts in terms of SASA 84 of 1996, Section 20(1)(i & j) is to recommend to the Head of Department, subject to the Public Service Act and Employment of Educators Act, 1998(Act No.76 of 1998), this in essence states that all the employees appointed in the school are hired by the SGB and gives them mandate to be in charge of their duties through the delegated function vested upon the head master who is likely to be the principal. This further affirms the authority the SGB has over any employee who is appointed either by the Head of Department or the SGB in that particular school where the SGB is serving as governors. The researcher posits that the SGB performs dual roles in the school which is to recommend to the Head of Department and to appoint support staff and educators on SGB posts which gives them authority to hold all employees accountable in their schools. Publication by Mahlangu (2020:4) cites that in one incident in October last year, a group of more than 100 people alleged to be members of SA Democratic Teachers Union (Sadtu) stormed Wolvenkop Special School to remove principal Patrick Schoole, who they accused of having been improperly appointed.

Last month, one of the parents at Wolvenkop approached the high court to seek an interdict against “unruly Sadtu members’ and force the Mpumalanga department of education to act and bring stability to the school. The parent, Matshidiso Motaung, accused the department of “folding its arms, allowing Sadtu to do as it pleases”. She accused the department of failing to protect Sehoole who had helped the school turn around its finances. Publication by Sowetan (2020:8) cites that the matter demonstrates the anarchy with which the teacher union has been allowed to rule schools in that area. With Buta and others back at school, their intimidation can’t be allowed to continue. This is why we believe the education department must shoulder the blame for allowing a situation where principals are unable to efficiently discharge their duties. The researcher supports the position taken by one of the parents in order to compel the department to stand their ground against the union as invested with such powers to appoint principals and educators on posts established by the department.

The role of unions after education assistants have been employed by the responsible employing body should be to unionise the personnel to pursue the department to convert these temporary jobs into permanent positions rather than interfering with the interview process as has been exposed in several schools, particularly in Mpumalanga, where teacher union Sadtu is now acting as the employer of educators vying for management positions at the schools. And when it happens that its preferred candidates from the union do not get the nod it tends to prevent the recommended candidate assuming or performing their duties (Maluleke, 2020:21). The researcher supports the sentiment by Maluleke that the role of the union is to unionise the personnel and champion their interests of becoming permanent employees rather than imposing their comrades into management posts throughout the country.

Interviewing can be a very valuable method of acquiring information on virtually any subject and variety of reasons (Steyn & Mills, 2007:145). The researcher posits that the SGB should set up the Interview Committee to handle the issue of short-listing and interviews once the post has been advertised and it is of paramount importance to set the correct tone for the interview in order to ease the nervousness from the candidates who are set to be interviewed. In terms of Employment of Educators Act 76 of 1998, PAM document, Chapter B, regulation number 3.3 (a) states that Interview Committees shall be established at educational institution where there are advertised vacancies and regulation 3.3(b)(i) the Interview Committee shall comprise: in case of public schools, the principal of the school except in the case where she/he is the applicant; members from the school governing body, excluding educator members who are applicants to the advertised post/s; and one department representative as well as one delegate from each union that is a member of the ELRC's provincial chamber. The role of the union is to observe only if due processes are adhered to and if not they object on the spot so that compliance to fair labour practice could be adhered to and they have got right to dispute unfair processes. Regulation number 3.3(j) states that the governing body must submit their recommendation to the provincial education department in their order of preference for appointment.

In setting the stage the preparation for the interview is just as important as the interview itself (Steyn & Mills, 2007: 146 cited Frase, 1992:5). The crucial steps include the following:

- (1) Have a clear picture of what is expected of the teacher to be hired.
- (2) Build the interview around the special talents required.
- (3) How will the candidate’s ability be determined?
- (4) Brief the panel of interviewers on their task.
- (5) Evaluate each candidate according to the selected criteria by using a scale designed for the purpose.

The researcher is of the view that SGB should be well vexed with the principles and prescripts which govern the activity in order to comply with the ELRC that deals with appointments of educators at the public schools. This strengthen the idea of rudimentary basic education from governors that it is paramount importance in our public schools and should be adopted as some of the requirements considered to be elected to this legal body like the governors governing tertiary institutions as Senate/ University Council as they will be expected to make big decisions which could lead to the demise or growth of the school as it stands in a position of trust towards the school.

On a personal note the researcher believes that the school could produce quality results if the SGB has hired/recommended most dedicated, committed and capable employees who will have to work hand in hand in the different dimensions of their duties between the administrative and professional staff to achieve the proposition of the school, department and school community. “We take leadership of our schools very seriously. Evidence has shown that a good school is the one run by a good leader.

The principal is a critical position we cannot leave to chance”, Angie Motshekga said (Khumalo, 2011). The researcher posits that this can only be a reality if the SGB and the principal make sure that the best candidates are hired in the school to carry out the vision and mission of the school effectively and efficiently to the satisfaction of all the interested and affected role players or stakeholders. Study done by Nash (2015:42) cites that the relationship between a governing body and the headmaster, especially the chairperson, is critical to effective governance. They should collaborate closely while maintaining enough space to enable the principal to run the school and the SGB to keep them accountable. Research by Clase, Kok & Van der Merwe (2007: 259 & 260) posits that the governing bodies after all accountable to the parents of whom they are the chosen representatives. It would be important to ensure that all interest groups are represented as equal partners on such a forum.

