



**THE ROLE OF SCHOOL MANAGERS IN
MAINTAINING DISCIPLINE IN PRIMARY SCHOOLS**

BY

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DECLARATION

I Tinyiku Grace Mahafha declare that the dissertation “The role of school manager in maintaining discipline in primary school” for the MEDEM degree at the University of Venda, hereby submitted by me, has not been submitted previously for a degree at this University, that it is my own work in design and in execution, and that all reference material contained therein has been duly acknowledged.

Signed: _____

Date :



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My sincere appreciation goes to:

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My brother Donald and sister Magoba Laurah for their encouragement during my study.

My school manager Mr. F.T Chauke for moral support.

The purpose of the study is to investigate the role of school managers in maintaining discipline in primary school. Therefore researcher reviewed national and international literature from primary and secondary sources which reflected on the positive challenges facing school managers on aspects relating to maintenance of sound discipline in schools. Research used quantitative design, and systematic sampling was utilized to reduce the population into a workable sample for the study. The questionnaire was used to collect data from school manager, educators and learners that were statistically analyzed. The findings revealed lack of knowledge and skills on management and curriculum policy which influences school manager not to play their expected roles. However the variety of these challenges contributes towards poor discipline in schools. Researcher concluded by reflecting on what readers could learn from the findings of the research and its contribution towards scholarship in educational management and finally recommended appropriate strategies that school managers could implement in order to maintain sound discipline in schools.

Key terms: Role

School

Manager

Discipline

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In order to effectively discharge, school managers are expected to have knowledge and skills for planning, leadership, organization, monitoring and control, supervision of curricular and extra-curricular activities, budgeting and financial management, human relations skills, communication skills, knowledge and skill of implementing government policies, knowledge and skill for infrastructure development, as well as knowledge and skill for human and material resource development (Heystek, Roos, Middlewood, 2005: 10; Oosthuizen, 2009: 154; Smith & Craig, 2002: 460).

In order to succeed in playing his/her role, the school manager should be well informed in terms of the content of certain sections of the constitution of South Africa namely Section 29 which contains the Bill of Rights that spell out the right to basic education; Section 10 for human dignity; Section 9 for equality; Section 14 of the right to privacy which prohibits monitoring of learners; Section 15 of the freedom of religion, belief and opinion (RSA, 1994; Bekhuizen, Botha, Rossouw & Smith, 2002: 26-37).

In order to succeed, a school manager must also be well versed with the contents of South African schools act (Act no 84 of 1996) especially section 7 which deals with the code of conduct for teachers, educators and parents. According to SASA, all schools should develop a code of conduct which is a source of rules and regulations that will promote good discipline among learners, educators and parents of a particular school as such school manager in collaborations with School Management Teams (SMT) and School Governing Bodies (SGBs) should have the knowledge and skills of developing, maintain and implementing the code of conduct for

1.1 BACKGROUND OF THE STUDY

For the school to secure a safe environment for individual and the group within all learners educators and parents should participate in a harmonious way in the teaching and learning situation, discipline should be maintained. School managers in collaboration with their Deputy school manager (DPs), Heads of Department (HODs) and School Governing Bodies (SGBs) are charged with the role of maintaining discipline and order for the purpose of promoting effective teaching and learning. Since the society expects schools to produce well behaved learners (Oosthuizen, Botha, Joubert & Squelch 2005: 1, Rossouw & Smith, 2009: 154 - 155). In order to maintain discipline, school managers are expected to have knowledge and skills for planning, leadership, organization, monitoring and control, supervision of curricular and extracurricular activities, budgeting and financial management, human relations skills, communication skills, knowledge and skill of implementing government policies, knowledge and skill for infrastructure development, as well as knowledge and skill for human and material resource development (Heystek, Roos, Middlewood, 2005: 10; Oosthuizen, 2009: 154; Smit & Cronje, 2002: 460).

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Further, school manager must also be well vested with the contents of South African schools Act (SASA) (Act no.84 of 1996) especially section 7 which deals with the code of conduct for learners, educators and parents. According to SASA, all schools should develop a code of conduct which is a source of rules and regulations that will promote good discipline among learners, educator and parents of a particular school as such school manager in collaborations with School Management Teams (SMT) and School Governing Bodies (SGBs) should have knowledge and skills of developing, maintain and implementing the code of conduct for

learners. In addition, managers have the role of ensuring safety to learners and to create an environment conducive to learning, hence a clear code of conduct for learners is important as it ensure academic growth (RSA, 1996: 9; Eric Digest 78:<http://eric.Uoregon.edu/publications\digest078.html>).

To successfully play his/ her role in maintaining discipline and order, school managers should be well informed about other sections of the constitution especially Section 17 which focuses on issue relating to assembly, demonstration, picketing and petition; and section 28 of children's right (RSA. 1994: ; Oosthuizen, Botha, Rossouw & Smith. 2009: 256-260) to maintain discipline and order, school managers should be in a position to know the role of South African Council of Education (SACE) (Act No: 17 of 2000; Educators' Employment Act (Act No: 76 of 1996).

The other role for managers is to manage time effectively. Prinsloo (2008:17) argues that effective time management aims to improve quality of life by diverting the limited time at the manager's disposal to activities that are satisfying. In view to the above mentioned it is clear that effective time management has a bearing in terms of acquisition of knowledge, understanding and skill, hence school managers have authority to give orders and power to their colleagues and learners to adhere to restricted time in all programs (Naidu, 2008:184; McKenna, 2000: 429).

School managers have a role to play in maintaining proper infrastructure by ensuring that there is adequate physical facilities such as classrooms for learners, sanitation, materials resources such as furniture and equipment, learner support materials and stationary, planning and organization of assessment; staff development by organizing internal workshops for educators for support, sound communication with educators, learners, parents and employment officers as well as maintaining of school fund. The next item will focus on the statement of the problem.

1.2 STATEMENT OF THE PROBLEM

Some school manager have problems of managing time, curricular and extra-curricular activities to an extent that one always witness late comers waiting outside the school premises

in the morning after the gates have been locked. Most schools develop a code of conduct but do not practice what they have developed let alone to clarify them to the learners.

Because of lack of discipline, some school building, grounds, furniture and learner materials are dilapidated including vandalism and theft to school property to an extent that government spend a lot of money for repairs and replacement.

Because of lack of discipline, there is no proper communication in most primary school, top-down and less bottom-up hierarchy is observed, which influence autocratic form of leadership whereas the current system of education requires democracy. Some schools experience problems of planning their lessons, teaching and assessing learners. Hence some School managers have a role of developing educators, but contrastingly most schools managers do not organize internal workshops for educators. Some educators do not practice self- development by furthering their studies, which indeed also influence lack of discipline as they are updated with new changes of teaching and learning in education. The above mentioned problem of statement could be addressed by the following questions.

1.3. RESEARCH QUESTION

- What are the disciplinary challenges school managers faces in various management areas?
- What strategies do school managers employ in the maintenance of discipline in primary schools?

1.4. AIM OF THE STUDY

- The aim of the study is to:
- Identify disciplinary challenges that school managers face in various management areas.
 - Identify strategies that school managers can employ to address disciplinary challenges in the maintenance of discipline in primary schools.

1.5. SIGNIFICANCE OF THE STUDY

The research will contribute towards scholarship as it will serve as the property of the university library to serve as reference for lecturers, students, general public and prospective researchers.

Some of the researchers will advance on what the current researchers has done by further investigating issues about the role of school managers in maintaining discipline in primary schools in their respective areas. Some managers may have access to the findings of this study that may assist them in managing their daily activities.

1.6. PRELIMINARY LITERATURE REVIEW

The legal status of the school managers is important as they act as the professional leader in decision making and can assign specific task and responsibilities to the staff members. School managers are figures of authorities who have to accept accountability to the staff and the learners.

Giddo& Clement (2000: 331) pointed out that the school manager should meet individually with each member of the team (staff), to explain why he or she was selected, describe the expected role and responsibilities, and detail how they relate to the other team members role and responsibilities as the role of maintaining discipline in school.

Carl (2003:10) also wrote about the believe that parent involvement in children's education to maintain discipline by contributing towards good behavior of our learners at home for the learner to also behave in school as good behavior starts at home.

Oosthuizen (2009:267) added about disciplined conduct of educators in schools regarded as utmost important as educators fail their learners by demonstrating unwanted attitude wherein ill-disciplined learners may model such conduct.

The primary and secondary literature will be consulted for relevant information. A review of relevant literature from primary and secondary sources will be used such as books, journals, magazine and media.

1.7 RESEARCH DESIGN AND METHODOLOGY

Research design and methodology is as follows:

1.7.1 Research design

The research design of this study is quantitative as it uses statistical procedures in order to determine whether predictive generalization of the theory holds true (Creswell, 1994:1; Bailey, 1987: 469).

1.7.2 Research Methodology

The research methodology comprises the following:

1.7.2.1 Population

The population of this study comprises 30 primary schools within Hlanganani Circuit which is 30 school managers, 450 educators and 14500 learners. The total population therefore is 14980 (Bless & Smith, Smith & Craig (2000:87-89).

1.7.2.2 Sampling

The researcher applied systematic sampling in which the number of 30 primary schools, 30 school managers were reduced by using multiples of 3 resulting in 10 schools and 10 school managers, 450 number of educators was reduced by using multiples of 45 resulting in 10 educators, 14500 numbers of learners was also reduced by using multiples of 1450 resulting in 10.

1.7.2.3 Sample

The sample of this study consists of 10 school managers, 10 educators and 10 learners from each school. Therefore the total sample in this study was 30 informants Edward (1983: 357).

1.7.2.4 Instrumentation

The researcher used questionnaires instrument of data collection. Questionnaires were designed by the researcher. The researcher designed the questionnaires in a simple manner, for despondence to understand. Yes and no and agree, disagree, strongly agree strongly disagree and no opinion were used in which informants were only choosing the appropriate answers.

The researcher delivered Questionnaires herself to the informants for data collection and collected them immediately when they were completed.

1.7.2.5 Data analysis and interpretation

Data was analyzed quantitatively using statistics. The use of tables was made in order to reduce data into a manageable size. Data was presented in the form of Percentages (De Vos 2002:225).

1.8 DERMACATION OF THE STUDY

The study is delimited to ten primary schools from the 30 primary schools in Hlanganani North Cluster in Vhembe District to the total population of 1830.

1.9 DEFINITION OF THE CONCEPT

1.9.1 Role

A performer's part in a play or film or the purpose something has. Oxford (2006:354) in this study role means the part played by school managers, educators and learners to maintain discipline in school.

1.9.2 School

A school is a place where teaching and learning is done especially of pupils aged 5-18. Oxford (2006:366) while Badenhorst(1995:4) clears it as where a learner and teaching matter are brought together in order to achieve educational objectives within a teaching-learning situation. In this study a school is where effective teaching and learning takes place by learners, educators and school managers.

1.9.3 Manager

Manager is a person who manages something a person responsible for implementing the mission through others. In this study a manager is a head of the school that plan, organize, lead and control in the school (Oxford 2006:309).

1.9.4 Discipline

Bendix (2000:309) define discipline to the fact that order needs discipline to be maintained, duties to be performed and rules have to be obeyed. Discipline is about positive behavior management aimed at promoting appropriate behavior and development in learner self-discipline and self-control. Rogers (1998.11) says discipline is a teacher about behavior that disrupts the right of others.

In this study discipline refers to all managerial activities that confront school managers. In the school situation discipline refers to the orderly management and control of the educational process to ensure that the transfer of knowledge, norms and values progress towards the desired aim (Reeler1985:42).

1.10 Reliability and validity was utilized. In this study it refers to the extent to which a test would give consistent result if applied by different researcher more than once to the same people under standard conditions (Bless & Hugson- smith 2000:126).

1.11 Validity measures what the researcher intends to measure. In this study validity refers to whether the collected data is the reflection of what is being studied (Bless & Hugson- Smith 2000:130).

1.12 Ethical Consideration

1.12.1 Right to Privacy

Privacy is that which normally is not intended for other to observe or analyze. In this study the right to privacy refers to an individual's right to decide, when, where to whom or what extent his /her attitude, beliefs and behavior will reveal (De Vos 1998: 17).

1.12.2 Right to remain anonymous

The respondent will be assured that nothing is required in both the questionnaires and interview. The researcher will be responsible at all times, vigilant, mindful and sensible to human dignity.

All participants in this study and in human research has the right to remain anonymous, their identity will not be expose. Anonymous refers to no one including the researcher, should identify any subject afterwards. The respondent will not write their names on the questionnaires. Confidentiality will be emphasized and practiced for confirming or assuring to the person who perform it, the person who observe it will not tell anyone else who performed it. The anonymity of the respondent will be protected anyhow. The respondent will be assured with this right before they start completing their responses and interview so that they can feel free (Reavens, 1992:349; Gay, 1996: 48).

1.13 CHAPTER DIVISION

The study comprised of five chapters as follows:

Chapter one focused on background to the research, statement of the research problem. Research question, aim of the study, significance of the study, and explanation of concept, delimitation of the study, research methodology delimitation of the study and the research outlined.

Chapter two provided the theoretical conceptualization by using relevant literature review. The researcher consulted both local and international resource focusing on the role of school managers on discipline with information from the internet.

Chapter three furnished the methodology comprising of the population, sample and sampling procedure, instrumentation, data analysis and interpretation.

Chapter four reflected the data analysis and interpretation.

Chapter five present the summary, findings, recommendation and conclusion.

CHAPTER TWO: LITERATURE REVIEW

2.1. INTRODUCTION

This chapter focuses on the literature related to the role of school manager in maintaining discipline with different headings and subheadings. The major headings to be discussed includes the concept discipline, disciplinary challenges school managers face when managing curriculum, resources, administration, finances, relationships, lead and manage, manage teams, conflicts, negotiations, change, stress and managing time; strategies to maintain discipline such as clear definition of roles and responsibilities, conduct staff meetings, knowledge and skills for recruiting, working with school governing body, skills for harmonious relationships in maintaining discipline, parent involvement and guidelines to maintain discipline in primary schools.

