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Date (when submitting this form)	26/07/2024		
LPREC REF Number	2/2/2		
Protocol title	Enhancing teacher accountability at school level in the Hlanganani South Circuit at Vhembedistrict in the Limpopo Province		
Project number	1		
Principal Investigator/researcher	MARANELE MKATEKO MERCY		
E-Mail Address	mkateko.mercy@yahoo.com		
1.1 Does this protocol receive funding?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

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1. Research details

Principal Investigator/researcher name:	MARANELE MKATEKO MERCY
Supervisor/promoter (if applicable)	DR NESENGANI A.T/ PROF. LITSHANI N.F
Department / Faculty/Institution:	Department Of Educational Studies, Faculty Of Humanities, Socials Sciences and Education, University Of Venda
Full title of research:	Enhancing teacher accountability at school level in the Hlanganani South Circuit at Vhembedistrict in the Limpopo Province
LPREC approval reference number:	2/2/2

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Where is the data stored now?	In a safety box

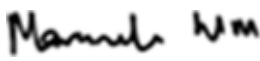

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Signatures of Principal Investigator/ researcher:	
Print name(s):	MARANELE MKATEKO MERCY
Signature of Supervisor/promoter	 SIGNATURE
Print name(s):	NDANGANENI FLORENCE LITSHANI (CO-SUPERVISOR)
Date of submission:	26/07/2024

Enhancing teacher accountability at school level in the Hlanganani South Circuit at
Vhembedistrict in the Limpopo Province

By

MARANELE MKATEKO MERCY

11541092

A dissertation submitted in fulfillment of the requirement of the degree

MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT

In the

DEPARTMENT OF EDUCATIONAL STUDIES

FUCULTY OF HUMANITIES, SOCIALS CIENCES AND EDUCATION

UNIVERSITY OF VENDA

SUPERVISOR: DR. NESENGANI A.T

CO-SUPERVISOR: PROF. LITSHANI N.F

DECLARATION

I **MARANELE MKATEKO MERCY** do here by declare that the work in this research dissertation is my own work and findings, except where indicated. All sources used have been acknowledged and referenced.

Maranele M

.....

Maranele Mkatoko Mercy

02/02/2024

Date

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I want to thank the Almighty God for giving me the strength, courage and knowledge to pursue this project to the end.

I would also want to thank my family for their love and support.

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DEDICATION

This project is dedicated to my parents Maria Mulatedzi and Khazamula Elias Maranele, you are always there for me. Thank you for a life lesson and for teaching me how to embrace responsibility for my actions.

ABSTRACT

Teacher professionalism and accountability are inseparable. Accountability encourages teachers to act professionally in classroom settings. However, teachers spend more time on their issues and numerous unethical acts arise in schools worldwide when teachers are not held accountable. The study aimed to investigate how accountability could be enhanced at school level in the Hlanganani South Circuit. The study was informed by a positivist paradigm imbued within the accountability theory which asset for the individual to take account of their actions. The quantitative research design was employed. The population of the study comprised of all educators in the Hlanganani South Circuit. Simple random sampling was employed to extract a sample of 50 participants. Data was collected using questionnaires which were analysed through SPSS version 28 by means of frequency tables and percentages. The study found that most educators believe that the school principal should oversee accountability in school. However, studies revealed that accountability at school level is about all employees taking ownership of their behavior, decision and performance. The organisational structure of the school influences the teachers' accountability level within the school. As such, the study recommends that there should be mutual trust between the SMT and educators. Although annual teacher licensing can improve teacher accountability at the school level, regular supervision, staff motivation, and effective communication enhance job satisfaction and create in employees a high sense of belongingness and loyalty to the organisation. Performance-related pay and career development play a vital role in enhancing teacher accountability at school level.

Keywords: professionalism, accountability, contractual accountability, monitoring enforcement

LIST OF ACRONYMS

SPSS - Statistical package for social science

SGB - School governing body

SMT - School management team

HOD – Head of department

DBE – Department of basic education

LTSM – Learner Teacher support material

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CHAPTER 1

BACKGROUND OF THE STUDY

1.1. INTRODUCTION

Schools are founded and perpetuated primarily to pursue specific predetermined objectives. A failing school system is a total disservice to the nation for being entrusted with educating the future generations is a huge task (Maphosa, Mutekhwe, Machingambi & Ndofirepi, 2012). In any country, teachers are essential to achieving national educational goals. They oversee the observance of high standards in education and the passing down of national norms and values to their students through instructions and/or serving as positive role models. In most rural areas, teachers, who serve as role models for students, ensure kids learn and are highly respected for their knowledge (Smith, 2021). Teachers are vital to students' development of knowledge, skills, learning, and values. Therefore, they must follow professional ethics to ensure quality education (Kusumaningrum, Sumarsono & Gunawan, 2019).

Despite the focus on the importance of teachers, some engage in misconduct that goes against educational goals. Misconduct, such as lack of accountability, hinders the proper functioning of the teaching and learning process (Leggio & Terras, 2019:03). Literature demonstrates that numerous unethical acts arise in schools when teachers are not held accountable.

There is a lot of teacher misconduct worldwide. According to Ranganathan, Wamoyi, Pearson and Stockl (2021), investigations into teachers' misconduct because of lack of teacher accountability in the USA include things like tardiness, drug use, and sexual harassment of students. 74% of 269 public educators who were detained in the USA were suspect of crimes against students (Chasmar, 2022). In contrast, in the UK, teachers make up the largest occupational group of sexual abusers, among other indiscipline acts (Daka, 2021). 72 teachers in the UK were accused of sexual misconduct. Similar incidents have been reported in India, where a teacher stripped a student off her clothes for not doing her schoolwork, and educators there are at the top of the absenteeism and drug abuse rankings (Mishra, 2021). Due to misconduct more than 300 teachers in India were expelled. In countries like Germany, Japan, and Bangladesh, teachers may engage in unethical practices like selling preferential treatment to students and manipulating evaluations and exams

(Kaponda, Mweembe & Makalula-Kalumbi, 2021: 527). Agency Report (2018) and Ryall (2020) reports that in Japan, 273 teachers are punished for sex-related offenses, 97% were male, and 153 were fired; in Germany, a teacher was detained for 15 years imprisonment for creating child pornography and filming his crimes. In Bangladesh, 175 cases of teacher misconduct were reported, and 60 teachers were banned.

Due to a lack of teacher accountability, such unethical activities are widespread across Africa. Ndung'u (2017:17) noted that among Kenyan educators, tardiness, corruption, carelessness, and having sex with kids were all quite widespread. The similar thing was observed in Tanzania, where some teachers engaged in sexual assault, disobeyed clothing codes, were frequently absent from work, and displayed severe professional incapacity (Daka, 2021:). In Kenya, 1400 teachers are subject to disciplinary measures. Every year, between 200 and 300 teachers in Tanzania are fired for engaging in improper behavior.

In South Africa, the educational system experiences various misconduct incidents and unprofessional behaviors, largely due to a lack of teacher accountability. The majority of these are brought on by a lack of teacher accountability controls. Despite the high regard in which teachers are viewed in South Africa, Maphosa, Bhebhe, and Dziva (2015:549) highlighted issues with discipline among teachers, leading to high levels of unethical behavior. 443 cases of teacher misconduct, including sexual misconduct, corporal punishment, and verbal abuse, were reported in South Africa. Teachers are expected to act honorably in all aspects of their work, perhaps even more so than possessing knowledge and skills to effectively teach the curriculum. When teachers are absent or fail to attend classes, students lose valuable learning time. Instances of sexual misconduct were 163 out of the reported cases; 5 of these incidents occurred in Limpopo. Due to allegations of wrongdoing, including sexual assaults against student, 11 teachers were sacked (Mokhaoli, 2021).

In South African schools, violence, corporal punishment, and verbal abuse are experienced by about 7% of the students from their teachers (Hochfeld, Schmid, Errington & Omar, 2022). Recent learning assessments have shown that children's ability to develop fundamental literacy and numeracy skills is lacking. Poor degrees of responsibility at various levels of the educational system are the cause of these low levels of learning. Newspapers, radios and televisions are examples of mass media that make many types of teacher misconduct to the public. The Vhembe district is

also not spared from these unethical practices done by teachers. For instance, it is alleged that male teachers engage in sexual activity with female students.

Due to a lack of teacher accountability, most incidents of teacher misbehavior in the Hlanganani South Circuit schools go unreported, including tardiness, verbal abuse, intoxication, and the use of corporal punishment. For pupils to learn, teachers must participate in class and dedicate significant time to their work. However, most of the schools' reduced time on task by teacher's wastes significant financial resources, underserves students, and is the biggest obstacle to reaching the sustainability aim for education (Zhao, 2018:03). Teacher accountability is necessary for an occupation to be seen as professional, and the various methods in which it is put into effect make up a distinguishing feature of professionalism. As a result, teacher professionalism and accountability are inseparable. Accountability encourages teachers to act professionally in classroom settings.

Teacher accountability is crucial in the Hlanganani South Circuit education system for achieving school goals and providing excellent service to society. Accountability etiquette ensures teacher performance aligns with school objectives (Mitani, 2018). Schools are pivotal for development, shaping learning skills, literacy, and technical advancement. This study bases its analysis of teacher responsibility on professional self-evaluations and self- accountability. Reforms are needed in education to meet societal demands, making teacher accountability vital.

Teachers in schools appear to be ignoring the critical duty of nurturing future leaders in favor of pursuing financial rewards over their administrative responsibilities (Holloway & Brass, 2018:13). When confronted about their subpar instruction, lack of sufficient caring for students, and dedication, many teachers in the Hlanganani South Circuit hide behind "The Department," "The Standards," "The Examinations," and "The Resources." The consequence of negligence in one's role is seen today in the waste of education resources and the leakage of matric exam question papers. Society expects so much that every child from schools should succeed despite their background and teacher accountability has become extremely important (Leckie & Goldstein, 2017:199).

School managers are responsible to all stakeholders for attaining the school purpose while utilising limited resources (Terblanche, 2019:282). Parents are unsatisfied with their children's performance in public schools to the point where they seek substitute schools, and they believe that private schools have better control over their teachers (Mutekwe, 2012:550). Therefore they send their children to private schools where they believe teachers are more accountable. Because of these, there is a pressing need to guarantee that teachers in public schools especially in the Hlanganani South Circuit be held more accountable.

The region under study, Hlanganani South Circuit, is situated along the R578 road to Giyani and Elim in the Vhembe West district of the former Tsonga heartland of Gazankulu. The Vhembe West district, which is in the country's most northern region, shares a northern boundary with the Beitbridge district of Zimbabwe.

1.2. STATEMENT OF THE PROBLEM

Teachers are required to carry out their duties with care. Their conduct, convictions, sense of humor, and behaviors must all be respectable. Although their primary duty is to educate learners, teachers are under increased pressure. Their tasks' complexity and variety place competing demands on their time, making it more difficult to hold them accountable. However, teachers spend more time on their personal issues such as discussing what happened over the weekend and neglect going to their classes, their lack of effort to duty, tardiness, early departure, less time on task, and absenteeism are regarded as some of the most serious issues in education, perhaps even more so than possessing knowledge and skills to effectively teach the curriculum.

Due to a lack of teacher accountability, numerous forms of misconduct arise, ranging from financial, sexual and physical abuse to the use of corporal punishment, examination malpractice, reporting late and drunk for work. Teacher attendance in classes is strongly tied to their students' academic outcomes; it affects not only learner accomplishment but also the general operation of the school; being absent as a teacher affects both learners and other educators in the school and it causes greater disruption (McGuire, 2018). This has detrimental effect on the provision of services, students' achievement, the fundamental right to education and the status of the teaching profession. According to Mlachila and Moeletsi (2019: 38), teacher absenteeism accounts for around 11% of total teaching time.

When teachers are absent or fail to attend classes, students lose valuable learning time. When teachers are absent, principals find it difficult to function and run a school; hence, teachers' poor behavior and performance hinder the school's success. Therefore, the issue with underperforming teachers is primarily rooted in a lack of accountability and leadership in schools. A school which does not have a strong culture of teacher accountability tends to suffer.

Hoy and Miskel (2012) state that schools are mandated and given authority to make their own decisions to improve teaching and learning, but the power and the bureaucratic control that schools are subjected to encourage principals, teachers, and parents to take more initiative and personalise instruction to the needs of learners. In Hlanganani South Circuit schools, teachers do not critically consider their level of responsibility to both the parent of the learners and the learners they educate; they simply regard themselves as educators of learners. Aside from some minor changes, current evidence suggests that the true locus of power and authority remains where it has always been with school boards, central office employees and the state authorities, as it has always been. Only if stakeholders are aware of their obligations and behave appropriately can the education service operate efficiently and develop creatively. If parents simply wait to receive directions and then comply, the education system will fail. Hill (2017:32) states that when parents exercise authority it tends to be constructive, appropriate and free of harm, it is desirable and it can be safeguarded not by regulation but through explicit accountability.

Therefore, it is necessary to conduct this study as it is aimed at establishing how teacher accountability can be enhanced at school level in the Hlanganani South Circuit, Vhembe west district.

1.3. AIM OF THE STUDY

The aim of this study was to investigate how teacher accountability can be enhanced at school level.

1.4. OBJECTIVES OF THE STUDY

In line with the aim of the study, these are the key objectives:

- To investigate who the teacher is accountable to and for what in schools at Hlanganani South Circuit.

- To explore the barriers for enhancing teacher accountability in school at Hlanganani South Circuit.
- To determine the strategies to be used to improve teacher accountability in schools at Hlanganani South Circuit.
- To investigate the roles and responsibilities of teachers in Hlanganani South Circuit school.

1.5. RESEARCH QUESTION

The following are research questions the study intends to answer:

- Who does the teacher account to and for what in Hlanganani South Circuit schools?
- What are the barriers in enhancing teacher accountability in Hlanganani South Circuit schools?
- Which strategies will be employed to improve teacher accountability at school level in the Hlanganani South Circuit?
- What are the roles and responsibilities of teachers in school at Hlanganani South Circuit?

1.6. THEORETICAL FRAMEWORK

A theoretical framework is crucial for guiding research, ensuring consistency, and defining study parameters. It consists of concepts, assumptions, expectations, beliefs, and theories that direct an investigation. A theoretical framework of an empirical study, according to Tamene (2016:53), refers to the set of concepts, presumptions, expectations, beliefs, and theories that guide the investigation. According to Sandberg and Alvesson (2021:489), Theories are developed to explain, predict, and understand phenomena, pushing the boundaries of knowledge while staying within key assumptions.

According to Wieringa (2020:01) the need to justify actions to others encourages reflection and accountability for decision-making processes and outcomes. In Maphosa, Bhebhe, and Dziva's (2015) perspective, accountability can be understood by distinguishing between its two main uses: as a virtue and as a mechanism. Teacher accountability is viewed as a virtue because it is a quality that shows a person is willing to take responsibility, which is a desirable trait in public school

teachers. Therefore, in this study, teacher accountability is seen as a positive attribute of schools. Accountability theory focuses on individuals having to explain their actions to a third party with the power to evaluate them as a mechanism. (Han, 2018:43).

The accountability theory suggests several strategies to improve students' perceptions of teacher accountability. Without disruptive interventions or formal training, information technology (IT) design artifacts of systems can modify the four basic tenets of the accountability theory and enhance employees' perceptions of their responsibility for organizational system security (Wieringa, 2020:06) that is, social presence, awareness of observation, and the ability to be identified. The concept of "identifiability" refers to a person's acknowledgment that their actions could be traced back to them, potentially disclosing their identity. The notion that one's actions will be judged by someone else based on certain standards and with implied repercussions is known as the expectation of evaluation (Watcher, 2018). A user who is actively aware that their system-related work is being watched is said to be aware of monitoring (Wieringa, 2020:05). The awareness of other system users is referred to as social presence.

There has not been much research on accountability in education. However, there has been a tremendous increase in educational accountability that has looked at the impact of accountability in schools. The researcher in this study opted to employ positivist accountability theory. Positivism is based on empirical data that is regulated by statistical analysis and experimentation. People are answerable to several constituencies. Important components of the teacher accountability process should include things like individual expectations and rewards (or punishments). Individuals are held responsible for their actions when they are held accountable (Anderson, Guerreiro & Smith, 2016:47). In a system of teacher accountability, each teacher is required to defend or explain their choices. Therefore, people create guidelines and expectations for behavior; assess each person's performance using those guidelines and assign rewards and penalties

Thus, there is a link between the theory and the study in a sense that it intends to investigate how teacher accountability can be enhanced at school level in Hlanganani South Circuit, and each teacher will be required to defend or explain their choices. For this reason, teachers create guidelines and expectations for beha-

viator, assess each person's performance using those guidelines, and then assign rewards and penalties depending on the assessment.

West (2018) stated that an evaluative reckoning is at the core of teacher responsibility. This theory is important in this study as it may prescribe (standards that should guide conduct), the event (conduct against which the prescriptions will be evaluated), and identity images (teacher's roles, values, etc.) which are the components of an evaluative reckoning that are described in the triangle model of responsibility. It is imagined that when an audience for evaluation is "looking down" on the model's other linkages (i.e., the prescriptions, event, and identity). In the Hlanganani South Circuit schools other teachers or stakeholders can serve as the evaluating audience. The idea of defensive bolstering, often known as retrospective rationality, is a crucial idea associated to this model. Due to the strong relationship between teachers' identity and their responses to accountability, for instance, they may be prone to creating post-hoc justifications for their actions to preserve their self-image. It is thought that people are accountable to the extent that there are specific rules governing the occurrence, the person is bound by the rule due to their identity, and they are seen as being associated with the rule.

1.7. PRELIMINARY LITERATURE REVIEW

The literature review outlines concepts like accountability, organizational accountability, accountability culture, teacher engagement, and barriers faced.

1.7.1. Accountability

Being responsible for acts made inside the organisation and being able to articulate, justify, and explain what was done is what accountability entails (Dillard & Vinnari, 2019). Accepting personal or public responsibility is a common definition of teacher accountability. It ensures that time and efforts are not wasted in school on distracting activities and unproductive behavior. The way in which a school achieves its aims and objectives is primarily decided by the accountability of its teachers. Accountability in schools guarantees that teachers are trustworthy by highlighting and efficiently enforcing goals so that they can perform at their best (Cochran-Smith, Baker, Burton, Chang, Cuning-Carney, Fernandez, Keefe, Miller & Sanchez, 2017). Teachers are taught to take responsibility for their actions when confronted with difficulties through accountability. In a school, daily interaction is a crucial aspect of getting work done between teachers and students. Proctor and Doukakis (2003:270)

argue that inadequate communication and accountability are the primary cause of negative feelings among teachers and stakeholders, including low engagement, worker devaluation, and lack of team cohesion, mistrust, uncertainty, low employee morale and low productivity. The management problem occurs when the school is regarded as dysfunctional as organisational leadership result in bad strategic decision making, poor learner and teacher's performance.

1.7.2. School accountability

The school responsibility, according to Maleka (2015:5) involves recognizing the school's mission, values, and goals, as well as understanding each individual's contribution to their achievement. School accountability, according to Arcia, Patrons, Porta, and McDonalds (2010:2), is centered on assessing school performance through student performance indicators. The discussion about school accountability should continue to reinforce a prerequisite for preventing managerial abuse of power and ensuring that authority is channelled toward achieving organisational effectiveness, efficiency, transparency, and responsiveness. The importance of organisational accountability in any sort of organisation, particularly in a school context, is proved by its success rate.

