

**THE ROLE AND TASK OF THE TEACHER IN SCHOOL MANAGEMENT  
WITH REFERENCE TO THE DZONDO CIRCUIT**

**BY**

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I **Tshilidzi Meshack Mashamba** declare that the role and task of the teacher in school management with reference to the Dzondo Circuit is my own work and that all the resources that I have used or quoted have been indicated and acknowledged by means of complete references.

**SIGNATURE:**

*Tshilidzi Meshack Mashamba*  
.....

**DATE:**

*5.04.2007*  
.....

## DEDICATION

I dedicate my dissertation to my children, Aluwani, Muruli, Murendeni and Muḡodzwa as a challenge to their future studies, to my mother Sophia Mashamba and my father Petrus Mashamba who from a humble beginning made me what I am today.

- I would like to thank God the Almighty who gave me the potential and wisdom to work through this document.
- I wish to express my heartfelt gratitude to my beloved wife Tekatani Mashamba who during hard times and struggles motivated, supported and encouraged me to complete this dissertation.
- My daughter Aluwani Mashamba for being there for me at all times.
- My colleagues, Masala and Masala for the support they gave me.
- My supervisor Dr M.A Ravhudzulo who guided me throughout my study.
- My typist Ms B. Mudau for typing my work.

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## LIST OF ACRONYMS

ANC	=	African National Congress
INSET	=	In-Service Education and Training
LP	=	Limpopo Province
LRC	=	Learners Representative Council
OBE	=	Outcomes Based Education
NATU	=	National Teachers Union
PA	=	Public Administration
PEU	=	Professional Educators Union
PTC	=	Primary Teachers Certificate
PTD	=	Primary Teachers Diploma
RF	=	Reflective Decision
SADTU	=	South African Democratic Teacher Union
SAOU	=	Suid Afrikanse Onderwyser Unie
SGB	=	School Governing Body
SMT	=	School Management Team
SST	=	Secondary School Teacher
UNIVEN	=	University of Venda

## **BACKGROUND OF THE STUDY**

### **1.1 INTRODUCTION**

Teaching is regarded as a noble profession, and should indeed be regarded as such (Steyn, 1998:29). Professional teachers should always bear this in mind, if they want to prosper in their profession. Moreover, teaching is not just a mere simple occupation, but rather a demanding task, as it does not only involve imparting knowledge to the learner, but also managing and seeing to it that the smooth running of the school always remains sound and effective (Sherman, 2000:99).

Teachers, in essence, should know that the educand should be treated as a totality and this involves many aspects, inter alia, they should be exemplary in their day to day living. As a consequent thereof, a teacher should inspire confidence, not only to learners, but also to managers, colleagues, and the community as a whole. It is important that teachers realize that they are mandated with a great responsibility.

According to Badenhorst (1997:73) the managerial activities of a teacher form an integral part of their instructional activities. This implies that the teacher should prepare his task's in advance. Therefore, classroom management should be regarded as managerial activities that not only make effective instruction and learning in the classroom possible, but also ensure that classroom management occurs with instruction.

Since the advent of democracy in 1994, the role to be played by educators in management in South African schools seems to be dwindling day by day, and the Dzondo Circuit is no exception. Consequently, the essence of professionalism and commitment by teachers to managerial issues has deteriorated to an unacceptable degree, such that teachers, particularly in secondary school in the Dzondo Circuit, relinquish all their responsibilities to the principal and his management team. They only

concern themselves with the imparting of knowledge to the learners and nothing else.

It is also evident that this has resulted in the deterioration in the culture of teaching and learning in schools around the Dzondo Circuit.

## 1.2 STATEMENT OF THE PROBLEM In school management?

What role should the principal play to equip teachers with management

Most secondary schools in Dzondo Circuit are characterised by many problems. One of them is that teachers do not play their role in managerial matters. Teachers are so reluctant that they care less about late coming by students, irregular school attendance by students, students who play truant during certain lessons, poor attendance of study sessions and lack of discipline which has resulted in a high failure rate in the circuit. Further more, teachers are no longer prepared to control ill-disciplined students in their schools and class teachers do not monitor cleanliness of their classrooms hence there is always litter all over the schools.

## 1.3 AIM OF THE STUDY

- Qualitative Approach
- The main aim of the study is to provide teachers with relevant information about their roles and to help them develop the skills required to play their part in improving their schools.
  - The main aim of the study is also to help teachers to develop a clear understanding of their roles, their functions and responsibilities.
  - To point out the crucial role teachers can play in the democratic functioning of the school.
  - To promote a good working relationship between principals, teachers, learners and parents towards achieving common mutual goals.
  - To help learners to understand that they have an important role to play in school management.

## 1.4 RESEARCH QUESTIONS

The researcher will use literature review study as a means of collecting the relevant information. In order to achieve the objectives of this study, the researcher will be guided by the following research questions:

- What roles should teachers play in school management?
- What role should the principal play to equip teachers with management skills?
- Should teacher unions such as SADTU, interfere in the role to be played by teachers in school management?
- How do teachers effect the discipline in schools?
- How does communication affect the role of teachers in school management?

## 1.5 RESEARCH METHODOLOGY

In this study the researcher will use qualitative and quantitative research approaches.

### 1.5.1 Qualitative Approach

According to Mouton (1990:15) qualitative approach is a way of gathering information where procedures are not strictly formalized and the scope is largely undefined. Such an approach will be used when questionnaires and interviews will be developed. One of the reasons for conducting qualitative study is that qualitative research presents facts in a narration with words (Schumacher & McMillan, 1993:597).

### 1.5.2 Quantitative Approach

Quantitative approach is a research methodology that seeks to quantify the data and typically apply some of statistical analysis. According to Schumacher & McMillan (1993:597) quantitative approach is a data collection technique that uses numbers to describe or measure the results.

- **Research Methods**

The researcher will use literature review study as a means of collecting the relevant information on the role of the teacher.

Literature review is a compressed critique of status of knowledge on a carefully defined educational topic, a section of a study or proposal that provides the rationale for the research problem (Schumacher & McMillan, 1993:593). Newspaper articles, government documents, journals, dissertations and books with relevant information to the study will be used.

- **Research Instruments**

#### INTERVIEWS

Denzin & Lincoln (1994:36) describes interview as the method of obtaining information in a face to face situation. The method enables the researcher to get closer to the respondents and to get reliable information. Schumacher (1993:250) describes interviews as essentially vocal questionnaires.

#### QUESTIONNAIRES

Sherman (2000:50) defines a questionnaire as an instrument commonly used to obtain data beyond the physical reach of the observer. Questionnaires give the respondent the freedom to supply their information without being intimidated. Schumacher (1993:597) describes a questionnaire as a written set of questions or statements that assess attitudes, opinions, beliefs and biographical information.

### 1.6 SIGNIFICANCE OF THE STUDY

The findings of the study will benefit several parties and enable them to value the importance of the involvement of teachers in school management.