Performance review and awards committee

Monitoring performance : The rationale behind career pathing for academics is to find out at what level junior and senior lecturers, associate professors and professors should perform at, as well as the areas they are expected to perform in (Govender, 2019:5). The governing bodies have a legal obligation to advise the principal of the principles that will be used to evaluate their results (Nash, 2015:79). The researcher posits that the Curriculum Committee, Performance Support & awards Committee together with quality learning & teaching Committee should work hand-in-hand in establishing the acceptable standard of performance which should be regarded as the quality learning and teaching so that once they have to evaluate the shortfalls which will need attention to be addressed so that they could be talking the same language about what to be adjusted to meet the expectations of the SGB, and eventual if the good performance is being achieved throughout the year the SGB could reward such outstanding performance from such learning areas delivered by the educators and the best performing learners throughout the year should be given some recognition in the form of scholarship, promotions or trophies along with a prize so that the spirit of commitment and dedication could be instilled across the grades of the school without focusing much on the senior or exit grades of the school.

Once the spirit of quality learning and teaching has been instilled in the school the learners will always strive for the best results in that school of which that could stimulate even the neighbouring schools in emulating such school in that region in which that school is topping the chart in terms of the best results with quality in it. Teachers should monitor their students' progress in each subject as a routine part of their instruction (Nash, 2015:60). The Dumela Anti-Corruption Unit claims that Jim Yingwani High School unfairly failed some pupils, while others passed because of their relationships with teachers. It also alleged the department of education is not taking action against teachers at the school. “When we realized he had been failed, we went to the school in January and asked that his marks be reviewed,” guardian said (Monama, 2013:9).The researcher believes that a record of each learner serves as evidence to the governance and management when monitoring takes place at the school, so without such monitoring tool upon the pupils it will be very difficult for appraisers to do the complete task in this aspect as well as to assist parents when there is a query.

In the past, most organizations assessed only how well employees performed the tasks listed on a job description, but today’s less hierarchical and more service-oriented organizations require more (Robbins & Judge, 2013:589). The role of the educator goes beyond only teaching in the class and in those extra-curricular activities the educator is expected to be effective and professional like in the classroom when engaging the learners, these combined could enable the evaluators assess the overall performance of the educator at a given period of such assessment. There are three types of behaviour that constitute work performance, which are now recognized by researchers are **task performance, citizenship and counter-productivity**, most managers believe good performance means doing well on the first two dimensions and avoiding the third (Robbins et al, 2013:589). According to Arale (2021:12), the nation can feel incredibly proud of what has been achieved. Covid-19 has taken its toll on our teachers, educationally, emotionally, mentally and physically. Many people who have undervalued educators in the past have realised that teachers are indeed a critical and fundamental part of a child’s life. The pandemic has illustrated so clearly the role educators play in our society. What has largely been overlooked is the robust performance of the teaching fraternity. The researcher is of the view that the wellness of educators should be a prime in the undertaking of the department so that they could be able to be motivated to give it all under difficult situation like this one of Covid-19.

Studies by Robbins & Judge (2013:589) argue that counter-productivity are those actions which damage the organization, these behaviours include stealing, damaging company property, behaving aggressively towards co-workers and taking avoidable absences. The educator is supposed to give it all in all aspects in order to realize the vision and mission of the school and the managers should also learn how to assess even the third dimension

of performance at work rather than focusing only at the two which are task and citizenship. Studies conducted by Steyn & Mills (2007:150) cited Squelch & Lemmer, 1994:123) contend that the appraisal interview is conducted between the appraiser and the appraisee, the appraisal interview provides an opportunity for the appraiser and the teacher to have a face-to-face discussion on the teacher's performance and progress. It provides a valuable opportunity for the principal to keep in touch with what teachers are doing, to show personal interest and to be aware of their workload, achievements, needs and concerns. The researcher supports the sentiment of face-to-face discussion on the teacher's performance and progress as such can help the two detect other ways that could be used to sustain the results as well as to improve them if they are not on the required level. This will give the principal good opportunity when reporting to the performance committee for recognition purposes and remedial purposes.

Citizenship are the actions that contribute to the psychological environment of the organization, such as helping others when not required, supporting organizational objectives, treating co-workers with respect, making constructive suggestions and saying positive things about the workplace (Robbins et al., 2013:589). It often happens that certain factions in the community use schools to achieve their own objectives, which might be religious, political or social (Steyn & Mills, 2007:115 cited Bondesio & De Witt 1991:307). The researcher posits that the educator as a mediator and someone who assumed citizenship by virtue of working in such a school-community should broker peace between the school-community and the workplace in order to establish amicable means of resolving challenges that are prevailing between the two parties as well as within the institution itself and therefore during the evaluation process such qualities and attributes the teacher displayed should be taken into cognizance by the principal or the appraiser.