2.2. THE CONCEPT DISCIPLINE

Discipline is about positive behavior management aimed at promoting appropriate behavior and developing in learner self-discipline and self-control. It is a teacher directed activity whereby one seeks to lead, guide, manage or confront a learner about behavior that disrupts the rights of others. Discipline is essential for effective teaching and learning. It is not possible to teach or learn in an environment that is disorderly, disruptive and unsafe section 24a. Creating and maintaining a safe, disciplined school environment is one of the challenges school manager are facing today in their day to day managerial activities (Joubert, & Squelch 2005:1; Rogers 1998:11.2005:1).

Three types of discipline are:

Preventive discipline focus on the basic rights, clear rules and consequences. Rules and consequences help in terms of discipline after misconduct.

Corrective discipline concerns educator's actions that are carried out to correct disruptive and deviant behavior. Educators should model good behavior.

Supportive discipline refers to correction is received fairly and re-establishing positive working relationships with discipline learners, as good discipline does not happen by chance, it needs to be purposefully managed. (Joubert & Squelch 2005: 2).

Characteristics of discipline are as follows:

- Discipline is used to create and maintain order in all organizations
Education function with law and managers should comply. The progress of behavior of all sub-ordinates is checked by discipline.
- Discipline ensures fairness
The school community should be treated with fairness. All laws and policies are applied equally to anyone who disobeys.
- Discipline protects the learner
It protects learners to be bullied by other learners or any means of violence in school and their own waywardness.
- Discipline contributes to the spiritual development of a learner
A learner spirit is developed mentally and morally
- Discipline is prospective
It plays a role in developing the learner to adulthood and integrates towards the adult working society.
- Discipline is always directed at correcting what is wrong not punishing.
Discipline is directed in correcting the wrong behavior. (Oosthuizen 2009: 155)

2.3. DISCIPLINARY CHALLENGES SCHOOL MANAGERS FACING IN MAINTAINING DISCIPLINE

2.3.1. Challenges relating to curriculum management

The school manager has the role to manage curriculum and must ensure that appropriate resources needed in school are available. To manage the curriculum also means that one is concerned with making and implementing plans, setting up systems, managing resources, and is accountable for getting things done in time. Both aspects of the role require the school manager to work effectively with people. He should provide help and support to educators and learners, should implement continuous assessment, effective classroom management, provide learners support and teaching support material, learning space, furniture are in good state of use. He should maintain curricular and extracurricular activities of the school to maintain effective teaching and learning in order to maintain discipline. This can be maintained by conducting staff meeting as a vehicle to team building. This only means that the manager must see to it that the available resources are utilized in such a manner that each individual can

excel and be equipped to conform to the demands of the society. OBE's outcomes imply that the result of the teaching and learning must enable the individual to cope with the demands of the society (Dean 2003:2, Lumbly 2001:4).

2.3.2. Challenge relating to leadership and managerial skill.

School managers should have effective leadership and management, dedication, clear communication, delegation, support, make good climate, manage conflicts, making good decision, lastly behavior to can maintain discipline as the main role in school.

School managers and his team are the senior administration in a school. They face a challenge in leading the school as are figures of authority which are expected to create on orderly harmonious school environment and lead by example. The school manager and the school governing body must clearly communicate by a code of conduct aiming to establish a discipline and purposeful environment to facilitate effective teaching and learning in schools. The code of conduct must involve parents, learners, educators and non-educators at that school. School managers should be serviced for their management. The challenge is clear as South African School manager's Association is fully supportive of the Department of Education's initiative to implement a special qualification in education management (Educators 2006:19; Government gazette 1998: 2).

If the school manager have good management skill, it's easy to face the challenge and minimize discipline. By management this research mean a specific type of working in education which comprises those regulative tasks or actions execute by a person or body in a position of authority in a specific field or area of regulation to allow formative education to take place. It is a way of utilizing human resource to execute a specific task reaching stated goals (Westhuizen & Steyn 1991: 55).

2.3.3. Challenges relating to administration

The school manager is faced with a challenge to be organized by using practical school time table for both curricular and extra-curricular activities. The effective use of time is ensured by allocating the correct time and period, test and exam times for that year. The school manager must provide resources through budgeting from the funds that is available in that school. The school should also have clear policy, spelling what is expected from staff, learners and parents. Good records should be kept and filled for an efficient administrative and audit. Visit classes for assessment records, lesson planning and portfolios are in order (Prinsloo 2008: 61).

2.3.4. Challenges relating to managing facilities

Facility management is the practice of co-coordinating people and the work of an organization in the physical workplace. It concerns with the design construction, maintenance and management of the physical environment as it relates to people and their work. The school manager should manage the building, school grounds and all assets (physical, media, and sports). The values that the school holds influence school climate and learner's safety in the school environment. The school should have the policy and procedures to ensure security maintenance and control of material in school. The school manager should draw procedures that will maintain and minimize vandalism loss and retain stock of the school. The school manager should control the cleaning of building and renovations of building and school grounds and repair of furniture (Prinsloo 2008: 62; Teicholz 1992).

The MEC promised to build the equal number of classes and toilets to reduce the problem, in his budget speech of 2005 when he spoke about classes under the trees and sharks. Insecure surroundings due to old furniture that scatters around and learners end up hurting each other as they play. Lack of technology resources influence incompetency to educators hence learners cause ill discipline. They rarely watch TV at school to learn of *Takalani Sesame* programme, learn about internet, use computers for games and other things.

Lack of space for resource, text books, they end up being torn by learners every day. No libraries, no space for libraries for the books. Nowadays resource material are mostly used other than textbooks, which help learners to explore and discover more in their learning. Educators need to be innovative when selecting resource material for learners. The availability of resources will provide a conducive learning environment as well as potential for greater variety in teaching methods and curriculum content. Lack of drinking water or wash their hands after helping themselves. Some have no vegetable garden due to lack of water. The department always promised but never avails. (Meier 2003:232)

Workshops are conducted but not productive as they use one or two days. Calling people for workshop after twelve O'clock, educators might be tired. No cascading after workshop. The Department of Education also play role to ill discipline by under remunerating the educators until they go for a strike. City Press (2005: 11) publishes unpaid educators kick learners out of

class. Educators strike for increment by the department. Redeployment of knowledge educators frustrates educators and learners as they are used to one another.

The Union also maintains discipline in schools as they have a code of conduct that stipulate minimum standard of professional conduct to educators. It also promotes discipline relating to learners dignity and respect among colleagues.

2.3.5. Challenges relating to managing finances

The South African schools act 84 of 1996 introduced partnership in education through governing bodies with school –based or self-managing responsibilities which include finance management. Financial management within a school deals especially with the procurement, apportionment, maintenance and control of human and physical resources, facilities and equipment and teaching or learning aids. Financial management supports and optimizes the core business of schools that provide quality education through effective teaching and learning. The school manager should see to it that financial planning reflects the school's vision and mission, a draft of budget is drawn, parents approve the budget at an annual general meeting and manage the budget effectively, monitored, supervised and controlled so that funds are spent in accordance with the priorities in the school development plan of that school (Bisschoff 1997: 65).

South African school act number 86 of 1996 (SASA) provide uniform system of education, governance and repealing former apartheid law and relating to school and to provide for certain matters connected there of (SASA, 1996: 2). School fund should be planned, organized and controlled. The school governing (SGB) must prepare the budget SASA act 84 of 1996. South African Schools Act (84 of 1996: Section: 37) maintain that before writing a cheque the financial officer must ensure that he/she has original invoice and delivery note. Most school managers do not adhere. Section 38 of SASA act 1996 clearly state 30 days notice before the budget is presented to parents for amendment and adoption. The act is ignored in most schools of the area of research by the school managers (Westhuizen 1991:372; Gorton, 1980: 123).

In section 39 of the same act parents are not entitled to pay equal amount of school fund. Some parents are to be exempted, depending on the situation of the guardian or parent's income. The act is also ignored and the learner's reports are held and received after school

fund payment. The education department has started allocation of a sum of money to the school each year which is calculated in terms of the medium Term Expenditure Framework and the National Norms and Standards. Sacred Heart (1999:6).

The school is expected to function effectively and efficiently using these funds. The school uses the funds allocated together with the funds raised at the school for purchasing of stationery, learning materials, furniture, cleaning and gardening equipment's, toiletries, labor-saving devices, science, woodwork, home economics and maintain rental and care takers. It also pays services and maintains the school for day to day services like electricity water and repair of window panes.

The school manager's role is to authorize as he has the authority in the district because of the increase authority and accountability that has moved to the school. He also works collegially with staff and not enforces policies made elsewhere. He/she is the instructional manager. The School Management Team supports the school manager. They are an important link between the manager and the rest of the school community. The school manager is the accounting officer and responsible for the schools money and property. There should be committee that can help the SGB and the manager to run the school by having, finance committee, fund-raising, tuck-shop, resources, management and primary school nutrition committees. The finance Committee must have a treasurer, school manager, two educators and some parents depending on the needs of the school. Its duty is to control school money, draw budget, monitor and approve all expenditure, fundraising, check financial record, appoint an auditor, advice on exemptions from school fees, purchase goods after quotation and tendering procedures. Parent component is not necessarily from the SGB and teaching staff (Secret Heart 1999:8; Naidu 2008:172).

Each school must have a finance delegation to delegate responsibilities for various tasks. If different people are responsible for different tasks we call it Separation of powers. Through the separation of powers tasks are delegated to individual or groups of people. Each group or person takes responsibility for a specific task. It ensures transparency and accountability. It is important to avoid one person authorizing payment, not being controlled, it allows fraud and cheating. Some will look at petty cash. If money is stolen or misused, delegated person is responsible and accountable for the missing money. The school manager must make sure that

delegation is properly done and in writing. If not properly done the school manager will be responsible. The school must have a finance officer whom the school manager needs work closer and ensure that all the rules are followed (Secret Heart 1999:10).

Finally each school must have a financial policy. The policy provides a clear understanding of the responsibilities and guides the financial administration of the school. It helps in controlling, regulations to keep receipts of withdrawals and expenses. Each school must have a budget. A budget is a plan of expenditure and income. The main purpose is to plan of expenditure and income for the following year, and to supplement the resources provided by the state. SASA Act section 36 allows the School Governing Body supplements the resources supplied by the state in order to improve the quality of education to all learners in that school. The school prioritizes when allocating money to different activities. The budget control the expenditure after it has been agreed upon and it must be approved by the parents within 30 days of notice (Section 38; (2) SASA; Secret Heart 1999:16; Naidu 2008: 172).

2.3.6. **Challenges relating to team management**

School managers have a challenge to manage teams in their schools as their role to maintain discipline. A work team consists of a small number of employees with complimentary competencies who work together on a project, committed to a common purpose, and are accountable for performing tasks that contribute to achieving an organization goal (Smith & Cronje, 2002:334).

A team is relatively permanent work group whose member should coordinate in order to achieve common objectives; the objective might motivate others to work the organization, producing good service in school and rely on one another and must interact regularly. It is beneficial to form teams in schools. Each team must know what, how and when to do things. Each team must have a leader. To form teams also mean to be responsible in controlling them. Teams are planned, lead, organize and controlled. Team leader must report to the manager as the progress avail.

However, developing a culture of collegiality and shared accountability require a clear understanding of the norms governing team work. Assumption underlying collegial models are:

- Professionals have a duty to share in decision making for them to work with agreement
- Shared decision are more likely to be implemented
- All members of the organization share a common set of values for a common purpose
- Keep on consulting all members concern and
- Decisions are taken by agreement (Bush 2003:65-67).

The school manager is expected to create the space for collegial models of shared leadership to operate. School managers should engage all the teams to participate in management tasks to reduce the burden. Types of teams to be formed are choral team, school management team, school governing body, disciplinary team, extra-mural activities, sport (athletics), soccer, cultural dances, tour, time tabling and exams, beautification and others, depending on the schools needs. A school without the above teams or committee can cause disruption and learners discipline will be low (Naidu 2008: 10-11).

2.3.7. Challenges relating to managing decision

School managers at all managerial roles are responsible for setting goals. A decision also implies that managers are faced with a challenge, if goals are not met, problem persists. Decision is a means to achieve some results to solve some problems and can be identified as a programme or non-programmed decisions to selecting an alternative course of action that will solve a problem to have a solution. Problem solving can be defined as a process of taking corrective measures that bring solution to a problem and realign the organization with its goals. It is the manager's responsibility to provide a high-quality education for the whole school, success, lead in teaching and learning, hire, develop and retain excellent educators and build a strong school community (Smith & Cronje 2002:152; Donnelley 1997: 489).

Although school managers may be separated by the background of that school, lifestyle of the learners is influenced by the community, culture and religion practiced in that area, the school manager must make decisions. The decision will vary by uniqueness and competence of that school manager. Some school managers believe that the problems of the school are their problems, and never stop trying to solve them. They solve problems for learners in school, group problems, learning disability, attendance bullying and any violence that interrupts the school's discipline. School managers must have art in problem-solving and approach with an

entrepreneurial attitude. They should find alternative to implement good ideas, and never give up or accept the status quo (Steinheimer 2000:8-13).

It is the manager's role to decide on the community development. Today schools have a number of orphans due to HIV/AIDS. He can decide to call AIDS campaign and alert the school and the community about the monster disease. Calling love life campaign, the police service to come and alert learners of crime and violence, abuse, vandalism and assault, health and welfare can also be invited for abuse and children's rights and not isolate the adults as a community. Decision making also play a role in planning and supporting instruction that is appropriate for their learners, focusing on learner achievement

2.3.8. Challenges relating to conflict management

Conflict is a disagreement and opposition with the presence of tension, or other difficulty between two or more parties. Is a process that begins when one party perceives that another party has negatively affected, and is about to negatively affects, something that the first party cares about and may be disadvantaged. He further distinguishes three types.