- This study will show strategies that will bring about the improvement of the quality of results in the Dzondo Circuit.
- This study will also benefit school principals as it investigates possible

strategies on how to encourage teachers to restore discipline at schools.

- Area managers will benefit as this study will simplify their duties.
- Teachers, students, parents, school governing bodies will also benefit from this study as it will suggest ways and means of bringing back the culture of teaching and learning.
- The recommendations and suggestions of the study will help all stakeholders to know that co-operation in any institutions is the only key to success.
- The study will help the Department of Education to encourage principals to live an exemplary life.

## 1.7 LIMITATIONS OF THE STUDY

The research will be conducted in Dzondo inspection area. The researcher will concentrate on Dzondo inspection area as it will be difficult for the researcher to cover other regions within a short period of time. The study will be conducted in Dzondo inspection area because the researcher was born, bread and matriculated in one of the schools. The researcher also understands the language that is used in the area.

## 1.8 DEFINITION OF THE CONCEPTS

For the purpose of this study, the following concepts are to be interpreted as follows:

### 1.8.1 Communication

According to Rick (1999:38) communication is the vehicle for supervisory leadership, as well as the focus of management procedures and the lifeblood of every organisation, because managers deal primarily with people.

Aldag (1991:94) defines communication as the mutual exchange of ideas and interpretation of messages. He adds that this mutual exchange of ideas and interpretation of messages are not only the basis of all forms of communication, but are

also at the root of man's existence.

In this study, communication also means that the message have to be transmitted in a certain direction through a specific medium. Without this the message cannot reach the receiver.

### 1.8.2 Planning

Mcallan (1995:65) regards planning as the management task which is concerned with deliberately reflecting on the objective of the organization, the resources, as well as the activities involved, and drawing up the most suitable plan for effectively achieving these objectives.

According to Badenhorst (1997:27) planning is the work the manager does to master the future.

In this study, planning refers to a way to anticipate and offset change (Bless & Smith, 2000:49). It simple means that through planning, the principal is forced to look ahead and see what can be done, from the point of view of existing information.

### 1.8.3 Conflict

According to Wagner and Hollenback (1998:257) conflict is a process of opposition and confrontation, that occurs in an organization between either individuals or groups, when parties exercise power in the pursuit of valued goals or objectives, and obstruct the progress of others.

Conflict according to Denzin & Lincolin (1994:104) is a disagreement between two or more individuals, arising from sharing scarce resources, or from differing status, goals, values or perceptions, where each party insists that its own point of view to prevail.

In this study, conflict means clash of ideas between two individuals or groups. This includes a clash between the principal and his deputy, misunderstanding between managers and educators, which result in the division among members of staff.

#### 1.8.4 Managing

Kroon (1996:6) defines managing as a process whereby people in leading positions use human resources as effectively as possible in order to provide certain products, or services with the aim of fulfilling particular needs, and achieving the goals of the organisation.

Managing entails the employment of financial, human physical, and information resources (Bless & Higson-Smith, 2000:64).

In this study, managing means monitoring or controlling the execution of all activities in the school.

### 1.9 CHAPTER OUTLINE

The chapters in the study will adhere to the following structure:

**Chapter one** outlines the background of the study, statement of the problem, aim of the study, research questions, significance of the study, limitations of the study, explanation of the concepts and the programme of the study.

**Chapter two** includes literature review of related literature on the role of teacher in school management.

**Chapter three** explores research methods to be employed in the investigation.

**Chapter four** presents the analysis and interpretation of data.

**Chapter five** focuses on the general summary of the research, conclusion and recommendations based on the study.

## 2.1 INTRODUCTION

Prior to 1994, the management of the school in South Africa during the Apartheid era was designed to be within a framework of the Apartheid policy. The principal during the 1960's was encouraged to become an instructional leader in the school in South Africa (De Vos (1998:102). During the era, the management of the school was one-sided, that is, the principal of the school was responsible for implementing all the measures necessary for ensuring the effective functioning of all activities connected with the educative teaching.

A democratic government was elected in 27 April 1994. The management of the school based was thus management in which the administrators share responsibility. The principal create a climate in which teachers feel that they share responsibility for all aspects of the school life.

In the light of the above information, the purpose of this chapter is to establish some common understanding with regard to the role and task of the teacher in school management.

## 2.2 THE ROLE OF THE TEACHER IN SCHOOL MANAGEMENT

The teacher plays a role in the smooth running of the school. It is for this reason that the management of the school should plan the inclusion of the educator in the management of the management of the school (Gall, 1995:34).

## LITERATURE REVIEW

### 2.1 INTRODUCTION

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## 2.2.1 The planning role of the teacher

Planning is defined as the management task which is concerned with deliberately reflecting on the objectives of the organisation (Hall & Hall, 1996:69). Planning may be regarded as the heart of any effective management. It is not sufficient for the teacher to merely hope for a favourable beginning and end to all teaching, and managerial activities, but they have to plan very carefully to be effective (Van der Westhuizen, 1991:305). It is important that managerial activities are infused into their lessons.

According to Badenhorst (1997:23) good planning can help a school to achieve its objectives. This means that the effective teacher acknowledges the importance of intentional and varied planning activities. Furthermore, the development of required skills in planning the various instructional and managerial activities in the classroom does not come naturally, it depends on careful and meaningful planning by the teacher.

## 2.2.2 The importance of planning

As planning is the key to the successful completion of all tasks in the classroom set-up, it is evident that the lack of planning by the teacher may be to the detriment of the pupil, teacher and education system (Druckman, 1997:220). If objectives were not set according to the analysis of the task, and there was no plan of action implemented, teaching cannot be effective. Therefore, it is necessary for the teacher to plan and consider the most important aspects of planning.

According to Mcallen (1995:49) there are at least three reasons why the teacher should always plan.

- By planning the teacher meets their immediate needs. Planning gives the teacher a clear sense of direction and they may feel even more secure having made and recorded these plans.
- A plan may give the teacher access to the desired objective. It therefore

and short serves as a means to an end. Decisions on how best to perform the task are indicated in the plan, and are identified as the methods to attain the goal.

- A plan may serve as a direct function during the performance of the task. It helps the teacher to organise material or to start an activity.

Instructional and managerial success depends to a large extent on the teacher's. It is therefore evident that teachers should plan in advance.

They should have an understanding of what planning involves and how planning could be incorporated into it more effectively. Therefore, planning does not come naturally, but requires a positive, meaningful and sustained effort.

### 2.2.3 Types of planning

The teacher performs a variety of instructional and administrative tasks in the classroom. To plan for such a variety of tasks also entails different types of plans.