Vygotsky regarded the development of motivation as a fundamentally social process, constructed through meaningful activities and relationships (Sawyer, 2017: 85). The researcher believes that while there is an urgent need to see schools opening up progressively following their closure due to the coronavirus pandemic, it will be necessary to examine your learning and teaching methods. Re-opening of schools, as well as learning and teaching during the "war against the unseen enemy" definitely requires new approaches and methods. Anxiety, depression, absenteeism, chosen self-isolation due to chronic ailments, or parents keeping their children at home will be realities that schools will have to learn to manage and cope with. Headmasters, teachers, parents, as well as SGBs will have to collectively develop monitoring systems and implement a more far-seeing approach to education (Saeed, 2020:13). Study by Sawyer (2017:86) cited (Berhenke et al., 2011) posits that indicators of mastery motivation include performance and persistence during challenging activity.

Minister of basic education said the maths and science ability levels increased from 11% of pupils, demonstrating they had acquired basic mathematical and science knowledge in 2003, to 41% of maths and 36% of science pupils demonstrating this ability in 2019. The minister said through the country's participation in TIMSS "we have positioned ourselves as a learning system that is eager to measure our capabilities with those among the best in the world. Reacting to the results, Prof Rajendran Govender, president of the Association for Mathematics of SA (Amesa), said there had been an improvement in pupils' performance if one looked at the point scores from 2003 to 2019. "It is important to note that there's considerable effort being put into trying to improve our learners' ability. The contribution of the department in terms of supporting the teachers is showing some improvement..." Govender said more needs to be done "in terms of enabling our teachers to facilitate teaching at a higher cognitive demand level (Govender, 2020:17). The researcher believes more need to be done rather than praising average improvement in these subjects that have got potential to unlock opportunities in our economy.

Research done by Robbins & Judge (2013:593) contends that forced comparisons evaluate one individual's performance against the performance of others. It is a relative rather than an absolute measuring device. The two most popular comparisons are group order ranking and individual ranking, whereas group order ranking requires the evaluator to place employees into a classification, such as top one-fifth or second one-fifth and individual ranking approach rank-orders employees from best to worst. All these methods need collaboration of some sort from all the participants, either the appraisal or appraisee, to ensure that the intended objective is reached, which is to improve the ultimate outcome of the organization within the environment where it is located. The appraisal process should not only be fair, but should be seen especially by employees, to be fair. The employees should, therefore, be provided with a written copy of the assessment and should be free to exercise the right to comment and appeal (Ile, Eresia-Eke & Allen-Ile, 2012:58). Collaboration involves an attempt to satisfy the concerns of both sides through honest discussion (Steyn & Mills, 2007:117 cited Vecchio 1991:422). Studies by Maurer (1991:27) cited by Steyn & Mills (2007:118) contend by giving the following example, with a principal

addressing the staff on the need to improve pupil performance: As you can see from the handout I gave you, our test results show some good news and some bad news. We need to improve student writing abilities in this building. That is evident. I am open to any ideas that can lead to this result. In the next few weeks, I will be meeting with you in small groups to discuss your ideas. I am open to any idea, so please give it some thought. The researcher believes that with this approach the principal is appealing for a cooperation from the educators who are supposed to make things happen in the school so that the school could always have good news to tell in order to have its own share in the school community considering that the competition is rife for the same clients, so results are some of the determinants to the parents who have to decide as to where their children should study.

A review of the literature and several studies on performance appraisals demonstrates that many managers deliberately distort performance ratings in order to maintain a positive relationship with their subordinates or to achieve a positive image of themselves by showing that all their employees are performing well (Robbins & Judge, 2013:595). The researcher posits that the results of the individual subject will reveal true reflection at the end of the academic year despite the projection the principal may like to portray to the school community and other major stakeholders, therefore is very important to be true to the situation in order to provide the necessary support to those who find it challenging to meet their expectations. Study by Govender (2019:5) cites that academics that constantly underperformed at the University of the Free State, despite receiving the necessary support, face being dismissed, while those narrowly miss out on promotions could be in line for a merit award.

Appreciation and remedial action : Governing bodies assess the professional development needs and action needed to address them (Nash, 2015:80). The researcher posits that the Performance Support & Awards Committee should consider remedial strategies which will empower educators who are failing to meet the expected standards as expected by the governance of the school of which several strategies could be explored in assisting those who are under-performing in their respective learning areas. The support from the parent component is very crucial to the well-being of the educators facing such challenges of shortfalls than posing criticism on the part of the educator who is failing to meet the expected standard before even attempting to empower them on the challenge they are facing.

School boards must also approve capability policies for dealing with under-performing employees and provide a process for employees to appeal a dismissal decision (Nash,2015:82). The researcher posits that teachers are human beings who are challenged with personal problems. Therefore, once the performance support and awards committee detect such personal challenges which are the reasons for poor display by the educator in such learning area, they will have to refer that educator to the rehabilitation team for basic assistance as well as to recommend that the educator be given attention by the district/circuit office with a pool of therapists if the situation does not seem to be improving within the given time-frame for such a scenario. Poorly performing academics would be given a talk to find out why they were under-performing, and would also be offered support (Govender, 2019:5).