- Task conflict that relates to the content and goals of the work of a group towards vision and mission of that school
- Relationship conflict which focuses on interpersonal relationships and for the group itself battling with the decision
- Process conflict that focuses on how the work gets done by who, when and how (Robbins, 2000:383; Henry, Rizzo, Carol, Stephen 1994: 436).

A great school manager shows the ability to manage conflicts, personal, interpersonal and staff conflict, it is something not to be avoided but it must be expected as it can be beneficial. Conflict provides an opportunity to gain new information after hurting and develop better solutions to problems, enhance team building and learning. Conflicts in school are disruptive and constructive with various myths and truths. Sometimes conflict influence change and contribute to build relationships (Giddo & Clement, 2003:337; Winski, 1993:2-3).

School managers use conflict resolution to solve conflicts in their premises. Le. Roux (2002:168) have five ways of handling conflicts.

- Competing the desire is to satisfy one's own interests as win -win or lose –lose state, regardless of the impact on the other party to the conflict.
- Collaborative as the desire to satisfy fully the concerns of all parties by agreement.
- Avoiding – The desire to withdraw from, and pile the conflict.

The avoidance type is the tendency to withdraw from or remain neutral in conflict situations. Usually is seen when school managers do not avail themselves at council meetings they avoid to answer disturbing questions. Educators seldom quarrel or fight in the premises and not report to the manager, the school manager is bound to avoid the conflict as it will just be rumors. Avoidance seems not to solve the conflict but, rather circumvent it

- Accommodating the willing to place the other party's interests above his/her own, and lastly when the other parties agree to lose for the benefit of the other party.
- Compromising is when both parties willingness to give up something not worrying as to who to benefit (Metaboge, 1990:22; Miskel, 1996:198 in Ramalebana, 2001).

Conflict can be solved by calling both parties and using the '*Audi alteram pattern rule*' where the complainant is called and tell his story and also listening to the other, in the presence of both. The rule motivates over attempts to implement each party's intentions. Too much conflicts hamper effectiveness. If the staffs, learners, community disagree over too many issues and refuse to accommodate to the needs and problem of others, innovations may never come about and teaching and learning will not be successful. Hence negotiation is needed. (Oosthuizen 2008:162).

2.3.9. Challenges relating to manage negotiations

Negotiation is related to communication, conflict management and grievances procedures in human resource management and can be a process in which parties exchange attempting to agree upon the idea. Negotiation is used in managing conflicts and is important. Two sides with differing interest come together to forge an agreement. Each group will bring a proposal that then are discussed. During staff meetings negotiations is seen, teams may differ to bring some development in school, the school manager is bound to use this type of managing the difference. Several tasks can be undertaken by the manager before and during negotiation process to increase the benefit of the results. In school negotiations is always used formally and informally. Colloquies use this method for exchanging periods if one is under pressure. To catch up with the class as a colleague might be absent for a week due to sickness or exam

time, while learners have to do extra-mural activities, educators negotiate time for learners to participate in one play and the other. Managers in education have more often been involved in informal negotiations than in formal kind. Through negotiations, conflict management, and decision making managers can manage change. The process is mostly understood and most school managers badly carry it out, wherein if effectively used it can create effective value-where none existed before, if poorly done, the process can be described as a street fight (Ivancevich, & Donnelly; Le Roux; 2002:173; Robbins 2000: 396).

2.3.10. Challenges relating to change management

School managers today face the challenge of having leadership skill to can manage the school. A changing environment with increased competitiveness demands the ability to generate new ideas and to read more quick than competitors. The rate at which school learns will be its only source a competitive advantage in the future (Charlton 2000:33).

Change requires a climate of trust and willingness to delegate. Change can be brought by new school manager or a change of curriculum as it is happening now in South African schools. Managing of change is a complex issue. It takes time and patience for the manager to get it right. Change is to be different from one's routine (Hornsby, 1974:139).

Change is happening all around us all the time faster, in the whole world, nature of work, in our schools, classrooms and personal. Today schools are learning organizations prioritizing effective learning and teaching. It is the primary place for development and away from centralized power and control. As a democratic community, school managers, educators, parents and learners are empowered to take control over their own activities. The old bureaucratic education system operated like a pyramid. Top-down orders were passed down from the minister of Education to the development, through inspectors, to school manager. School manager were regarded as authorization. The rest of school community, often could new supportive education system put learners and the educators at the top. There is a democratic responsibility to School Management Team and School Governing Body have responsibilities and partnership with the community around the school. Change which take place in the external environment. Change within the individual mindset and managing the process of change from what was before to what should be presently. Change in workplace

needs people to be re-skilled and staff members also have to learn new ways to deal with change mentally. Changes bring denial and anger (Secret Heart 1999:20; Le Roux, 2002:73).

SMT shifted from authorization, to new co-operative sharing of responsibilities and power. School Management Team is challenged to 1. Grow in understanding of the new approach to schools 2. Accept responsibility for moving towards 3. Develop skills to manage the new type of school 4. Be accountable to the school community and 5. Develop the whole school as a learning organization (Sacred Hear, t1999:21).

Nowadays education changed to learning and sharing of responsibility in schools. There is team work with governance and management, There is also participative design-making, organization approach and whole school development. The problem of time lies no longer in should I change? , but rather what can I do to make changes work for the school (Le Roux, 2002: 75; Sacred Heart 1999: 23).

Managers should avoid rumors amongst the staff. Take into consideration that rumors bring fear and uncertainly. Managers give more information to their staff, bring them of any information such as circulars with beneficial information, do not hide them, meetings should involve everyone and invite questions while informing them, go to the source of rumors to avoid negative talk and never lie even if it can hurt the manager or the staff as it concerns their immediate future. Change is similar to an experience of los through death, separation or exodus where it involves loss of a love one, status, even loss of the old, familiar values which were ways of behaving and doing things. It can also bring an element of depression (Charlton 2000:132).

Change should occur without failure or mistake. If some of the plans for change have failed, treat them as experience, do not give up mistakes are part of learning, never blame yourself work as a team, set new goals, analyze and evaluate the gross of all involved and then reward the efforts, commitment and success of all participants appropriately (Chamey1994:31).

2.3.11. Challenges relating to stress management

Change usually brings stress and depression. School manager should be able to manage stress. School manager has a role to play in ensuring that learners, colleagues and he is off stress

zone by receiving care and comfort. Learners who emotionally healthy take part in school activities and are productive, they are asserts to the school. Educators have a number of places that can provide assistance and professional services, rather try to on their own they should be assisted to deal with stress and suicide. There is also information for schools about those who are at risk of committing suicide and intervene to help them. It takes time for a person to commit suicide, stress shows it before isolation.

Communication of a person to commit suicide is seen by:

- Decreased academic performance and absents.
- Creative work of death and suicide themes.
- Isolation from friend and activities
- Depression, mood changes, sleepless, loss of loved one, broke-up with girl/boyfriends.

School managers' role is to seek and invite authorities to alert and inform his colleagues, learners and parents from different department. Call the possible partners such as:

- Social workers,
- School clinics, South African national council of Alcohol & Drug Dependence Non Governmental Organizations as well as South African Police services.

The school can also use parents meetings or functions such as fair wells, learner's graduation and call guest speakers to address issues like HIV/AIDS, drugs abuse and guiding learners on young pregnancy. Learners find themselves in due to peer pressure. The school managers are there to help and manage learners, educators and themselves from such problem which ends up inviting stress and suicide (The Department of Education2002: 69-71).

2.3.12. Challenges relating to time management

School managers are faced with a challenge of managing time in their school. Time mismanagement in this area is mostly in the morning due to public transport. Learners walk to schools in this area of research. Most parents do not work and are youngsters who live home and go and work in the Reef. Most educators are late due to public transport let alone the road is very busy in the morning for anyone to reach working place before time. After breaks slow movement is noticed to be in classroom. Learners roam the school yard going up and down, to toilet every five minutes. There is an opinion that unless one is on leave or sick (learners, educators & school managers) one should not be away from work during the agreed hours for

any reason without your notify for the learner's absence to school or to leave early and also to be late (Andrew1992: 430).

Effective time management is important, it allows us to use it to do things right and spend it on tasks to achieve all objectives for the school. Time should not be wasted and it should be planned so that it can improve quality of work to be done by directing it to limited time at disposal to activities that are satisfying and worthwhile. Establish priorities by looking for important and urgent dates. It is of benefit to set deadlines to each task so as to reduce time wasters like to be disorganized and procrastination. Have time for meetings. Save time for visitors. Delegate some of the office work to reduce load like receiving and arranging mails, answering and calling.

Following on from the above, Gray (1984: 405) avers that much education time may be saved if the educators are relieved of certain tasks which the parents may perform. In the USA there are many such initiatives. It enables educators to be more readily available for the execution of their educational tasks such assisting when available not only saves time, but can directly influence the quality of the teaching and learning process.

Currently because of the economic situation in South Africa, the number of learners per educator is increasing, leaving educators with large groups where in learners ratio to educator may be much higher than 40 learners per teacher in many classes. Rossouw & Keating (2006) argues that in the foundation phase, where basic skills have to be taught a high ration can be detrimental to the progress of learners and most schools cannot afford to appoint extra educators then parental assistance on a voluntary basis can rescue the situation (Oosthuizen 2009: 281).

2.4. STRATEGIES IN MAINTAINING DICSIPLINE

2.4.1. Clear definition of roles and responsibilities

The school manager must have a vision to take the school. He must articulate objectives. All educators must be motivated, encouraged to work hard with dedication for benefit of the learners. Giddo & Clement (2000: 331) pointed out that the school manager should meet individually with each member of the team to explain why he or she was selected, describe the

expected role and responsibilities, and detail how they relate to the other team members role and responsibilities. Let all educators know what, how and when to do any task for the benefit of the school such as all team delegated must know the time to participate in discipline, stock taking, for sports and all extra mural activities. The team members must feel free to ask for clarity in any area of ambiguity or overlap.

2.4.2. Strategies to conduct staff meetings

A meeting is a vehicle to team building and to reinforce team member's expectation, roles and commitment towards the enrichment of the vision and mission of the school. The school community needs direction from the school manager as his role. There are three types of meetings:

- Status review meetings.
- Problem solving and
- Technical design review meetings.

The school managers should hold staff meetings to communicate with his/her colleagues. The school manager should always determine whether the staff meeting is necessary, the purpose of the meeting, how the staff will participate, also distributes the agenda on time, who to cover the topic or to make a presentation or lead the meeting, arrange the room and prepare the hand outs if any. It is not wise for a manager to can just call a staff meeting without notice of day, date, time and place. The educators should also prepare themselves for that staff meeting to avoid absenteeism, as the aim of the meeting will not be achieved. During the meetings minutes should be taken and start in time, read the previous minutes, the manager should not dominate, limit long discussions, clarify points that are made, use the agenda to avoid new topics. Accept new matters for the next meeting (Giddo& Clement2003: 361-365).

2.4.3. Knowledge and skills for recruitment.

One of the school manager's roles is to recruit competent educators for the benefit of that school as a strategy to maintain discipline. Recruit is when the best candidates are influenced and invited through an advertisement to apply for a vacant post in that school. Competent educators must apply for a vacant position, in order for most suitable candidates to be selected. When school managers recruit they use radio, advertisements to the clusters and circulars sent to schools. For local applicants churches are used to enrich applicants. Advertisement should

attract the attention of the right candidate, create and maintain the interest of the applicant, and stimulate apply. The advertisement contains the information about the school, job, qualifications, location and period. (Bondesio & De Witt 1991:244; Harris & Mank 1992:90; Le Roux 2002:76; Soer 1996:16).

The appointment is followed by selection. Selection only means to match the individual ability and experience with the requirements of the ability and experience with the requirements of the job. The process starts with the planning and culminates in appointing the best candidate through the process of selection (Robbins 2000:475).

Van Staden (2000: 64-66) identifies six steps in the selection process which the school manager should follow with his committee: general and specific criteria that apply to the post, information of recruited candidates, apply selection process, appraising and assessing the information, take selection decision, and offer an appointment to the selected candidate.

Lastly interviews are conducted as the most used method in this area in appointing. The common type of interview that is used is panel interview, following one-to-one type of interview. The panel interview consists of any number the school manager will have. The candidate is questioned by every member of the panel, following the dimensions of that type of post. Then the best candidate is appointed. The candidate with polished interview technique is appointed in spite of not being the best for the position. Mostly the candidates with experience, dedication and commitment are left out because of interview techniques. Interviews are most biased as the son of soil is always selected and appointed (Robbins 2000:477).

2.4.4. Knowledge and skills for working with school governing body

The role of a school manager together with the School Governing Body forms the highest level of authority in the affairs of the school as one of the strategy to maintain discipline. South African School's Act of 1996 gives governing body's considerable responsibilities with regard to school governance, and is chosen according to departmental regulations. The body is expected to make important decision to ensure that the school is administered properly.

The (SGB) is responsible of-drafting a code of conduct for learners, admission policies, control of school matters, suspending learners for a period of one week, draft mission statement and recommend the appointment of educators in permanent and temporary capacity. The governing body also helps with purchasing of goods for the school; they also help in making a budget and audits the books they are not allowed to be watchdogs and to bully the staff members with their presence in the classroom, as they will be acting *ultra virus*. School manger should never allow the SGB to overlap it boundaries as they are to govern not as managers of the professionals (Le. Roux 2002:58).