The following steps should be taken into consideration. The teacher should first formulate

◆ **Mental planning** De Venter (2003:66) states that if the teacher does not know where their pupils are supposed to go, how will they know whether, and when the

Many teachers plan lessons and administrative task well in advance. It is essential to reflect on the quality of performance of these tasks for the development of the teacher's skills (Sherman, 2000:18). The following are a few questions that may be raised in connection with mental planning:

According to Sparks (1997:108) the teacher should also consider the following questions:

- What different types of learning activities does the teacher expect to conduct for the next lesson?
- What rules of conduct are required to maximise pupil involvement during the different types of learning process.

◆ **Incidental and comprehensive planning** Questions have been considered, the next step, which is implementation, becomes necessary. At this stage, the teacher is ready

The teacher often has to plan on the spur of the moment. For example, the video machine to be used as a teaching aid may break down and new learning activities have to be arranged. According to Knight (1995:57), the teacher should always have emergency lessons planned in the event of the unexpected. Comprehensive planning should be done against the background of the whole curriculum or syllabus, and long-

and short-term goals should be set when planning comprehensively. This is involved to be executed by the teacher (Gall, 1996:49). This variety and scope of tasks requires

#### 2.2.4 Planning steps

In order to carry out the different tasks for which the teacher is responsible, a thorough understanding of organisation as a managerial activity is Instructional and managerial successes depend to a large extent on the teacher's planning skills (Mouton, 1990:36). To acquire these skills, they should have an understanding of what planning involves and how planning could be incorporated into their teaching style, to make it more effective. Therefore, planning does not come naturally, but requires a positive, meaningful and sustained effort.

When planning for instructional, as well as administrative tasks in the classroom, the following steps should be taken into consideration. The teacher should first formulate goals or objectives. Van De Venter (2003:66) states that if the teacher does not know where their pupils are supposed to go, how will they know whether, and when the objectives were reached.

The second step in planning is that the teacher should analyse the present situation. In analysing the present situation according to Sparks (1997:108) the teacher should also consider the following questions:

- What is the background of the pupil?
- What are their present skills?
- What effect will the completion of the task have on the pupils, the principal or parents?

Once possible answers to the proceeding questions have been considered, the next step, which is implementation, becomes necessary. At this stage, the teacher is ready to perform the task (Gall, 1996:58).

### 2.3 THE ORGANISATIONAL ROLE OF THE TEACHER

When areas such as subject instruction, exclusion, administrative and extra-mural

activities are considered, it is clear that there is a great variety of tasks involved to be executed by the teacher (Gall, 1996:49). This variety and scope of tasks requires careful organisation, and in order to carry out the different tasks for which the teacher is responsible, a thorough understanding of organisation as a managerial activity is required.

### 2.3.1 What is organising?

Organising is that management task which is performed to initiate planning, and to establish connections with the various parts so that the goals may be realised and attained (Sherman, 2000:56).

Horizontal division of work

Knight (1995:39) state that organising is a process by which the manager brings order out of chaos, removes conflicts between people over work or responsibility, and establishes an environment suitable for team work.

Although the novice teacher may not have skills to organise, there are two important reasons why they should acquire knowledge, albeit elementary knowledge, of organising. In the first place, the teacher who knows what organising involves, will have a better understanding of their own role and as a result, they could experience less stress than someone to whom this role is completely new. In the second place, there are times when a teacher has to become involved in organisation of some kind, especially regarding the management of pupils, and here knowledge of the rudiments of organisation is important (Sherman, 2000:66).

### 2.3.2 Organisational arrangements

According to Rick (1999:28) there are steps involved in the process of organisation that any teacher should always remember in a school environment. These are the determination of aims, horizontal division of work, vertical division of work, and coordination.

### 2.3.2.1 Determination of aims and objectives

It is obvious that the objective(s) envisaged in organising a particular undertaking should be in accordance with its general policy (Calitz, 1990:32). Organising may be connected with the implementation of a particular aspect of a policy. The following may be regarded as a suitable example of an aim : To raise money in order to contribute to the expansion of the media centre. The teacher has to approach the class to determine the means with which the class intends to collect funds. If they decide on a hot dog sale during the second break on the first day of the month. A possible objective would then be to sell hot dogs during a second break in order to collect money.

### 2.3.2.2 Horizontal division of work

According to Steyn (1998:37) task division occurs when one person alone cannot carry out a particular task. In any school, there are a great number of tasks that should be performed in order to achieve the overall objectives of education. These tasks may be divided into two main groups, namely functional and management task. The lower the rank of a teacher is, the more tasks they will have to perform.

### 2.3.2.3 Vertical division of work

De Vos (1998:92) (1968:31) states that in any school, the principal delegates certain tasks to the heads of department, and they in turn delegate tasks to teachers under their authority. The teacher as a professional person, should not always wait for a task to be assigned to them. It is their duty to take the initiative whenever a task is considered to be in the interests of educative teaching. A teacher as a professional person is in a position of trust and they must be worthy of this trust.

### 2.3.2.4 Coordination

Although horizontal and vertical divisions of work are necessary, coordination is just as

important to ensure that work is not duplicated (Kroon, 1996:88). When matters such as subject and administration instruction are considered, it is clear that a great variety of tasks are involved. Moreover, it is the task of the management team to coordinate these aspects of the school's activities in such a manner that each assumes its rightful place and makes its particular contribution towards the achievement of the overall objectives. (Kroon, 1996:446). They should communicate with their teachers in order to

share opinions, ideas, thoughts and feelings. Therefore, communication with an  
Therefore the individual teacher should not be offended if the school's management team reminds them of the place occupied by their task in the broader context of the purpose of the school. For teachers to be successful in their managerial roles/tasks, there must be a healthy relationship between teachers, principals, deputy principals, parents and learners. This can only happen if there is good communication. Therefore, communication plays a very important role for the success of teachers.

## 2.4 COMMUNICATION

Communication is a process whereby messages and other forms of information are transmitted to one or more receivers, that is, persons. This process includes feedback from the receiver and back to the transmitter (Badenhorst, 1997:44).

### 2.4.2 Communication with learners

According to Van der Westhuizen (1997:205) all planning, organisation, leadership and control in school requires some form of communication in its formulation as well as its implementation. This implies that education is not possible without communication, which may be regarded as one of the most important elements in the profession. Similarly, management cannot take place without communication. Therefore, communication is one of the teacher's managerial tasks in the school.

With the advent of the democratic dispensation, schools were faced with a great problem of communication break down. As a result, there are always problems of disagreement between teachers and students, principals and the authorities, principals and the community. Most evidently, there are always conflicts between educators and

learners, which may result from lack of communication between the two bodies.

#### **2.4.1 Ideal communication inside schools**

The principal is always the key communicator as they are the key to the operation of the school (Kroon, 1996:446). They should communicate with their teachers in order to share opinions, ideas, thoughts and feelings. Therefore, communication with an educational purpose will be strictly educational in content.

According to Crawford and Bodina (1996:12) principals should not see themselves as robots as they are human beings, and can also make mistakes. It is the principal's duty to control the teacher's registers, record books, etc. They will in turn make comments and they communicate to the teacher how the record should be kept.