1.7.3. School culture and accountability

In an organisation such as a school, a culture of accountability leads to accountable personnel and results that are shared and understood by everybody. Every person takes responsibility for the school's outcomes and will go to great lengths to accomplish them. Schein (2018:17) defines organisational culture as the pattern of core beliefs established by a group to address internal and external challenges, which are considered effective and valid. This encompasses technology, art, and attire, along with beliefs, values, and norms within the organisation. Rajala, Roukonen and Ruissmaki (2012:540) state that organisation's culture is a collection of values that have dominated the school. These principles are frequently reinforced anecdotally via anecdotes from history and folklore. Accountability is frequently influenced by cultural norms. School norms, attitudes, and assumptions about how things are done include prescribing desired results, clarifying responsibilities, monitoring performance, rewarding hard effort to those who meet or exceed expectations, and confronting those who do not. Accountability is a mind-set, and accountable behavior's come from environments that place a premium on it (Schein,

2018:95). As a result, a school culture that supports and encourages accountability is critical to school development.

1.7.4. Teacher engagement and accountability

Teacher engagement, also known as commitment, dedication, and involvement in the classroom, is defined as the emotional link that teachers have with their students (Jones & Kessler, 2020:34). Teachers work together with others in various groups based on location, shared interests, or similar situations to address issues impacting students' well-being. Engaged teachers focus on delivering quality education, exploring new ideas, and monitoring student progress, leading to positive outcomes in schools, student success, teacher satisfaction, and retention (Sithole, 2017:29). Understanding and meeting the needs of key stakeholders is crucial for accountability, best achieved through involvement in decision-making processes. Schools should establish a system that enables stakeholders to provide input on decisions that impact them.

1.7.5. Barriers to enhancing teachers accountability

According to Patil, Vieider, and Tetlock (2014) the accountability process assumes that focusing on how judgments are made, rather than on the accuracy of the outcome, meets evaluation requirements. Teacher accountability, on the other hand, entails compliance, enforcement, transparency, and answerability. As a result of the accountability process, hurdles emerge that can obstruct an organisation's capacity to create an accountability culture, such as management's reluctance or unwillingness to initiate unpleasant conversations. Barriers are also regarded differently in an organization by different sexes, age groups, and races (Grasso, Golen, & Burns (2005:39).

1.8. DEFINITION OF TERMS

Definition of concepts provides explanation of key terms with the exact meaning of words and phrases. To ensure clarity of meaning the following concepts will be used:

Accountability

Whitty and McGrath (2018:23) refer to accountability as the act of being held responsible for completing a task or goal. A state of being accountable is an obligation

or readiness to assume responsibility for one's conduct. In the context of this study, accountability simply refers to the requirement that teachers publicly accept responsibility because they fulfill their responsibilities by admitting that they are accountable for the actions taken and the outcomes.

Service delivery

According to Hoe and Mansori (2018:25) service delivery is a process of supplying a service or product to a consumers or internal client of an organisation. This means that teachers must provide good quality education to all learners.

Accountability mechanism

An accountability mechanism is a set of practices in administrative processes meant to ensure that duty holders make decisions and take actions that consider the citizens' interests. (Cox III, Buck & Morgan, 2019). Accountability is viewed in this study as a strategy for ensuring teachers' professional growth and enhancing professional performance.

Accountability culture

Accountability culture is described as the way people in an organisation such as school displays accountability (Dillard & Pullman, 2017).in this study it refers to how teachers and school principals take responsibility, work by clear standards, report transparently and accept feedback at work.

Trust

Holzhausen, Maaz, Cianciolo, Cate and Peters (2017:121) trust is when one party is open to another's actions, believing they will perform a specific activity or can be trusted. In this study is a teacher's readiness to open up to another especially the SMT on the assumption that they will be kind, trustworthy, knowledgeable, honest and open.

A school

A school is an educational institution that provides classroom spaces and an atmosphere for students to learn in under the supervision of teachers (Gobby & Millie, 2017:4).

Education

Learning is defined as the acquisition of knowledge, values, skills, beliefs, morals,

and habits through a process of instruction (Naziev, 2017).

Communication

According to Sharma (2017:259) communication is the exchange of information through speech, writing or any other medium. Communication in this context is the transmission of ideas, information, and news from one person to another.

Internal communication

Internal communication refers to the transmission of information within the school and between teachers, learners and non-teaching staff (Miller, 2017).

Employee engagement

Antony (2018:32) defines employee engagement as an emotional commitment to their workplace, job function, organisational position, co-workers, culture as well as the impact on their health and productivity. Teacher engagement and job satisfaction are also important aspects of this process.

Management

Management is described as the art of coordinating the efforts of others within a formally organised group (Koontz, 2013). Management in this study refers to how SMT and SGB deal with and how they run schools daily.

Management role

According to Tovmasyan (2017:21) management role is the overall management responsibilities within the school by SMT and SGB.

1.9. SIGNIFICANCE OF THE STUDY

Teacher accountability in schools as an organisation is important as it helps eliminate the time and efforts spent on distracting activities and other unproductive behavior. Accountability in schools is about all employees especially teachers taking ownership for their behavior, decisions, actions, and performance. It is equally important to establish trust and remain dedicated to ethical behavior. In educational institutions, accountability enhances productivity, boosts engagement and collaboration, fosters greater dedication, and promotes creativity and innovation, potentially elevating overall staff morale and satisfaction. Enhancing teacher accountability at schools level will drive the improvement and support which improve student success and also bring attention to the Circuit, the district and not only at schools by developing system for support to educators and how

resources will be allocated (Moorosi & Bantwini, 2016:1). The study would help the district, Circuit, school managers and their SMT, SGB, as well as learners to understand the importance of being accountable as it may contribute in increasing enrolment in local school, and reduce overcrowding in the so called performing schools, as well as achieving their school objectives and improving overall learner academic performance and achievement.

1.10. ETHICAL CONSIDERATION

The code of ethics establishes the appropriate behavior of organization members. This code refers to a set of rules or conventions that apply to a specific group. It highlights the group's unique responsibilities to society beyond moral norms (Sieber, 2004:323). According to Wallace (2010), Anonymity and secrecy are closely linked, with anonymity protecting a research participant's identity. Confidentiality involves safeguarding information gathered confidentially during research. It could be spoken or written (i.e., obtained during an interview; or obtained during a review of an individual's or entity's records and other documents). Ethical clearance was obtained for the study, with permission from key authorities and informed consent provided to participants ensuring privacy.

1.11. CHAPTER DIVISION

1.12. Chapter two- literature review

In chapter two, the study explores the challenges and establishes an empirical framework, focusing on educators' roles, responsibilities, and accountability in the Hlanganani South Circuit area.

Chapter three- research methodology and design

Chapter three discusses the research methodologies, framework, sample, data collection methods, reliability, and validity in detail.

Chapter four- result and discussion

Chapter four presents the study results, including analysis and interpretation of data.

Chapter five- summary, conclusion and recommendations

Finally, chapter five wraps up the research with a summary, conclusion, and recommendations.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

The study's background, including its overall significance and goal, was covered in the previous chapter. The theoretical foundation for comprehending how school-level teacher accountability might be improved is provided in this chapter. It will clearly define different concepts in relation to teacher accountability focusing on who should be accountable, to whom and for what, their roles and responsibilities at the school. This chapter also reviews the barriers encountered and strategies to be employed to enhance teacher accountability at school level.

To consistently align strategy with the school's objectives and principles, teachers need a central narrative. Accountability in a school ensures that teachers are aware of their roles and responsibilities within the organisation as well as knowing what they must account for in terms of their actions, decisions and behavior.

2.2. ACCOUNTABILITY

Democratic management, along with concepts like participation, decentralization, empowerment, and transparency, are closely linked to accountability in schools. Responsibility is essential for both democracy and effectiveness within the educational system (Anderson & Cohen, 2018:113). As a result, accountability involves the use of power, resources, and implementation of policies.

Ozga (2020:26) accountability entails utilising power, resources, and policy enforcement. Accountability involves ongoing surveillance, oversight, and limits on power usage. It involves enforcing, monitoring, and ensuring responsibility in managing political power and authority. Quality control officers exert power over individual teachers in the context of accountability.

Apparently, reporting to others, either freely or involuntarily, is a part of accountability. In the context of teachers, this simply means that they must accept public accountability for the way they conduct their obligations by accepting that they are responsible for the processes and outcomes. It entails having a conscience or taking moral responsibility for one's actions. Bush (2020:60) argues that teacher accountability means "being answerable to other stakeholders both junior and senior" and suggests that decisions are interdependent in each environment. In the context of teachers, this simply means that they must accept public accountability for the way they conduct their obligation by

accepting that they are responsible for the processes and outcomes. Being accountable as a teacher means having the responsibility to explain and justify educational activities, which brings in the aspect of answerability and leads to various forms of accountability Ozga (2020:28). The word “accountability” conjures up images of power battles that abound in schools. It is no longer possible for the principal to make decisions on his or her own. Due to increased parental influence in school governance, Principals may no longer have sole decision-making power, leading to a focus on enhancing teacher accountability at the school level.

2.2.1. Accountability in school

In schools, accountability is holding everyone with duties to a high standard of performance. Schools should invest in classroom resources and support teachers. Han and Hong (2019:08) mention that accountability in the education sector consists of two dimensions: accountability for achieving institutional goals and accountability to higher-ranking officers. The first dimension pertains to achieving the various objectives within the educational system. Usman (2016); Stronge (2018) stated that the school principal typically bears responsibility for the quality and clarity of the school's goals and priorities.

The success of this approach can be attributed to the unique qualities of school leaders, including “enhancing professional development, being accountable, bolstering teaching and learning in the classroom, and making decisions” based on data (Lazenby, McCulla & Marks, 2022). The school management team (SMT) is accountable for the quality of the teaching and learning process in the school (Han & Hong, 2019:08) and expected to ensure that proper assessment procedures take place in the school. Ensuring the quality of teaching and learning within the school is the principal's responsibility, in collaboration with the School Management Team (Bason & Mestry, 2019:02). To achieve this, the principal is required to set up and maintain efficient systems and procedures for quality assurance within the school. These must guarantee on-going assessment and examination of every facet of the operation of the school and foster a sense of shared responsibility for advancing quality assurance. Additionally, they must bear the final responsibility for all aspects of the school's performance and operations to a broad range of stakeholders. The second dimension which is “being accountable to Superior Officers” indicates that regardless of whether the educational administrator is a provost, headmaster, principal, or a rector he/she is an employee of the Ministry of education and SGB representing his employer (Prinsloo, 2016; Usman, 2016). All school employees are responsible to the employer for the pupils, staff, community, facilities. And finances that have been placed

under their care (Kanika, 2016:53).

Additionally, Holloway and Brass (2018:11) mention that school leaders have a responsibility not only to their employers but also to the parents who have entrusted their children to be educated. Principal leadership attributes help teachers excel in their roles and provide a conducive environment for students' learning and development. Management accountability promotes effective school operations, much as accepting responsibility for one's actions and results as a leader sets an example for others in the workplace (Stronge & Xu, 2021:60). Usman 2016 state that the society depends on the school system to produce well trained individuals that are valuable assets to their communities. Educational activities affect almost every individual in the society in one way or the other.

In accounting for the progress of educational system everyone is responsible to someone and for specific activities that facilitate goal achievement (Anderson et al., 2020). In a school setup, accountability starts with the classroom teacher. He is accountable for the expected outcome of his job as a teacher. The teacher is directly accountable to the school administrator who is the headmaster or principal (Bush, 2020). School leaders are accountable directly to the various statutory bodies set up by government to co- ordinate their affairs (Prinsloo, 2016:1). Kanika(2016:53) states that teachers should be accountable towards their learners, stakeholders especially parents, the community, the profession, humanity and values as well as towards the nation. Ingersoll and Collins (2017) indicate that insufficient school performance is caused by teachers who perform poorly.

The issue with underperforming teachers is primarily caused by a lack of accountability and management in schools (Ingersoll & Collins, 2017). This study suggests that making teachers more accountable is the solution that the proponents of the contemporary educational reform movement propose. Teachers are responsible for providing high-quality instruction to students. The researcher also notes that poor teaching practices and a lack of instruction altogether are also causes for concern. Parents or guardians of the students they teach may also hold teachers accountable. Parents and guardians bring their kids to school because they believe in the educational system and the teachers. It is significant to highlight that the educational and literacy skills of parents and guardians vary. However, as far as shaping their children's future is concerned, all parents have expectations about school. As important stakeholders in the education industry, parents and guardians are responsible for holding teachers accountable. Parents and guardians who pay tuition to the school are treated as key clients who expect to receive good value from the way their children are taught. However, there are still some teachers in the Hlanganani South Circuit

who tell students directly that it does not matter whether they submit their assignments since they still get paid at the end of the month. The Hlanganani South Circuit Schools are required to inform the locals of the services they provide. Therefore, teacher responsibility has emerged as a key component of school governance.

2.2.2. School governance

Balkin (2017:1172) considers school governance to be the process of creating policies and norms that will regulate how school is organised and managed. It entails ensuring that such regulations and policies are followed in accordance with the law and the school's budget. Challandurai and Kerwin (2018) define governance as "the exercising of power of the management of resources". It involves the nature and extent of authority, as well as the control and incentives applied to deploy human and economic resource for the well-being of the school. Governance is not just about administering and controlling education in a country, but also involves the entire process of creating, accepting, executing, and supervising education policies (White, 2017:651). Governance is a concern not just nationally but also at every tier of the education system, all the way down to individual schools, as it revolves around power distribution.

Full respect for human rights, participation of individuals in decision-making, openness and accountability, resource management, equity, access to knowledge, and other factors that create responsibility toward the achievement of goals and objectives are examples of good school governance. In education, good governance refers to how a school system formulates policies, raises funding, spends monies, prepares teachers for teaching, plans curricula, and manages the school population (Hertati, Zarkasyih, Suharman & Umar, 2019:270). This means that school governance oversees the efficacy, quality, and accountability of the school.

According to Maphosa, Bhebhe, and Dziva (2015), good governance plays a crucial role in improving educational standards. Accountability is a vital component of good governance, ensuring that employees in an organization fulfill specified tasks as per set plans. Teacher accountability in education focuses on defining a school's goals and objectives. Teacher accountability necessitates effective decision-making, policies, and continuous supervision and monitoring of the educational system. It also necessitates proper record-keeping performance evaluations on a regular basis, and reporting to the school's stakeholders (Steiss, 2019:13).

2.3. Roles and responsibilities at the school level

Individuals have roles to play in every school whether providing or accessing a service. According to Obiekwe, Zeb-Obip and Ejo-Orusa (2019) for everybody understands of their responsibilities and tasks are essential to the operation of any organisation. They can complete their allotted duty effectively if they are aware of their responsibilities. For teamwork to be successful, all educators must perform to the best of their skills. To enhance teacher accountability at school level in the Hlanganani South Circuit, Vhembe west district, here is a summary of the roles and responsibilities of the most recognisable employees, teacher:

2.3.1. The Role of the Principal

According to Prinsloo (2016:2), the principal's responsibility involves giving guidance, supervision, and organization in the school. They are responsible for overseeing daily operations, such as implementing educational programs and curriculum activities, managing staff and resources, and safeguarding financial and school records (Suaka & Kuranchie, 2018:22). There are five main management functions of school heads: planning, organising, monitoring, directing and evaluating all aspect of school life (Stronge & Xu, 2021). The principal must render all necessary assistance to the School Governing Body so that it can perform its functions effectively (Prinsloo, 2016).

Instead of breaking away from the isolation of their work to advise and coach their teachers, school leaders must remember that instructors need encouragement to be more critical of their instructional approaches and underlying reasoning (Chitpin & Jones, 2015:391). The principal's attention should not be solely on the outcome or outcomes, but rather on developing trusted connections and fostering a climate in which everyone strives to grow. School principals' everyday schedules often disrupt their ability to focus on instructional leadership, ensuring that teachers experience success. School principals in the Hlanganani South Circuit are frequently called to pickup items from the Circuit office or are out of the building attending meeting with the Circuit manager. Principals may not be able to directly affect classroom instruction, but they can help students succeed by assisting in the discovery of their teachers' hidden potential (Postholm, 2019:438). To strengthen teacher accountability at the school level, principals must increase trust, which is defined as trust in the process, the person, and the profession in education (Smith & Benavot, 2019:196). School leaders will learn how their instructors learn best in relationships of trust and respect, allowing them to enhance their practice.

Although teachers have the greatest impact on student achievement, principals play an important role as well (Cortes, Lesser, Chavira, Concha & White, 2019). While the work of a school principal is demanding, it should also provide an opportunity to build professional relationships based on trust and cultivate an environment where students may thrive. The school principal must interact with confidence with the SGB and SMT to increase political assertiveness.

2.3.2. The Role of the School Management Team (SMT)

The SMT is responsible for organising and administering learning and teaching activities. Additionally, the SMTs oversee choosing, acquiring, and managing learning and teaching support materials (LTSMs) and figuring out which departments' physical resource requirements are. Due to their responsibilities, SMTs are ultimately in charge of overseeing LTSM allocations, which are a component of schools' overall financial management (Basson & Mestry, 2019:02). The deputy principal, heads of departments (HOD), and the principal together form the School Management Team (SMT), which is involved in all aspects of school administration, such as overseeing staff, curriculum planning, and evaluating the progress of students and teachers. As a member of the SMT, the Subramoney (2016:02) argues that the HOD is in charge of providing and coordinating guidance on (1) the most recent approaches to the subject, method, techniques, evaluation, aids, etc. and effectively communicating these to the staff members concerned, (2) on syllabuses, schemes of work, homework, practical work, remedial work, to inexperienced staff members, etc., and (3) on the educational welfare of students in the department. The deputy principal directs and oversees staff members' work and performance and, if needed, meets with them to discuss, write, or countersign reports. SMTs must have a thorough understanding of the subject they supervise and manage. They must help teachers in specialised subject areas, and the HOD must account for the disciplines they oversee and administer at the school (Subramoney, 2016:12). SMTs, according to Sethlodi and Lebeloane (2014), must develop strong ties in their environment by trusting individuals around them. Teachers may become more invested in the subject they teach or specialise in, which may boost the school's student outcomes. Teachers need to be empowered and supported by school management as they are held accountable (Subramoney, 2016:11). The HOD samples and moderates student test scripts and prepares timetables in several schools in the Hlanganani South Circuit. In the absence of the principal the deputy principal's oversees the school in the Hlanganani South circuit schools. Therefore, for both parties to be able to trust one another the SMT must engage with teachers daily.

2.3.3. The Role of teachers

In a school, teachers are the knowledge experts, and their primary role is to effectively impart that knowledge to their learners and ensure that everyone benefits from the program, establish equality in the classroom environment and ensure that no one is left out, follow the school's guidelines and rules, and teaches according to the syllabus's requirements (Stronge, 2018). A teacher should always use an unbiased approach when grading student papers and assignments, attend courses consistently and sincerely, and have a thorough understanding of their field of expertise. Teachers oversee delivering information effectively as well as assessing student success and satisfying the varied and unique learning requirements of their students. It is vital to remember that students in classes have a variety of needs, and it is the teacher's obligation to accommodate each learner in their teaching methods (Stronge, 2018:3). Teachers are also accountable for assisting their students' social and personal development. Teachers are also responsible for "the care and safety" of their students, and they must be held accountable if students in their care participate in an accident (Anderson, Rabello, Wass, Golding, Rangi, Eteuati & Bristowe, 2020:11). Close collaboration is facilitated by positive working relationships, "mutual trust" and respect between teachers, SMT and the SGB.