2.4.5. Commitment with high behavioral expectations

The school manager should show commitment to the school community as a strategy to help maintain discipline. It helps to establish and maintaining appropriate learners behavior as an essential precondition of learning. Well-discipline schools tend to be those in which there is a school wide emphasis on the importance of learner behavior that do not disrupt and clear behavior expectations for learners in that school (Duke1989: 47).

After delegation, each team, individual knows what to do and when. The school manager must delegate a knowledgeable person to any specific task. Look for ability, competency, commitment, field of specialization of that teacher and dedication thereof. Note the personal interest in the profession. Determine the motivation in each individual of the profession. Give them the task of their ability so that they can also do the best to the level of experience. The school manager must create high behavioral expectation at school. In contrast to poorly disciplined schools, staff in well-disciplined schools share and communicate high expectations for appropriate learner behavior. Research on well-disciplined schools indicates that a learner-centered environment, incorporating educators, learners' problem solving activities, as well as activities to promote learner self-esteem and belonging is more effective in reducing behavior problems than punishment. If the above factors are forgotten in a school the manger can be highly exposed to indiscipline and the culture of teaching and learning can deteriorate (Short 1998: 3).

2.4.6. Warm School Climate and a visible support

A warm social climate is characterized by a concern for learners as individuals, and managers can create this type of climate as a strategy for maintaining discipline in their schools to

execute their role. The school manager should take an interest in the personal goal, achievements and problems of learners and support them in their academic and extra-curricular activities than to rely on power and enforce punitive models of behavior control (staff) share decision making power widely and maintain a school climate in which every-one wants to achieve self-discipline (Lesley 1984:421).

Many poorly disciplined schools have school managers who are visible only for official duties such as enforcing school discipline. School manager of well disciplined schools tend to be very visible in hallways and classrooms, talking informally with educators and learners, speaking to them by name and expressing interest in their activities. Sometimes school environments with excellent preventive discipline, problems still arise and are addressed. Some people work at their best to achieve promotion and best name (Everard & Morris 1990:25).

School manager take less responsibility in delegating. The teacher should be given tasks to help the school manager even in his office work. Let them help and form teams to manage the school and lessen discipline. Educators should be assisted to improve their classroom management and discipline skills by arranging for staff development activities as needed. When the school manager involves his colleagues he shows them recognition while they increase their sense of responsibility towards their job. A good school manager tries to empower his sub-ordinates. Each person find a personal fulfilling way of exercising unique talents in the achieving of common ideas and ideals; community members achieve things that they could not find on their own and the power of the ideas and ideals raises people's abilities to a new level and gives focus and intensity to their activities that they would not have. (Everard1990: 32).

2.4.7. Strategies for communication

School manager should clearly communicate with the staff, school community, including unions. Generally well-disciplined schools are those which have high level of communication and partnership with communities they serve. It gives high than average of parent involvement in school functions. The school managers inform communities of school goals and activities. The staff is also up to date by circulars and face to face communication or information book. No hiding of circulars or information that has or give advantage to the staff. One of the most

powerful mechanism that managers, have available for communicating what they believe in or care about is what they systematically pay attention to while certain things becomes a more consistent in their own behavior. If a manager displays ignorance or lack of control of his own situation he is entitled to be accused of incompetence (Edgar 1998: 231-235).

Communication also avoids conflicts. Sometimes managers are bound to use avoidance as to solve problems. While some school managers have the tendency of remaining neutral in conflict situations. At certain stages school manager do not avail themselves at some of parents, teacher and community meetings they delegate, such school managers are reluctant to answer disturbing questions and not involve themselves in conflict are guilt of avoidance behavior. Avoidance does not seem to solve the conflict as not communicated; rather influence the situation (Metaboge 1990: 22).

Poor communication occurs when educators lack information about what is happening in the school. The school manager who does not share information and individuals also do not share. The staff should have meeting monthly or quarterly to discuss the progress of the school. Publish the agenda meeting. Remind them of the meeting a day before for parents and staff meetings. Create an atmosphere that allows everyone to be free to participate, invite questions remarks and criticism. Have timing for the meetings, with learners, parents and also with educators. Keep records of meetings. Use clear language and mind the tone and your facial expressions. Avoid mannerism and be short and specific (Oosthuisen 2009: 317-324).

2.4.8. Skills for parent involvement

Parent involvement is an important strategy of discipline both within and out of the school. It is a preventative measure more especial in early grades of school. School managers have a role to involve parents in their children's education. The family is an important factor in academic development and achievements. The advantage of co-operation between parents and educators strengthens the secure environment within which educational training may develop more effectively (Newman 2002; 45).

Lack of parental warmth and positive involvement in pre-school phase plays role. If the parents did not involve themselves in disciplining their children the school start will not be effective because discipline starts at homes as part of school discipline. The parents should

ensure that the values, direction and disciplines maintained at school. Parental involvement in activities both of the child and the school is emphasized by (The Department of Education 2000: 22; Deckard and Dodge 1997: 170; Ngcobo 1988: 24; Kruger 1999: 8).

Parents are involved by becoming members of school governing bodies. SASA act, (Act no. 84 of 1996) indicates the necessity of School Governing Body adopting a code of conduct for learners for the smooth running of the school. Parents should also support their children financially; provide school uniforms, reminding them time to go to school, avoid absenteeism and also helping with home works and assignments where possible. Parents with little knowledge about education do not involve themselves and their children sometimes also have no reason to respect and obey schools rules. Without an adult caring, children will resist an adult's guidance and direction of choices about their behaviors by identifying with their parents. On the contrary, parents who make negative statements about their children's ability to learn would affect the performance of the child negatively. A child is born into a certain culture which is characterized by particular practices, values and norms. The transition of religion and culture to the child takes place through the influence of the parents on the life of the child. Parents therefore have to keep a watchful eye on the child's school life to ensure that the child is not exposed to destructive and contradictory religious and cultural influence. (Oosthuizen 2009: 282).

When parents take their children's behavior personally, they focus on themselves and their need, and ignore their child's behavior. If there is anything that should first examine it and see whether it is not something that could better be changed in them. It is hard to take our focus off what our child is doing wrong to look at what contributes to the problem. Children whose parents help at home do better at school. Parents should involve themselves to their children in and around the home environment. They should: Talk to them, play with them, listen to them, and read to them, share aspects of life. And do some activities with them such as watch them play sport, act, sing in the choir or dance. Plan special time and praise your child and encourage when hurt (Bonnie 2003: 94; Carl; 2003: 10; Berger 1991: 3).

2.4.9. Skills for harmonious relationship

The school manager should establish an environment that support risk and avoids blame through school relationship link. The community can support the school climate by recruiting

volunteers to help at school functions, direct the vision and mission of the school to avail. They also help to guard against crime, vandalism and theft against school (Joubert & Squelch 2005: 73-75).

2.5. THE IMPORTANCE OF MANAGEMENT PRINCIPLES

School management in particular has an individual responsibility within the community, and school managers should play a leading role. Demonstrate to parents and the community that the best interest of children is of paramount importance in the school, include them in decision-making process, to bring home a strong message that the school is for the community. To establish sound relationship with others, the school manager must first have to know and value himself while also taking cognizance of the way others see and value him. Those who feel good about themselves are seldom afraid of criticism and are therefore more able to accommodate views that are different from their own. To establish sound relationships with others, people first have to know and value themselves while also taking cognizance of the way other people see and value them.

The character and personality of the school manager, educators, and stake holders are very important in teaching. It influences the relationships that are important for job satisfaction of the staff and the happiness of the school in general. The relationship built by school manager influence even the smallest task they execute. It involves good interrelationship between, manager and the group which will lead to effective maintenance of discipline in that school. Relationships are based in trust and freedom of fear and victimization (Naidu 2008:44).

The school manager should establish harmonious relationships with everyone in the school, learners, educators, administrative staff, cleaning staff and all stake holders that exist in that school. Excellence in school management depends on the attainment of effective tasks and performance and the creation and maintenance of sound staff relationship. It is not easy to work in a situation that is unhealthy (Naidu: 2008: 44).

People want to be treated with friendliness and courtesy involving acknowledgement and appreciation. When school managers are honest and sincere in their behavior towards staff, learners and parents, they pave the way for good relationship and maintenance of discipline in schools. Concreteness helps to focus on problem areas, which speeds up problem solving. The

school manager must remember that people are important. The opinions, insights and feelings of the school community must be taken into account (Prinsloo2008:201).

2.5. THE IMPORTANCE OF MANAGEMENT PRINCIPLES

2.5.1. The importance of planning.

School manger should plan for the future of the school, as it give direction to the organization, reduces overlapping and wasteful activities, establishes goals that facilitate control and monitoring. Planning increase high pass rate in school, and the direction as to what to be done, how, when and by whom? The school manager needs knowledge, skill and the right value for the nature of planning and the importance of that planning. The plan formulated should be effective with specific value to an organization, it facilitates the attainment of the organization's mission and long-term goals, it is the primary management function. Planning promotes cooperation between managers and the school community. Plans should be regularly used and updated. Although planning is a fundamental management function, managers are sometimes reluctant to plan, due to lack of environmental knowledge, organizational knowledge, resistance to change, lack of managerial skill, leadership and communication skills. The lack of the above factor hinders the role of school manager to maintain discipline in primary school (Smith & Cronje 2002: 87-102).

2.5.2. The importance of organizing

Sometimes school managers uses praising as the way of motivating, encouraging and cheating the school community for that school to work effectively towards its vision, mission goals and objectives, helping to determine who to do what, when and how , and how to task will be managed and coordinated. Organizing is an ongoing and interactive process that occurs through the life of an organization. Organization helps to allocate responsibilities to staff for effective maintenance of discipline in school to bring back effective teaching and learning. (Smith & Cronje 2002:189-214).

2.5.3. The importance of leading

Leadership entails activities such as formulating the organization's vision and mission, challenges, goals, strategies and explaining them to followers, giving orders and instructions to be followed, deliberating them with supervising their work, taking steps to improve their

performances, communicating and disciplining them and dealing with conflicts. Leadership includes authority and power. Authority is the right of a leader to give orders and demand action from colleague while power refers to ability of a leader to influence the behavior of others without necessarily using authority and influence as the ability to apply authority and power in such a way that followers take action willingly (Hornsby 1986:51; Root 2000: 269; Smith & Cronje 2002: 276-277).

2.5.4. The importance of controlling

Control implies that the behavior of individual can be influenced in the course of activities and events meaning if things are under control they are proceeding as they should and according to the plan. However, if things get out of control they become unmanageable and problems arise control mean the process whereby management ensure that the actual activities fit in with the predetermined goals and planned activities.

Control is the final step in management which link in the cycle of the management process. To control is to evaluate performance compared it with the standard required to identify the weakness of the action plan. Control is necessary as it evaluates the activities are to ensure that all activities are moving towards the goals of the school, if resources are deployed to reach the goals, it enables to cope with the challenges of that school. Over viewing of the control will help to elucidate the importance of control and help the school manager to maintain discipline as the major role in a primary school to can bring about well behaved learners and disciplined working conditions (Smith & Cronje 2002: 390-392) .

2.6. GUIDELINES FOR DISCIPLINE

Section 10 of SASA Act 84 of 1996 prohibits corporal punishment and is illegal, one can be found guilty by a court of law. Avoid the use of severe punishment or physical punishment. Discipline should be explained and understood then deal with as soon as possible. Punishment should not be given in anger and hatred. Moreover, once the punishment has been administrated it should start with a clean slate to discourage the educator, learner from holding a grudge (Lund1996: 43-45).

- The disciplinary process must be expeditious, fair and just, corrective consistent and educative.

- Educators may use reasonable measures to prevent a learner from harming him/herself or others violates the rights of others or educator.
- Every educator is responsible for discipline and refers serious misconduct to the school manager and school governing body.
- Any corrective measures must be commensurate with the offence.
- Involve the guardian or parents in case of serious offences as ‘ultimate

Responsibility for learner’s behavior’ rests with their parents or guardians. According to the law principle of ‘*nemo iudex in sua causa*’ –meaning nobody is fit to judge his own case. The committee members who suspends should not conduct the hearing, and should take place within seven days (Naidu 2008:31,155-157).

To reduce indiscipline in schools there must be formal parent and teacher meetings organized by the school manager where parents are invited to come for a discussion about the progress of their children. Educators should treat children with respect and equally and use the following strategies to can help in maintaining discipline among learners:

Corporal punishment is illegal and parents are not allowed to give School manager and educators permission to use it. Anyone found guilty will be persecuted.

Expulsion and suspension. A learner may be suspended by the school governing body for a period of one week. SASSA Act 84 of 1996 section 12. A learner may be expelled for a serious misconduct only by the head of the department Section 36 of Act 84 of 1996.

Detention. A learner can be detained during class, break or after school. Consider the age of the learner, transport, traveling distance to home, and for serious offence. In detention certain restriction are imposed-on schools as to when to exercise it before school, break/lunch or after school. It also have the disadvantage that even educator be present (Joubert, and Squelch, 2000: 53)

Withdrawal of privileges. A learner can be prevented to participate in sport or cultural activity. Jobber & Squelch (2000: 55) indicates that care should be taken of the privilege withdrawn in due process not to compromise the schoolwork.

Giving extra work. Give learner more work than others such as copying, writing creative work, or extra maths. Be carefully of developing negative attitude towards learning. Do not punish for poor performance due to lack of understanding and ability. Sometimes punishing a learner as a means of disciplining has negative effects (Pettigrew2000:48).

SUMMARY

It is the role of the school managers to deal with schools with good discipline not only corrects misbehavior but also teach the appropriate behavior and coping skills. Discipline is a core value of school life, a value that gives it meaning and purpose. At school level, involvement of all role players' school managers, educators, parents, learners and community is a circular factor. However, schools will never become island of excellence unless all partners in education are willing to take part as common responsibility and accountability for the achievements of the school and conduct of different groups and individuals in it. This means that every school manager, educator and learner has an individual task to ensure quality education. The parents also have the role to discipline their learners at home and show the way to behave. It is essential for a Christian teacher to remember that discipline must proceed from love. Children must be taught to obey for the simple reason that God says so. Ephesians 6; 1 say, children obey your parents in the Lord, for this is right.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

The chapter focuses on the nature of research design and methodology of the study. The discussion includes data collection, analysis and interpretation.