SGB has to satisfy themselves that appraisal evidence informs other decisions for example, on professional development and pay and amend the policy where necessary (Nash,2015:81). The researcher believes that if the results are not going their way, the SGB could encourage parents to source some funds so that Saturday classes could be undertaken in trying to assist where there is a shortfall. This is likely to produce the envisaged results as the learners will have time to learn from other educators using a different approach than the common approach they usual come across during the week. The SGBs have to make sure that they get some knowledgeable professionals in those specific learning areas, so that learners may benefit by attending such classes. This could make learners integrate such teachings with the ones they usual get during the week and apply a learner centred-approach for their own benefit, as they have to lead in their own destination of learning, rather than expecting educators to apply the old system of feeding learners without allowing them to use bloom taxonomy principles for their own advantage.

According to Mahlangu (2020:4), board chairperson Bongumusa Makhathini and his deputy Mamodupi Mohlala contradicted each other on the mandate the board gave SABC management about the retrenchments, which will see 400 employees losing their jobs. Makhathini said the board had last month “mandated” management to implement the current retrenchments to cut SABC’s salary bill, which was costing around R3bn annually, amounting to 43% of the total expenses. “From where we are, we don’t have any new resolutions. A resolution that was taken on the 30th of October to implement the retrenchment plan, is still in place,” Makhathini said. Mohlala disputed this saying; management had gone ahead with retrenchments without the board giving

permission. "As far as I am concerned, I don't think there was an approval for retrenchments that occurred in that meeting. There was a discussion of different options but there was no permission to proceed with the process and at that point, they executive were in the middle of the section 189 processes for which we had not given approval. The retrenchment process can be remedied. I think we have to stop the process and go back to consultations because these are people's lives and livelihood. Why should we look at destroying people's livelihood as a point of first resort? Mohlala charged.

The researcher posits that the scenario at SABC demonstrates that the remedial action in any institution is not as simple as it can be viewed when institutions have not yet been exposed to such situation. The board members, who are like governors, attending the same meeting but coming out with different versions, could infer that the board is not performing its constitutional obligations accordingly. After a heated contested discussion, there should be a resolution decided upon for implementation, if not, the members should have been given that latitude, to vote for or against, and from there it would be known what resolution was taken. Therefore, in the point of the researcher; he feels that an imposition of some sort, by the chairperson, might have put its ugly nose in the matter. According to Mahlangu (2020:4), communication minister Stella Ndabeni-Abrahams called an urgent meeting in which she asked the members to consider other alternatives instead of job cuts. Studies by Nash state that if things aren't going well, the local authority should step in early but argued that domestic authority has no statutory powers on intervention, the same applies with the communication minister in this case, but as the responsible local authority in charge of SABC, such intervention is inevitable in situations of this nature.

Feedback is the information which the sender gets from the recipient after a message has been sent, and from which the sender can determine the success of the communication. Effective communication is a two-way process and information should therefore flow back and forth between the sender and the recipient (Rue & Byars, 1992:86 cited by Steyn & Mills, 2007:45). The educators and learners embark in an activity that needs reporting to one another before such reporting could be taken to the next step of authority in order to give a necessary recognition and this could mean that not only the teachers should be given recognition for doing an outstanding job in the class, the same should go to the learners who are doing an excellent job in the class compared to other learners after the feedback has been provided to the authority which could be the principal, SGB and the department for considerations. The definition of due process should be extended to appraisals to improve employee perceptions of equal treatment (Robbins & Judge, 2013:596). The researcher posits that this philosophy has benefits as it could improve performance and eliminate tensions amongst employees especial if they believe some are treated special in the institution despite several shortfalls on their part.

Study conducted by Robbins & Judge (2013:596) argues that few activities are more unpleasant for managers than providing performance feedback to employees. In fact, unless pressured by organizational policies and controls, managers are likely to ignore this responsibility. Feedback assists the institution and its staff to understand the state of affairs in terms of performance of which is very good for an individual employee and collective to have such information in order to improve if the state of performance is below the par in terms of the target expected by the governors and the principal of the institution. People are likely to overrate their own performance when asked about overall job performance, but they can be more objective when feedback is about a specific area (Robbins et al, 2013:596). An effective review-in which the employee perceives the appraisal as fair, the manager as sincere, and the climate as constructive, can leave the employee feeling upbeat, informed about areas needing improvement, and determined to correct them (Robbins & Judge, 2013:596). The researcher is of this notion that once this is done accordingly as stated by Robbins and Judge the appreciation and remedial actions are likely to be accepted by both parties as fair for the activity undertaken in a certain period dedicated for that aspect.

The philosophy of the King III report is based on leadership, sustainability and corporate citizenship, and the report relates to institutions, boards of directors and all those charged with the functional responsibility of governance (Grove, 2009:20 cited by Bushney, Grundling, Naves, Nel & Vorwerk, 2012:13). In addition, emphasis was placed on the requirement to report on how the institution intends to enhance those positive aspects and eradicate any possible negative impacts on economic life of the community in which it will operate in the year ahead (PricewaterhouseCoopers 2009:2 cited by Bushney et al, 2012:13). The researcher believes that this is the concrete way to give a progress report made in the institution in order to assess if the expectations by the major stakeholders are being achieved and if not being achieved what could be done to realize them in the next academic year.