Teachers should communicate with each other about subjects they teach if they experience problems. Due to the fact that this is not done, most teachers are experiencing problems. For example, if a science teacher is facing problems in certain parts of the syllabus, it is better for this teacher to consult other teachers, not only in the science department, so that teaching across the curriculum can be applied.

#### **2.4.2 Communication with learners**

It is important to note that learners need to be loved, and to be communicated with (Steyn, 1998:46). There are teachers who use derogatory language in the classroom, and it causes the class to be undisciplined and causes conflicts in class and confusion. Vulgar words upset the child and children will then start to defy the authority. The teacher should avoid labelling and naming the children as this always causes disorder in class.

According to De Vos (1998:44) a teacher should be an example in his classroom, and his body language should clearly communicate with the class. Moreover, the teacher should sometimes counsel the individual pupils. A child who is being admonished

should get the sentence: "I love you, but I dislike your behaviour". This is recognizing the potential for good and bad.

Schermerhorn (1991:441) states that learners are human beings with feelings, and teachers are there to correct them. Learners should not be treated as objects, as they can think and reason. Therefore teachers should accept their views.

### 2.4.3 Communication with parents

The learners we teach are well cared for by their parents. Parents play an important role in the education of their children.

According to Denzin & Lincoln (1994:48) teachers should communicate with parents about the children they teach. Good or bad achievement should be communicated with parents so that they can also assist their children. Communication could be done by calling parents to school on parents' day.

Parents should be encouraged to motivate and to help their children with school work. Teachers are encouraged to keep regular contact with the parents, and visit the homes of the children they teach, this will enable them to solve some of the problem, for example, truancy, absence from school, late coming, and other peer pressure problems. (Carrol, 1990:535).

### 2.4.4. Barriers to effective communication

Verbal communication includes aspects such as the teacher's presentation of a lesson, questions pupils ask, to which the teacher gives possible answers, group discussion and giving instructions. Non-verbal messages are also transmitted from learner to teacher, and from teacher to learner (Alday, 1991:103). These non-verbal signs include eye contact, facial expression, and gestures.

Many of the messages the teacher communicates are intentional, and it is unfortunate, however, that some messages are unintentional. These unintentional messages may communicate negative expectations to pupils (Calitz, 1990:24). Unintended, negative messages may only be changed if the teacher is aware that there are barriers to effective communication, such as the teacher's verbal and non-verbal messages, communication expectations and stereotypes, conflicting information.

#### 2.4.4.1 The teacher's verbal and non-verbal messages

Teachers should be aware of the fact that their verbal and non-verbal behaviour may be seen as the most obvious way in which they inhibit communication. This results from the fact that a limitless number of interactions occur between the teacher and the pupils. Through these messages the pupils become aware of the teacher's thoughts and feeling about their work, their behaviour and their personalities (Vecchio, 1991:422).

Unfortunately many of these messages that pupils receive do not encourage them to perform well. Sally (1993:66) states that a teacher may only spend two percent of their time encouraging and praising pupils compared to five per cent of class time spent criticizing them.

According to Gall (1996:33) other factors apart from criticism, are humiliating pupils in the presence of others, using sarcasm, threatening pupils or demanding their attention in unacceptable ways. A good way to breakdown these barriers to effective communication are for the teacher to reflect on their own experience.

#### 2.4.4.2 Communication expectations and stereotypes

Often a teacher has high expectations of a certain group of pupils in the classroom and therefore tends to encourage and praise them more frequently (Mcallen, 1995:48). Unfortunately, other pupils could be ignored because they do not measure up to the

teacher's expectations. It is natural that the pupil who is aware that the teacher has low expectations of him can respond with decreased effort. Pupils ultimately tend to react to expectations according to the way in which the teacher communicates their expectations of pupils.

#### 2.4.4.3 Conflicting information

Comprehension is often not achieved due to inconsistencies in what is being communicated (Blake, 1995:56). If a pupil detects a difference between what the teacher says and what they actually do, a credibility gap emerges. If the classroom policy states that grades are to be based on ability and demonstrated performance, but the pupil observes that the teacher shows favouritism, they simply disregard the classroom policy as they feel that it is insincere (Schalkwyk, 1987:50). The teacher should therefore try to avoid those types of behaviour that hinder classroom communication.

## 2.5 DISCIPLINE IN SCHOOLS

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 progresses towards the desired aim as well as personal discipline of the staff members (Wasley, 1991:15). The orderly management of the educational process includes the field of pupil management. The maximum effectiveness of the educational process of the school depends on a well managed organisation which guarantees sound discipline, coordination and a positive school climate.

### 2.5.1 Class control

In almost every school, teachers are faced with the problem of class control. This is evident from the fact that learners do not want to be dictated to, but teachers have to control and manage their work. According to Badetlett (2001:99) discipline in most

community schools is eroded. This is one of the contributory factors to poor results, especially in the Dzondo circuit.

The researcher has observed that most educators in the Dzondo circuit are too According to Mcmillan (1996:80) "the long term strategy of our work in school is to cultivate the aptitudes and ability of our pupils to the full, and to prepare them for a happy and responsible citizenship. Therefore, the maintenance of order and discipline is one of the tactics that must be used to achieve that end".

Carroll (1990:16) suggests that discipline should be flexible, and students should be able These views are echoed by Maykut & Morehouse(1994:36) who states that teachers can only cultivate the aptitudes and ability of pupils to the full if there is discipline in class. Due to the fact that unruly learners perform badly because they do not learn by themselves, and they prevent other learners from learning, well the teacher should be able to control their classes.

According to Harris & Muijs (2002:18) the problem of class control is aggravated by non-conformity and permissiveness of teachers. Hoyle stresses that teachers who actively believe in the "do - as - you please" doctrine are incapable of controlling students, and always send students to senior teachers and the principal to punish them. Furthermore, permissive teachers do not only let students or offenders go unpunished, but their classes are also characterised by unproductive noise.

Holloway (1997:38) cautions teachers to make a clear distinction between different lessons. He states that there are lesson that allow discussions such as when students work in the science laboratory or when a group of students engage in a project. There are questions, give comments and are free to discuss issues related to the topic. In all the above lessons the teacher as a facilitator should be in control and ensure that activities learners engage in result in the objectives of the lesson being achieved.

The researcher urges teachers to make classroom rules which are not different to the policy of the school in order to control the class properly. They should avoid sending students on endless rounds out of the classroom, or instructing students to clean and

tidy up the school during lessons.

The researcher has observed that most educators in the Dzondo circuit are too authoritarian, and always want to dictate to students. Druckman (1997:44) attest that, "Most of us resent authoritarianism rather than authority, and in school it is the way in which teachers use their authority that makes them to be liked or disliked".