3.2. RESEARCH DESIGN AND METHODOLOGY IS AS FOLLOWS:

3.2.1. Research design

The research design of this study is quantitative as it uses statistical procedures in order to determine whether predictive generalization of the theory holds true. (Creswell, 1994:1; Bailey, 1987: 469)

3.2.2. Research Methodology

The research methodology comprises the following:

3.2.2.1 Population

The population of this study comprises 30 primary schools within Hlanganani Circuit which is 30 school managers, 450 educators and 14500 learners. The total population therefore is 14980. (Bless & Smith, Smith & Craig (2000:87-89)

3.2.2.2 Sampling

The researcher applied systematic sampling in which the number of 30 primary schools, 30 school managers were reduced by using multiples of 3 resulting in 10 schools and 10 school managers. 450 number of educators was reduced by using multiples of 45 resulting in 10 educators. 14500 number of learners was also reduced by using multiples of 1450 resulting in 10.

3.2.2.3 Sample

The sample of this study consists of 10 school managers, 10 educators and 10 learners from each school. Therefore the total sample in this study was 30 informants. Edward (1983: 357).

3.2.2.4 Instrumentation

The researcher used questionnaires instrument of data collection. Questionnaires were designed by the researcher. The researcher designed the questionnaires in a simple manner, for despondence to understand. Yes and no and agree, disagree, strongly agree strongly disagree and no opinion were used in which informants were only choosing the appropriate answers. The researcher delivered Questionnaires herself to the informants for data collection and collected them immediately when they were completed.

3.2.2.5 Data analysis and interpretation

Data was analyzed quantitatively using statistics. The use of tables was made in order to reduce data into a manageable size. Data was presented in the form of Percentages. De Vos (2002:225).

Reliability and validity was utilized. In this study it refers to the extent to which a test would give consistent result if applied by different researcher more than once to the same people under standard conditions Bless & Hugson- smith (2000:126).

Validity measures what the researcher intends to measure.

In this study validity refers to whether the collected data is the reflection of what is being studied Bless & Hugson- smith (2000:130).

3.3 ETHICAL CONSIDERATION

3.3.1 Right to Privacy

De Vos (1998: 17) believed that privacy is that which normally is not intended for other to observe or analyze. In this study the right to privacy refers to an individual's right to decide, when, where to whom or what extent his/her attitude, beliefs and behavior will reveal.

3.3.2. Right to remain anonymous

Gay (1996: 48) says the respondent will be assured that nothing is required in both the questionnaires and interview. The researcher will be responsible at all times, vigilant, mindful and sensible to human dignity.

All participants in this study and in human research has the right to remain anonymous, their identity will not be expose. Anonymous refers to no one including the researcher, should

identify any subject afterwards. The respondent will not write their names on the questionnaires.

4.1 INTRODUCTION

3.3.3. Confidentiality

Confidentiality was emphasized and practiced. By confidentiality Reavens (1992: 349) says that is a behavior of confirming or assuring to the person who perform it experts, that person who observe it will not tell anyone else who performed it. The anonymity of the respondent will be protected anyhow. The respondent will be assured with this right before they start completing their responses and interview so that they can feel free.

SECTION A: Covers biographical information

SECTION B: Covers contextual information (address, telephone, e-mail, etc.) as well as the context.

Summary

In this chapter the researcher dealt with the research unit such as research design, research methodology, population of the study, sampling and sample procedure, method of collecting data, data analysis and interpretation, including ethical consideration. The researcher adhered to all procedures as stipulated in the methodology and data collection.

4.2.1 School Manager's responses

The area of research has ten principals. Ten school managers responded to the questionnaire.

Section A

Biographical questions

Table 1 respondents were requested to indicate their gender.

TABLE 1

| Gender | Percentage |
|--------|------------|
| Male | 60% |
| Female | 40% |

In table 1 the researcher discovered that 60% of school managers are males and 40% are female. This may have advantage to maintaining discipline as most learners generally respect male educators more than female educators. The percentage also indicates that more males are managing schools than female and there is no power parity.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The data collection used statistics whereby results of the frequencies were expressed in percentage.

Data analysis and interpretation will be based on the role of the school manager in maintaining discipline. The data in this section has biographical and demographical information.

SECTION A: Covers biographical information.

SECTION B: Covers contextual information analysis pertaining to questionnaires relating to the content.

SECTION C: Covers analysis and interpretation.

4.2. DATA COLLECTION, ANALYSIS AND INTERPRETATION

4.2.1 School Manager's responses

The area of research has ten primaries. Ten school managers responded in the questionnaires:

Section A

Biographical questions

Table 1 informants were requested to indicate their gender.

TABLE 1

| Responses | Frequencies | Percentage |
|-----------|-------------|------------|
| Male | 6 | 60 % |
| Female | 4 | 40 % |
| Total | 10 | 100 % |

In table 1 the researcher discovered that 60% of schools managers are males and 40% are female. This may have advantage in maintaining discipline as most learners generally respect male educators more than female educators. The percentage also indicates that more males are managing schools than female and there is no gender equity.

Table 2 the informants were asked to indicate their age.

TABLE

| Responses | Frequencies | Percentage |
|--------------|-------------|------------|
| 20-29 years | 0 | 0% |
| 30-39 years | 1 | 10% |
| 40-49 years | 2 | 20% |
| 50+ years | 7 | 70% |
| Total | 1 | 100% |

Table 2 indicates that 70% are 50 years and above, 20% are between 40-49 while 10% are still young with 30-39 years.

The age of the school manager can affect the maintenance of discipline in school as they are old, slow and easily forgets and amongst others they do not upgrade themselves with management courses, thus they end up having less strategies to maintain discipline, whereas young school managers do have energy and new strategies to compete in the role of managing schools.

In table 3 informants were requested to furnish their experience as educators.

TABLE 3

| Responses | Frequencies | Percentage |
|--------------------|-------------|------------|
| 1 years – 5 years | 0 | 0% |
| 6 years- 11 years | 0 | 0% |
| 12 years-17 years | 2 | 20% |
| 18 years- 23 years | 1 | 10% |
| 24 years- 29 years | 3 | 30% |
| 30 + (specify) | 4 | 40% |
| Total | 10 | 100% |

The table above shows that all school managers have more than 11 years of experience in education. 20% are between 12 years- 17 years of teaching experience. 10% has 18 years- 23 years of experience as an educator while 30% is between 24 years – 29 years of experience and lastly 40% has 30+ years of experience as an educator.

The table above implies that the school managers in the research area are more experienced. This guides the researcher to assume that the schools are managed by old men with more experience of apartheid regime where decisions were imposed not negotiated.

In table 4 informants were requested to furnish academic qualifications

TABLE 4

| | C | Percentage |
|-----------------|---|------------|
| STD 10 | 1 | 10% |
| BA Degree | 2 | 20% |
| B.ED (Honors) | 7 | 70% |
| Masters Degree | 0 | 0% |
| Doctoral Degree | 0 | 0% |
| Other (Specify) | 0 | 0% |

In table 4 the responses shows 10% have standard 10, 20% have B.A degree, while 70% have B.E.D (honors).The higher percentage depicts good maintenance of discipline in schools as the role of managers because they are more advanced. This reflects that more school managers have upgraded themselves and may have advanced strategies to maintain discipline.

Table 5 informants were requested to furnish professional qualification

TABLE 5

| Responses | Frequencies | Percentage |
|-----------------|-------------|------------|
| JSTC | - | 0% |
| JSTD | - | 0% |
| PTC | 3 | 30% |
| JPTD | 1 | 10% |
| SPTD | 3 | 30% |
| B.A(ED) | 1 | 10% |
| UED/PGCE | - | 0% |
| Other (specify) | 2 | 20% |

| | | |
|--------------|----|------|
| Total | 10 | 100% |
|--------------|----|------|

This table indicates that 30% are qualified in PTC which reflects that they did not upgrade their qualification. The researcher depicts that the school managers drag the maintenance of discipline as the role of school manager with less strategies. 20% of the school managers have other qualification which was never mentioned. The number adds to the low qualification of managers to ways of dealing with discipline in general in school as the role of school managers in schools.

Section B

Contextual Questions

Informants were asked if they have management course.

TABLE 6

| Responses | Frequencies | Percentage |
|----------------------|-------------|------------|
| STD/UED/PGLE | 1 | 10% |
| B.ED (honors) | 7 | 70% |
| M. Degree | 0 | 0% |
| D. Degree | 0 | 0% |
| Other (Specify) ACE | 2 | 20% |
| Total | 10 | 100% |

In table 6 the research discovered that 10% had management in their courses while 70% has management in higher level as B.ED honors.0% in masters. 0% in M degree and 20% in other levels specifically ACE management.

It implies that most schools managers have management in B.ED (honors) and it has a positive attitude to indicate that discipline can be maintained at ease. It also shows that the school managers are more advanced with new technological strategies to maintain discipline.

In table 7 the informants were required to indicate the number of period they have per week.

TABLE 7

| Responses | Frequencies | Percentage |
|----------------|-------------|------------|
| 1- 10 periods | 1 | 10% |
| 11- 20 periods | 5 | 50% |
| 21- 30 periods | 4 | 40% |
| 31-49 periods | 0 | 0% |
| 50 periods | 0 | 0% |
| Total | 10 | 100% |

In table 7 the researcher realized that 50% of the school managers have 50%, 11-20 periods of teaching. This shows that they have enough time to manage in the office as the workload may have impact negatively on maintaining discipline in school to the role of the school manager.

In table 8 informants were required to indicate if they agree that work should be delegated to their staff.

TABLE 8

| Responses | Frequencies | Percentage |
|-------------------|-------------|------------|
| Strongly agree | 3 | 30% |
| Agree | 7 | 70% |
| Strongly disagree | 0 | 0% |
| Disagree | 0 | 0% |
| Total | 10 | 100% |

In table 8 the researcher discovered 30% of the school managers indicate that they strongly agree to delegate duties while 70% agree to delegate duties.

It shows that school managers know that they should delegate duties among the staff. If the duties are not delegated among the staff it gives a problem as the manager cannot do everything alone.

In table 9 informants were requested to indicate how often they meet their staff members

TABLE 9

| Responses | Frequencies | Percentage |
|-----------------|-------------|------------|
| Once a week | 0 | 0% |
| Once a month | 2 | 20% |
| Once a quarter | 2 | 20% |
| Once a semester | 0 | 0% |
| Anytime | 6 | 60% |
| Total | 10 | 100% |

In table 9 the researcher realized that 20% meet the staff monthly, 20% meet quarterly while 60% meet anytime when there is a need.

It implies that most school managers meet their staff anytime which shows that they keep on communicating and disturbing classes as they wish. The researcher also discovered that no year plan to maintain and limit regular meetings. The role of the school manager is invisible to draw and follow the year plan.

TABLE 10

In table 10 the informants were required to furnish the style of management they prefer

TABLE 10

| Responses | Frequencies | Percentage |
|-------------------|-------------|------------|
| Democratic | 6 | 60% |
| Autocratic | 0 | 0% |
| Laissez- fair | 0 | 0% |
| All of the above | 4 | 40% |
| None of the above | 0 | 0% |
| Total | 10 | 100% |

In table 10 the researcher discovered that 60% of the school managers prefer democratic style while 40% prefer to use them all. I assume that it is not good to use one style when managing, it is better to use all, as there is somewhere the instruction had to be carried as it is and the colleagues would like to coin to suit their situations.

In table 11 the informants were requested to indicate if they have a code of conduct in school

TABLE 11

| Responses | Frequencies | Percentage |
|--------------|-------------|-------------|
| Very clear | 9 | 90% |
| Clear | 1 | 10% |
| No opinion | 0 | 0 |
| Total | 10 | 100% |

The researcher discovered that in table 11, 90% have very clear code of conduct for learners, while 10% have clear code of conduct.

The researcher depicts it is true that most school do have a code of conduct and even if it is available, learners are not given or read for at the begging of the year. Only when a learner misbehaves is then that one will be told what to and not to do in that school... Some conducts avail when the learner is in trouble and should be disciplined.

In table 12 the informants were asked if the SMT have management.

TABLE 12

| Responses | Frequencies | Percentage |
|--------------|-------------|-------------|
| Yes | 8 | 80% |
| No | 2 | 20% |
| Total | 10 | 100% |

In table 12 the researcher realized that 80% have qualification on management and 20% do not have. This indicates that most can manage and maintain discipline with ease? In 20% school managers may have difficulty in managing as they have to do everything alone without helpers unless the school is under resourced.

In table 13 informants were requested if they have committees to deal with misconduct.

TABLE 13

| Responses | Frequencies | Percentage |
|--------------|-------------|------------|
| Yes | 3 | 30% |
| No | 7 | 70% |
| Total | 10 | 100% |

The researcher realized that 30% of the schools do have committee dealing with misconduct and 70% does not have.

The value to have a misconduct committee helps to maintain discipline and few do have. It indicates unavailability of delegation. To the researcher it implies that only 30 schools do guide their learners with the help of other educators delegated by the school manager as one of their role to help maintain discipline.

In table 14 informants had to indicated if they approve/ disapprove corporal punishment

TABLE 14

| ?Responses | Frequencies | Percentage |
|--------------|-------------|------------|
| Approve | 0 | 0% |
| Disapprove | 7 | 70% |
| No opinion | 3 | 30% |
| Total | 10 | 100.0% |

In table 14 the researcher discovered that 70% disapprove corporal punishment while 30% do have no opinion. The 30% shows that there are schools who administer corporal punishment privately to discipline even if it is abolished. While 0% do not approve it, the researcher depicts that the abolishment of corporal punishment is respected in some schools.