A good leader is happy to learn from past mistakes. A good school level leader is happy to accept constructive criticisms (Worku, 2019:8). Mashele plays an important role in giving readers food for thought. But I found it incorrect for Mashele, himself being Tsonga-speaking person, referring to our ethnic group as Shangaans. We are Tsonga, that's one of 11 official languages of South Africa (Maluleke, 2017:19). According to Petersen, an academic's work involves four categories: teaching and learning, research output, engaged scholarship or academic's contribution to society and their contribution to the department they are working in (Govender, 2019:5). The sentiments shared above support the notion of the researcher that any constructive engagement in teaching and learning ultimately benefit the society at large.

A group of teachers from private schools in Orange Farm, south of Johannesburg, outside the Gauteng department of education (GDE) offices in the CBD over the non-payment of subsidies for months. However, GDE spokesperson Steve Mabona said the schools had not received subsidies due to pending investigations. He said the schools-Sinqobile Intermediate, Siyaphambili Secondary, Sikhumbuzo Secondary and Vutomi Secondary, have been placed under administration in October. These schools have submitted fraudulent annual financial statements. Subsequently, the department has put them under administration. The schools have been given 14 days to make representations on the findings of the audits conducted by the department. Mabona said a meeting was scheduled to consider their representations so that corrective action can be taken, and they were surprised when the management arrived with protesters (Koka, 2020:9). The researcher believes that as long the department gives these schools subsidies and are registered schools, they have to be held accountable on the same scale with public schools.

Study by Slack, Chambers & Johnston (2010:621) cites that without thinking through overall purpose and long-term goals of improvement it is difficult for any organization to know where it is going. An improvement strategy is necessary to provide the goals and guidelines which help to keep improvement efforts in line with strategic aims. A study by Bushney, Grundling, Naves, Nel & Vorwerk (2012:14) argues that institutions should tailor the principles of the report to suit their size, nature and complexity of which that should be explained to other stakeholders as to why such decision was taken to be used in providing the report of the institution to all stakeholders. Researcher is of the opinion that if institutions adopt effective means of reporting to the authority that has assigned them with mandate to execute in their portfolios results with quality would be guaranteed in our schools through effective means of intervention which could be undertaken once is realized that a certain portfolio is not doing well to reach the intended target in line with their intended objectives to be achieved.

Recognition and incentives : Teachers should be trained to be up to date with the development taking place in their profession, in-service-continuous development so that they may able to deliver the curriculum as best as they can with the latest information needed out of them to execute their obligations in order to satisfy the demands of their learning environments and the issue of ample remuneration and incentives could be regarded and considered as another strong motivators which will enable the educators to be committed to their call of duty than thinking about the micro-lenders they are owing and conniving with SGB members in defrauding the learners' funds for their own benefit once they get an opportunity to be in the SGB structure. Financial incentives may have a positive impact on motivating teachers to increase their efforts if they lack motivation or incentive to put effort into lesson planning, parental engagement, and so on (Fryer, 2011:03).

The Obama administration's € 4.4 billion initiative to reform schools, are evaluated on plans to improve teacher and principal effectiveness by linking teacher evaluations to student growth and making decisions about promotions, awarding bursaries and raises depending on student achievement (Fryer, 2011:4). The researcher believes that incentives could be made in a form of bursary to the educators to further their qualifications to another higher level of education and/ management discipline that could make way for them to ascend to management positions through their outstanding performance displayed in the classroom. Incentives in a form of cash sourced by the SGB from school community at large could be applied to stimulate quality performance amongst employees. Recognition of outstanding service certificate with awards could be used to all the staff who are outstanding in performing their primary duties at the school whereby the performance standard measures will be used as the yardstick to measure if the expected standard has been met with meticulous distinction. A major goal of performance evaluation is to assess an individual's performance accurately as a basis for allocating rewards (Robbins & Judge, 2013:600). The researcher posits that to enhance good performance from both the educators and the pupils some form of rewards and incentives of some sorts should be attached to outstanding performance in the school. Teachers and learners are human beings who are not immune to entitlement of incentives and recognition if they have done an excellent work in a certain period in the school and therefore any school interested in attracting the best out of the best from the school community

and abroad should consider this approach as one of the best to encourage effective teaching and learning in the institution and ultimately the profession will benefit in several ways. There would also be merit awards for those who missed out on promotions. "The idea is you will get it for two years as an incentive, but after two years it will fall away because the expectations would be that you would have done what you needed to do to be promoted to associate professor level" (Govender, 2019:5).

"Strokes" are being exchanged whenever two people are transacting (Hersey & Blanchard 1993:86 cited by Steyn et al 2007:53). Teachers could not live in a profession without some form of strokes, the same goes to the learners because the two are independent, and no one could survive without the existence of the other. The concept "stroke" refers to giving recognition to a person (Steyn & Mills, 2007:53 cited Bennet 1994:120). The researcher is of the notion that the National Department and Provincial Department together with Districts are doing well in this aspect as they usual do annual awards after matric results; they recognize the teachers and learners alike in their subjects' performance compared to other learners and other teachers throughout the country starting from National awards down to circuit awards. Schools and School governing bodies seem not to be doing enough in handling this aspect of which their role could have huge benefits to the efficiency of teaching in their respective schools if they also embark in this form of recognition in one way or another to the best teachers and best learners in each grade per year with the emphasis on Mathematics and Science Education in order to encourage commitment from teachers and learners on these learning areas.