2.3.4. The Role of the School Governing body (SGB)

The SGB is a statutory group made up of parents, teachers, non-teaching staff, and students. Its goal is to collaborate to advance the success of the school community and, in turn, improve learning and teaching (Setloadi & Lebelo, 2014). SASA (1996) stated that in primary schools, Schools Governing Bodies comprise representative educators, non-teaching staff and parents. The school principal is an ex-officio member and does not have voting rights. Parents should constitute the highest number of members. There is also the opportunity to include additional outside members, who do not have to be the parents of children attending the school, in an advisory capacity, to increase skills and capacity. The mandate of the School Governing Body is to determine the admission policy, appoint staff and determine the school budget and fees (Mestry, 2020:2). According to Botha, Oosthuizen, Roos, Rossouw and Smit (2016:312) in a public school, the governing body's duties and responsibilities may include, among other things, drafting the constitution, deciding on the mission statements, deciding on students conduct code and suspension procedures, making recommendations for the appointment of teachers, and encouraging parents, learners and teachers to volunteer their time at the school. The SGB is responsible for the establishment and management of school funding, among other things. Since the

schools are state-run institutions, the SGB is required by law to be accountable for the money they manage. They must account to all stakeholders who contribute to the school funds (Mestry, 2020:2). The School Act assigns the SGB the authority to oversee the school's finances. Principals and other role players may be given tasks to complete, but they would be held accountable for the finances of the school (Mestry,2020). In most schools in the Hlanganani South Circuit, parents serving as SGB members lack or have little financial knowledge and skills. As they are unsure of their position in school governance, low reading levels create a barrier.

2.4. The importance of teacher accountability

Accountability refers to the process of assigning responsibility to actors because of shortcoming in public service administration, which includes the requirement to punish and hold perpetrators accountable. Accountability is a term that is more commonly used among government employees, but we also use it to express its relative relevance in the field of practice to repair a shortcoming (Schwartz & Carrol, 2018:59). In contrast, On the other hand, management literature uses the term "accountability" to encourage positive performance and reprimand negative results. Implementing accountability as a principle in management practices promotes the correction of processes by establishing a culture of transparency and results-oriented approach. This strengthens government- citizen relationships and enhances social cohesion (Han & Hong, 2019:10).

Accountability is emphasized as a fundamental pillar of the new governance model, referred to as the "Social correlation" involving the government, private sector, and civil society to enhance community capabilities and achieve management rationality. It serves as a tool to uphold the principles of public administration democracy and deter corruption in light of poor government and private sector efficiency, with certain studies suggesting a positive link between accountability, performance, and efficiency levels (Brinkerhoff, 2017).

Teacher accountability is seen as a tool to streamline administrative tasks and ensure proper guidance in public school administration. Competency is doing things correctly, while effectiveness is choosing the best methods to achieve goals (Brinkerhoff, 2017). Therefore, accountability in Hlanganani South Circuit schools may represent a social value tied to transparency and empowerment values' achievement, where transparency in public administration work leads to accountability, and without the accountability there is no value of transparency in the work, and without transparency, the accountability cannot be activated. The concept of accountability is linked to the concept of empowerment, as both seek to find administrative institutions that able to maintain the resources of society, while

the empowerment is derived from the concept of power which means the control of sources, meaning the ability of individuals to communicate and use the resources available in the community, where the publicity of accountability value is linked to the survival of trust of citizens in any system of the public government; because entrenched the accountability value in society means that the administrative system in the state works for the benefit of community, and that the State (public management) and its systems feeling responsible towards the citizens, also the citizens on the other side they know and appreciate the importance of the efforts being made by the system of State to serve them. In school accountability is important for building teachers trust, for improving teacher's performance and it also allows teachers' to learn (Han & Hong, 2019:06).

Accountability is significant in the context of this study because it will motivate teachers to concentrate their efforts on raising standards at schools in the Hlanganani South Circuit. Everyone has an incentive to guarantee that performance improves or at the very least prevent deterioration when everyone is held accountable. However, the effectiveness of the structure of the accountability system will determine how much accountability contributes to teacher employment and professionalism. Brinkerhoff (2017) states that there are three essential element of teacher accountability in school which are enforcement, monitoring and answerability. Enforcement as one of the essential elements of accountability is discussed below:

2.4.1. Enforcement

Odilla (2020) believes that enforcement plays a vital role in accountability by rewarding good behavior and punishing bad behavior. When the SGB requires high standards from the school manager, they are enforcing teacher accountability. Enforcers of accountability must ensure good governance through lawful and rule-compliant enforcement. Doing the right thing is not a choice but a requirement. Cole (2018) stresses the importance of ensuring the rule of law is followed, creating a conducive learning environment, preventing discrimination, and protecting human rights. Diversity in teacher accountability should be respected, and measures against corruption and improper behavior should be taken. Officials should be well-trained to minimise mal-administration and prioritise public service delivery. Transparency in accountability processes allows for understanding and debate on governing decisions (Schmidt & Wood, 2019). The Tsonga and Vha-Venda people in Hlanganani South coexist peacefully, respecting each other's language, religion, and culture. This makes it easier to have students from these backgrounds in local schools,

even in areas where they are the majority. The acceptability of enforcement depends on the adequacy of checks and balances in the exercise of power. Conducting due diligence can help lessen conflicts. Thus, transparency should be maintained in all accountability-related decisions. Individuals seek information on the reasons behind decisions, their consequences, the processes involved, and the facts considered (Tinghög, Andersson, Bonn, Johannesson, Kirchler, Koppel, & Västfjäll, 2016:2). Teachers in the Hlanganani South Circuit will be able to act professionally in all school-related activities because enforcement is a crucial component of accountability. As a result, teacher accountability should acknowledge the rights of those affected by leader's actions to update and modify the responsibilities of those in power. Thus, accountability is connected to transparency to prevent rather than eradicate misuse of power by educators who students rely on in school. Monitoring ensures that there is transparency in schools and that procedures put in place are either being followed imposing the accountability mechanism and systems.

2.4.2. Monitoring

School accountability does not include policing the nuts process, which is inextricably linked to control. Control involves collecting information and justifying actions to understand decision-making, and exercising authority over stakeholders (Bonaventura, Bosse, Cunha de Mascena & Sarturi, 2020:6). Monitoring is the exercise of power done transparently. The question of accountability, to whom and for what, is at the core of the monitoring process. In a school, how this question is answered reflects the management strategy. In a democratic school where all stakeholders have a say in governance, everyone involved must be accountable, not just the principal or the SGB. How teachers are held accountable shows the management approach used (Basson & Mestry, 2019:3).

A hierarchical management approach involves an accountability system where the individual teacher is held responsible for the outcomes. A problem of blaming others would be bated by a bottom-up management approach (Bogsnes, 2016). Monitoring should be sideways, difficulties. All role players must account for their actions to the bodies that represent all these role-players (Basson & Mestry, 2019:02). For instance, the principal has a responsibility to the Department, the school governing body, teachers, parents, and students, while the school governing body must also be accountable to these stakeholders (Brown, McNamara & O'Brien, 2020:91).

Most of the schools in the Hlanganani South Circuit are run in a top-down manner. A teacher directs the lesson, the activity, the dialogue, and the particular outcome. In other words, a student learns from the teacher, and then evaluates that knowledge by applying it. This process helps the learners gain a better understanding and clear up any doubt. With this method, the teacher has complete control over how the students access the material and can direct their attention to what they need to know.

The South African Schools Act, 1996, concurs that teachers as professionals and school governors must be held accountable. This suggests that parents should be able to take part in school governance and be responsible for their involvement (Mestry, 2017:1). The monitoring task should be to recognise each office's power limitation. This can be accomplished by outlining duties and responsibilities of the many entities involved in decision-making, policy development and evaluation. Lovan, Murray and Shaffer (2017) stated that a status difference among the structures can be minimized, and structures can be encouraged to participate based on their expertise and skills. The level of harmony relies on the efficiency and effectiveness of the parent section of the school governing body, a situation not commonly seen in schools within the Hlanganani South Circuit.

According to Marshall (2018:88) School governing bodies, as guardians of public funds, must possess the necessary skills, dedication, and understanding to effectively carry out their duties. They should prioritize the interests of all stakeholders, comprehend the goals and plans of the institutions they oversee, have access to crucial information, monitor teacher performance and institutional objectives, and report regularly on their school's performance to fulfill their accountability obligations as outlined in the South African Schools Act of 1996.

According to O'Leary (2017:2) monitoring is described as a process where all members of the governing body have the same right to participate and share their opinions. Power is recognized as significant in organizational functions, but not all decisions and actions in a school require the same level of power, and conflicts over power vary among organizations. According to Han and Demircioglu (2016:7) power is used more frequently under conditions of moderate interdependence. In the Hlanganani South Circuit schools the collaboration between the SGB and the SMT is essential to promote mutual dependence and support the school's development through mutual cooperation. Interdependence in teacher accountability is when one's perception of management outcomes is outweighed by the need for assistance from others to achieve educational goals (Johnson & Johnson, 2016:15).

The ability to develop power and influence is necessary to ensure the success of joint decision-making within the SGB. Understanding the sources of power will enhance the SGB's capacity to act effectively. School principals must involve all stakeholders in decision-making (Naidoo, 2019:01) and in accordance with the South African Schools Act (1996). The Act states that governing bodies must elect office-bearers, including a chairperson, treasurer, and secretary. In Hlanganani South Circuit schools, neither the principal nor a teacher can be the chairperson. This shift in power threatens principals used to making decisions alone, with more control now in the hands of governing bodies. Teachers' accountability is also overseen by the governing body. Democratic representation and participation are crucial in school management (Prinsloo, 2016:2).

Representative management involves ensuring that all parties involved are included in decision-making (Hornak & Garza Mitchell, 2016:120). Monitoring is crucial for improving teacher accountability, recognizing conflict as inevitable in organizations. School governance aims to regulate behavior, with teacher accountability in Hlanganani Circuit schools determined by a process of bargaining and negotiation (Hussain & Moriarty, 2018:7). This belief is based on the political management model of school governance, suggesting that conflict among members is inevitable. According to the political perspective, stakeholders have varying values and interests, requiring decisions to be made through consensus or compromise (Brand, Blok & Verweij, 2020).

In the context of this study, monitoring plays a role in improving accountability and makes sure that the data are used to improve classroom instruction and helps teachers make informed decisions about professional development. An integrated quality management system (IQMS) is implemented in South African public schools to monitor their effectiveness, enhance performance, and promote responsibility, including the Hlanganani South Circuit. Students should have involvement in the decision-making process of school management, as they are a key part of the overall process since the school governing council represents all stakeholders. Consequently, representatives are chosen by each group to advocate for their interests, so elected officials are responsible to those who chose them (Bessong, Mashau & Mulaudzi, 2016:422), and are answerable to them.

2.4.3. Answerability

Answerability implies “being accountable to, being judged by somebody”, and having to respond to questions and the opportunity to ask questions in return (Karlsson, 2017:34). The process involves discovering truths, producing proof, and ensuring that power is governed by both the rule of law and rationality. Accountability seems to be limited due to the presumptuousness of authority within educational institutions. This arrogance of power may encompass ideas like confidential data, administrative information, or managerial rights (Altman, 2020). Many SGB members do not have sufficient reading skills to enable them to read, analyse and comprehend educational policies (Mestry, 2020). In schools within the Hlanganani South Circuit, principals encounter parents who are unable to read and write, particularly in rural areas. Teachers may not openly communicate important information to parents, especially if it is negative, leading to critical data being inaccessible to the governing body. Illiteracy prevents parents from accessing necessary management information (Mokoena, 2013:105). Therefore, the principal will retain "unlimited powers" and will be answerable to him/herself. In practical terms answerability is “embodied in reports back and follow-up discussions”, and in general terms in “evaluation”. Abadzi (2020:77) states that teacher answerability manifests itself in two types that are in a process evaluation and outcome evaluation. Process evaluation entails “focusing attention on monitoring the delivery of programmes and adjusting where necessary”. Abadzi (2020:77) an outcome evaluation is “linked to the final decision regarding the continuation of the programmes”. When answerability is executed through participatory teacher accountability, it should be based on an outcome of parental power or the principal managing the school (Komba, 2017:9). The feedback report consists of results, with consideration for various audience interests. The report should reflect this diversity in its answers and questions. The evaluator must be fair and just in their actions, ensuring their discretion does not unfairly impact school governors' rights and privileges (Woods, Jeffrey, Troman & Boyle, 2019).

2.5. Types of accountability in schools

According to Brinkerhoff (2017) there are various forms of accountability in schools, including personal, professional, political, financial, managerial, legal, and contractual. Teachers at school must adhere to different types of accountability:

2.5.1. Moral accountability

The idea of moral accountability arises from recognizing parents as the main educators of students. Morality aids teachers in creating a new balance of powers and responsibilities, and understanding new accountabilities. Being accountable for fulfilling parental duties accomplishes this. A parent should take responsibility for shaping a child's values and attitudes, including towards adults, school, teachers, and peers (Klassen, Osguthorpe & Sanger, 2016).

The Maintenance Act, No. 99 of 1998, and the Child Care Act, No. 74 of 1983, require parents to ensure their children attend school. Parents cannot decide to not send their children to school or keep them at home without valid reasons. These responsibilities are important for parental duty. The South African School Act, 84 of 1996, defines a parent or guardian as the person responsible for ensuring a learner's education. Parents in the School Governing Body (SGB) have a duty to oversee their child's education. In the Hlanganani South Circuit, many parents neglect this responsibility once their child starts school. They often fail to attend meetings or communicate with teachers unless there is an issue to address. This lack of involvement makes it challenging for parents to ensure their child's academic progress and hold teachers accountable. As a result, schools struggle with problems stemming from parental disengagement (Sallis, 2019).

Teachers assume the position of parents and must fulfill their responsibilities as parents honestly and responsibly, guided by their moral conscience. Democracy in education highlights the significance of involving all groups in the accountability process (Fischer, 2016:112). Teachers should not be solely held accountable for students arriving late (Lekalakala, 2019:60).. While teachers should act as a parent and be responsible, parents also need to stay involved with the school. Ultimately, parents are legally and morally obligated to ensure their children pay school fees, attend school, and do not cause property damage (Armstrong, 2020).

In this study, moral responsibility should come from the teacher's conscience and willingness to act in accordance with moral principles. A teacher who shows up for lessons unprepared is a good example. The instructor is required to execute to the best of his or her capacity and to support students of all capacities without any outside pressure. Teachers must be completely aware that they are constantly being scrutinised by their students since kids might readily adopt the same moral standards that they do. The instructor should be completely aware that he or she is a role model and that students learn more through con-

cealed curricula in how they conduct their obligations. Unwritten and unsaid conventions, values, and beliefs are taught to children through "underpinning rules that define the routines and social connections in the school and classroom" as part of a hidden curriculum. The instructor must, then, provide the right example for the students in all aspects of how to perform their job. Is it morally acceptable for a teacher to act in this way when it comes to the future of the helpless students they are supposed to support? Professional accountability is crucial for teachers because of this.

2.5.2. Professional accountability

Professional accountability in schools focuses on educator's conformity to the standards and code of conduct for professional behavior while in their respective institutions. Maxwell (2017:325) states that all professionals including teachers at schools are bound by the codes of standards and codes of practice set by the professional associations with regard for the public interest. These norms are binding for all members and need to be implemented daily (Maxwell, 2017:325). The profession of teaching calls for knowledge and on-going improvement. Because of this, effective teaching depends on teachers' on-going professional growth. Every teacher in Hlanganani South Circuit is part of the South African council of educators, ensuring professional accountability through SACE. The council's role is to enhance teaching standards and professional behavior among teachers, emphasizing the need for responsible behavior to uphold professionalism in education. According to this study, teachers must act responsibly to maintain their professionalism throughout the educational and instructional processes.

Educators are responsible for the academic progress of students. The accountability of teachers is considered the least strong among all types of accountability, but it is believed to enhance the overall quality of education. This responsibility is part of professional leadership in education. (Holloway & Brass, 2018:11). According to Mestry (2017:9) the management team of the school is responsible for overseeing the professionalism of teachers. The principal should be accountable to parents and other stakeholders. Inadequate teacher accountability contributes to a decrease in the teaching and learning culture (Lee & Louis, 2019:27).

High quality teaching requires increased scrutiny of professionals. Teacher accountability reports should show that educators recognize the importance of their role in educating and training students, uphold the values and standards of the profession, support human rights, follow the code of conduct, and behave in a way that reflects positively on the teaching

profession (Professionalisation, 2011:2).

Accountability in the professional setting should stem from evidence collected through a performance management tool that follows structured processes encompassing academic and professional aspects. This tool should cover curriculum assessment, classroom performance, professional engagement, personal factors, commitment to service, administrative skills including planning, organization, control, leadership, discipline, and a development plan (Fenwick,2016).

In this study, professional accountability refers to teachers' responsibilities to their peers and the profession. When a teacher performs their job improperly, it brings the profession into discredit and has an impact on their co-workers as well. It is essential that instructors are conscious of the fact that they are doing their tasks for colleagues and the entire profession, not just for themselves. Therefore, teachers should be well-prepared and organised, conduct their planned lessons efficiently, relate well to pupils, and be willing to go beyond to help them. To avoid colleagues questioning how one managed their responsibilities, one should approach all work with a strong feeling of responsibility. Learner achievement improves when teachers put more effort into the assignment. Kusumawardhani (2017: 612) acknowledges that additional classes provided by teachers after school hours are correlated with improved student results. The shifts in the Curriculum and labeling of teachers as "good" or "bad" in terms of assessment methods have led to pressure with little useful information on education's status and ways to enhance it. This has eroded public trust in professional accountability, moving towards a reliance on school principals for information on professional responsibility.

2.5.3. Contractual accountability

Contractually employed teachers in school should also be accountable. Being answerable to a single employer is referred to as "contractual accountability". When contractual responsibility serves as a safety net, teacher's professional accountability, support, and moral responsibility play crucial roles in realizing the restoration of confidence and quality in school governance focused on improving learning and teaching culture (Whitty & McGrath, 2018:21). According to Governatori, Idelberger, Miloservic, Riveret, Sator and Xu (2018:379) a teacher's contractual responsibility must meet specific criteria in order to be deemed legitimate. These requirements for a valid contract should include among other things: an offer and acceptance, the agreement between two parties about roles and responsibilities; supplied by school principals for professional accountability. Performance standards are needed by the parties involved; they must have the legal ability to enter into a contract, it must be legal, clear, and

signed by both parties. The contract imposes responsibilities on both the employer and the employee. Parents are considered employers under the South African Schools Act, 1996, allowing public schools to create job opportunities for educators and support staff in conjunction with those created by the MEC.

The SGB has the ultimate say in hiring decisions. Employer responsibilities include hiring employees, paying them, offering necessary resources, ensuring a safe work environment, and complying with legal obligations such as granting leave and adhering to working hours. Contractually both employer and employee have duties they need to perform and account for their decision (Goldman & Weil, 2020). Therefore, the teacher must render the services agreed to; fulfill tasks with reasonable competence and efficiency; act in good faith; conduct lawful instructions of the employer; and be respectful and obedient (Oriyomi, Yinusa, Abdullareef, Jolade & Abdurashed, 2016:91).