TABLE 17

In table 15 the informants indicated if they believe in teamwork?

TABLE 15

| Responses | Frequencies | Percentage |
|---------------------|-------------|------------|
| Strongly believe | 7 | 70% |
| Believe | 3 | 30% |
| Strongly disbelieve | 0 | 0% |
| Disbelieve | 0 | 0% |
| Total | 10 | 100% |

In table 15, 70% of school managers strongly believe in team work, this implies that the school manager have less duty to plan and manage, only have to monitor, which means the manager have more time to manage other areas of discipline while in 30% of school managers only believe to have team work which shows that the school manager has more work.

In table 16 the informants indicated if they believe in involving all stake holders in decision making.

TABLE 16

| Responses | Frequencies | Percentage |
|---------------------|-------------|------------|
| Strongly believe | 6 | 60% |
| Believe | 3 | 30% |
| Strongly disbelieve | 0 | 0% |
| Disbelieve | 1 | 10% |
| Total | 10 | 100% |

In table 16 the researcher realized that 60%strongly believe, 30% believe while 10% disbelieve. This shows that some school managers did not understand the question well or do not realize the importance of involving others hence they isolate learners when drafting polices, code of conduct, class rules and choice of uniform colors and tours.

In table 17 the informants furnished the school rules and consequences are clear to maintain discipline.

TABLE 17

| Responses | Frequencies | Percentage |
|--------------|-------------|------------|
| yes | 4 | 40% |
| no | 4 | 40% |
| Not sure | 2 | 20% |
| Total | 10 | 100% |

The researcher discovered that 40% are clear with the rules and consequences; this shows that learners and educators know what to do where, when and how. The other 40 % clearly shows that they are not clear; this implies that the rules are available but the school manager does not remind the school of those rules and consequences to maintain discipline. The 20% of the schools are not sure of the rules and consequences, the researcher assume that the school do not/never disclosed the rules and consequences which indicates school managers really isolate stake holders.

In table 18 the informants indicated how they manage minor misconducts

TABLE 18

| Responses | Frequencies | Percentage |
|-------------------|-------------|------------|
| Dismiss | 0 | 0% |
| Suspend | 2 | 20% |
| Discipline | 8 | 80% |
| None of the above | 0 | 0% |
| Total | 10 | 100% |

The researcher has discovered that in table 18, 80% of school managers manage minor misconduct by disciplining to maintain order in school .While 20% of the managers suspends as to maintain discipline in their schools as it is their role.

In table 19 the informants indicate if they organize parents meetings

TABLE 19 Responses to educators' questionnaires

| Responses | Frequencies | Percentage |
|--------------|-------------|------------|
| Yes | 10 | 100% |
| No | 0 | 0% |
| Total | 10 | 100% |

In table 19 the researcher revealed that 100% of the school managers do organize parents meetings.

It indicates that meetings are organized and the school manager is seen executing his role to involve parents in their children`s education.

In table 20 the informants indicated how often they meet

TABLE 20 Frequency of parents meetings

| Responses | Frequencies | Percentage |
|-----------------|-------------|------------|
| Once a month | 0 | 0% |
| Once a quarter | 9 | 90% |
| Once a semester | 0 | 0% |
| Needs be | 1 | 10% |
| Total | 10 | 100% |

In table 20 the researcher discovered that 90% meet the parents quarterly and 10% meet the parents when necessary. Parents meetings should be planned and indicated on the year plan to avoid calling them every time as most parents might be on duty.

4.2.3 Responses to educators' questionnaire

Section A

In table 1 the informants were required to indicate their gender

TABLE 1

| Responses | Frequencies | Percentage |
|-----------|-------------|------------|
| Male | 3 | 30% |
| Female | 7 | 70% |
| Total | 10 | 100% |

In table 1 the researcher discovered that few educators are male with 30% while 70% of educators are female. This shows that there is more female educators which can bring less discipline as they are less respected by learners because of their soft heartedness, while is believed that males can keep discipline better than as learners fear them.

In table 2 the informants were required to indicate their age

TABLE 2

| Responses | Frequencies | Percentage |
|--------------|-------------|------------|
| 20- 29 years | 0 | 0% |
| 30-39 years | 3 | 30% |
| 40-49 years | 4 | 40% |
| 50 + years | 3 | 30% |
| Total | 10 | 100% |

In table 2 the researcher realized that few educators are young with 30% while most are forty years and above. This indicates that the area of research has older educators whom the research assumes not to cope well with the new technology that the learners are experiencing daily in the television.

In table 3 the informants were requested to furnish with their years of experience as an educator.

TABLE 3

| Responses | Frequencies | Percentage |
|--------------------|-------------|------------|
| 10 years and below | 0 | 0% |
| 11- 20 years | 5 | 50% |
| 21-30 years | 4 | 40% |
| 31 years and above | 1 | 10% |
| Total | 10 | 100% |

In table 3 the researcher realized that most educators with 50% have 11-20 years in the field and they are young .While 40% are in the middle age with 21-30years. Whereas a few with are10% 31 years and above. It shows that there are few educators with more experience in the area of researcher which can hinder the maintenance of discipline.

In table 4 the informants were requested to indicate their academic qualification.

TABLE 4

| Responses | Frequencies | Percentage |
|------------------------|-------------|------------|
| STD 10 | 5 | 50% |
| BA Degree | 3 | 30% |
| B.ED (Honors) | 2 | 20% |
| Masters Degree | 0 | 0% |
| Doctoral Degree | 0 | 0% |
| Other (Specify) | 10 | 100% |

In table 4 the researcher realized that 50% of educator have STD 10 only, 30% are qualified for B.A Degree while only 20% has an Honors degree. It indicates that most educators are not upgrading their qualification. The results above can hinder the maintenance of discipline in school to the school manager as their role due to new technology and more changes in education.

In table 6 the researcher discovered that the educators has low management all of them. This implies that the school manager have less role to maintain discipline as all educators also

In table 5 were informants required to indicate their professional qualification.

TABLE 5

| Responses | Frequencies | Percentage |
|-----------------|-------------|------------|
| JSTC | 0 | 0% |
| JSTD | 0 | 0% |
| PTC | 3 | 30% |
| JPTD | 2 | 20% |
| SPTD | 3 | 30% |
| B.ED | 2 | 20% |
| UED/PGCE | 0 | 0% |
| Other (specify) | 0 | 0% |
| Total | 10 | 100% |

In table 5 the researcher discovered that 30% qualified in PTC, 20% IN JPTD, 30% in PTC while only 20% have B.ED degree. It is the researcher's awareness that few educators have B.ED (honors) to upgrade themselves to keep pace with the changing curriculum. It will hinder the maintenance of discipline due to new changes in education.

Section B

Contextual questions

In table 6 informants were required furnish with their management course

TABLE 6

| Responses | Frequencies | Percentage |
|------------------|-------------|------------|
| STD/UED/PGLE | 5 | 50% |
| B.ED (honors) | 2 | 20% |
| M. Degree | 0 | 0% |
| D. Degree | 0 | 0% |
| Other (Specify) | 3 | 30% |
| Total | 10 | 100% |

In table 6 the researcher discovered that the educators has done management all of them. This implies that the school manager have less role to maintain discipline as all educators also

knows to manage. It also reveals that educators have less challenge in maintaining discipline in their classrooms.

In table 7 the informants were required to indicate workshop in management

TABLE 7

| Responses | Frequencies | Percentage |
|--------------|-------------|------------|
| Yes | 5 | 50% |
| No | 5 | 50% |
| Total | 10 | 100% |

In table 7 the researcher realized that 50% says they have attended the workshop while the other 50% say they have not. The researcher believes that those that have attended the workshop have few challenges in maintaining discipline in their classroom whereas 50% may have more challenges.

In table 8 were informants required to furnish if they have been delegated in management tasks

TABLE 8

| Responses | Frequencies | Percentage |
|--------------|-------------|------------|
| Yes | 4 | 40% |
| No | 6 | 60% |
| Total | 10 | 100% |

In table 8 the researcher realized that 40% have been delegated in management tasks, this implies that most school managers do not recognize their colleagues by delegating them management tasks. The researcher assumes that even the 40% who are not delegated, their school managers will recognize them in other task to can maintain discipline in schools.

In table 9 informants were required to indicate if they have class rules

TABLE 9

| Responses | Frequencies | Percentage |
|--------------|-------------|------------|
| Yes | 1 | 10% |
| No | 9 | 90% |
| Total | 10 | 100% |

In table 9 the researcher revealed that only 10% have class rules list to maintain order in the class while 90% does not have. The more percent indicates that educators have nothing to maintain discipline in their absence. The researcher believes that learners must be told what and what not to do in the class so as to maintain discipline in class and outside.

In table 10 informants were required to indicate if rules are followed

TABLE 10

| Responses | Frequencies | Percentage |
|-------------------|-------------|------------|
| Strongly agree | 1 | 10% |
| Agree | 3 | 30% |
| Strongly disagree | 0 | 0% |
| Disagree | 6 | 60% |
| Total | 10 | 100% |

In table 10 the researcher discovered that only 10% of educators strongly agree that the rules are followed, 30% do agree while 60% disagree. The researcher assume that 90% that is reflecting is the educators that do not have class rules list and cannot see the advantage of having the list hence that 10% which strongly agree is the one who uses it.

In table 11 the informants were required to indicate if they are in favor of new curriculum

TABLE 11

| Responses | Frequencies | Percentage |
|-------------------|-------------|------------|
| Strongly in favor | 0 | 0% |
| Favor | 3 | 30% |
| Neither | 7 | 70% |
| Against | 0 | 0% |
| Strongly against | 0 | 0% |
| Total | 10 | 100% |

In table 11 the researcher discovered that 30% is in favor of the new curriculum while 70% are neither in favor of. The researcher assumes it is because of less training of the methods hence educators feel uncomfortable about it and the fear of change which is encouraging the educators to feel uncomfortable to maintain discipline in classroom and outside.

In table 12 informants were required to indicate if they administer corporal punishment.

TABLE 12

| Responses | Frequencies | Percentage |
|--------------|-------------|------------|
| Always | 0 | 0% |
| Seldom | 3 | 30% |
| Never | 5 | 50% |
| No opinion | 2 | 20% |
| Total | 10 | 100% |

In table 12 the researcher revealed that 30% do administer corporal punishment to discipline 50% never administer it, while 20% have no opinion. The researcher assumes that the educators are still administering corporal punishment as a means to maintain discipline in schools because educators have no other strategies to help maintain discipline.

In table 13 the informants were required to furnish their alternatives to corporal punishment

TABLE 13

| Responses | Frequencies | Percentage |
|-------------------|-------------|-------------|
| Suspend | 1 | 10% |
| Give more work | 6 | 60% |
| Detain | 0 | 0% |
| Dismiss | 0 | 0% |
| None of the above | 3 | 30% |
| Total | 10 | 100% |

In table 13 the researcher discovered that 10% of the educators suspend learners in their classrooms, 60% give more work in class, while 30% does not respond. The researchers assume that 30% who fail to respond do administer corporal punishment to discipline their learners whereas is prohibited. The role of the school manager has faded.

In table 14 the informants were required to indicate if they assess learners.

TABLE 14

| Responses | Frequencies | Percentage |
|-------------------|-------------|-------------|
| Strongly agree | 0 | 0% |
| Agree | 1 | 10% |
| Strongly disagree | 9 | 90% |
| Disagree | 0 | 0% |
| Total | 10 | 100% |

In table 14 the researchers discovered that 10% of educators strongly disagree with the NCS method of assessment while 90% does not agree. I assume the more percent disagree because of not understanding well the method and find unmotivated to work with courage with the new method of assessment hence more training and workshop is needed to can execute their work with competence to maintain discipline in classroom and outside as one of their role.

In table 15 informants were required to indicate how do they do follow up

TABLE 15

| Responses | Frequencies | Percentage |
|----------------|-------------|-------------|
| Remedial work | 6 | 60% |
| Send out | 1 | 10% |
| Give more work | 3 | 30% |
| Ignore | 0 | 0% |
| Total | 10 | 100% |

In table 15 the researcher discovered 60% of educators do remedial work while 30% give more work. The percentage above indicates that 60%+30% of those who give more work to do and do remedial work for learners, it helps learners to have more understanding, while 10% of educators do send learners out may be due to their behavior.

In question 16 the informants were required to indicate the most challenges

TABLE16

| Responses | Frequencies | Percentage |
|--------------|-------------|-------------|
| Absenteeism | 1 | 10% |
| Late coming | 2 | 20% |
| Bullying | 1 | 10% |
| All of them | 6 | 60% |
| Total | 10 | 100% |

In table 16 the researcher realized that 60% of the educators have all challenge, never the less 10% in absenteeism 20% in late coming and 10% in bullying. The research shows that most school had all challenges as indicated by the respondent.

Question 17 required informants to indicate if they have internal clustering

Table 17

| Responses | Frequencies | Percentage |
|--------------|-------------|-------------|
| Yes | 6 | 60% |
| No | 4 | 40% |
| Total | 100 | 100% |

In table 17 the researcher discovered that 60% do internal clustering while 40% do not. The researcher assume that only those who are in the foundation phase do clustering while the intermediate and senior phase do not practice internal clustering.

In question 18 the informants were required to indicate how they develop one another

TABLE 18

| Responses | Frequencies | Percentage |
|-----------------------|-------------|------------|
| Team work | 3 | 30% |
| Learning area cluster | 1 | 10% |
| Cascading | 0 | 0% |
| None of the above | 6 | 60% |
| Total | 10 | 100% |

In table 18 the researcher realized that 30% do team work 10% do meet per learning area while 60% do none of them. This reflects that educators do not develop one another and hence some are left behind to know the strategies to keep discipline in school aiming on maintenance of discipline by school managers.