An organization's current customs, traditions, and general way of doing things are largely due to what it has done before and how successful it was in doing it. This leads us to the ultimate source of an organization's culture: its founders (Robbins & Judge, 2013:553). The researcher is of the view that it is of paramount importance to all schools to adopt the culture of recognizing and incentivizing its staff in order to retain and attract the best teachers in labour market so that the quality of education in that particular school could be sustained in achieving its vision and mission as outlined in the founding statement of such school as it differentiates itself from the rest. Study by Robbins & Judge (2013:546) refers to an organizational culture as a system of shared meaning held by members that distinguishes the organization from other organizations.

Every part of an organization, each activity, each department, and each level and each person, should work together appropriately for an organization to be truly effective, because everyone and everything affects and is affected by others (Slack et al, 2010:508). A good school level leader appreciates and acknowledges the power of teaching and learning from other members of the community (Worku, 2019:8). The researcher believes that the performance of the school is also shared by all the members of such school from a general worker to a professional staff and therefore is very important to be inclusive in conducting the due process to recognise its members irrespective of their status in the institution as a means of synergy because all of them do play a role in achieving the intended results envisaged by the governors and management as well as school community, so recognition, appreciation and incentives should also be dedicated to all who contributed to such outcome in the institution. Different categories should be developed and designed to cater for all who do their best each day in four terms of the academic year in order to see the school realise their intended aims set at the beginning of the year with all role players.

II. RESEARCH DESIGN

The design of study is descriptive and cross-sectional. Quantitative methods of data analyses will be used in the study mainly. According to Bryman (2015), a descriptive study design is suitable for an exploratory study of this kind. According to Maluleke (2014:48) and Terry (1977:179), a combination of quantitative and qualitative methods of data collection and analyses are appropriate for this kind of study. There are 65 educators, 28 School Governing Board members and 30 circuit officials (Thenga, 2014:19). Thus, the population size is 123. These 123 officials are working in 3 public schools and 1 independent school. The four schools have 2,500 learners (Thenga, 2014:19). Thus, the population size of study was equal to 123. Data will be collected from each one of the 123 officials who are working in the 3 public schools and 1 independent school. As such, the sampling procedure will be a census (Levy & Lemeshow, 2013: 49-50).

III. RESULTS OF THE STUDY

Retain and uplift the morale of educators : When goals are analysed further it would appear that evaluation of educational staff can be divided into only two main categories, namely: Evaluation with *ectropy* in mind (emphasis on improving the person's achievement at work to benefit the child's tuition); and evaluation aimed at personal recognition for outstanding service which may be in the form of merit awards, promotion, promotability and continued service (Van der Westhuizen, 2015:256). A study by Steyn and Mills (2008:60)

posits that formal evaluation, on the other hand, is either neglected or severely limited in many schools, while it is completely absent in others. It is often confined to the occasional classroom visit, or a principal can fill out an assessment form on a teacher's results without showing it to the teacher. A study by Frazen (1995:4) cited by Steyn & Mills (2008:63) argues that the evaluation process is characterized by a lack of communication between the education leader and the teacher. Although provision is made for feedback in the form of personal discussions, these discussions seldom take place in practice.

Education Labour Relations Council established in terms of Labour Relations Act of 1995 as amended, Collective Agreement (CA) number 1 of 2008 (2008:6) states that teaching and learning specialist, i.e. a general classroom educator who has demonstrated outstanding leadership and performance measured in terms of IQMS in a teaching phase, learning area or subject and who has a REQV 15 qualification. Further than that Middlewood (2003:131) advises that school principals can overcome such obstacles as mistrust by ensuring that performance appraisal in the school is procedurally sound, consistently applied and fair. ELRC, CA No.1 of 2008 (2008:7) states that the school development team (SDT) will motivate and recommend a candidate for upgrading, taking into account such candidate's IQMS results and the school based evaluation for two years consecutively; (2008:2) cites that this agreement applies to and binds the employer, and all the employees of the employer as defined in the Employment of Educators Act, 1998, whether such employees are members of trade union parties to this agreement or not.

An appraisal system that employs a variety of appraisal methods should allow the principal to meet with individual members of the staff to discuss work, performance, progress and achievements (Squelch & Lemmer, 1994:114 cited by Steyn & Mills, 2008:61). It should help teachers become more successful and increase the overall standard of their instruction (Steyn & Mills, 2008:61). Appraisal can be defined as a continuous and systematic process to help individuals teachers with their professional development and career planning and to help ensure that the in-service training and development of teachers matches the complementary needs of individual teachers and schools (Mortimore & Mortimore, 1991:126) cited by Steyn & Mills (2008:61).

Study by Steyn & Mills (2008:64) believes that visit classroom on a regular, informal basis by the principal; do not limit visits to special, formal occasions such as appraisals. Teachers and pupils should be accustomed to the principal's presence in the classroom. Although the central concern must be the personal and professional development of teachers, appraisal has a vital role to play in the overall development of the institution (Jones, 1993:8) cited by Steyn et al, 2008:62). A study by Jones (1993:8) cited by Steyn & Mills (2008:62) states that schools can derive a number of benefits from appraisal in a form of increased staff morale, enrichment of pupils, a better informed school, an improved management, clear lines of responsibility and communication, more accurate information about teacher performance and a more purposeful organization.