Carrol (1990:16) suggests that discipline should be flexible, and students should be able to work by themselves even in the absence of the teacher, as long as they are able to ensure that the objectives of the lesson are achieved. It is evident that where discipline is rigid, students often rebel and defy the authority.

### 2.5.2 Causes of ill-discipline

The researcher has observed that some emotionally disturbed students come from broken homes where there is lack of discipline, and this prevents teachers from doing work properly. This was echoed by Van De Venter & Kruger (2003:85) who says that undisciplined children like to make violence and defy the authority of the school. There are some children who are very naughty, who disrupt lessons, and will not listen to reason.

### 2.5.3 Prevention of ill-discipline

According to Sally (1993:66) lack of discipline could be prevented if the teachers ensure that they are always prepared for lesson. He warned that the first and the most obvious requirement is that the teacher should be thoroughly prepared for whatever lesson they have to take. Teachers who waste time by searching for equipments or delay while apparatus is being set up and put in working order, are giving an open invitation to restlessness and disorder. Moreover, the teacher should always arrive in the class in time.

A teacher should always set a good example by showing respect for pupils, considering what others are saying to be important by not interrupting; not sounding intolerant, taking an obvious interest in the welfare and safety of the pupils, handling sensitive matters in a caring and sensitive way, and being positive in communicating (Gay, 1996:75).

In view of the above, the researcher has noticed that students sense a teacher's power of class control very quickly from their manner, their tone of voice, the way they talk with them, and how they answer their questions.

## 2.6 DECISION-MAKING

Wasley (1991:60) defines decision-making as a circle of activities which occur when a teacher is faced with a number of alternatives regarding a specific problem or context. This means that the teacher has to choose what is to be done, who is to do it, how it should be accomplished and inevitably, why it should be done.

Furthermore, decision-making should be regarded as an extremely important and complex aspect of the teacher's responsibilities (Cowhood, 1991:101). It is therefore necessary for the teacher to make decisions in order to reach various instructional and managerial objectives. It is important to note that obstacles to the achievement of objectives give rise to problems which the teacher has to handle. Therefore, the outcomes of teacher's decision-making will determine whether the set objectives have been achieved.

### 2.6.1 Types of decision-making

#### 2.6.1.1 Reflective decisions

According to Bell (1996:66) these involve making long-term decision that may take a considerable length of time to make, such as deciding on a career. When learners go to

secondary school from primary level, the teacher should help them to explore many careers and to choose their favourite careers. They should also monitor their progress in their main subjects. For instance, when a learner decides to become a doctor, the educator should ensure that the learner excels in subjects such as Mathematics, Biology and Physical Science.

This chapter also highlights the fact that teachers should make good decisions in their classrooms as decisions are regarded as an extremely important and complex aspect of the teaching and learning situation (Everard, 1990:26). Types of decision-making

#### 2.6.1.2 Immediate decisions

Many everyday activities in the classroom depend upon snap decisions. The teacher makes a hasty guess at an appropriate response which is based on the teacher's understanding of the situation they confront (Bines, 1995:101), for example, if a pupil accidentally uses a highly inflammable liquid near a Bunsen burner, there is no time for the teacher to choose between alternatives. It is unlikely that an evaluation of alternatives will occur before such an incident, though it may occur afterwards, particularly if the teacher's action has led to unsatisfactory results.

#### 2.6.1.3 Routine decisions

Many of the decisions made in everyday life are made so often that they have become quite automatic and routine. The everyday social interactions that occur in the classroom also involve routine decisions (Whitaker, 1993:39). The teacher's actions when pupils enter or leave the room, should be guided by a set of well-established routines, for example, they may have decided to greet the pupils individually.

## 2.7 CONCLUSION

This chapter stipulated various tasks and roles of a teacher in school management. Planning, organising, discipline, decision-making, communicating are identified as tasks and roles of a teacher in school management.

This chapter also elaborated on the major causes of ill-discipline. Amongst others, there

are communication barriers, children from broken homes, lazy teachers. Various methods to be used in preventing ill-discipline were outlined, and they are thorough preparation by teachers, teachers to live an exemplary life, teachers should be positive in communicating with students.

### 3.1 INTRODUCTION

This chapter also highlights the fact that teachers should make good decisions in schools as decision-making is regarded as an extremely important and complex aspect of the teaching and learning situation (Everard, 1990:26). Types of decision-making were outlined, which are reflective decisions, immediate decisions, and routine decisions.

### 3.2 RESEARCH DESIGN

Schramacher and McMillan (1993:157) define research design as a plan for selecting subjects, research sites and data collection procedures to answer the research questions. They further state that the research design is the plan and structure of the investigation used to obtain evidence to answer research questions. The research design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained.

This view is concurred by Blot, Nias (1992:14) who refer to a research design as the plan, structure and strategy of investigations, conceived so as to obtain answers to research questions or statements as well as to control the variable. The researcher is of the opinion that a research design is a map followed by the researcher until they finish the research.

This chapter focuses on methods and techniques employed in the study, and in this study the researcher conducted a practical field study in secondary schools around the Ozondoh Circuit, through which he investigated the role of a teacher in school.

## RESEARCH METHODOLOGY

### 3.1 INTRODUCTION

The aim of this study is to assess the teacher's task and role in secondary schools around the Dzondo Circuit. In this chapter instruments were prepared and administered by the researcher are discussed. Sequential steps which were taken, include research design, population, sample and sampling procedure, instrumentation, data collection procedure, data analysis procedure, reliability and validity, some ethical consideration, the right to privacy and the right to remain anonymous.

### 3.2 RESEARCH DESIGN

Schumacher and McMillan (1993:157) define research design as a plan for selecting subjects, research sites and data collection procedures to answer the research questions. They further state that the research design is the plan and structure of the investigation used to obtain evidence to answer research questions. The research design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained.

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This chapter focuses on methods and techniques employed in the study, and in this study the researcher conducted a practical field study in secondary schools around the Dzondo Circuit, through which he investigated the role of a teacher in school

management. In this investigation, an instrument based mainly on the qualitative approach was prepared and administered by the researcher.

Gay (1996:208) states that qualitative research can best be defined by describing "what it entails and its rationale". Holloway (1997:1) maintains that qualitative research is a form of social inquiry which focuses on the way people interpret and make sense of their experiences and the world in which they live. Therefore, a small scale of qualitative research was considered appropriate, thus allowing for flexibility and the opportunity it affords to obtain personal viewpoints and full answers to the research problem at hand (Maykut and Morehouse, 1994:43-44; Louisy, 1997:202-203 and Neuman, 1997:328-418).

Qualitative research has the natural setting, as the direct source of data, and the researcher spent considerable time in schools. It is important to note that qualitative researchers go to particular setting under the study because they are concerned with context. Qualitative research is descriptive, context bound and the data collected is in the form of words.

In this section, a series of measures was taken including population identification, sampling, instrument design, data collection and data analysis procedure. This chapter describes these measures, and how they were used to achieve the objectives of the study.