In table 19 the informants were required to indicate if the rules and consequences are clear.

TABLE 19

| Responses | Frequencies | Percentage |
|-------------------|-------------|------------|
| Strongly agree | 2 | 20% |
| Agree | 5 | 50% |
| Strongly disagree | 0 | 0% |
| Disagree | 3 | 30% |
| Total | 10 | 100% |

In table 19 the researcher discovered that 20% of the educators strongly agree, 50% agree while 30% disagree. The researcher assumes that most educators are clear with the rules and consequences while 10% disagree not secured. The 30% educators that disagree with the

question may be right as the code of conduct might be discovered on request; the role of school managers is invisible in the area.

In table 20 the informants were required to indicate if they inform parents about the learner's behavior.

TABLE 20

| Responses | Frequencies | Percentage |
|--------------|-------------|------------|
| Yes | 9 | 90% |
| No | 1 | 10% |
| Not certain | 0 | 0% |
| Total | 10 | 100% |

In table 20 the researcher discovered that 90% of educators inform parents while 10% does not. The researcher assumes that more educators do involve parents even if parents do not respond in time because they stay away from learners due to work. The 10% of educators indicates that they can manage their learners behavior if goes out of hand to disrupt others as one of their role to maintain discipline.

4.2.2. Responses to learner's questionnaires

Ten (10) questionnaires were distributed to different schools

Section A

Biographical questions

In question 1: the informants were requested to indicate their age.

TABLE 1

| Responses | Frequencies | Percentage |
|--------------|-------------|------------|
| 06-09 | 0 | 0% |
| 10-13 | 8 | 80% |
| 14-16 | 2 | 20% |
| Total | 10 | 100% |

In table 1, the researcher has realized that 80% of learners are 10-13 years old, while 20% are between 13-14 years old.

The majority of learners are moving with their age in different grades. It gives the learners an opportunity to study well and to co-operate with their educators.

Question 2 informants were required to indicate their gender.

TABLE 2

| Responses | Frequencies | Percentage |
|-----------|-------------|------------|
| Male | 3 | 30% |
| Female | 7 | 70% |
| total | 10 | 100% |

In table 2 70% of learners are female while 30% of the learners are males.

The table shows big difference of girls being more than boys.

In question 3, the informants are required to indicate their grades

TABLE 3

| Responses | Frequencies | Percentage |
|-----------|-------------|------------|
| Grade R | 0 | 0% |
| Grade 4-6 | 4 | 40% |
| Grade 7 | 6 | 60% |
| Total | 10 | 100% |

In table 3, the researcher discovered that 40% of the respondent are in grade 4-6, while most respondent are from grade 7. This implies that the response can be more reliable as they are old enough to choose between good and bad, moreover to can analyze the situation better.

TABLE 4

Section B

Contextual questions

In table 4 the informants were required to indicate if they feel secure in class and outside

TABLE 4

| Responses | Frequencies | Percentage |
|---------------|-------------|-------------|
| Yes | 6 | 60% |
| No | 4 | 40% |
| I do not know | 0 | 0% |
| Total | 10 | 100% |

In table 4 the researcher realized that 60% of learners are secured in class, and outside and 40% feel not secured. It shows that the environment is not violent and a few are unsecured as violence seldom happens.

In question 5 informants were requested to indicate if uniform is compulsory in their school.

TABLE 5

| Responses | Frequencies | Percentage |
|---------------|-------------|-------------|
| Yes | 7 | 60% |
| No | 0 | 0% |
| I do not know | 3 | 40% |
| Total | 10 | 100% |

In table 5 the researcher has discovered that 70% indicate that uniform is compulsory and 30% responded that they do not know. The researcher concludes that school uniform is compulsory but used different colors every day to differ with the color to be used for that particular day. The researcher assumes that in some schools most learners are disciplined.

In question 6 informants were required to indicate whether their school has a code of conduct?

TABLE 6

| Responses | Frequencies | Percentage |
|---------------|-------------|-------------|
| YES | 4 | 40% |
| No | 0 | 0% |
| I do not know | 6 | 60% |
| Total | 10 | 100% |

In table 6 the researcher has realized that 40% of learner has code of conduct in their schools while 60% of learners show not to be sure of the code of conduct.

In question 7 informants were requested to indicate if educators administer corporal punishment.

TABLE 7

| Response | Frequencies | Percentage |
|--------------|-------------|------------|
| Very clear | 0 | 0% |
| Clear | 2 | 20% |
| Not clear | 1 | 10% |
| Not sure | 7 | 70% |
| Total | 10 | 100% |

In table 7, the researcher discovered that 20% of learners are clear, 10% of learners shows that they are not clear and 70% are not sure. The researcher assume that most learners are not clear because some of the school manager do not clearly read the rules and consequences to learners, just a few are clear

In table 8, the informants were required to indicate how they get text books.

TABLE 8

| Responses | Frequencies | Percentage |
|--------------------|-------------|------------|
| Buy it yourself | 0 | 0% |
| Supplied by school | 9 | 90% |
| Borrow from friend | 0 | 0% |
| I do not know | 1 | 10% |
| Total | 10 | 100% |

In table 8, the researcher discovered that 90% of learners are supplied by the school and only 10% does not know where the books come from. It appears that most school managers distribute textbooks to learners. Those that says they do not know they have not understood the question.

In table 9 the informants were required to indicate who help them with their homework.

TABLE 9

| Responses | Frequencies | Percentage |
|--------------------|-------------|-------------|
| Nobody assists me | 6 | 60% |
| Friends | 1 | 10% |
| Parents | 1 | 10% |
| Sisters & Brothers | 2 | 20% |
| Total | 10 | 100% |

In table 9 the researcher has discovered that 60% has nobody to assist with home work, 10% are assisted by friends, 10% are assisted by their parents and 20% are assisted by siblings. It appears that parents do not involve themselves in their children's educations hence they are assisted by other people than their parents.

In table 10 the informants were requested to indicate if they have classroom rules to control them.

TABLE 10

| Responses | Frequencies | Percentage |
|--------------|-------------|-------------|
| Yes | 1 | 10% |
| No | 9 | 90% |
| Total | 10 | 100% |

In response 10, the researcher has realized that 10% do have classroom rules and 90% do not have the classroom rules. The researcher has discovered that most schools have classroom rules to control their learners and less school do not have the classroom rules.

In question 11 the informants were asked to indicate how often they have been to disciplinary committee.

TABLE 11

| Responses | Frequencies | Percentage |
|--------------|-------------|------------|
| Once | 3 | 30% |
| Always | 1 | 10% |
| Never | 6 | 60% |
| Total | 10 | 100% |

The researcher in table 11 discovered that 30% of learners have been to disciplinary committee and 10% is always reprimanded while 60% has never been to the disciplinary committee.

This shows that more learners have not been to disciplinary committee while 30% has once been and 10% is always reprimanded.

SUMMARY

This chapter focused on the data presentation, analysis and interpretation. The data was presented in different tables and categories in different subheadings. The headings are personal information of the informants in the role of the school managers, educators and learners in the maintenance of discipline in school. The analysis and interpretation of data relied on the responses of the informant.

CHAPTER FIVE: SUMMARY, FINDINGS, COCLUSION, LIMITATIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter researcher summarized the study and discussed the findings from data presented in chapter 4 of the study. The summary indicates the overview of the study with subheadings.

5.2 SUMMARY OF THE STUDY

The purpose of the study was to investigate the role of school managers in maintaining discipline in primary school.

Chapter one indicated the background of the study, statement of the problem, research question, aim of the study, significance of the study, preliminary literature review, research design and methodology of the study.

Chapter two deals with the literature review wherein the researcher reviewed national and international literature from primary and secondary sources which reflected on the positive challenges facing school managers on aspects relating to maintenance of sound discipline in schools which the main headings are: the disciplinary challenges school managers face in various managerial areas, strategies in maintaining discipline, importance of managerial principles, guidelines for maintaining discipline and the sub headings.

Chapter three focused on research design and methodology. Research used quantitative design, and systematic sampling was utilized to reduce the population into a workable sample for the study.

The population of this study comprises 14980 within Hlanganani Circuit.

Therefore the total sample in this study was 30 informants

The questionnaire was used to collect data from school manager, educators and learners that were statistically analyzed. The researcher designed the questionnaires in a simple manner, for despondence to understand. Yes and no, agree, disagree, strongly agree, strongly disagree and no opinion were used in which informants were only choosing the appropriate answers. The researcher personally delivered questionnaires to informants and collected them immediately when they were completed.

The validity of the questionnaire as the suitable research instruments has been insured by asking questions about the main research, guaranteeing confidentiality, anonymity and voluntary participation.

The reliability of the research instrument has been considered.

Chapter four presents data analysis and interpretation. The use of tables was made in order to reduce data into a manageable size. Data was presented in the form of Percentages.

5.3 DISCUSSIONS OF FINDINGS

Discussions of findings were based on questions and aims of research in chapter one as follows:

- What are the disciplinary challenges school managers face in various management areas;

Discussions of findings for the above question;

The findings revealed lack of knowledge and skills on management and curriculum policy which influences school manager not to play their expected roles. However the variety of these challenges contributes towards poor discipline in schools.

- Challenges in leading and managing the school due to lack of skill as they do not further their studies in management courses hence they are figure of the authority.
- Critical disciplinary challenge unfolds in managing the curriculum as some of them do not understand the new method of learner centered approach, continuous assessment, lesson preparation and a few to mention. Most educators in the area of study do not conduct

- 3.4 internal clustering as they are still not clear of the new curriculum hence they rely more on tests and exams as done before.
- Challenges relating to managing facilities hence school run short of classrooms, furniture, teaching and learning material. Learners are overcrowded in classrooms. Insufficient learning material such that learners had to buy some of the books on their own and share the text books which sometimes reach the school late, competent educators are redeployed which ends up frustrating both educators and learners as they are used to each other.
 - School managers faces challenges in managing finance, the budget approved by the SGB is not strictly followed and resulting in shortage of learner material.
 - Teams are not well managed as some school managers do not believe in delegating educators in managerial task, they temporarily exist as they are not regularly controlled and monitored by the SMT.
 - Time management remains a critical challenge as the research revealed late coming of both educators and learners. There is still existence of absenteeism, bullying and conflicts in most schools. Educators and learners tend to take time to get to classes, whereas most of them are late for school and often absent themselves, which proves lack of respect of time, commitment and cooperation.
 - The findings reveal the above critical challenge exert pressure on the challenge to manage change. Schools are now organization and brought change from the way schools were manage as bottom –down to bottom-up hierarchy but some school managers are reluctant to change.
 - Unclear school rules and their consequences to learners hence punishment remain a key solution as a means to maintain discipline in primary schools. The researcher also discovered that the educators in this area do not read any of the code of conduct to their learners. It is the researcher’s view that the learners have never been given the above mentioned documents. Learners have classroom rules to control in their classes but struggle to follow since they are drawn by the educators isolating them hence they always forget and misbehave.
 - Parents seldom involve themselves in their children’s homework, sometimes they are far or learners are orphans due to HIV/AIDS

5.4. DISCUSSION OF RECOMMENDATIONS

- What strategies do school managers employ in the maintenance of discipline in primary schools?

Researcher recommends the following of the above questions to maintain discipline:

- School managers should set clear roles and responsibilities, so as individuals know what to do, when and how in time. Conduct staff meetings regularly to discuss the failures, look for the way forward, motivate staff and learners, encouraging good behavior and be committed in executing their task by bringing warm climate through best skills of communication as the best strategy to manage the organization. Without communication, the school can be ruined as is a key-holder of prosperity to any working condition and is the major role to maintain order and discipline.
- Should work closely with the SGB, following the vision and mission of the school, code of conduct and the budget that they drafted. All learners and educators should have the code of conduct on arrival. The code of conduct should be read to learners and be clearly explained in assembly and in class for 1-3 weeks. Learners should know of how they are expected to behave in and out of the classrooms. All learners should sign the code of conduct to agree with the consequences.
- Parents are the key role of their learner's behaviour as discipline start at home and to encourage the learner to participate in educational activities.
- To maintain and control time in the morning, the school manager should start each school day with a brief staff meeting for fifteen minutes, share important information, signing time register and check that might be absent. Every class should have a group leader to control entrance. Control daily attendance register, identify late and absent learners then hand it in to the disciplinary committee or school manager secretary during first break. To control late coming after break use alert bell to ring five minutes before periods commences, the second bell mean commencement of lessons for both educators and learners. Demerits can reduce misconduct, disobedience and bullying in each class. Learners should go with their age cohered to their phase as they end up disrespecting educators, school rules and bully the young ones. Learners should understand why he/she avail before the disciplinary committee and see the purpose of cultivating the conduct and not hold grudges It is clear though that some learners and educators are late because they

must first walk their little ones to school for safety or they are orphans and they are caretakers which is the causative factor and a reason to be late to school in the morning. Arrange workshop to discuss the problem and generate strategies for solving the discovered problems.

- School managers should further their studies in education management courses and remain a lifelong learner to keep pace with the new developments in maintaining discipline. The teaching profession has changed in many respect, all teaching members have the management role which requires staff members to update their subject and professional knowledge continuously so that effective teaching and learning takes place.
- The school must have disciplinary committee which comprises of educators who have the management courses. School managers should also believe in delegating their colleagues, communicate, have trust and believe in team work to create a warm climate in school, involve all stake holders in decision making where necessary. Educators should play a role to can develop each other through cascading.

5.5. LIMITATION OF THE STUDY

There are minor problems that were encountered in this research. Some of which the learners did not understand questionnaires well. Some questions were answered with two crosses. The problems did not affect the findings so much as it was few mistakes from few participants.