Both the employer and the employee may experience a sense of duty when it comes to teachers' accountability. People try unconsciously to improve their performance when they are held accountable, but they are unfairly held accountable, they devise strategies to avoid accounting without truly improving the balance sheet (Blanchard & Broadwell, 2018). As outlined in Section 20(6) of the South African Schools Act, 1996, teachers in positions established under Section 20(4) and (5) must fulfill the requirements for employment in public schools (Mutekwe, 2020:7). Consequently, teachers are held accountable under their contracts to the school governing bodies and their representatives who serve as employers. According to Krause, Feiock, and Hawkins (2016:117), schools need an effective organizational framework where distinct functions are designated to specific departments and divisions. This involves delegating responsibility and authority based on teachers' expertise, qualities, and competence. Ideally, each task should only be assigned to one individual. Determining liability for irregularities becomes extremely difficult when a specific task is shared among individuals (Keers & Van Fenema, 2018:867). Allocating responsibility also involves granting the authority to authorise. This should also happen when responsibility for tasks is divided among teachers or members of the SGB. However, no individual should have absolute control over the entire process (Aina, 2017:1). The purpose of this measure is to prevent an individual from corruption. The allocation of tasks in carrying out transactions is crucial and should be centered on the efficiency and effectiveness of the person performing them, fair decision-making and transparent accountability, and ensuring the proper use of resources through adequate measures. This necessitates the establishment of rules and performance metrics for accountability (Libate,

2019:21). The rotation of teacher's tasks and responsibilities is just as crucial. Tasks with a high potential for error or fraud should be regularly rotated to detect any irregularities. Job organization can involve setting goals that are interconnected with higher-level objectives in a cohesive way (Aina, 2017:2). Internal control is meant to enhance the accountability system of the school and increase its credibility.

2.6. Barriers to teacher accountability in schools

While accountability arrangements are meant to bring about positive outcomes, too much or inappropriate accountability can result in negative impacts within schools (Brinkerhoff, 2017: 08). Bush (2020:98) states that poor leadership has a negative impact on staff morale and may potentially bankrupt the organisation. Ineffective leadership demotivates the remaining staff members and results in low employee retention, which lowers productivity significantly. A bad leader will not pay attention to their subordinates. A lack of trust and respect for the leader is the result of ineffective leadership, which can take many different shapes and make it difficult to accomplish organisational goals and objectives. Poor leadership has a detrimental effect on schools, leading to high teacher turnover, low job satisfaction, unfavorable working conditions, and strained collegial relationships (Mabeya, Gikuhi & Anyona, 2019).

Teacher accountability in schools is hindered by multiple issues such as unclear educational goals, hindering implementation and goal achievement. School management struggles to adapt to societal changes and innovations, while diverse subgroups within societies often clash, weakening accountability enforcement at the school level (Watkins, Anthony & Beard, 2020). School managers are unable to command absolute leadership responsiveness from their subordinates and this constitutes a hindrance to the practice of accountability. Lack of accountability and poor service delivery in the system has been blamed on inconsistencies in the education policies (Afridi, 2017:25). A shift in educational policies leads to a shortage of supplies, issues with discipline, an excessive workload, overcrowded classrooms, and a lack of professional development (Meier & West, 2020). School heads and the teachers do not receive corresponding incentives to enable them to be totally committed to their jobs. The cost of financial incentives is wage inequity, which increases employee turnover and degrades performance. Teacher incentives in schools have a favorable effect on staff dedication, job satisfaction, and performance. To put it another way, workers can function as levers to increase employee retention. Personnel with a mindset like that find it hard to take on a boring task and be responsible. The lack of funds

may explain why academic leaders are not performing well. In South Africa, institutions at all levels have always had insufficient funds, leading to a gap between expected and actual achievements (Aleixo, Leal & Azeiteiro, 2018:1664). Mestry (2017:8); DBE (2018:6) indicate that politicisation of placement and appointments of teachers' at school level where vacancies on promotional are filled based on relationships, political party affiliation or unionisation, ethnicity, regional constituency constitutes an ensemble of obstacles to teacher accountability in the education system while the appointment of substitute or temporary teaching staff nepotism and bribery becomes the order of the day.

2.7. Strategies for improving teacher accountability in schools

Stark, McGhee and Jameson (2017:2) agree that effective supervision, motivation, and communication are essential for improving teacher accountability and goal achievement. Supervision aids in promoting staff professional growth, setting educational goals, and choosing teaching methods. Motivating staff is crucial for school managers to maximize efficiency. Communication is vital for leaders to fulfill their executive duties linked to accountability (Bush, 2020:89).

This can improve job satisfaction and foster a strong sense of belonging and loyalty among employees. It is clear that effective communication can serve as a valuable measure for future accountability (Dillard & Vinnari, 2019:27). Evaluation is a formal process used in a school setting to improve on current performance level. It is the final phase of management function and aids in the monitoring of the school system's effectiveness. Though quality control methods, effective evaluation of instructional process, school administration procedure and educational outcomes aids in enhancing teacher accountability at school level (Hervie & Winful, 2018:04).

Operators in the education sector should be presented an opportunity to attend career development and capacity building workshops, seminars and in-service trainings to put them up to date with current events in the education sector, improve their productivity and build in them the required leadership skills to assume responsibility (Sumra & Kataboro, 2016). Government and stakeholders at all levels should ensure that adequate funds and resources are available in the education sector to procure the necessary materials that will aid effective school administration and supervision (Victor, 2017: 03). Educational auditing helps students have a better grasp of the school as a social institution and which helps them make better decisions. School administrators are urged to use auditing techniques to

assess the internal efficiency of the school system to have high accountability and better management in the schools (Grossi, Kallio & Sargiacomo, 2019:271). According to Mutekwe (2012:551), two ways to ensure teacher accountability in schools are to regulate entry into the profession by licensing teachers, which could be compared to other professionals in the health and medical field who are licensed on an annual basis, and to introduce performance-related pay increases and bonuses. According to studies by Heystek and Emekako

(2020), performance-related rewards might boost instructor effort and, as a result, learner achievement. Because people try to improve their performance instinctively when they feel responsibility, according to Hill (2017:33), performance-related salary increases, bonuses, and other incentives should be seriously explored in public schools. Teachers must be accountable for their performance and learner achievement, as well as explain their salary, because they are paid with tax-payers funds.

2.8. CHAPTER SUMMARY

School accountability involves ensuring high performance standards for all individuals with responsibilities. Schools need to provide resources and support for teachers to produce skilled individuals for society. School leaders' answer to government-established bodies, and teachers must follow guidelines, principles, moral norms, and be accountable for their actions. Teachers should prioritize their students' well-being, as their success is heavily influenced by the educators' skills and accountability. The literature review has revealed that School governance is responsible for the effectiveness, quality, and accountability of a school. It ensures compliance with policies and oversees school management. Effective governance is essential for improving educational standards and ensuring teacher accountability. This approach requires every staff member, particularly teachers, to report to a higher authority. The review of literature indicates that school managers must effectively interact with colleagues and subordinates to establish a strong organizational culture. Accountability in schools is a key component of the new governance model, involving a triple partnership between the government, private sector, and civil society to promote democratic public administration and combat corruption. Forms of accountability include moral, professional, and contractual accountability within the organization, coordinating activities and diverse perspectives.

The next chapter will discuss the research design, methodology, data collection methods, instruments, and detailed processes used in the study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

The previous chapter provided definition of different concepts on accountability related to the enhancement of teacher accountability at school level in the Hlanganani South Circuit, the roles and responsibilities of school teachers, the barriers that are encountered as well as the strategies for enhancing teacher accountability at school level. This chapter presents information on the methodology and design employed in this study. It discusses the research framework, the research question, the data collection methods, and processes to be analysed. It also covers ethical considerations to ensure the study is conducted ethically. According to Sekaran and Bougie (2013:2) research involves identifying answers to issues through comprehensive examination and evaluation of various situational factors. Waliman, Kruger, and Mitchell (2005:2), research involves using different objective methods and procedures to obtain scientific knowledge. Research has various roles, with its primary goal being to build a knowledge base. The study's problem statement focuses on exploring ways to improve teacher accountability at the school level.

3.2. RESEARCH DESIGN

Research designs, according to Creswell (2007:28), “are specific processes used in the research process”. The research design is the overall strategy for organising the different parts of a study in a coherent way, according to Kothari (2004:32). Burns and Grove (2003:195); Sekaran and Bougie (2013:95) describe research design as a detailed plan for carrying out a study to minimize any potential factors that could impact the accuracy of the results.

To collect data directly from the respondents for this study, the researcher will employ a quantitative, non-experimental, descriptive survey research. The focus of a quantitative study is on observable and quantifiable phenomena involving people, events, or objects, as well as determining the strength and the relationships between variables, typically by statistical tests (Khaldi, 2017:21). Investigating phenomena that call for accurate measurement and quantification, frequently using a strict and controlled methodology, lends itself to quantitative research (Asenahabi, 2019:81). To improve objectivity, quantitative designs typically have a moderate level of structure. For the researcher to analyse the data acquired and draw conclusions, a quantitative study primarily relies on numbers combined into statistics (Mohajan, 2020).

To examine a population's traits, experiences, attitudes, or intentions, a researcher may conduct a survey, which is any research activity in which data is collected from a subset of the population (Asenahabi, 2019:79). Because of its high degree of representativeness and the simplicity with which the researcher could gather the participants' opinions, a “descriptive survey design” was used (Abutabenjeh & Jaradat, 2018). The research variable is examined in descriptive research in its natural state, unaltered by the researcher. When examining how teacher accountability can be improved at the school level in the Hlanganani South Circuit, the researcher will not attempt to control the research environment or manipulate any factors in this study.

3.2.1. Quantitative research design

The research was a quantitative design, defined as the process of collecting numerical data using standardised processes and using statistical tools to generate insights from it (McMillan & Schumacher, 2010:). This study design was chosen by the researcher since the goal was to analyse the link between the two variables and make predictions easier. Data acquired by the researcher in an active involvement, according to Babbie and Mouton (2011), was considered primary data. This indicates the researcher's active participation in the research process. The researcher was primarily responsible for collecting the information. The data for this study was acquired directly from the respondents. The goal of collecting data directly was to become familiar with ways for improving school teacher accountability.

3.2.1.1. Advantages of using quantitative design

The use of quantitative methods research has several advantages, including the ability to provide definitive answers to research questions, the analysis of collected data using standard, reputable methodology, and the results are usually dependable, and the ability to generalize results to an entire target group using statistical significance on sample sizes (McMillan & Schumacher, 2010).

3.2.1.2. Disadvantages of using quantitative design

The disadvantage of employing quantitative research design, according to McMillan and Schumacher (2010), is that it does not account for people's ideas about what you are evaluating and does not investigate the why and how of phenomena.

3.3. RESEARCH METHODOLOGY

Research methodology is described by Cooper and Schindler (2019:45) as a comprehensive explanation of the decisions made during research planning and execution. Kothari (2004:8) views it as a structured theoretical analysis of the procedures used in a specific field of study. It encompasses more than just the data collection methods chosen by the researcher.

In this study, the researcher employed survey research techniques and structured questionnaires was self-administered directly to the population. According to Morselli, Le Goff and Gauthier (2019) a questionnaire “is a tool used to collect self-report data from respondents by allowing them to self-administer questions in a paper and pencil format”. Structured questionnaires are used to collect huge amounts of data from the population quickly while improving objectivity and supporting statistical analysis.

The researcher used self-administered questionnaires which were of a simple random sample. A self-administered questionnaire was used to gather quantitative data by distributing it to 50 educators in Hlanganani South Circuit schools. Teachers had eight (8) working hours to complete the survey.

3.3.1. Population

A population is defined as individuals sharing common traits (Creswell, 2012; Du Ploy, 2015:06). Waliman, Kruger, and Mitchell (2005:126) see it as the group researchers aim to generalize findings to. The educators in schools within Hlanganani South Circuits were the target population in this study.

3.3.2. Sampling

Sampling is considered an effective method by Cresswell (2018:184) and Babbie (2014:29) for gathering a portion of the population for research purposes. Sampling involves selecting components or a subgroup of the population that are represented in research for actual presence (Du Ploy, 2014:29). Sampling is “considered a collection of components” (Flick, 2018:279) and requires a rigorous procedure when choosing units of analysis from a larger population” (Gentles, Charles, Ploeg & McKibbon, 2015:1776). (Flick, 2018:279). Sampling in relation to people can be seen as a group of respondents chosen from a larger population. A sample is a small observed group or part of the population (Ary, Jacobs, Sorensen, & Razavieh, 2010). Sampling involves selecting a specific number of units of analysis like firms, households, and individual cases from interested population (Trobia, 2008:784).

Generally, the sample size (n) is chosen to replicate on a small scale, some features of the whole population (N).

3.3.2.1. Sampling technique

According to Babbie (2010:93) a sample is the entire population selected to participate in a study, a simple random sampling involves giving every population member an equal and known opportunity for selection. Educators were chosen using this technique for the study.

3.3.2.2. Sample Selection

The standard error decreases with a larger sample size relative to the population size (Waliman et al. 2005:71). Probability sampling involves a single random selection, requiring minimal prior population knowledge. There is no need for a sample size exceeding 50 to significantly reduce standard error. A random number generator was utilized to select 50 individuals for the study.

3.4. DATA COLLECTION INSTRUMENT AND STRATEGIES

According to Sekaran and Bougie (2013:116) “data collection methods consist of interviews (face to face, telephone, computer assisted, electronic media), observation of individuals and events with or without recording, questionnaires administered personally, hand delivered, mailed or electronically, and various motivational techniques like projective tests”. Wagner, Kawulich, and Garner (2012) outlined various methods of data collection from observations discovered by Gold in 1958: complete participant, participant as observer, observer as participant, and complete observer. According to Waliman et al. (2005: 174), the choice to conduct a survey should be the result of thorough consideration and discussion of all available techniques. In this research, data were gathered through personally administered questionnaires to the selected population.

3.4.1. Questionnaires

Sekaran and Bougie (2013:147) define a questionnaire as a pre-set list of questions where respondents choose answers from defined options. Questionnaires aim to gather data on a topic or related topics from a group of individuals. Well-constructed questionnaires are easier for respondents to complete and can improve data consistency and accuracy. Closed-ended questions should be included in questionnaires.

3.4.1.1. Construction of questionnaires

A questionnaire is a written collection of questions to which participants must respond. Its efficacy necessitates preparation to ensure that the information obtained can be object-

ively analysed. Questionnaires should be simple, explicit, uniformly workable, and structured to reduce the possibility of errors. A quality questionnaire should possess the following traits: it should be attractive, include explicit response instructions, and feature questions aimed at fostering participant cooperation.

Section A

These sections consist of biographical information that could be used to classify respondents' answers.

Section B: Close ended questions

The majority of questions in the questionnaires were closed-ended. This was done to standardize responses for comparison, make coding and analysis easier, and simplify respondent answers by selecting a category. Participants were instructed to use a five-point Likert scale for their responses. The Likert scale was a five (5)-point scale (to ensure consistency) covering:

- ✓ Strongly agree- reflects that something likely happens,
- ✓ Agree- reflects that something happened,
- ✓ Not sure - reflects no standpoint,
- ✓ Disagree- reflects that something did not happen,
- ✓ Strongly disagree- reflects something never happened at all.

3.4.1.2. Advantages of questionnaires

Debois (2016) and Du Plooy (2002:171) state that surveys have advantages like cost-effectiveness, time efficiency, non-threatening environment for participants to answer questions, realistic data collection method, large sample size, and easy administration. When selecting a questionnaire as a research tool, it is important to consider factors such as respondents' convenience, increased anonymity, time-saving ability, and simpler data analysis.

3.4.1.3. Disadvantage of questionnaires

Debois (2016) highlighted issues such as dishonesty, lack of conscientious responses, variations in understanding, difficulty in expressing emotions, hidden agendas, lack of personification, skipped questions, and accessibility problems. The questionnaire's statements were both spoken and written. People also convey emotions through behavior and nonverbal cues, which could not be explored in this study due to time constraints. The

questions were presented in a clear manner for easy understanding, and the researcher personally handed out and addressed any questions or concerns. The questionnaire mostly consisted of closed-ended questions which are quick to complete and analyze but may not always reflect respondents' true intentions, potentially leading to irrelevant data. Closed-ended questions also limit respondents from expressing their own viewpoints.

3.5. DATA ANALYSIS

Data analysis, as indicated by Gentles et al. (2015), is a crucial stage in the research process. According to Remenyi and Bannister (2012:118), it involves evaluating the collected data for its significance in relation to a hypothesis or theory. Sekaran and Bougie (2013:24) emphasize the statistical analysis of the data to test hypotheses. Waliman et al (2005:241) stress that data analysis should follow the research plan. The study focuses on analysing data from teachers on roles and accountability using SPSS 28.0 for coding and statistical analysis, primarily using frequency tables and percentages based on the Linkert scale.

3.5.1. Statistical Analysis

Once the data have been gathered, the researcher must make sense of it. The researcher achieved this by organising data into topics and codes so that it may be analysed (McMillan & Schumacher, 2012:92; Waliman et al. 2005:227). Coding entails the researcher identifying the variable she wants to statistically analyse. After she has coded all the data, she saved it to a computer so that the analysis can begin. The researcher used SPSS statistical software to analyse the data in this study. SPSS software, utilised by social scientists and other professionals, is a complex statistical analysis tool. It serves as an educational and training resource exclusively for statistical learning, with a spreadsheet enabling input of numeric values such as percentages based on participant numbers.

3.6. CONFIDENTIALITY AND ANONYMITY

In the same way that anonymity is one way in which confidentiality is operationalised, confidentiality is intimately tied to anonymity (Prinsloo, 2016). Nevertheless, data anonymity alone does not solve all the issues related to confidentiality; protecting confidentiality also means “avoiding the disclosure of interviewee information that could potentially lead to the identification of a person, whether it is done intentionally or accidentally” (Wiles, Crow,

Heath & Charles, 2008:417). In research, confidentiality means:

- ✓ Not sharing information given by someone
- ✓ Presenting results in such a way that individuals can't be recognized (chiefly through anonymisation).

The researcher ensured confidentiality and anonymity in the study by designing the questionnaire to not require respondents to reveal their identity, and the informed consent letter promised that collected information would be kept confidential and not shared with others

3.7. VALIDITY

Validity is defined as how well an empirical measure accurately represents the true meaning of a concept, while reliability is about getting consistent results when using the same technique on the same object repeatedly (Babbie, 2013: 191). In other words validity is concerned with whether we measure the right concepts or not. Haele and Twycross (2015:65) indicate that "a measure in which concepts are accurately measured in a quantitative study" is called validity. For example, a survey designed to explore depression but which measures anxiety would not be considered valid. In this study the researcher will be using questionnaire as her instrument of collecting data, therefore, the validity of the questionnaire means ensuring that it will measure what it is prepared to measure, and the clarity of its words and vocabulary, so that it shall be understandable for everyone who uses it. The questionnaire was created based on the objectives. The results would be confirmed by pre-testing the questionnaires. Five (5) employees, not involved in the study, were randomly selected to review the questionnaire for any unclear or missing information. Additionally, the researcher employed face validity to assess the variables or constructs it is intended to measure.