### 3.3 POPULATION

The population is the entire group of items or individuals from which the samples under consideration are presumed to come. Melville and Goddard (1996:29) regard a population as any group that is the subject of research interest. The population is sometimes referred to as the universe, and it is defined as the entire group whose characteristics are to be estimated (Gay, 1996:75). The population is the group of interest to the researcher, that is, the group to which the researcher would like the

results of the study to be generalisable (Gay, 1996:172).

The population of this study involves learners, teachers, and principals of secondary schools in Dzondo circuit as well as parents. Principals and head of departments were targeted because they are expected to give more information about the role of a teacher in school management. The researcher wanted to get the principals' opinions on the role of a teacher in school management.

### 3.4 SAMPLE AND SAMPLING PROCEDURE

Huysamen (1994:39) believes that a sample is a number of individuals selected from a population for a study, preferably in such a way that they represent the larger group from which they were selected. Schumacher and McMillan (1993:598) further define the concept "sample" as a number of individuals selected from a population for a study, that is, a sample represents a large group from which it was drawn.

The sample for this study was selected from teachers, learners, principals of secondary schools and parents. There were 40 pupils, 20 secondary school teachers, 10 principals and 20 parents. All these participants were picked from the Gwamasenga, Lwamondo, Luvhaihvai, Tshipetane, Maswie and Mushonga Mavhungu secondary schools.

### 3.5 INSTRUMENTATION

#### STEP ONE

Two types of instruments were used for the purpose of data collection.

#### 3.5.1 Interviews

#### STEP TWO

Patton (1997:108) maintains that interviews involve asking open-ended questions, listening to and recording answers, and then following up with additional relevant questions. In this study, interviews were conducted with the following participants:

- 10 principals

- 20 parents
- 20 teachers
- 40 pupils

### 3.5.2 Questionnaires

According to Kroon (1996:30) a questionnaire is the most techniques and methods to something written. The researcher used a self designed questionnaire to collect data relating to the topic under the study. This questionnaire sought to acquire information from principals, head of departments, teachers and learners.

## 3.6 DATA COLLECTION PROCEDURE

To collect data, the researcher first obtained permission from his supervisor, the circuit manager, and principals of the respective schools. Distribution of questionnaires was administered by the researcher personally. Covering letters, with appropriate explanation of the purpose of the study, the importance of the respondents' contribution and participation, as well as the significance of the study itself, were handed to the principals. Confidentiality of information to be supplied by the respondent was also ensured. For the purpose of this study, the researcher have divided the process of data collection into two steps.

### STEP ONE

The researcher visited schools and questionnaires were given to principals, head of departments, teachers and learners.

### STEP TWO

The researcher made appointments with the principals, head of departments, and teachers, and on the set date, structured questions were used to interview them. Semi-structured are formal and can be prepared in advance.

### 3.7 DATA ANALYSIS PROCEDURE



Creswell (1994:153) states that data analysis is the process of systematically searching and arranging the interviews transcripts, field notes and other materials that can be accumulated to increase the researcher's understanding of the study, and enable them to present what they have discovered to others.

Data to be collected will be qualitative and therefore the presentation and analysis of data was mainly descriptive, supported by frequency distributions and percentages. The researcher also gave results in the form of tables supplemented by appropriate interpretation.

### 3.8 RELIABILITY AND VALIDITY

In every social research researchers have to grapple with the question of reliability and validity. Babbie (1995:130) argues that the problem of reliability crops up in many forms in social research. He defines reliability as the likelihood that a given measurement procedure will yield the same description of given phenomenon if the measurement is repeated. Estimating a person's age by asking their friends would be less reliable, than asking that particular person or checking their birth certificate. Therefore, according to Babbie (1995:130-131), the researchers have developed the following techniques for dealing with the problem of reliability and validity:

- Test-retest method

According to this technique, the researcher makes the same measurement more than once expecting the same response each time. If answers vary, it may be an indication that the measurement method in the extent of the variation is unreachable.

- Split-half method

According to Babbie using the split-half technique, he randomly assigned all the

items to two equal sets, and compared the data acquired.

- Using established measures

According to Babbie another way of trying to control the problem of reliability and validity in getting information from people, is to use measures that have proven their reliability in previous research.

### 3.9 SOME ETHICAL CONSIDERATION

In this study necessary steps were taken to ensure that individual participants are not coerced into taking part in the study. The researcher explained that the study is for educational purposes, therefore, embarrassing or frightening participant was avoided at all costs.

### 3.10 THE RIGHT TO PRIVACY

The respondents were assured of confidentiality and were requested not to give their names, addresses when responding to the questionnaires. The participants' confidentiality will at any time be compromised as their names will not be used in the collection of data. The researcher will make sure that no private information will be exposed because the right to confidentiality of the participants is to be respected.

### 3.11 CONCLUSION

In this chapter, the description of methodology was provided, including the introduction, research design, population, sample and sampling procedure, instrumentation, data collection procedure, data analysis procedure, reliability and validity, some ethical consideration, the right to privacy and the right to remain anonymous.

## DATA ANALYSIS AND INTERPRETATION

1. The respondents were asked to indicate their gender

### 4.1 INTRODUCTION

According to Sparks (1997:88) questionnaires are used by researchers to convert information into data directly given by the person (subject). This information can be transformed into numbers or quantitative data by using attitude scaling or the rating scale technique.

This chapter therefore presents analysis and interpretation of data collected. It consists of the following four major sections:

- Section A : This section comprises analysis and interpretation of data collected from school managers.
- Section B : This section consists of data collected from teachers.
- Section C : This is data collected from learners.
- Section D : This section comprises analysis and interpretation of data collected from the parents.

The presentation throughout the chapter is mostly descriptive, based on frequency distributions and percentages. For each item, the results are presented first, followed by the researcher's interpretation.

### 4.2 METHOD OF PRESENTATION

The presentation is mainly descriptive, supplemented by tables and percentages. For all items, the results are presented first and then followed by the researcher's interpretation, and tables will also be used.

### 4.3 SECTION A : DATA COLLECTION THROUGH INTERVIEWS OF PRINCIPALS

1. The respondents were asked to indicate their gender.

RESPONSE	NUMBER	PERCENTAGE
Male	10	100%
Female	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 1

Table 1 indicates that all the respondents (100%) of the principals are males. There are no female principals in secondary schools in the Dzondo Circuit and this is against the South African policy of gender equity.

2. The respondents were asked to indicate their age.

RESPONSE	NUMBER	PERCENTAGE
40 - 45 years	4	40%
45 - 50 years	5	50%
50 - 55 years	1	10%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 2

Table 2 indicates that the majority of the respondents 5 (50%) belong to the age group between 45-50 years, 4 (40%) belong to the age group between 40-45 years and 1

(10%) belong to the age group between 50-55 years. In all secondary schools which the researcher visited in the Dzondo Circuit, there is no school principal who is above 60 years and below 45 years.