Researcher is of the opinion that if ELRC, Collective Agreement No.1 of 2008, Collective Agreement No.4 of 2009 and views cited by Steyn and Mills were implemented fully by the schools, SGBs and the department, South African education system should be in tact in taking our education system onto another level in the global arena and in dealing with challenges identified in the education system.

How do/did you sustain and uplift the morale of the educators who are/were having outstanding results in the school yearly as well as to retain them in the profession as administrator and/or governor?:

Department Heads uplift the morale of educators so that they are productive and happy at the workplace:

School Governing Bodies					Educator					Circuit Office Official				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	2	4	12	8	0	14	4	26	14	1	1	9	7	2
4%	7%	15%	44%	30%	0%	24%	7%	45%	24%	5%	5%	45%	35%	10%
100%					100%					100%				

74% of governors are of this view that the department heads are leading by example to ensure that the moral is high amongst educators so that they could be able to be productive and happy at workplace. Followed by 69% of professionals who support this view but the ones who represent the department in the offices have got different views, 45 % support this view whereas another 45% is not sure and only 10% of administrators do not believe that the department heads do uplift the morale of the educators under their command. Teachers who do not believe that heads of department uplift the morale of the educators make 24% and only 7% of governors do

not believe that such does take place in Vhembe District.

Enough respect and appreciation is provided to educators who work hard:

School Governing Bodies					Educator					Circuit Office Official				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
0	2	3	7	15	0	14	1	29	14	2	1	6	7	4
0%	7%	11%	26%	56%	0%	24%	2%	50%	24%	10%	5%	30%	35%	20%
100%					100%					100%				

82% governors believe that hard-working educators are respected and appreciated in their schools within Vhembe District and 74% professionals also believe in that. Only 24% educators do not believe that this happen in Vhembe District and governors who are not sure make only 11% and those who do not believe they are respected and appreciated make 7%.

Not sure from administrators makes 30% when 55% of them believe that they are respected and given the appreciation they deserve.

Awards are given to educators who improve pass rates:

School Governing Bodies					Educator					Circuit Office Official				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2	1	2	8	14	3	9	8	17	21	2	0	6	6	6
7%	4%	7%	30%	52%	5%	16%	14%	29%	36%	10%	0%	30%	30%	30%
100%					100%					100%				

82% governors support that awards are given to educators who improve pass rates in Vhembe District, 65% comes from educators themselves who support the sentiment and 60% comes from administrators whose role is to support and empower the schools with all necessary resources like trophies, furniture, textbooks, counselling and others, while 30% of them are not sure if awards are given to educators who improve pass rates in Vhembe District. Financial incentives can have a positive effect on encouraging teachers to increase their efforts in lesson planning, parental involvement, and other areas where they lack encouragement or opportunity (Fryer, 2011:3). The researcher is of this opinion on sustaining and uplifting the morale of the educators at schools by ensuring that certificates and awards in different forms are given to those who are doing an outstanding work in order to motivate them to maintain the good work they are doing at the school to benefit learners as the end product. Much is not done except economic reward and promotion to the management positions to the few whereas educators who are excelling should be appreciated, equipped with enough resources and given special incentive for achieving a certain target set by the school and governors in order for them to continue working hard for benefit of the learners and the community at large.

The views alluded above are for governors, educators and circuit officials to what extent they regard nourishing and inspiring the self-esteem of the educators in teaching fraternity; The majority of participants strongly agree that indeed the department of education together with the other affected stakeholders have been doing well but still have got a lot of work to do in order to regard the education sector as equal sector to these other sectors which are given a lot of incentives and recognitions for their role they play in the society. It is very clear in terms of the views provided above that awards and rewards have got a motivational effect of sustainability and retention of the educators in the profession as shown by educators with 65% have highlighted in their responses what they appreciate and 21% of the educators think there is so little which is being done at the moment by the department and governors to award them for their efforts. The researcher believes that the teachers have been fighting far too long the losing battle against the department when it comes to recognition and retention of the best educators who are producing results at school and is of the view that the department of education should go back to the board to re-assess and re-look how the teachers should be paid in order to keep them in the system. The researcher also believes that those educators who are skilful in other areas are leaving the profession for better opportunities elsewhere and those who remain in the system do not have any other choice.

Collective Agreement Number 1 of 2008 (2008:4) cites that parties to this agreement are committed to an OSD for educators that will deliver an education system that is of world class. Working conditions of the educators are paramount importance in their performance at the workplace hence in the Employment of Educators Act 76 of 1998, Section 4 states that the minister shall determine the salaries and other conditions of service of

educators. In terms of Education Labour Relations Council Established in terms of Labour Relations Act of 1995 as amended, Collective Agreement number 1 of 2008 (2008:5) cites framework for the establishment of an occupation specific dispensation (OSD) for educators in public education which should provide for the following 3 streams to enhance career pathing in the school, namely: general classroom educators, specialist educator and school based management.