3.8. RELIABILITY

Reliability is about whether a particular method consistently produces the same results when applied to the same object. Sekaran and Bougie (2013: 225) agree that reliability tests how consistently a measuring instrument measures a concept, while validity tests how well the instrument measures the intended concept. Therefore, reliability focuses on the stability and consistency of measurement. Constancy in measurement literature refers to the test's consistency in measuring the established aspect, showing the consistency of results when the test is repeated (Kentub, 2016:145). To assess the questionnaire's consistency in this study, the researcher used Cronbach's alpha and well-constructed questions. Closed-ended questions were used to explore the roles, types, importance, and strategies related to the problem statement of "enhancing accountability at the school level".

3.9. ETHICAL CONSIDERATIONS

At the University of Venda, researchers are required to follow an ethics code for guidance. Approval from the institution's ethics committees is necessary for unbiased guidance on the morality of their studies. Failing to give ethical considerations due diligence is seen as careless towards society, according to De Vos, Strydom, Fouche, and Delport (2014:127). To maintain study integrity, researchers must adhere to all ethical guidelines, including obtaining consent and permission letters as per University of Venda guidelines. Key considerations include permission letter request, voluntary participation, informed consent, participant compensation and deceit, and the preservation of privacy and confidentiality.

Before beginning the study, the researcher requested for and was granted ethical clearance from the University of Venda Ethics Committee. Following ethical clearance, the researcher went to the Premier's office in Limpopo Province for authorisation to conduct research in schools and was granted permission. The researcher then contacted the circuit and pertinent educational institutions to ask for permission to use them as research locations. The researcher also asked possible participants to take part in the study in schools. The researcher had to make sure that the subjects provided her their informed consent after being allowed entry into the schools.

Informed consents are written statements requesting voluntary participation in a study, ensuring participants understand the research's purpose and their role (Cresswell, 2015:25). It guarantees that participants understand what the researcher needs, why they need it, and how it will impact them. In other words, it guarantees that participants were educated about the goal of the study and their expected participation in it. Participants were assured of voluntary participation and the option to withdraw at any point. Consent forms were signed by participants to confirm their willingness to be involved, with no coercion or payment involved. Research data from external sources, publications, or individuals were appropriately credited in the study.

3.10. CHAPTER SUMMARY

This chapter presented an explanation of the methodology utilized in the research, providing a brief overview of the study's purpose within the research framework. It discussed the data collection instrument, analysis, and processes. The research design outlines the plan for the study. The methodology section highlighted aspects such as the population, sample size, sample selection, data collection methods, and data analysis.

The sample consisted of educators from schools in the Hlanganani South Circuit, obtained through simple random sampling. Data was collected via questionnaires and analyzed using SPSS 28.0 software.

The subsequent chapter will delve into the study's findings, alongside a discussion and interpretation of the results.

CHAPTER 4

DATA ANALYSIS

4.1. INTRODUCTION

The methodology and design of the research were detailed in the last chapter. This chapter aims to showcase and scrutinise the gathered data. Data was obtained from respondents through questionnaires designed in accordance with the study's goals, and distributed to all chosen participants.

4.2. RELIABILITY STATISTICS

Dependability and validity were the two most important aspects of accuracy. In statistics, reliability is the proximity or consistency of measurement to yield the same answer for two identical states. Multiple measurements are taken on the same subjects to calculate reliability. "Acceptable" reliability is defined as a coefficient of 0.70 or above. By using Cronbach's alpha, reliability is evaluated. The average inter-item covariance divided by the average item variance and the survey's item count (k) is used to compute Cronbach's alpha (Heyes & Coutts, 2020:12). The table below reflects the Cronbach's alpha score for all the items that constituted the questionnaire.

Table 4.2. The Cronbach's alpha score for all the items that constituted the Questionnaire.

	Number of Items	Cronbach's Alpha
Section B		
Teacher accountability for whom and for what	12	.994
Teachers roles and responsibilities in school	10	.827
Barriers to enhancing teacher accountability at school	9	.834
Strategies to be employed to enhance teacher accountability	8	.779
Overall reliability	39	.859

The overall reliability score of 0.859 surpasses the suggested threshold of 0.70, indicating a high level of consistently acceptable scoring in this research. All the sections demonstrate high acceptable values.

4.3. DEMOGRAPHIC INFORMATION

4.3.1. Gender of respondents

	Number of respondents	Percentage
Male	20	40%
Female	30	60%
Total	50	100%

Table 4.3.1 shows gender of respondents. 40% of the respondents were male and 60% of the respondents were female. This indicated that majority of female respondents participated than their male counterparts.

4.3.2. Age of respondents

	Number of respondents	Percentage
21-30	3	6%
31-40	10	20%
41-50	8	16%
51-60	23	46%
60+	6	12%
Total	50	100%

Table 4.3.2. Shows age categories of respondents that were used in the study to gather information from participants. The age distribution was varied from 21-30 years, 31-40 years, 41-50 years, 51-60 years and 61 years or more. The study shows that 6% of the participants were aged 21-30, 12% respondents were at the age of 60 years and more. 16% were at the age 41-50 years. 20% were at the age of 31-40 years, while 46% were at the age of 51-60 years. This indicated that most employees were old enough and can be held accountable. Age diversity challenges and breaks down barriers that hinder effective collaboration by fostering a school environment that encourages teachers of different age groups to come together. Schools can create opportunities for cross-generational knowledge transfer and collaboration. Jones and Kessler (2020) agree that teachers of different ages bring different skills, knowledge and viewpoints to the table, helping to increase innovation and creative problem solving.

4.3.3. Designation of respondents

	Number of respondents	Percentage
Educator	38	76%
HOD	6	12%
Deputy principal	3	6%
Principal	3	6%
Total	50	100%

Table 4.3.3 shows designation of respondents and were categorised as educators for ordinary teacher, HOD, deputy principal and principal. The study indicated that 6% of respondents were principals and deputy principals. 12% were HOD's and 16% were educators. Teachers designation is task focused and it relates to a person responsibility in completing certain task. Accountability on this regard is result focus, which relates to how a person reacts or owns the result of their task. This is necessary for teacher's accountability as it influences the accountability level within the school as it contributes to the healthy school culture and helps the school to thrive.

4.3.4. Respondents Level of education

	Number of respondents	Percentage
Diploma	18	36%
Degree	19	38%
Honours	13	26%
Masters	0	0%
PHD	0	0%
Total	50	100%

Table 4.3.4 indicated the level of education of respondents. 26% of participants attained honours degree. 36% of participants attained diploma. 38% of respondents attained their bachelor degrees. The study concluded that participants are qualified to teach in schools. This is necessary on accountability where teachers had to display professional behavior in school processes.

4.3.5. Respondents years of service

	Number of respondents	Percentage
0-5	8	16%
6-10	5	10%
11-15	4	8%
15-20	9	18%
21+	24	48%
Total	50	100%

Table 4.3.5. indicated work experience of respondents. 8% of respondents have 11-15 years of work experience. 10% has 6-10 years of work experience. 16% has 0-5 years of work experience. 18% has 15-20 years of service. 48% has 21 years of service and more. Though accountability has nothing to do with employees' years of service, this is useful as it indicated that the respondents were experienced enough and are qualified to state their opinion and point of view based on their experience on teachers' accountability at school level.

4.4. EXAMINING TEACHERS ACCOUNTABILITY, TO WHOM AND FOR WHAT

4.4.1. Accountability builds trust among employees

	Number of respondents	Percentage
Strongly agree	30	60%
Agree	20	40%
Not sure	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table 4.4.1. indicated investigating teacher's accountability, to whom and for what in school level at Hlanganani South Circuit. 60% of respondents strongly agree that accountability builds trust among employees. 40% agree that accountability builds trust among employees. Literature reviewed by Wang, Waldman and Ashforth (2019), and Han and Hong (2019:06) indicates that accountability indeed builds trust among employees and improve

teacher's performance as well as allow teachers' to learn. On the other hand Moorosi and Bantwini (2016:1) confirm that accountability in school is about building trust and staying committed to doing the right thing.

4.4.2. Teachers are accountable for their actions, behavior and decision

	Number of respondents	Percentage
Strongly agree	30	60%
Agree	20	40%
Not sure	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table 4.4.2 indicated that 60% of respondents strongly agree that they were accountable of their actions, behavior and decision. 40% of respondents agree that they were accountable of their action, behavior and decision. Literature review by Moorosi and Bantwini (2016:1) confirms that accountability in schools is about all employees especially teachers taking ownership for their behavior, decisions, actions, and performance. Bush (2020:60) stated that teacher accountability means being answerable to other stakeholders both junior and senior, and suggest that decisions are interdependent in each environment

4.4.3. Enforcement, monitoring and answerability were element of accountability in school

	Number of respondents	Percentage
Strongly agree	18	36%
Agree	30	60%
Not sure	2	4%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table 4.4.3. indicated that 36% of respondents strongly agree that enforcement, monitoring and answerability were elements of accountability in school. 60% of respondents agree that enforcement, monitoring and answerability were element of accountability in school. However 4% of respondents were not sure as to whether enforcement, monitoring and answerability were element of accountability in school. Literature review by Brinkerhoff (2017) confirms that there were three essential element of teacher accountability in school which was enforcement, monitoring and answerability. In addition, Ozga (2020:26) stated that there are three semantic basis of accountability indicated to managing school manager’s use of political power and other authority which are enforcement, monitoring and answerability.

4.4.4. School principal accounts for quality and clarity of school objectives and priorities

	Number of respondents	Percentage
Strongly agree	28	56%
Agree	18	36%
Not sure	4	8%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table 4.4.4 indicated that 56% of respondents strongly agree that the school principal accounts for quality and clarity of school objectives and priorities. 36% of respondents agree that school principal accounts for the quality and clarity of school objectives and priorities. However, 8% of respondents were not sure if principal accounts for quality and clarity of the objectives and priorities of the school. The review of literature by Han and Hong (2019:08) it was suggested that there are two accountability dimensions in education: accountability for achieving institutional objectives and to superior officers. The first dimension involves achieving the various goals within the educational system. Stronge (2018) support that the school principals are usually accountable for the quality and clarity of the school’s objectives and priorities.

4.4.5. Principal accounts to their employers, parents, staff and student as well as the statutory bodies set up by government

	Number of respondents	Percentage
Strongly agree	26	52%
Agree	17	34%
Not sure	3	6%
Disagree	3	6%
Strongly disagree	1	2%
Total	50	100%

Table 4.4.5. indicated that 52% of respondents strongly agree that principal accounts to their employers, parents, staff and students as well as the statutory bodies set up by government. 34% of respondents agree that principal accounts to their employers, parents, staff and students as well as statutory bodies set up by government. However, 2% of respondents strongly disagree that principal accounts to employers, parents, staff and students, as well as statutory bodies set up by government. 6% of respondents disagree that principal accounts to employers, parents, staff and students as well as statutory bodies set up by government. 6% of respondents were not sure. Literature by Prinsloo (2016:1) confirms that school leaders are accountable directly to the various statutory bodies set up by government to co-ordinate their affairs. In addition Han and Hong (2019:08) indicate that the second dimension which is being accountable to Superior Officers concur that regardless of whether the educational administrator is “a provost, headmaster, principal, or a rector” he/she is an employee of the Ministry of education and SGB representing his employers.

4.4.6. All school educators were held accountable for specific activities

	Number of respondents	Percentage
Strongly agree	11	22%
Agree	16	32%
Not sure	4	8%
Disagree	4	8%
Strongly disagree	15	30%
Total	50	100%

Table 4.4.6. indicated that 22% of respondents strongly agree that all school educators were held accountable for specific activities. 32% of respondents agree that all educators were held accountable for specific activities. However, 30% of respondents strongly disagree that all educators were accountable for specific activities. 8% of respondents disagree that all educators were accountable for specific activities. 8% were not sure. Han and Hong (2019:08) indicate that all employees at school are accountable to the employers in the following areas: the pupils, the staff, the community, the facilities and the finances, which have been entrusted into their care. In addition Subramoney (2016:11) confirms that teachers need to be empowered and supported by school management as they are held accountable.

4.4.7. The SMT accounts for quality teaching and learning processes in the school

	Number of respondents	Percentage
Strongly agree	20	40%
Agree	22	44%
Not sure	1	2%
Disagree	1	2%
Strongly disagree	6	12%
Total	50	100%

Table 4.4.7. indicated that 40% of respondents strongly agree that the SMT accounts for quality teaching and learning process in the school. 44% of respondents agree that SMT accounts for quality teaching and learning process in the school. However, 12% of respondents strongly disagreed that SMT accounts for quality teaching and learning process in the school. 2% of respondents disagreed that the SMT accounts for quality teaching and learning process in the school. 2% of respondents were not sure. Literature reviewed by Han and Hong (2019:08) reiterate that the SMT is accountable for the quality of the teaching and learning process in the school and expected to ensure that proper assessment procedures take place in the school.

4.4.8. The HOD's accounts for the disciplines they oversee and administer in their schools

	Number of respondents	Percentage
Strongly agree	9	18%
Agree	24	48%

Not sure	0	0%
Disagree	4	8%
Strongly Disagree	13	26%
Total	50	100%

Table 4.4.8. indicated that 18% of respondents strongly agree that the HOD's accounts for disciplined subjects they oversee and administer in their schools. 48% of respondents agree that HOD's account for the disciplined subjects they oversee and administer in their schools. However, 26% of respondents strongly disagree that HOD's account for disciplined subject they oversee and administer in the school. 8% of respondents disagree that HOD's account for disciplined subject they oversee and administer in the school. Literature review by Subramoney (2016:12) supports that the SMT's must have a thorough understanding of the subject they supervise and manage. The SMT must help teachers in specialised subject areas, and the HOD must account for the disciplines they oversee and administer at the school.

4.4.9. Teachers are accountable to learners, parents/stakeholders, the community, the profession, humanity and values

	Number of respondents	Percentage
Strongly agree	22	44%
Agree	26	52%
Not sure	2	4%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table 4.4.9. indicated that 44% of respondents strongly agree that they were accountable to learners, parents/stakeholders, the community, the profession, humanity and values. 52% of respondents agreed that they were accountable to learners, parents/stakeholders, the community, the profession, humanity and values. However, 4% of respondents were not sure. Literature by Kanika (2016:53) indicates that teachers should be accountable towards their learners, stakeholders especially parents, the community, the profession, humanity and values as well as towards the nation.

4.4.10. Teachers are accountable for mishaps for the students in your care

	Number of respondents	Percentage
Strongly agree	14	28%
Agree	16	32%
Not sure	10	20%
Disagree	8	16%
Strongly disagree	2	4%
Total	50	100%

Table 4.4.10. indicated that 28% of respondents strongly agree that they were accountable for the mishaps for the students in their care. 32% of respondents agree that they were accountable for the mishaps for the students in their care. However, 4% of respondents strongly disagree that they were accountable for the mishaps for students in their care. 16% of respondents disagree that they were accountable for the students in their care. 20% of respondents were not sure. Literature by Anderson, Rabello, Wass, Golding, Rangi, Eteuati and Bristowe (2020:11) confirms that teachers are also responsible for the care and safety of their students, and they are held accountable if students in their care participate in an accident.

4.4.11. As a teacher you were accountable for assisting students social and personal development

	Number of respondents	Percentage
Strongly agree	19	38%
Agree	18	36%
Not sure	7	14%
Disagree	3	6%
Strongly disagree	3	6%
Total	50	100%

Table 4.4.11 indicated that 38% of respondents strongly agree that as teachers they were accountable for assisting student social and personal development. 36% of respondents agree that as teachers they were accountable for assisting student social and personal development. However, 6% of respondents strongly disagree that as teachers they were

accountable for assisting student social and personal development. 6% of respondents disagree that as teachers they were accountable for assisting student social and personal development. 14% of respondents were not sure. Literature review by Stronge (2018:3) affirms that teachers are also accountable for assisting their students' social and personal development.

4.4.12. The SGB accounts for the school funds and account to parents and all stakeholders who contribute to the funds

	Number of respondents	Percentage
Strongly agree	22	44%
Agree	14	28%
Not sure	8	16%
Disagree	4	8%
Strongly disagree	2	4%
Total	50	100%

Table 4.4.12. indicated that 44% of respondents strongly agree that the SGB accounts for the school funds and accounts to parents and all stakeholders who contribute to the funds. 28% of respondents agree that the SGB accounts for the school funds and accounts to parents and all stakeholders who contribute to the funds. However, 4% of respondents strongly disagree that the SGB accounts to the school funds and to parents and all stakeholders who contribute to the funds. 8% of respondents disagree that the SGB accounts to school funds and to parents and all stakeholders who contribute to the school funds. 16% of respondents were not sure of SGB accounting to school funds, parents and all who contribute to the school funds. Literature review by Mestry (2020:2) indicates that The SGB is responsible for the establishment and management of school funding, among other things. Since the schools are state-run institutions, the SGB is required by law to be accountable for the money they manage. They must account to all stakeholders who contribute to the school funds. The School Act assigns the SGB the authority to oversee the school's finances. Principals and other role players may be given tasks to complete, but they would be held accountable for the finances of the school.

4.5. EDUCATORS ROLES AND RESPONSIBILITIES IN SCHOOL

4.5.1. Teachers are aware of their roles and responsibilities within the school

	Number of respondents	Percentage
Strongly agree	26	52%
Agree	24	48%
Not sure	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table 4.5.1. indicated that 52% of respondents strongly agree that they were aware of their roles and responsibilities within the school while 48% agree that they were aware of their roles and responsibilities within the school. Literature reviewed by Obiekwe, Zeb-Obip and Ejo-Orusa (2019) indicates that everybody is understanding of their responsibilities and tasks are essential to the operation of any organisation. Teachers can complete their allotted duty effectively if they are aware of their responsibilities. For teamwork to be successful, all educators must perform to the best of their skills.

4.5.2. The principal manages, provide leadership, direction and coordination within the school

	Number of respondents	Percentage
Strongly agree	28	56%
Agree	22	44%
Not sure	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table 4.5.2. indicated that 56% of respondents strongly agree that the principal manages, provide leadership, direction and coordination within the school while 44% of the respondents agree that the principal manages, provide leadership, direction and coordination within the school. The review of literature by Prinsloo (2016:2) adds that the role of a principal is to provide management, leadership, direction, and coordination within the school. In addition Suaka and Kuranchie(2018:22) indicated that the principal of a public school is entrusted with day-to-

day management, including implementing educational programmes and curriculum activities; management of staff and learner teacher support materials; as well as safe keeping of financial and school records.

4.5.3. The SMT organise and administer both learning and teaching activities

	Number of respondents	Percentage
Strongly agree	21	42%
Agree	26	52%
Not sure	2	4%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100%

Table 4.5.3. indicated that 42% of respondent strongly agree that the SMT organise and administer both learning and teaching activities. 52% of respondents agree that the SMT organise and administer both learning and teaching activities. However, 2% of respondent disagree that the SMT organise and administer both learning and teaching activities while 4% of respondents were not sure. Literature reviewed by Basson and Mestry (2019:02) confirms that the SMT is responsible for organising and administering learning and teaching activities. Additionally, the SMTs oversee choosing, acquiring, and managing learning and teaching support materials (LTSMs) and figuring out which departments' physical resource requirements are. Due to their responsibilities, SMTs are ultimately in charge of overseeing LTSM allocations, which are a component of schools' overall financial management.