3. The respondents were asked to indicate their qualifications.

RESPONSE	NUMBER	PERCENTAGE
Teacher Certificate	2	20%
Teachers Diploma	3	30%
Bachelor's Degree	5	50%
Post Graduate Degrees	-	-
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 3

Table 3 indicates that the majority of the respondents 5 (50%) have Bachelor's degrees, 3 (30%) have Teachers Diploma, and 2 (20%) have Teachers Certificate.

4. The respondents were asked about their teaching experience.

RESPONSE	NUMBER	PERCENTAGE
15 - 18 years	2	20%
19 - 20 years	3	30%
21 years and above	5	50%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 4

Table 4 indicates that 5 (50%) of the respondents' teaching experiences ranges from 18 - years and above, 3 (30%) of the respondents' teaching experiences ranges from 15 - 20 years and 2 (20%) of the respondents' teaching experience ranges from 10 - 15 years. This implies that all secondary principals have extensive teaching experience.

5. The respondents were asked to indicate the number of years that they spent at the schools which they are managing.

RESPONSE	NUMBER	PERCENTAGE
4 - 8 years	-	-
8 - 10 years	-	-
10 - 14 years	4	40%
15 years and above	6	60%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 5

Table 5 indicates that 6 (60%) of the respondents have spent 15 years and above at the same schools, and 4 (40%) of respondents have 10 - 14 years working experience at the same schools.

6. The respondents were asked to provide information with regards to the location of their schools.

RESPONSE	NUMBER	PERCENTAGE
Urban	-	-
Peri-Urban	-	-
Rural	10	100%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 6

The results from table 6 indicate that (100%) of secondary schools in the Dzondo circuits are in the rural area.

7. The respondents were asked to indicate whether their schools are state, community or private.

RESPONSE	NUMBER	PERCENTAGE
State	10	100%
Community	-	-
Private	-	-
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 7

Table 7 indicates that (100%) of secondary schools within the Dzondo Circuit are state schools that totally depend on the government for funding.

8. The respondents were requested to indicate the number of learners in their respective schools.

RESPONSE	NUMBER	PERCENTAGE
500 - 800 learners	5	50
600 - 900 learners	3	30
900 and above learners	2	20
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 8

Table 8 indicates that schools with the number of learners between 500 - 800 are 5 (50%), 3 (30%) have learners between 600 - 900 and 2 (20%) have 900 learners and above. It is evident that the teacher-pupil ratio in secondary schools around Dzondo Circuit is very high.

9. The respondents were asked to indicate the number of their teachers in their respective schools

RESPONSE	NUMBER	PERCENTAGE
5 - 8 teachers	-	-
8 - 10 teachers	-	-
10 - 12 teachers	5	50%
16 - 20 teachers	3	30%
20 and above teachers	2	20%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 9

The results in table 9 shows that 5 (50%) of secondary schools in the Dzondo Circuit have 10 - 12 teachers, 3 (30%) have 16 - 20 teachers, 2 (20%) have 20 and above teachers. More teachers are required in this circuit as there is a great number of learners.

10. The respondents were asked whether they keep teachers well informed about what is going on in the school.

RESPONSE	NUMBER	PERCENTAGE
Yes	4	40%
No	6	60%
Don't know	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 10

The results in table 10 shows that 6 (60%) of principals do not inform their educators about what is going on in the school, and only 4 (40%) do inform their teachers about any development in their schools. If teachers are informed about what is going on in school, it will make them to be involved positively with the feeling that the school is theirs.

11. The respondents were requested to come out with mechanism that they usually use to manage their schools.

RESPONSE	NUMBER	PERCENTAGE
Compromise Method	7	70%
Both compromise and the power approach	3	30%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 11

The results from table 11 indicate that 7 (70%) of school managers preferred compromise method to manage their schools, 3 (30%) preferred both compromise and the power approach to resolve all kinds of problems.

12. The respondents were asked to give major causes of problems at their schools.

RESPONDENTS	NUMBER	PERCENTAGE
Lack of discipline in schools	6	60%
Community involvement in professional matters	2	20%
Religious differences	1	10%
Political differences	1	10%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 12

Table 12 indicates that the majority of the respondents 6 (60%) said that problems are mainly caused by lack of discipline in schools, 2 (20%) indicate that community involvement is the major source of problems in schools, 1 (10%) pointed religious differences as one of the major causes of problems in schools, 1 (10%) indicate political differences as the cause of problems in schools. Therefore, it seems as if the main cause of problems in most secondary schools in the Dzondo Circuit is lack of discipline amongst learners.

13. The respondents were asked to indicate which parties engage in conflict.

RESPONSE	NUMBER	PERCENTAGE
Principals and teachers	6	60%
Teachers and learners	2	20%
Teachers vs teachers	2	20%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 13

Table 13 indicates that the majority of the respondents 6 (60%) say that problems at schools occur between principals and teachers, 2 (20%) indicated that problems occur between teachers and learners, 2 (20%) pointed out that problems occur amongst teachers themselves. Therefore, principals and teachers are to work as a team to avoid unnecessary conflicts.

14. The respondents were asked how they regard conflict at their school environment.

RESPONSE	NUMBER	PERCENTAGE
Destructive	8	80%
An eye opener	1	10%
Both destructive and eye opener	1	10%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 14

The results in table 14 show that 8 (80%) of the respondents regard conflict at their schools as destructive, 1 (10%) regard conflict as an eye opener, and 1 (10%) confirm that conflict at their schools is both destructive and an eye opener. Principals in some schools have not been able to come up with means and ways of preventing conflict at their schools.

15. The respondents were invited to explain how the discipline policy is formulated in their schools.

RESPONSE	NUMBER	PERCENTAGE
Principal only	0	0%
Principal with teachers	3	20%
Principals with teachers and learners	5	50%
Principals with teachers, learners and parents	2	20%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 15

Table 15 indicates that the majority of the respondents 5 (50%) are responsible for the formulation of the discipline policy in their schools 3 (30%) say principals and teachers are responsible for the formulation of the discipline policy 2 (20%) suggest that the formulation of the discipline policy is done by principals, teachers, learners and parents.

RESPONSE	NUMBER	PERCENTAGE
30 - 40 years	2	20%
40 - 50 years	6	60%
50 - 60 years	2	20%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 2

Table 2 indicates that the ages of the majority of the respondents 6 (60%) range between 40 - 50 years, 2 (20%) range between 30 - 40 years, and 2 (20%) range between 50 - 60 years.

#### 4.4 SECTION B : DATA COLLECTED THROUGH QUESTIONNAIRES FOR SECONDARY SCHOOL TEACHERS

##### Question 1

The respondents were asked to indicate their gender.

RESPONSE	NUMBER	PERCENTAGE
Male	14	70%
Female	6	30%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

TABLE 1

The results in table 1 indicate that the majority 14 (70%) of the teachers are males, whereas 6 (30%) are females.