General classroom educators is the one which has been achieved by the OSD when the department implement Collective Agreement Number 4 of 2009 (2009:2) which states that with effect from 1 July 2009, experience shall be recognized based on the awarding of one notch of every 3 years worked, so majority of them became senior or master teachers to date. School based management also enjoys the attention from the department to date of which majority of educators contest for these few positions ranging from the section head, deputy principalship and principalship which are very scarce as they become available when someone goes to pension, promoted, resigned or some passed away. Specialist educator stream seems to be neglected in the fraternity by which in principle is the one which should ensure that best educators are retained in the system if implemented as designed in the OSD which will take teaching specialist and senior teaching specialist to level 8 and 9 respectively in terms of remuneration by virtue of their qualifications coupled with competence in a learning area taught in a teaching phase measured in terms of IQMS in the classroom equally to those management positions in terms of remuneration, this would ensure that the schools do have the necessary skills and expertise in its pool to produce the intended results and managed by competent managers who opted for such career path.

To date our education system does not offer what is regarded as world class remuneration and working conditions in practice to its educators though in papers the conditions of educators and salaries in terms of this OSD signed on the 3 April 2008 by the honourable Minister, Dr Naledi Pandor are of world class. Could this be attributed as a failure to implement the OSD by the current incumbent, Mrs Angie Matsie Motshekga or the department is just not having enough funds to finance this agreement or the sixth administration under President Ramaphosa is not having a politically will to see this sector being regarded as important sector in the country in terms of fulfilling what have been documented down in the collective agreement number 1 of 2008 in terms of OSD? This practice seems to be exposing the Department as Vilakazi (2019:18) believes that promotional posts go on sale to the highest bidder, all in the name of union power.

The views expressed by the governors in this regard seem to be in contrary with this collective agreement as they believe that nothing much is being done to recognise the best educators who produce outstanding results at schools of which in principle the OSD was crafted to address this concern in order to retain the best educators in the system and as such those who are able to influence the unions using whatever means to get promoted do that at their advantage but to the detrimental of the education hence some schools are dysfunctional year in year out is by virtue of this union power's role in their appointments without merit.

Medals in our public schools should be used as eternal treasuries in pursuing and motivating good educators to continue offering quality education which should be recognised by the school governing bodies at the end of the year as means of appreciation of someone's dedication and passion for the benefit of the school and country at large (Maluleke, Cassim & Karodia, 2016:28). The researcher believes that most SGBs seem to be hard at work in trying to address the issue of awarding the best educators with the accolades which they deserve but the department of basic education seems to be obsessed with only grade 12 results when it comes to recognition in terms of awards and certificates to the educators and learners. The department should implement the awards to all grades if our education system is to be placed at the world class, every educator should be given the recognition they deserve irrespective of which grade they teach if the results are outstanding at grade R or grade 7, something that is received by grade 12 should also be received by these educators, good results at grade 12 is a foundation of grade R and integration of grade 8.

IV. RECOMMENDATIONS

To manage staff effectively in an enabling environment, a principal needs knowledge of school staffing establishment, conditions of service and related labour relations matters (Van Deventer, 2016:39). The development of IQMS has attempted to alleviate some of this negativity through a process that combines self-appraisal, negotiation, the involvement of peers, openness and transparency. Study by Middlewood (2003:131) advises that school principals can overcome such obstacles as mistrust by ensuring that performance appraisal in the school is procedurally sound, consistently applied and fair. This can be accomplishment by demonstrating that appraisal is not to be feared and that it can contribute to the aspirations of both individuals and the school (Naidu et al, 2008:105). Based on the outstanding performance one has produced the principal can recommend

for incentives to the SGB and the department for their consideration. The SGB should be able to hold the principal accountable in the same manner as the department as the accounting officer of the institution in whatever targets the school has set and provide necessary support in case the goal is not achieved.

The department of education should uplift the morale of the educators and retain the best educators by implementing the good working conditions in the workplace completely as documented on Education Labour Relations Council(ELRC) that has been established in terms of Labour Relations Act of 1995 as amended, Collective Agreement (CA) number 1 of 2008 (2008:6) which states that teaching and learning specialist, i.e. a general classroom educator who has demonstrated outstanding leadership and performance measured in terms of IQMS in a teaching phase, learning area or subject and who has a REQV 15 qualification. Further than that ELRC, CA No.1 of 2008 (2008:7) states that the school development team (SDT) will motivate and recommend a candidate for upgrading, taking into account such candidate`s IQMS results and the school based evaluation for two years consecutively; (2008:2) cites that this agreement applies to and binds the employer, and all the employees of the employer as defined in the Employment of Educators Act, 1998, whether such employees are members of trade union parties to this agreement or not.

The implementation Collective Agreement number 1 of 2008 fully will ensure that the schools are managed by competent managers who happened to be managers by virtue of interests, skills and capabilities not because he or she wanted to be promoted to the next level in the profession; this resolution will keep the highly skillful educators in the classroom rather than aspiring to venture into school management positions for the sake of promotion though their interests, passions, dedications and affections are solely in the classroom as of now the department prioritize/s only the school management promotions than general classroom advancements. To avoid and minimize exodus of the skillful educators with scarce skills from the system the department of education should prioritize growth of educators in the teaching fraternity in order to sustain quality results. If this is not done by the department at their own goodwill the unions, ELRC and governors` associations should compel the department to implement the agreement without any further delay in order to retain the required skills in the teaching fraternity in our country as well as to address the salary imparities between white educators and black educators.

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