4.5.4. The principal and SMT manages the school, staff, plan the curriculum and assess both learners and educators

	Number of respondents	Percentage
Strongly agree	28	56%
Agree	21	52%
Not sure	1	2%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table 4.5.4 indicated that 56% of respondents strongly agree that the principal and SMT manage the school, staff, plan the curriculum and assess both learners and educators. 52% of respondents agree that the principal and SMT manages the school, staff, plan the curriculum and assess both learners and educators. 2% of the respondents were not sure. Literature review by Basson and Mestry (2019:02) confirms that along with the principal the SMT participates in all areas of school management, including managing staff, planning the curriculum, and assessing the performance of learners and educators.

4.5.5. The SMT especially HOD's helps teachers in their specialised subject area.

	Number of respondents	Percentage
Strongly agree	12	24%
Agree	23	46%
Not sure	1	2%
Disagree	8	16%
Strongly disagree	6	12%
Total	50	100%

Table 4.5.5. indicated that 24% of respondents strongly agree that the SMT especially the HOD helps teachers in their specialised subject area. 46% of respondents agree that the SMT especially the HOD helps teachers in their specialised subject area. However, 12% of respondents strongly disagree that the SMT especially HOD does not help them in their specialised subject area. 16% of the respondents disagree that the HOD helps them in their specialised subject area, while 2% of respondents a not sure. Literature reviewed by Subramoney (2016:12) reiterates that the SMTs must have a thorough understanding of the subject they supervise and manage. They must help teachers in specialised subject areas, and the HOD must account for the disciplines they oversee and administer at the school.

4.5.6. There is a strong tie of trust between SMT and educators as they engage daily

	Number of respondents	Percentage
Strongly agree	23	46%
Agree	19	38%
Not sure	0	0%

Disagree	6	12%
Strongly disagree	2	4%
Total	50	100%

Table 4.5.6. indicated that 46% of respondents strongly agree that there is a strong tie of trust between the SMT and educators as they engage on the daily basis. 38% of respondents agree that there is a strong tie of trust between the SMT and educators as they engage on the daily basis. However, 4% of respondents strongly disagree that there is a strong tie of trust between the SMT and educators while 12% of respondents disagree that there is a strong tie of trust between the SMT and educators and that they do not engage on the daily basis. The review of literature by Sethlodi and Lebeloane (2014) indicates that the SMT must develop strong ties in their environment by trusting individual teachers around them. Teachers may become more invested in the subject they teach or specialise in, which may boost the school's student outcomes.

4.5.7. Teachers effectively impart knowledge to their learners and ensure that they all benefit from the programme

	Number of respondents	Percentage
Strongly agree	26	52%
Agree	24	48%
Not sure	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table 4.5.7. indicated that 52% of respondents strongly agree that they effectively impart knowledge to their learners and ensure that they all benefit from the programme while 48% of respondents agree that they effectively impart knowledge to their learners and ensure that all learners benefit from the programme. Stronge (2018:03) affirm that teachers oversee delivering information effectively as well as assessing student success and satisfying the varied and unique learning requirements of their students. It is vital to remember that students in classes have a variety of needs, and it is the teacher's obligation to accommodate each learner in their teaching methods.

4.5.8. Teachers attend classes consistently and sincerely

	Number of respondents	Percentage
Strongly agree	19	38%
Agree	16	32%
Not sure	0	0%
Disagree	6	12%
Strongly disagree	12	24%
Total	50	100%

Table 4.5.8. indicated that 38% of respondents strongly agree that they attend classes consistently and sincerely. 32% of respondents agree that they attend classes consistently and sincerely. However, 24% of respondents strongly disagree that they attend classes consistently and sincerely while 12% of respondents disagree that they attend classes consistently and sincerely. The review of literature by Stronge (2018:3) indicates that a teacher should always use an unbiased approach when grading student papers and assignments, attend courses consistently and sincerely.

4.5.9. Teachers have a thorough understanding of the subject you teach

	Number of respondents	Percentage
Strongly agree	23	46%
Agree	18	36%
Not sure	2	4%
Disagree	4	8%
Strongly disagree	3	6%
Total	50	100%

Table 4.5.9. indicated that 46% of respondents strongly agree that they have thorough understanding of the subject they teach. 36% of respondents agree that they have thorough understanding of the subject they teach. However, 6% of respondents strongly disagree that they do not have thorough understanding of the subject they teach. 8% of respondents disagree that they have thorough understanding of the subject they teach, while 4% of

respondents were not sure. Literature review by Stronge (2018:3) indicates that a teacher should always use an unbiased approach when grading student papers and assignments, attend courses consistently and sincerely, and have a thorough understanding of their field of expertise.

4.5.10. The SGB determines the school policy, budgets, fees and appoint staff

	Number of respondents	Percentage
Strongly agree	19	38%
Agree	20	40%
Not sure	7	14%
Disagree	3	6%
Strongly disagree	1	2%
Total	50	100%

Table 4.5.10 indicated that 38% of respondents strongly agree that the SGB determines the school [policy, budgets, fees and appoints staff. 40% of respondents agree that the SGB determines the school policy, budgets, fees and appointment of staff. However, 2% of respondents strongly disagree that the SGB determines the school policy, budget, fees and appoint staff. 6% of the respondents disagree that the SGB determines the school policy, budget, fees and appoint staff, while 14% of respondents were not sure. The review of literature by Mestry (2020:2) confirms that the School Governing Body is mandated to determine the admission policy, appoint staff and determine the school budget and fees (Mestry, 2020:2). Botha, Oosthuizen, Roos, Rossouw and Smit (2016:312) add that in a public school, the governing body's duties and responsibilities may include, among other things, drafting the constitution, deciding on the mission statements, deciding on students conduct code and suspension procedures, making recommendation for the appointment of teachers, and encouraging parents, learners and teachers to volunteer their time at the school.

4.6. BARRIERS TO ENHANCING TEACHERS ACCOUNTABILITY

4.6.1. Different cultures, values, desire, and aspiration makes enforcement of teacher accountability in school ineffective.

	Number of respondents	Percentage
Strongly agree	8	16%
Agree	22	44%
Not sure	5	10%
Disagree	10	20%
Strongly disagree	5	10%
Total	50	100%

Table 4.6.1. indicated that 16% of respondents strongly agree that different cultures, values, desires and aspirations make enforcement of teacher accountability in school ineffective. 44% of respondents agree that different cultures, values desires and aspirations make enforcement of teacher accountability in schools ineffective. However, 10% of respondents strongly disagrees that different cultures, values, desires and aspirations make enforcement of teacher accountability ineffective. 20% of respondents disagree that different cultures, values, desires and aspirations makes enforcement of teacher accountability in schools ineffective, while 10% of respondents were not sure. Literature review by Watkins, Anthony and Beard (2020) aided that the subgroups in every society with their varied cultures, values, needs, interests, desires and aspirations which often tend to have conflict with one another; thereby making the enforcement of accountability at the school level ineffective.

4.6.2. School principal, HOD's and educators receive corresponding incentives that enable them to be totally committed to their jobs.

	Number of respondents	Percentage
Strongly agree	11	22%
Agree	13	26%
Not sure	6	12%
Disagree	10	20%
Strongly disagree	10	20%
Total	50	100%

Table 4.6.2. indicated that 22% of respondents strongly agree that school principal, HOD's and educators receive corresponding incentives that enable them to be totally committed to their jobs. 26% of respondents agree that school principal, HOD's and educators receive corresponding incentives that enable them to be totally committed to their jobs. However, 20% of respondents strongly disagree that school principal, HOD's and educators receive corresponding incentives that enable them to be totally committed to their jobs. 20% of respondents disagree that school principals, HOD's and educators receive corresponding incentives that enable them to be totally committed to their jobs, while 12% of respondents were not sure. The review of literature by Afridi (2017:25) emphasised that school principal, HOD's and the teachers receive corresponding incentives to enable them to be totally committed to their jobs. Hence literature by Meier and West (2020) indicates that school heads and the teachers do not receive corresponding incentives to enable them to be totally committed to their jobs. The cost of financial incentives is wage inequity increases employee turnover and degrades performance. Teacher incentives in schools have a favorable effect on staff dedication, job satisfaction, and performance.

4.6.3. Inconsistencies in educational policies were responsible for lack of teacher accountability in schools

	Number of respondents	Percentage
Strongly agree	14	28%
Agree	21	42%
Not sure	7	14%
Disagree	5	10%
Strongly disagree	3	6%
Total	50	100%

Table 4.6.3. indicated that 28% of respondents strongly agree that inconsistency in educational policies were responsible for lack of teacher accountability in schools. 42% of respondents agree that inconsistencies in educational policies were responsible for lack of teacher accountability in schools. However, 6% of respondents strongly disagree that inconsistencies in educational policies are responsible for lack of teacher accountability in schools. 10% of respondents disagree that inconsistency in educational policies were responsible for lack of teacher accountability in schools, while 14% of respondents were not sure. The review of literature by Afridi (2017:25) confirms that lack of accountability and poor service delivery in the system has been blamed on inconsistencies in the education

policies. In addition, Meier and West (2020) stated that a shift in educational policies leads to a shortage of supplies, issues with discipline, an excessive workload, overcrowded classrooms, and a lack of professional development.

4.6.4. Unclear Expectations, fear of failure and lack of participation were significant hurdles to strengthening teacher accountability at school.

	Number of respondents	Percentage
Strongly agree	9	18%
Agree	23	46%
Not sure	8	16%
Disagree	6	12%
Strongly disagree	4	8%
Total	50	100%

Table 4.6.4. indicated that 18% of respondents strongly agree that unclear expectations, fear of failure and lack of participation were significant hurdles to strengthening teacher accountability at school. 46% of respondents agree that unclear expectations, fear of failure and lack of participation were significant hurdles to strengthening teacher accountability at school. However, 8% of respondents strongly disagree that unclear expectations, fear of failure and lack of participation were significant hurdles to strengthening teacher accountability at school. 12% of respondents disagree that unclear expectations, fear of failure and lack of participation were significant hurdles to strengthening teacher accountability at school while 16% of respondents were not sure. Literature review by Watkins, Anthony and Beard (2020) confirms that teacher accountability in school is faced with several problems including vague definition of educational goals, which makes implementation and goal attainment difficult. Inability of the school management teams to keep up with the innovations dictated by the needs of the changing society.

4.6.5. Corruption is an obstacle to enhancing teacher accountability.

	Number of respondents	Percentage
Strongly agree	23	46%
Agree	12	24%

Not sure	6	12%
Disagree	8	16%
Strongly disagree	1	2%
Total	50	100%

Table 4.6.5. indicated that 46% of respondents strongly agree that corruption is an obstacle to enhancing teacher accountability. 24% of respondents agree that corruption is an obstacle to enhancing teacher accountability. However, 2% of respondents strongly disagree that corruption is an obstacle to enhancing teacher accountability. 16% of respondents disagree that corruption is an obstacle to enhancing teacher accountability, while 12% of respondents were not sure. Literature review by Mestry (2017:8) and DBE (2018:6) indicate that politicisation of placement and appointments of teachers at school level where vacancies on promotional posts are filled based on relationships, political party affiliation or unionisation, ethnicity, regional constituency constitutes an obstacle to teacher accountability in the education system while the appointment of substitute or temporary teaching staff is embroiled by nepotism and bribery corruptive practices.

4.6.6. Teachers view accountability as school principal's job.

	Number of respondents	Percentage
Strongly agree	10	20%
Agree	16	32%
Not sure	5	10%
Disagree	12	24%
Strongly disagree	7	14%
Total	50	100%

Table 4.6.6. indicated that 20% of respondents strongly agree that they view accountability as school principal's job. 32% of respondents agree that they view accountability as school principal's job. However, 14% of respondents strongly disagree that they view accountability as school principal's job. 24% of respondents disagree that they view accountability as school principal's job, while 10% of respondents were not sure. The review of literature by Stronge and Xu (2021:60) confirms that management accountability promotes effective school

operations, much as accepting responsibility for one's actions and results as a leader sets an example for others in the workplace.

4.6.7. Appointment of managers with poor leadership and management skills impact negatively on the school to provide quality education.

	Number of respondents	Percentage
Strongly agree	20	40%
Agree	17	34%
Not sure	4	8%
Disagree	6	12%
Strongly disagree	3	6%
Total	50	100%

Table 4.6.7. indicated that 40% of respondents strongly agree that appointment of managers with poor leadership and management skills impact negatively on the school to provide quality education. 34% of respondents agree that appointment of managers with poor leadership and management skills impact negatively on the school to provide quality education. However, 6% of respondents strongly disagree that appointment of managers with poor leadership and management skills impact negatively on the school to provide quality education. 12% of respondents disagree that appointment of managers with poor leadership and management skills impact negatively on the school to provide quality education, while 8% of respondents were not sure. Bush (2020:98) reiterates that poor leadership has a negative impact on staff morale and may potentially bankrupt the organisation. Ineffective leadership demotivates the remaining staff members and results in low employee retention, which lowers productivity significantly. A bad leader will not pay attention to their subordinates. A lack of trust and respect for the leader is the result of ineffective leadership, which can take many different shapes and make it difficult to accomplish organisational goals and objectives. In addition, Mabeya, Gikuhi and Anyona, (2019) agree that poor leadership has a detrimental effect on schools, leading to high teacher turnover, low job satisfaction, unfavorable working conditions, and strained relationships among colleagues.

4.6.8. School managers command absolute leadership responsiveness from subordinates.

	Number of respondents	Percentage
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Strongly agree	8	16%
Agree	22	44%
Not sure	9	18%
Disagree	5	10%
Strongly disagree	6	12%
Total	50	100%

Table 4.6.8. indicated that 16% of respondents strongly agree that school managers command absolute leadership responsiveness from subordinates. 44% of respondents agree that school managers command absolute leadership responsiveness from subordinates. However, 12% of respondents strongly disagree that school managers command absolute leadership responsiveness from subordinates. However, 12% of respondents strongly disagree that school managers command absolute leadership responsiveness from subordinates. 10% of respondents disagree that school managers command absolute leadership responsiveness from subordinates, while 18% of respondents were not sure. Literature reviewed by Afridi (2017:25) indicates that school managers are unable to command absolute leadership responsiveness from their subordinates and this constitutes a hindrance to the practice of accountability.

4.6.9. Nepotism, bribery and politicised placement and appointment of teachers on promotional and substitutes post constitute an obstacle in teacher accountability.

	Number of respondents	Percentage
Strongly agree	21	42%
Agree	9	18%
Not sure	10	20%
Disagree	8	16%
Strongly disagree	2	4%
Total	50	100%

Table 4.6.9. indicated that 42% of respondents strongly agree that nepotism, bribery and politicised placement and appointment of teachers on promotional and substitutes post constitute an obstacle in teacher accountability. 18% of respondents agree that nepotism, bribery and politicised placement and appointment of teachers on promotional and substitutes post constitute an obstacle in teacher accountability. However, 4% of

respondents strongly disagree that nepotism, bribery and politicised placement and appointment of teachers on promotional and substitutes post constitute an obstacle in teacher accountability. 16% of respondents disagree that nepotism, bribery and politicised placement and appointment of teachers on promotional and substitutes post constitute an obstacle in teacher accountability, while 20% of respondents were not sure. The review of literature by Mestry (2017:8) and DBE (2018:6) indicate that politicisation of placement and appointments of teachers at school level where promotional vacancies are filled based on relationships, political party affiliation or unionisation, ethnicity, regional constituting an obstacle to teacher accountability in the education system while the appointment of substitute or temporary teaching staff is embroiled by nepotism and bribery corruptive practices.

4.7. STRATEGIES TO IMPROVE TEACHER ACCOUNTABILITY

4.7.1. Regular supervision can assist principal's foster professional growth of teachers.

	Number of respondents	Percentage
Strongly agree	21	42%
Agree	23	46%
Not sure	4	8%
Disagree	1	2%
Strongly disagree	1	2%
Total	50	100%

Table 4.7.1. indicated that 42% of respondents strongly agree that regular supervision can assist principal's foster professional growth of teachers. 46% of respondents agree that regular supervision can assist principal's foster professional growth of teachers. However, 2% of respondents strongly disagree that regular supervision can assist principal's foster professional growth of teachers. 2% of respondents disagree that regular supervision can assist principal's foster professional growth of teachers, while 8% of respondents were not sure. The review of literature by Stark, McGhee and Jimerson (2017:2) confirms that in order to improve teacher accountability for better goal achievement; supervision, motivation and effective communication play a vital role. Regular Supervision is a technique that assists educational administrators to foster the professional growth of workers at school level. Supervision enhances the development of appropriate educational goals and facilitates the selection of appropriate teaching procedures and facilities.

4.7.2. Staff motivation energises the force behind all activities and help teachers keep goodmorals, reach their maximum efficiency and effectiveness.

	Number of respondents	Percentage
Strongly agree	30	60%
Agree	11	22%
Not sure	4	8%
Disagree	3	6%
Strongly disagree	2	4%
Total	50	100%

Table 4.7.3 indicated that 60% of respondents strongly agree that staff motivation energises the force behind all activities and help teachers keep good morals, reach their maximum efficiency and effectiveness. 22% of respondents agree that staff motivation energises the force behind all activities and help teachers keep good morals, reach their maximum efficiency and effectiveness. However, 4% of respondents strongly disagree that staff motivation energises the force behind all activities and help teachers keep good morals, reach their maximum efficiency and effectiveness. 6% of respondents disagree that staff motivation energises the force behind all activities and help teachers keep good morals, reach their maximum efficiency and effectiveness while 8% of respondents were not sure. Stark, McGhee and Jimerson (2017:2) confirm that staff motivation is the energising force behind all other activities of educational managers.

4.7.3. Effective communication helps educators fulfill their executive roles and functions.

	Number of respondents	Percentage
Strongly agree	14	28%
Agree	16	32%
Not sure	4	8%
Disagree	8	16%
Strongly disagree	8	16%
Total	50	100%

Table 4.7.3 indicated that 28% of respondents strongly agreed that effective communication helps educators fulfill their executive roles and functions. 32% of respondents agreed that effective communication helps educators fulfill their executive roles

and functions. However, 16% of respondents strongly disagreed that effective communication helps educators fulfill their executive roles and functions. 16% of respondents disagreed that effective communication helps educators fulfill their executive roles and functions while 8% of respondents were not sure. Bush (2020:8) indicates that effective communication also helps educational leaders to fulfill their executive functions of planning, organizing, motivating, resolving conflicts and controlling activities which are linked to accountability. This can enhance job satisfaction and create in employees a high sense of belongingness and loyalty to the organisation. In addition Dillard and Vinnari (2019:27) agree that effective communication can be an effective parameter for future accountability.

4.7.4. Formal evaluation process used in school improves performance level of educators.

	Number of respondents	Percentage
Strongly agree	17	34%
Agree	17	34%
Not sure	3	6%
Disagree	9	18%
Strongly disagree	4	8%
Total	50	100%

Table 4.7.4. indicated that 34% of respondents strongly agreed that formal evaluation process used in school improves performance level of educators. 34% of respondents agreed that formal evaluation process used in school improves performance level of educators. However 8% of the respondents strongly disagreed that formal evaluation process used in school improves performance level of educators. 18% of the respondents disagreed that formal evaluation process used in school improves performance level of educators while 6% of respondents were not sure. Hervie and Winful (2018:04) indicates that evaluation is a formal process used in a school setting to improve on current performance level. It is the final phase of management function and aids in the monitoring of the school system's effectiveness. Through quality control methods, effective evaluation of instructional process, school administration procedure and educational outcomes aid in enhancing teacher accountability at school level.