5.6. CONCLUSION

The data has indicated the lack of leadership and managerial skill which hinders discipline and devalue effective teaching and learning in primary schools which results in learners drop-out and high failure rate in metric. The study call for school managers to further study courses of educational management. The study clearly revealed that the overall responsibility of managing the school is in the hands of school manager's planning who control educators and learners through his best skills of leadership and management. The aim of the study has been achieved as the state of management of schools by school managers, educators and learners have been revealed by data analysis and interpretation. There is need of monitoring schools by senior authority as done before to bring back effective teaching and learning.

Researcher concluded by reflecting on what readers could learn from the findings of the research and its contribution towards scholarship in educational management and finally

recommended appropriate strategies that school managers could implement in order to maintain sound discipline in schools.

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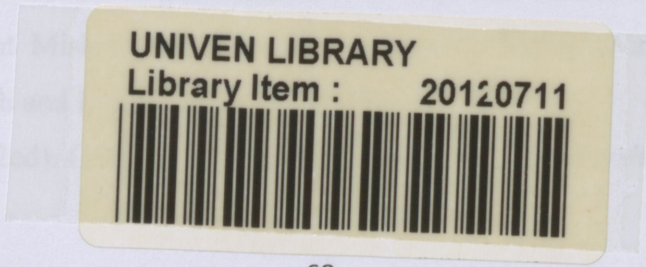
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A LETTER TO THE CIRCUIT OFFICE

P.O. Box 278
Elim Hospital
0960
10 October 2018

The Circuit Manager
Hlanganani North
P.O. BOX
Elim Hospital
0960

DEAR SIR/MADAM

CONDUCTING AN EDUCATIONAL RESEARCH STUDY

1. The above matter refers
2. Please allow me to collect data in some school under your circuit, Sithumani, Nyoletzi, Xihumani, N'wa-Xinyamani, Masekani, Mbhekota, Mugejwana, Skhosama, Tshivhuyuni and Maphanyi under Hlanganani North Cluster.
3. The Research Topic: The role of school managers in maintaining discipline in schools.
4. The questionnaires consistently require the participant's personal opinions. First hand information need not be used in substantiating answers.
5. No individual or institution is going to be affected negatively by this research.

Thanking you in anticipation

Yours Truly,

.....
Mahaiha Tinyiku Grace (Mrs.)
Student No. 11554205

APPENDIX A

A LETTER TO THE CIRCUIT OFFICE

P.O. Box 978

Elim Hospital

0960

10 October 2008

The Circuit Manager

Hlanganani North

P.O.BOX

Elim Hospital

0960

DEAR SIR/ MADAM

CONDUCTING AN EDUCATIONAL RESEARCH STUDY

1. The above matter refers
2. Please allow me to collect data in some school under your circuit, Sithumani, Nyeleti, Xilumani, N'wa-Xinyamani, Masekani, Mbhokota, Mugejwana, Skhosana, Tshivhuyuni and Maphanyi under Hlanganani North Cluster.
3. The Research Topic: The role of school managers in maintaining discipline in schools.
4. The questionnaires consistently require the participant's personal opinions. First hand information need not be used in substantiating answers.
5. No individual or institution is going to be affected negatively by this research

Thanking you in anticipation

Yours Truly,

.....
Mahafha Tinyiku Grace (Mrs.)

Student No. 11554205

APPENDIX B

RESEARCH QUESTIONNAIRE: SCHEDULE A
A LETTER TO INFORMANTS
QUESTIONNAIRE FOR SCHOOL MANAGERS

Interview scheduled for the school managers

P.O. Box 978

INSTRUCTIONS

Elim Hospital

1. Answer the following questions below.
2. Please do not write your name or school's name on the form for this study only and not for financial gain.

0960

10 October 2008

DEAR SIR/MADAM

You are humbly requested to respond to the following questions that are relevant to the study on discipline

| | |
|--------|--|
| Male | |
| Female | |

The information that you are providing will be confidential and will remain anonymous. It will be used for this study only and not for profit making.

The permission to collect data is granted by the Cluster Manager and as such be free to respond to the questions.

Thank you

.....
Mahafha Tinyiku Grace (Mrs.)

MASTERS OF EDUCATION

UNIVERSITY OF VENDA

| | |
|-------------|--|
| 30-39 years | |
|-------------|--|

| | |
|---------------------|--|
| 1-5 years | |
| 6-11 years | |
| 12 years - 17 years | |
| 18 years - 23 years | |
| 24 years and above | |

| | |
|-------------------|--|
| BA Degree | |
| B. Ed (Education) | |
| MASTERS Degree | |
| PHD Degree | |
| Other (Specify) | |

5. Indicate your Professional Qualification

| | |
|------|--|
| ISIC | |
| ISTD | |
| PIC | |

APPENDIX C

RESEARCH QUESTIONNAIRE: SCHEDULE A

QUESTIONNAIRE FOR SCHOOL MANAGERS

Interview scheduled for the school managers.

INSTRUCTIONS

1. Answer the following questions below.
2. Please do not write your name or school's name on the forms. The information is for this study only and not for financial gain.
3. Mark the appropriate answer by making a **CROSS (X)** in the box.
4. The data collected will be used for educational purposes.

SECTION A: BIOGRAPHICAL AND DEMOGRAPHICAL DATA

1. Gender

| | |
|--------|--|
| Male | |
| Female | |

2. Indicate your age

| | |
|-------------|--|
| 20-29 years | |
| 30-39 years | |
| 40-49 years | |
| 50+years | |

3. Indicate your experience as an educator

| | |
|-----------------------|--|
| 1-5 years | |
| 6-11 years | |
| 12 years – 17 years | |
| 18 years – 23 years | |
| 24-29 years and above | |
| 30+ (Specify) | |

4. Indicate your academic qualification

| | |
|-----------------|--|
| STD 10 | |
| BA Degree | |
| B. Ed (Honors) | |
| Masters Degree | |
| Doctoral Degree | |
| Other (Specify) | |

5. Indicate your Professional Qualification

| | |
|------|--|
| JSTC | |
| JSTD | |
| PTC | |

| | |
|-----------------|--|
| JPTD | |
| SPTD | |
| BA. (Ed) | |
| UED/PGCE | |
| Other (Specify) | |

SECTION B: Contextual Questions

These question aims on how they manage their schools to promote discipline amongst educators and learners.

Make a **CROSS (X)** bellow

6. Do you have management courses

| | |
|---------------|--|
| Courses | |
| TSD/UEP/PGLE | |
| B.Ed (Honors) | |
| M. Degree | |
| Other | |
| Total | |

7. How many periods do you have?

| | | | | |
|------|-------|-------|-------|-----------|
| 1-10 | 11-20 | 21-30 | 31-49 | 50 period |
| | | | | |

8. Do you agree that school manager should delegate duties to their staff members?

| | |
|-------------------|--|
| Strongly agree | |
| Agree | |
| Strongly disagree | |
| Disagree | |

9. How often do you meet with your staff members?

| | |
|---------------------|--|
| Once a week | |
| Once per month | |
| Once per quarter | |
| Once per semester | |
| Anytime if needs be | |

10. Which style of management do you prefer?

| | |
|-------------------|--|
| Democratic | |
| Autocratic | |
| Laissez-fair | |
| All of the above | |
| None of the Above | |

11. Do the schools have clear school and consequences in the code of conduct?

| | |
|------------|--|
| Clear | |
| Very clear | |
| No opinion | |

12. Does your School Management Team have qualification on school management?

| | |
|-----|--|
| Yes | |
| No | |

13. Do you have any committee which deals with misconduct?

| | |
|-----|--|
| Yes | |
| No | |

14. If yes, do you generally approve/disapprove corporal punishment to discipline?

| | |
|------------|--|
| Approve | |
| Disapprove | |
| No Opinion | |

15. Do you believe in team work?

| | |
|---------------------|--|
| Strongly believe | |
| Believe | |
| Strongly Disbelieve | |
| Disbelieve | |

16. How do you manage minor misconduct

| | |
|-------------------|--|
| Dismiss | |
| Suspend | |
| Discipline | |
| None of the Above | |

17. Are the school rules and consequences clear?

| | |
|-----|--|
| Yes | |
| No | |

18. If yes how often do you meet them?

| | |
|-------------------|--|
| Once a month | |
| Once a quarter | |
| Once per semester | |
| When needs be | |

19. Do you involve other stake holders in your decision making?

APPENDIX D

QUESTIONS FOR EDUCATORS:

QUESTIONS FOR EDUCATORS TO PLAY ROLE IN MAINTAINING DISCIPLINE IN SCHOOLS.

Instruction; Please use a **CROSS (X)** the appropriate responses where applicable.

You will remain anonymous. **NB. No wrong or right answer.**

SECTION A: Biographical and demographical data

1. Gender

| | |
|--------|--|
| Male | |
| Female | |

2. Indicate your age

| | |
|-------------|--|
| 20-29 years | |
| 30-39 years | |
| 40-49 years | |
| 50+years | |

3. Indicate your experience as a teacher

| | |
|---------------------|--|
| 10 years and below | |
| 11 years – 20 years | |
| 21 years – 30 years | |
| 31 years and above | |

4. Indicate your academic qualification

| | |
|-----------------|--|
| STD 10 | |
| B.A Degree | |
| B. Ed/Honors | |
| MED Degree | |
| PHD | |
| Other (Specify) | |

5. Indicate your professional qualification

| | |
|------------------|--|
| JSTC | |
| JSTD | |
| PTC | |
| JPTD | |
| SPTD | |
| Bed | |
| PGCE | |
| M. Degree | |
| D. Degree | |
| Other (Specify)) | |

SECTION B: Contextual Questions.

6. Have you done any management course at the following levels?

| | |
|-----------------|--|
| STD/U.E.D.\PGL | |
| B. Ed (Honors) | |
| M. Degree | |
| D. Degree | |
| Other (Specify) | |

7. Have you ever attended any workshop in classroom management

| | |
|-----|--|
| Yes | |
| No | |

8. Have you ever been delegated in managerial tasks?

| | |
|-----|--|
| Yes | |
| No | |

9. Do you have class rules to maintain order in your class?

| | |
|-----|--|
| Yes | |
| No | |

10. Do learners follow the class rules?

| | |
|-------------------|--|
| Strongly agree | |
| Agree | |
| Strongly disagree | |
| Disagree | |

11. Are you in favor of the new curriculum?

| | |
|----------------------|--|
| Strongly in favor of | |
| In favor | |
| Neither in favor of | |
| Against | |
| Strongly Against | |

12. Do you administer corporal punishment?

| | |
|------------|--|
| Always | |
| Seldom | |
| Never | |
| No Opinion | |

13. What is your alternative to corporal punishment?

| | |
|-------------------------|--|
| Suspend | |
| Give more work in class | |
| Detain | |
| Dismiss | |
| None of the above | |

13. Do you assess learners?

| | |
|-----|--|
| Yes | |
| No | |

14. If yes, do you agree with the New Curriculum statement method of assessment?

| | |
|-------------------|--|
| Strongly Agree | |
| Agree | |
| Strongly Disagree | |
| Disagree | |

15. If agree how do you make follow up if learner is incompetent?

| | |
|----------------|--|
| Remedial Work | |
| Send Out | |
| Give more Work | |
| Ignore | |

16. Which is the most challenge in your class?

| | |
|------------------|--|
| Absenteeism | |
| Late Coming | |
| Bullying | |
| All of the above | |

17. Do you have internal clustering in your school?

| | |
|-----|--|
| Yes | |
| No | |

18. If yes how do you develop one another

| | |
|-----------------------|--|
| Team Work | |
| Learning Area Cluster | |
| Cascading | |
| None of the above | |

19. Do you think school rules and consequences are clear to educators and learners?

| | |
|-------------|--|
| Very clear | |
| Clear | |
| Not clear | |
| Not certain | |

20. Do you inform parents about the behavior of the learner?

| | |
|-------------|--|
| Yes | |
| No | |
| Not certain | |

THANK YOU FOR COMPLETING THE QUESTIONNAIRE

APPENDIX E

QUESTIONS FOR LEARNERS TO PLAY ROLE IN MAINTAINING DISCIPLINE IN SCHOOLS.

Instruction: This question is to be answered by learners in a particular school.
Put a **CROSS (X)** next to the answer of your choice in the box.

You will remain anonymous. **NB. No wrong or right answer.**

SECTION A: Biographical questions

1. What is your age?

| | |
|-------------|--|
| 06-09 years | |
| 10-13 years | |
| 14-16 years | |

2. Indicate your gender?

| | |
|--------|--|
| Male | |
| Female | |

3. In which grade are you?

| | |
|-------------|--|
| Grade R – 3 | |
| Grade 4-6 | |
| Grade 7 | |

4. Do you feel secured in class and outside?

| | |
|--------------|--|
| Yes | |
| No | |
| I don't know | |

5. Is uniform compulsory in your school?

| | |
|---------------|--|
| Yes | |
| No | |
| I do not know | |

6. Do you have a code of conduct in your school?

| | |
|---------------|--|
| Yes | |
| No | |
| I do not know | |

7. Do school rules and consequences clear to you?

| | |
|------------|--|
| Very clear | |
| Clear | |
| Not clear | |
| Not sure | |

8. How do you get text books?

| | |
|--------------------|--|
| Buy it yourself | |
| Supplied by school | |
| Borrow from friend | |
| I do not know | |

9. Who help you with home work?

| | |
|-------------------------|--|
| Nobody assists me | |
| Friends | |
| Parents | |
| Brother(s) & Sister (s) | |

10. Do you have classroom rules?

| | |
|-----|--|
| Yes | |
| No | |

11. How often have you been to disciplinary committee?

| | |
|--------|--|
| Once | |
| Always | |
| Never | |

THANK YOU FOR COMPLETING THE QUESTIONNAIRE