4.7.5. Career development, capacity building workshops, seminars etc., improves teacher productivity and skills.

	Number of respondents	Percentage
Strongly agree	18	36%
Agree	24	48%
Not sure	1	2%
Disagree	2	4%
Strongly disagree	5	10%
Total	50	100%

Table 4.7.5 indicated that 36% of respondent's strongly agreed that career development, capacity building workshops, seminars etc., improve teacher productivity and skills. 48% of respondents agreed that career development, capacity building workshops, seminars etc., improve teacher productivity and skills. However, 10% of respondent's strongly disagreed that career development, capacity building workshops, seminars etc., improves teacher productivity and skills. 4% of respondents disagreed that career development, capacity building workshops, seminars etc., improves teacher productivity and skills, while 2% of respondents were not sure. Sumra and Kataboro (2016) reiterates that operators in the education sector should be provided with chances to participate in career development and capacity building workshops, seminars, and in-service trainings in order to stay informed about current happenings in the education sector, enhance their efficiency, and cultivate the necessary leadership abilities for taking on responsibilities.

4.7.6. Adequate fund and resources to procure materials should be available for effective school administration and supervision.

	Number of respondents	Percentage
Strongly agree	19	38%
Agree	25	50%
Not sure	3	6%
Disagree	2	4%
Strongly disagree	1	2%
Total	50	100%

Table 4.7.6. indicated that 38% of respondents strongly agreed that adequate fund and resources to procure materials should be available for effective school administration and supervision. 50% of respondents agreed that adequate fund and resources to procure materials should be available for effective school administration and supervision. However, 2% of respondents strongly disagree that adequate funds and resources to procure materials should be available for effective school administration and supervision. 4% of the respondents disagree that adequate fund and resources to procure materials should be available for effective school administration and supervision while 6% of the respondents were not sure. Literature reviewed by Victor (2017: 03) indicates that the government and stakeholders at all levels should ensure that adequate funds and resources are available in the education sector to procure the necessary materials that will aid effective school administration and supervision.

4.7.7. To improve teacher accountability, teachers licensing should be on an annual basis.

	Number of respondents	Percentage
Strongly agree	7	14%
Agree	25	50%
Not sure	6	12%
Disagree	5	10%
Strongly disagree	7	14%
Total	50	100%

Table 4.7.7. indicated that 14% of respondents strongly agreed that to improve teacher accountability, teachers licensing should be on an annual basis. 50% of respondents agreed that to improve teacher accountability, teachers licensing should be on an annual basis. However, 14% of respondents strongly disagreed that to improve teacher accountability, teachers licensing should be on an annual basis. 10% of respondents disagreed that to improve teacher accountability, teachers licensing should be on an annual basis while 12% of respondents were not sure. Mutekwe (2012:551) concurs that there were two ways to ensure teacher accountability in schools are to regulate entry into the profession by licensing teachers, which could be compared to other professionals in the health and medical field who are licensed on an annual basis, and to introduce performance-related pay increases and bonuses.

4.7.8. The introduction of performance-related pay, bonuses or rewards may boost teacher efforts.

	Number of respondents	Percentage
Strongly agree	19	38%
Agree	13	26%
Not sure	15	30%
Disagree	2	4%
Strongly disagree	1	2%
Total	50	100%

Table 4.7.8. indicated that 38% of respondents strongly agreed that the introduction of performance-related pay, bonuses or rewards may boost teacher efforts. 26% of respondents agreed that the introduction of performance-related pay, bonuses or rewards may boost teacher efforts. 2% of respondents strongly disagreed that the introduction of performance-related pay, bonuses or rewards may boost teacher efforts. 4% of respondents disagreed that the introduction of performance-related pay, bonuses or rewards may boost teacher efforts while 30% of the respondents were not sure. Literature review by Mutekwe (2012:551) aided that there were two ways to ensure teacher accountability in schools are to regulate entry into the profession by licensing teachers, which could be compared to other professionals in the health and medical field who are licensed on an annual basis, and to introduce performance-related pay increases and bonuses. In addition Heystek and Emekako (2020) agree that performance-related rewards might boost instructor effort and, as a result, learner achievement. People try to improve their performance instinctively when they feel responsible. Hill (2017: 33) supports that performance related salary increases, bonuses, and other incentives should be seriously explored in public schools.

4.8. VALIDITY

In validity the threats of internal and external orientation were limited. In this study, the internal validity threat of selection bias was eliminated. External validity refers to how well the findings of a study can be applied to other organisations, areas, individuals, and time periods (Egami & Hartman, 2023). Participants in the Hlanaganani South Circuit schools were not compelled to join the research, ensuring that the entire population was represented. The participants were not forced or obligated to be part of the consortium.

Thus, the whole population of the Hlanaganani South Circuit schools was included as the participants; the research study ensured that it represents the interest of the participants so that at the end, the objectives of the study are achieved. Face validity was employed in this study. According to Schmitz and Storey (2020) face validity is the extent to which a measure clearly taps into the construct it is meant to assess. The questionnaire was created based on the study's goals and validated through pre-testing by five staff members.

4.9. RELIABILITY

A reliable study ensures researchers that their goals will be met while maintaining the research design and methods. Checking for reliability ensures no duplicate findings. Taherdoost (2019) highlighted the importance of scaling methods like Likert scales for study reliability. Likert scales are commonly used in research due to their effectiveness throughout the research process (Taherdoost, 2019). Finally, the study also used Cronbach Alpha to enhance the reliability of the results.

4.10. CHAPTER SUMMARY

The study's results suggest that some practices align with the literature, but others do not have strategic approaches to holding teachers accountable. Most of the respondents indicated that accountability in schools is about all employees taking ownership of their behavior, actions decision and performance. Majority of the respondents view accountability as the school principals job as it promotes effective school operations, much as it sets an example for others in the work place.

Most participants in the survey agreed that good communication is essential for educational leaders to succeed in their duties related to teacher accountability, including planning, organizing, motivating, conflict resolution, and activity control. Effective communication is seen as a key factor in future teacher accountability in schools. There were very few responses that disagreed with the statement mentioned earlier.

The upcoming chapter will concentrate on the study's findings, suggestions, and final remarks.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

The analysis of data collected during the research was discussed in the previous chapter. In this chapter, the summary, conclusion, and recommendations resulting from the study are presented.

5.2. OVERVIEW OF THE STUDY

The purpose of this study was to investigate how teacher accountability can be enhanced at school level in the Hlanganani South Circuit, Vhembe West District, Limpopo Province. The study's results are as follows:

5.2.1. Demographical findings

5.2.1.1. Gender

The result show that females were more dominant respondents than males in the study

5.2.1.2. Age

The results show that the respondents who completed the study were between the 31-40 and 51-

60. Age has no influence on teacher accountability at schools. By encouraging teachers of different age groups to collaborate, age diversity in the school challenges and dismantles barriers that stand in the way of effective teamwork. Opportunities for intergenerational cooperation and knowledge transfer can be established by schools. Different age teachers contribute a variety of abilities, perspectives, and expertise to the classroom, which fosters creativity and innovative problemsolving.

5.2.1.3. Designation

The results show that the respondents who completed the study were educators ranging from ordinary educators, HOD's, Deputy School principals and school principals. The classification of teacher is task-oriented and pertains to an individual's obligation to fulfill specific tasks. In this sense, results focus which has to do with how someone responds to or takes ownership of the outcome of their work is accountability. This is essential to the accountability of teachers because it affects the level of accountability in the school and fosters a positive learning environment.

5.2.1.4. Qualification

The results of the study show that most of the respondents have their B.Ed. degrees, though other respondents have their post graduate degrees. The respondents are eligible to understand teacher accountability methods and processes at school level.

5.2.1.5. Years of service

The study revealed that most of the respondents who completed the study have 20 and more years of service. The respondents are experienced enough to utter opinion and point of view based on their knowledge of the school accountability practices.

5.2.2. Examining teachers' accountability, to whom and for what

5.2.2.1. Accountability builds trust among employees

The results of the study revealed that accountability does build trust among employees. In a professional setting such as a school, accountability is crucial for building trust between educators and SMT. When team members are accountable, they are more likely to deliver on their commitments and foster a culture of trust within the team.

5.2.2.2. Teachers are accountable for your actions, behavior and decisions

The study revealed that educators are accountable for their actions, behavior and decision. When staff members accept responsibility for their actions, they will treat students and school property as though they were their own. They would take more initiative because they would feel more accountable for the results. A key factor in making sure that this right is maintained is the accountability of teachers. Holding educators accountable encourages them to continuously improve their knowledge and abilities as teachers. Students gain a direct advantage from this motivation for self-improvement since it gives them the greatest education available.

5.2.2.3. Enforcement, monitoring and answerability are elements of accountability in school

The results showed that enforcement, monitoring and answerability are indeed elements of accountability in school. Enforcing a rule or legislation requires people to follow it by forcing a specific circumstance to occur or be accepted. Answerability and performance evaluation in relation to predetermined goals or standards require that schools have explicit policies regarding who is responsible for what and to whom.

5.2.2.4. School principal accounts for quality and clarity of school objectives and priorities.

The study shows that school principal accounts for quality and clarity of school objectives and

priorities. Clarity for teachers is linked with complete understanding about what students are expected to learn, comprehend, and be able to perform in an upcoming unit of work before they plan any assessment. This needs to be coupled with the capacity to communicate with the students in an effective manner. Accountability for achieving school objectives deals with achieving the various objectives that occur within the educational system. The school objectives include acquiring literacy, creativity, numeracy and communication skills ensures that learners enjoy learning and develop desire to continue learning. In developing the aptitude for critical thinking and logical judgment teachers appreciate and respect the dignity of principals' work.

5.2.2.5. Principal accounts to their employers, parents, staff and student as well as statutory bodies set up by government.

The results confirmed that principal's account to their employers, parents, staff and students as well as statutory bodies set up by government. The principal, employed by the Department of Education, is responsible to the Head of Department. The statutory bodies support the school community's well-being and effectiveness, ultimately improving teaching and learning.

5.2.2.6. All school educators are held accountable for specific activities.

The result of the study revealed that teachers are held accountable for specific activities in school. In particular, teachers are responsible for developing educational content, coordinating materials for presentations, managing classes, and planning educational events. The research showed that teachers require empowerment and support from school management.

5.2.2.7. The SMT accounts for quality teaching and learning process in the school.

The study revealed that the SMT accounts for quality teaching and learning process. A teacher's knowledge, abilities, and skills are utilised to create a meaningful educational experience for students, including assessing needs, setting objectives, developing strategies, implementing a plan, and evaluating outcomes.

5.2.2.8. The HODs accounts for the disciplines they oversee and administer in their schools.

The results showed that the HODs account for the discipline subject they oversee and administer in their school. The term "disciplined subject" refers to a group of disciplines that are related by a similar academic or occupational preparation. These subjects are usually categorized by degree or by professional preparations in schools, such as the accounting, science, and general streams.

5.2.2.9. Teachers are accountable to learners, parents/ stakeholders, the community, the profession, humanity and values

The results of the study confirmed that teachers are accountable to learners, parents/ stakeholders, the community, the profession, humanity and values. A profession is any job that demands specific training or expertise, often highly regarded for its rigorous educational criteria. Humanity is made up of each of us individually, uniquely, and with rights that should be respected and valued. The values determine priorities and guide decisions and the manner we act towards others.

5.2.2.10. Teachers are accountable for mishaps for the students in your care

The study revealed that school educators are accountable for the mishaps of students in their care. The teachers' priority is to ensure the student safety and well-being on class. The teacher takes on the role of in loco parentis, assuming the responsibility of caring for the child and acting in their best interest.

5.2.2.11. As a teacher you are accountable for assisting student social and personal development

The results show that teachers are accountable for assisting student's social and personal development. The teacher's enthusiasm in aiding with ideas outside their classroom improves their learning community. Teachers demonstrate professionalism by mentoring students and showing genuine concern for the well-being of all students in the classroom, including those who may be disruptive.

5.2.2.12. The SGB accounts for school funds and account to parents and all stakeholders who contribute to the school funds

The results of the study revealed that the SGB accounts for school funds and to parents and all stakeholders who contribute to the school funds. SGB is responsible for the establishment and management of school funding, among other things. Since the schools are state-run institutions, the SGB is required by law to be accountable for the money they manage. They must account to all stakeholders who contribute to the school funds. The School Act assigns the SGB the authority to oversee the school's finances. Schools in the Hlanganani South Circuit no longer pay school fees.

5.2.3. Educator's roles and responsibilities at school level

5.2.3.1. Teachers are aware of your roles and responsibilities within the school

The results disclosed that school educators are aware of their roles and responsibilities in school. Everybody, especially teachers' understanding of their responsibilities and tasks is essential to the operation of any school. Teachers complete their allotted duty effectively if they are aware of their responsibilities. All educators must perform to the best of their skills, for team work to be successful.

5.2.3.2. The principal manages, provide leadership, direction and coordination within the school

The results showed that the principal manages; provide leadership, direction and coordination within the school. The public school principal is responsible for overseeing daily operations, such as implementing educational curricula and core activities, managing staff and student resources, and maintaining financial and school records.

5.2.3.3. The SMT organise and administer both learning and teaching activities

The study revealed that the SMT indeed organises and administers both learning and teaching activities. The schools organisational structures help with daily operations and long term strategies. Organising provides a clear description of a job and working relationships. It helps schools in effective administration by avoiding confusion and duplication of work, also reduces work load of the management by delegating authority.

5.2.3.4. The principal and SMT manages the school, staff, plan the curriculum and asses both learners and educators

The study findings indicated that the school principal and School Management Team oversee the school, staff, curriculum planning, and assessment of students and teachers. This curated curriculum enables teachers to effectively plan their lessons to meet the formal learning objectives for students within the specified timeframe. In Hlanganani South Circuit schools assessment diagnose and monitors, directs students learning and help make informed decision about the curriculum and instructional methods and ultimately evaluate student.

5.2.3.5. The SMT especially HOD's helps teachers in their specialised subject area

The study revealed that the SMT especially HOD's help teachers in their specialised subject area. A thorough understanding of the subject they supervise and manage ensures that both the teacher and the HOD think in disciplined manner and that they can apply to a multitude of places and situation. It is essential for HOD's to assist teachers in specialised

subject areas, which might yield to richer learning.

5.2.3.6. There is a strong tie of trust between SMT and educators as they engage daily. The results illustrated that there is a strong tie of trust between SMT and educators as they engage daily. Employees who engage more with their managers are likely to perceive that they are receiving guidance regarding their tasks and assessments of their performance. When teachers and their managers have a shared sense of respect, it leads to feeling appreciated within the school community.

5.2.3.7. Teachers effectively impart knowledge to their learners and ensure that they all benefit from the program

The study demonstrated that teachers effectively impart knowledge to your learners and ensure that they all benefit from the program. Effective information delivery, evaluation of student progress, and meeting each student's specific needs for learning are the responsibilities of teachers. It is crucial to keep in mind that each student in a class has different needs, and it is the responsibility of the teacher to modify their teaching strategies accordingly. Teachers are practicing effectively when they apply their expertise to improve student learning. In the end, they contribute to the larger community of people in addition to expanding the understandings of the students. Educators need to have a deep knowledge of the content and be able to adapt their teaching methods to help students build cognitive maps, make connections between concepts, and correct misunderstandings to meet current standards. Instructors must observe a way in which ideas connect across subjects and to everyday life.

5.2.3.8. Teachers attend classes consistently and sincerely

The study findings revealed that teachers consistently and genuinely participate in classes. Consistency aids in a sense of organisation and reduced stress for both teachers and students. It also promotes a relaxed and comfortable classroom environment, ultimately leading to enhanced participation and engagement. Enhanced consistency also builds trust and respect from students and their parents towards the teacher.

5.2.3.9. Teachers have a thorough understanding of the subjects you teach

The study revealed that educators have thorough understanding of the subject they teach. Teachers can utilize pedagogical content knowledge to effectively teach subjects by applying educational theories, best practices, and techniques. Understanding the subject matter deeply and knowing how to convey it engagingly enabled teachers to develop effective teaching strategies.

5.2.3.10. The SGB determine the school policy, school budget, fees and appoint staff
The study shows that indeed the SGB determine the school policy, school budget, fees and appoint staff. Among other things, the SGB drafting the constitution, deciding on the mission statements, deciding on students conduct code and suspension procedures, making recommendation for the appointment of teachers, and encouraging parents, learners and teachers to volunteer their time at the school.

5.2.4. Barriers to enhancing teachers accountability at schools level

5.2.4.1. Different cultures, values, desires and aspirations etc., makes enforcement of teacher accountability in school ineffective

The study revealed that different cultures, values, desires and aspirations make enforcement of teacher accountability in school ineffective. Setting and enforcing accountability by holding yourself and others responsible for delivering results, meeting expectations, and following through on commitments. The different segments of society, each with their own unique cultures, values, needs, interests, desires, and aspirations, frequently clash with one another, leading to ineffective accountability at the school level.

5.2.4.2. School principals, heads and educators receive corresponding incentives that enable them to be totally committed to their jobs

The study showed that school principals, heads and educators receive corresponding incentives that enables them to be totally committed to their jobs. Any program or award implemented in the workplace with the goal of promoting employee performance and increasing productivity is called an incentive. While real commodities or material goods are often used as incentives, acts or intangible benefits are also frequently used in place of them. A key element of a high-quality education is teacher dedication. Teachers that are committed to their work have the love, drive, and enthusiasm to perform better. It is believed that resolute educators are happier in their roles and constantly work to provide high-quality instruction. The following factors; career growth possibilities, school leadership and discipline are correlated with teacher dedication. Additional influences may include the teacher's personal traits, motivational views, professional traits, the makeup of the institution, and the working environment inside the institution.

5.2.4.3. Inconsistencies in educational policies are responsible for lack of teacher accountability in schools

The results of the study confirmed that lack of teacher accountability in schools is a result of discrepancies in educational policies. Policies are essential to the proper operation of the school and guarantee that students receive a top-notch education. All the teachers at the school who teach the subject have guidelines to follow and this is attributed to the availability of the subject policy. It addresses every facet of the subject and how it is taught. The South African Schools Act of 1996 ensures equal education access for all children aged seven to fifteen and promotes quality and democratic governance in the educational system. Low-income students are not required to pay school fees under this policy. Each school's SGB is responsible for setting fees and informing parents of the exemption policy, but inconsistent education policies have led to poor service delivery and lack of accountability within the system.

5.2.4.4. Unclear expectations, fear of failure and lack of participation are significant hurdles to strengthening teacher accountability at school

The study shows that unclear expectations, fear of failure and lack of participation are significant hurdles to strengthening teacher accountability at school. One of the many issues with teacher accountability in schools is the imprecise formulation of educational objectives, which makes goal attainment and execution challenging. Incapacity of SMT to adapt to the innovations required by the society that is developing. The notion that teachers ought to take accountability for their methods of instruction and the outcomes they produce in their pupils. There are other ways to hold people accountable, such as performance reviews, observations in the classroom, assessments, and standardized testing.

5.2.4.5. Corruption is an obstacle to enhancing teacher accountability

The study revealed that corruption is an obstacle to enhancing teacher accountability. Corruption within the education system can hinder creativity and innovation within school. It can lead to financial loss, lower morale, reputational damage, and a shift in focus and resources away from essential services. Additionally, corruption contributes to inequality, reduces accountability, and results in lower quality employees and increased costs for skilled workers.

5.2.4.6. Teachers view accountability as school principal's job

The result of the study confirmed that accountability is a school principals' job. Management accountability promotes effective school operations, much as accepting responsibility for one's actions and results as a leader sets an example for others in the workplace

5.2.4.7. Appointment of managers with poor leadership and management skills impact negatively on the school to provide quality education

The research indicated that having managers with inadequate leadership and management abilities can adversely affect a school's ability to deliver high-quality education. Insufficient leadership negatively affects employee morale and could even lead to the organisation going bankrupt. Ineffective leadership discourages remaining staff and leads to poor employee retention, resulting in a significant decrease in productivity. A bad leader will not pay attention to their subordinates. A lack of trust and respect for the leader is the result of ineffective leadership, which can take many different shapes and make it difficult to accomplish organisational goals and objectives.

5.2.4.8. School managers command absolute leadership responsiveness from subordinates

The study revealed that school managers command absolute leadership responsiveness from subordinates. Leadership is crucial in determining individual and organizational achievement. Leaders with strong communication, collaboration, and motivation skills can inspire individuals and teams to succeed. Absolute leaders provide clear, unwavering direction, essential in crises or high- stakes situations.

5.2.4.9. Nepotism, bribery, politicised placement and appointment of teachers on promotional and substitutes post constitute an obstacle in teacher accountability

The results confirmed that nepotism, bribery and politicised placement and appointment of teachers on promotional and substitutes post constitute an obstacle in teacher accountability. Nepotism slowly undermines any organisation's core, causing a lack of meritocracy, decreased innovation, toxic culture, high turnover, and poor performance. Both bribery and corruption can lead to significant harm, including the erosion of public trust, economic inefficiency, distorted competition, and social injustice.

5.2.5. Strategies to improve teacher's accountability at school level

5.2.5.1. Regular supervision can assist principal foster professional growth of teachers.

The study shows that regular supervision assists principal foster professional growth of teachers. Monitoring improves the formation of suitable educational objectives and assists in choosing the right teaching methods and resources. Advancing professionally involves applying fresh abilities and knowledge to benefit your present job and future professional aspirations. By upgrading your skills and planning ahead, you are getting ready to handle increased duties.

5.2.5.2. Staff motivation energises the force behind all activities and help teachers keep goodmorals, reach their maximum efficiency and effectiveness.

The results of the study revealed that staff motivation energises the force behind all activities and help teachers keep good moral, reach their maximum efficiency and effectiveness. Employee motivation is a strong psychological drive that inspires teachers and guides their actions towards meeting organizational objectives. This drive boosts efficiency, improves customer service, and guarantees maximum performance both on an individual and school-wide scale.

5.2.5.3. Effective communication helps educators fulfill their executive roles and functions.

The study confirmed that indeed effective communication helps educators fulfill their executive roles and functions. Providing clear guidance on roles, responsibilities, and relationships enables employees to perform their duties effectively and comprehend their impact on the organization. Clear communication decreases the expenses related to conflicts, misinterpretations, and errors. Precise instructions make tasks less taxing, quicker, more productive, and pleasurable for employees. Effective communication aids educational leaders to carry out planning, organizing, motivating, conflict resolution, and activity control, all tied to accountability. This can elevate job fulfillment and foster a strong sense of loyalty and belongingness among employees. Effective communication can serve as a reliable indicator for future accountability by ensuring consistent feedback.

5.2.5.4. Formal evaluation process used in school improves performance level of educators.

The results disclosed that formal evaluation processes used improves performance level of educators. Assessment in educational settings is a formal procedure aimed at enhancing

current performance levels and monitoring the effectiveness of the school system. Methods such as quality control, evaluating instructional processes, school administration practices, and educational outcomes all contribute to improving teacher accountability. Summative teacher evaluation has the dual objectives of assessing competency over time and providing constructive feedback for continuous improvement, emphasizing the need for transparency and shared responsibility in the evaluation process.

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5.2.5.9. Career development, capacity building workshops, seminars etc., improves teacher productivity and skills

The result of the study confirmed that career development, capacity building workshops and seminars improve teacher productivity and skills. Speaking and writing skills are considered productive skills, playing a crucial role by allowing students to engage in real-life tasks in the classroom. These skills serve as indicators to measure the progress of learners, with a productive teacher guiding them towards achieving their goals and excelling overall.

5.2.5.10. Adequate fund and resources to procure materials should be available for effective school administration and supervision

The study revealed that adequate funds and resources to procure materials should be made available for effective school administration and supervision. Teaching with limited resources can lead teachers to rely on 'plain talk', which hinders student interaction and understanding. Uneven distribution of resources in schools can create conflict among staff. Ensuring fair allocation of materials, training, and workload is part of the administration's responsibilities. Adequate funding in education is essential to provide necessary resources.

5.2.5.11. To improve teacher accountability, teachers licensing should be on an annual basis.

The results showed that to improve teacher accountability teachers licensing should be on annual basis. Registration with the South African Council for Educators (SACE) is mandatory for educators. Section 21 of the South African Council for Educators Act, 2000 states that all educators under the Act must register with the Council before being hired for a teaching position. Teacher autonomy includes negotiation skills, self-reflection on -

teaching practices, willingness to continue learning, and dedication to promoting learner independence. This concept is strongly connected to the idea of a reflective teacher.

5.2.5.12. The introduction of performance-related pay, bonuses or rewards may boost teacher efforts

The results indicated that the introduction of performance –related pay, bonuses or rewards might boost efforts. Performance-related rewards might boost instructor effort and result, in learner achievement. When individuals feel accountable, they naturally strive to enhance their performance. Implementing measures to hold teachers accountable, such as regulating their licensing and providing performance-based incentives, can be beneficial in public schools. In addition to offering the opportunity to earn more money, performance-based pay can also encourage teachers to achieve specific goals, thereby benefiting both educators and students alike.

5.3. ACHIEVEMENT OF OBJECTIVES

5.3.1. Objective one aimed at examining who the teacher is accountable to and for what at school level

Accountability involves the use of power, resources, and implementation of policies and it involves reporting to other people voluntarily or compulsorily. The study revealed that all school personnel are accountable to their employers, which include the students, faculty, community, facilities, facilities entrusted to their care, and the educational field. The SGB, the Ministry of Education, and the Superior Office are the entities to which the principals account to. The quality and precision of the school's priorities and objectives are other duties placed on the principals. The SMTs are accountable for the high caliber of the school's teaching and learning procedures. The disciplined subjects that the Heads of Departments oversee and manage in the classroom carry accountability. The teachers account to the principal of the school and are accountable for giving the students a top-notch education, taking care of them, and fostering their social and personal growth.

5.3.2. Objective two aimed at exploring the barriers to enhancing teacher accountability at schools level

Literature review shows that management reluctance and unwillingness to initiate unpleasant conversations hinders the enhancement of teacher accountability at school level. The study revealed that unclear expectation, fear of failure, lack of participation, corruption, inconsistency in educational policies and appointment of managers with poor leadership and management skills constitute the most hindrance in enhancing teacher

accountability at school level followed by politicised placement of teachers, nepotism and bribery.

5.3.3. Objective three aimed at determining the strategies to be used to improve teacher accountability at schools level

Literature review provided that multiple indicators must be incorporated together such as classroom observation, student survey, peer and teacher evaluations and a more comprehensive picture of teacher effectiveness can be obtained. Addressing unintended consequences requires an on-going monitoring and adjustment of accountability policies. The study revealed that regular supervision, staff motivation, effective communication, formal teacher evaluation, introducing performance related pay or bonuses and career development play a vital role in enhancing teachers' accountability at school level followed by annual teacher licensing; schools having adequate funds and resources to acquire LTSM be made available.

5.3.4. Objective four aimed at evaluating the roles and responsibilities of teachers at school level. Literature review provided that despite teachers' designation, all teachers have roles to play in every school whether providing or accessing a service. It is necessary for teachers to understand their responsibilities and tasks as it is essential to the operation of the school and could complete

their allotted duties effectively. Accountability requires all educators to perform to the best of their

abilities. The study revealed that the principals lead the school, providing leadership, direction, and coordination, including implementing educational programs, managing staff and teacher support materials, and maintaining financial and school records. They also assist the School Governing Body in performing its functions effectively. The School Management Team (SMT) organizes and administers learning activities, manages learning support materials, and assesses student performance. The Head of Department (HOD) provides guidance on subject methods, methods, and evaluations, while the Deputy Principal oversees staff performance. Teachers are knowledge experts, responsible for imparting knowledge, ensuring equality, following school guidelines, and delivering lessons effectively and teaching according to syllabus requirements. They must use an unbiased approach, attend courses consistently, and understand their field of expertise. Teachers also assist students' social, personal development, and safety.

5.4. CONCLUSION

Education systems are increasingly highlighting the importance of teacher professionalism. Efforts to enhance teacher accountability have gained global attention. Self-evaluation is key in fostering professional behavior and ensuring teachers are responsible without compromising their expertise. The study found that most educators believe the school principal should be in charge of overseeing accountability in school. In addition to being accountable to the education stakeholders, educational managers are also accountable for implementing globally recognised best practices in school administration and utilising available resources to accomplish educational goals. The research indicated a strong link between accountability and educators' roles. Enhanced communication can boost teacher accountability. Implementation of mentioned strategies is expected to enhance educational services quality with improved teaching methods, management techniques, and leadership, ensuring system quality outcomes and teacher accountability to society.

5.5. DELIMITATION OF THE STUDY

Macmillan and Schumacher (2012:117) define delimitation as a term used to identify the boundaries for example participants, instrument used in the geographical placement. Delimitation is a boundary set by the researcher to control the range of the study. In this study the focus was on educators of Hlanganani South Circuit schools in the Vhembe West District, Limpopo Province, South Africa.

5.6. LIMITATION OF THE STUDY

Simon (2012:87) Limits are seen as weaknesses of research that are not under the control of the investigator. They typically consist of factors outside the researcher's control that might affect the study's outcomes or their understanding (Theofanidis & Fountouki, 2018). The focus of this study was on school educators in the Hlanganani South Circuit, Vhembe West District in the Limpopo Province, South Africa. This together with financial and time constraints limits the scope of the study.

5.7. RECOMMENDATIONS

According to the study's results, the following recommendations were put forward:

Recommendation 1: Compulsory regulations can be implemented on the number and type of professional development activities teachers are required to engage in annually. When teachers feel empowered to reflect on their lessons utilizing authority and accept responsibility for things pertaining to their profession, they are initiative-taking and satisfied with their jobs.

Recommendation 2: Teachers may find it simpler to do professional self-evaluation in this manner if they have a methodical understanding. Through self-evaluation, educators can exercise their autonomy in defining objectives and formulating plans of action for growth. In contrast, traditional evaluations are usually mandated by an outside body, like the district administrator.

Recommendation 3: Using professional standards can also present opportunities to enhance occupational professionalism. Collaborative professional development activities that emphasize curriculum knowledge over subject matter or pedagogy appear to be especially well-suited to improving teacher accountability in instructional practices.

Recommendation 4: To encourage teachers in contributing to their schools and exhibiting emotional labour behaviors, periodic studies of teachers' needs and expectations regarding instructional processes and school administration procedures might be conducted.

5.8. AVENUES FOR FURTHER RESEACH

Additional studies could utilize the concepts and theories presented in this research to investigate the ways in which teachers can assist in fostering student accountability.

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NAME OF RESEARCHER/INVESTIGATOR:
Ms MM MaraneleSTUDENT NO:
11541092**PROJECT TITLE: Enhancing teachers' accountability at school level
in the Hlanganani South Circuit at Vhembe West District in the
Limpopo Province.**ETHICAL CLEARANCE NO: **FHSSE/23/CSEM/06/0407**

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr AT Nesengani	UNIVEN, Educational studies	Supervisor
Dr NF Litshani	UNIVEN, Educational Studies	Co-Supervisor
Ms MM Maranele	UNIVEN, Educational studies	Investigator - Student

Type: **Master's Research**Risk: **Minimal risk to humans, animals, or environment (Category 2)**Approval Period: **June 2023 - June 2024**

The Research Ethics Social Sciences Committee (RESSC) hereby approves your project as indicated above.

General Conditions

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following.

- The project leader (principal investigator) must report in the prescribed format to the REC:
 - Annually (or as otherwise requested) on the progress of the project, and upon completion of the project.
 - Within 48hrs in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Should any change to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the REC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date; a new application must be made to the REC and new approval received before or on the expiry date.
- In the interest of ethical responsibility, the REC retains the right to:
 - Request access to any information or data at any time during the course or after completion of the project,
 - To ask further questions; Seek additional information; Require further modification or monitor the conduct of your research or the informed consent process,
 - withdraw or postpone approval if:
 - Any unethical principles or practices of the project are revealed or suspected,
 - It becomes apparent that any relevant information was withheld from the REC or that information has been false or misrepresented,
 - The required annual report and reporting of adverse events was not done timely and accurately,
 - New institutional rules, national legislation or international conventions A if necessary

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE
Date Considered: June 2023

Name of the RESSC Chairperson of the Committee: Prof TS Mashau

Signature






LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CONFIDENTIAL

Ref: 2/2/2 Enq: Makola MC Tel No: 015 290 9448 E-mail: MakolaMC@edu.limpopo.gov.za

Maranele MM
P.O BOX 68,
ELIM HOSPITAL
0960

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: "Enhancing teachers' accountability at school level in the Hlanganani South Circuit at Vhembe West District in the Limpopo Province."
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the School concerned.
 - 3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : MARANELE MM Page 1

Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700
Tel: 015 290 7600/ 7702 Fax 086 218 0560

The heartland of Southern Africa-development is about people

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

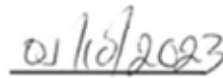
5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Mashaba KM

DDG: CORPORATE SERVICES



Date

APPENDIX D: INFORMED CONSENT FORM

I have read the information provided above, and I have had the opportunity to ask the information and clarity about the study which I have been answered to my satisfaction. I voluntarily agree to participate in this study.

.....

.....

Signature of the respondent

Date

.....

.....

Signature of the researcher

Date

APPENDIX E: QUESTIONNAIRES

1. Please mark the correct answer with an (X) and answer all questions.

SECTION A: DEMOGRAPHICAL INFORMATION

1.1. Gender

Male	
Female	

1.2. Age

21-30	
31-40	
41-50	
51-60	
60+	

1.3. Designation

Educator	
HOD	
Deputy principal	
Principal	

1.4. Qualifications

Diploma	
Degree	
Honours	
Masters	
PHD	

1.5. Years of service

0-5	
6-10	
11-15	
16-20	
20+	

SECTION B: The purpose of this section is to determine the roles and responsibilities of teachers, for whom and how they are accountable, barriers to enhancing teacher accountability and the strategies that need to be employed to improve teacher accountability at school level at Hlanganani South Circuit. For each statement indicate whether you; Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) or Strongly Disagree (SD) by marking the appropriate box.

1.6. Investigating teacher's accountability, to whom and for what in schools at Hlanganani South Circuit.

Statement	SA	A	N	D	SD
1.6.1 Accountability builds trust among employees?					
1.6.2 You are accountable for your actions, behavior and decisions?					
1.6.3 Enforcement, monitoring and answerability are elements of accountability in school?					
1.6.4 School principal accounts for quality and clarity of school objectives and priorities?					
1.6.5 Principal accounts to their employers, parents, staff and student as well as statutory bodies set up by government?					
1.6.6 All school educators are held accountable for specific activities?					
1.6.7 The SMT accounts for quality teaching and learning process in the school?					
1.6.8 The HODs are accounts for the disciplines they oversee and administer in their Schools					
1.6.9 You are accountable to learners, parents/ stakeholders, the community, the profession, humanity and values?					

1.6.10. You are accountable for mishaps for the students in your care?					
1.6.11. As teacher you are accountable for assisting student social and personal development?					
1.6.12. The SGB accounts for school funds and account to parents and all stakeholders who contributes to the school funds?					

1.7. Educator's roles and responsibilities at schools in Hlanganani South Circuit.

Statement	SA	A	N	D	SD
1.7.1. You are aware of your roles and responsibilities within the school?					
1.7.2. The principal manages, provide leadership, direction and coordination within the school?					
1.7.3. The SMT organise and administer both learning and teaching activities?					
1.7.4. The principal and SMT manage the school, staff, plan the curriculum and asses both learners and educators?					
1.7.5. The SMT especially HOD's help teachers in their specialised subject area?					
1.7.6. There is a strong tie of trust between SMT and educators as they engage daily?					
1.7.7. You effectively impart knowledge to your learners and ensure that they all benefit from the program?					
1.7.8. You attend classes consistently and sincerely?					
1.7.9. You have a thorough understanding of the subjects you teach?					
1.7.10. The SGB determines the school policy, school budget, fees and appoint staff?					

1.8.Barriers to enhancing teacher’s accountability at schools level at Hlanganani SouthCircuit.

Statement	SA	A	N	D	SD
1.8.1. Different cultures, values, desires and aspirations etc., make enforcement of teacher accountability in school ineffective?					
1.8.2. School principals, HOD’s and educators receive corresponding incentives that enables them to be totally committed to their jobs?					
1.8.3. Inconsistencies in educational policies are responsible for lack of teacher accountability in schools?					
1.8.4. Unclear Expectations, fear of failure and lack of participation are significant hurdles to strengthening teacher accountability at school?					
1.8.5. Corruption is an obstacle to enhancing teacher accountability?					
1.8.6. You view accountability as school principal’s job?					
1.8.7. Appointment of managers with poor leadership and management skills impact negatively on the school to provide quality education?					
1.8.8. School managers command absolute leadership responsiveness from subordinates?					
1.8.9. Nepotism, bribery and politicised placement and appointment of teachers on promotional and substitutes post constitute an obstacle in teacher accountability?					

1.9.Strategies to improve teacher’s accountability at school level in the HlangananiSouth Circuit.

Statement	SA	A	N	D	SD
1.9.1. Regular supervision can assist principal foster professional growth of teachers?					
1.9.2. Staff motivation energises the force behind all activities and help teachers keep good morals, reach their maximum efficiency and effectiveness?					
1.9.3. Effective communication helps educators fulfill their executive roles and functions?					
1.9.4. Formal evaluation process used in school improves performance level of educators?					
1.9.5. Career development, capacity building workshops, seminars etc., improves teacher productivity and skills?					
1.9.6. Adequate fund and resources to procure materials should be available for effective school administration and supervision?					
1.9.7. To improve teacher accountability, teachers licensing should be on an annual basis?					
1.9.8. The introduction of performance-related pay, bonuses or rewards may boost teacher efforts?					

THANK YOU

APPENDIX F

Editorial letter

This serves to confirm that I, Dr. T.E Sikitime, attached to University of Venda, Department of English Media Studies and Linguistics have proofread a dissertation titled: *Enhancing teacher accountability at school level in the Hlanganani South Circuit at Vhembe district in the Limpopo Province*

BY

Maranele Mkatoko Mercy
STUDENT NO. 11541092

Editorial work focused mainly on technical precision and common errors relating to syntax, diction, word order and formulation of ideas. Corrections and suggestions were made for the student to effect before submission.

Signature



Date 19/02/2024

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BA (ed), BA (Hons) English, Univen, BA Communication Science UNISA, MA (SLS) Stellenbosch University , PhD (English) Univen



Accountability of teachers at school

ORIGINALITY REPORT

20%
SIMILARITY INDEX

17%
INTERNET SOURCES

3%
PUBLICATIONS

10%
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