##### Question 2

The respondents were asked to indicate their age.

RESPONSE	NUMBER	PERCENTAGE
30 - 40 years	2	20%
40 - 50 years	6	60%
50 - 60 years	2	20%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 2

Table 2 indicates that the ages of the majority of the respondents 6 (60%) range between 40 - 50 years, 2 (20%) range between 30 - 40 years, and 2 (20%) range

between 50 - 60 years.

### Question 3

The respondents were asked to indicate their qualifications.

RESPONSE	NUMBER	PERCENTAGE
P.T.C	4	40%%
P.T.D	4	40%
B.A.ED	1	10%
B.ED	1	10%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 3

The respondents in table 3 show that 4 (40%) of the secondary school teachers have teachers' certificate, 4 (40%) have teachers' diploma, 1 (10%) have Bachelor's degrees, and 1 (10%) of them have post graduate degrees.

### Question 4

The respondents were asked about their teaching experience.

RESPONSE	NUMBER	PERCENTAGE
10 - 15 years	6	60%
16 - 25 years	2	20%
25 - 30 years	1	10%
30 - 33 years	1	10%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 4



Table 4 indicates that the majority 6 (60%) of the respondents' teaching experience ranges from 10 - 15 years, 2 (20%) of the respondents' teaching experience ranges from 16 - 25 years, and 1 (10%) of the respondents' teaching experience ranges from 25 - 30 years, and another 1 (10%) of the respondents' teaching experience ranges from 30 - 33 years.

### Question 5

The respondents were asked to indicate the number of learners per class.

RESPONSE	NUMBER	PERCENTAGE
20 - 30 learners per class	2	20%
31 - 40 learners per class	4	40%
40 - 50 learners per class	2	20%
50 and above learners per class	2	20%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 5

The responses in table 5 indicate that 4 (40%) of teachers have about 31 - 40 learners per class, 2 (20%) have between 20 - 30 learners per class, and 2 (20%) of teachers have between 40 - 50 learners per class, and 2 (20%) have 50 and above learner per class.

### Question 6

The respondents were asked to indicate their unions.

RESPONSE	NUMBER	PERCENTAGE
SADTU	5	50%
PEU	2	20%
SAOU	1	10%
NATU	2	20%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 6

The responses in table 6 show that majority of teachers belong to South African Democratic Teachers Union which is 5 (50%), 2 (20%) belong to Professional Educators Union and 1 (10%) belong to Suid Afrikanse Onderwyser Unie, whereas 2 (20%) belong to National Teachers Union.

### Question 7

The respondents were asked about the number of periods they teach per week.

RESPONSE	NUMBER	PERCENTAGE
45 periods per week	5	50%
38 periods per week	2	20%
30 periods per week	2	20%
28 periods per week	1	10%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 7

Table 7 indicates that the majority 5 (50%) of the respondents teach 45 periods per week, 2 (20%) teach 38 periods per week, 2 (20%) teach 30 periods and 1 (10%) teach 28 periods per week.

### Question 8

The respondents were asked to mention causes of lack of discipline at their respective schools.

RESPONSE	NUMBER	PERCENTAGE
Communication barriers	4	40%
Ineffective school management	2	20%
Resistance to change	1	10%
Lack of conflict management policy	1	10%
Political differences	2	20%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 8

The responses in table 8 show that 4 (40%) of the respondents regard communication barriers as the main cause of lack of discipline at schools, 2 (20%) regard ineffective school management as the main cause of lack of discipline, 1 (10%) blame resistance to change, 1 (10%) regard lack of conflict management policy, and 2 (20%) blame political differences as the cause of ill-discipline. Those who blamed political differences stated that if teachers belong to different political organisations, learners as recipients of education, become disadvantaged because of the conflict that teachers who belong to different political organisations engage in, that is, they are caught in the crossfire.

### Question 9

The respondents were asked whether conflicts in their schools is managed by school principals, together with teachers.



RESPONSE	NUMBER	PERCENTAGE
Handled by school principals	2	20
Handled by teachers only	-	-
Both principals and teachers	8	80
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 9

From table 9 it is clear that conflicts in most schools around Dzondo Circuit is handled by both principals and teachers. 8 (80%) of the respondents indicated that conflict is handled by both principals and teachers, 2 (20%) indicated that conflict in most schools are handled by principals only.

### Question 10

The respondents were asked whether their roles were clearly defined in the policy document.

RESPONSE	NUMBER	PERCENTAGE
Yes	4	40%
No	6	60%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 10

Table 10 indicates that only (40%) of secondary school teachers confirmed that their

roles were clearly defined in the policy document. Since the role of secondary school teachers were clearly defined in the school policy, the teachers should regard themselves as part of school management team.

### Question 11

The respondents were asked about the attendance of In-Service Training.

RESPONSE	NUMBER	PERCENTAGE
Yes	10	100%
No	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 11

The responses in table 11 shows that all the respondents 10 (100%) of secondary school teachers attended in-service training.

### Question 12

The respondents were asked whether their roles were clearly defined in the In-Service Training policy.

RESPONSE	NUMBER	PERCENTAGE
Yes	0	0%
No	10	100%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

Table 12 indicates that all the respondents 10 (100%) of secondary school teachers confirm that their roles were not clearly defined in in-service training policy.

### Question 13

The respondents were asked to comment whether the in-service training was well organized.

RESPONSE	NUMBER	PERCENTAGE
Strongly agree	3	30%
Strongly disagree	7	70%
Agree	0	0%
Disagree	0	0%
Not certain	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 13

Table 13 shows that 7 (70%) of secondary school teachers strongly disagree that the In-service training was well organized, whereas 3 (30%) of secondary school teachers strongly agree that the training was well organized. The researcher is of the opinion that if the In-service training is not well organized, there is always chaos, and this does not empower teachers in the delivery in the teaching and learning situation.

### Question 14

The respondents were asked to give their opinion with regard to the knowledge they obtained during the training.

RESPONSE	NUMBER	PERCENTAGE
Very Unsatisfied	0	0%
Unsatisfied	10	100%
Satisfied	0	0%
Very Satisfied	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 14

Table 14 shows that all the respondents 10 (100%) were unsatisfied with knowledge they obtained during the training. This hampers the manner in which they implement educational changes in the classroom situation.

### Question 15

The respondents were asked to indicate whether or not their schools had a policy on discipline.

RESPONSE	NUMBER	PERCENTAGE
Yes	7	70%
No	3	30%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 15

The results in table 15 indicate that the majority of the respondents 7 (70%) who are secondary school teachers say that most secondary schools had policies on discipline, whereas 3 (30%) indicated that their schools had no policy on discipline. The fact that there is no policy on discipline in some schools, results in confusion and tension when disciplinary problems arise.

### Question 16

The respondents were asked to indicate whether or not there are parents who interfere with the teachers' duty.

RESPONSE	NUMBER	PERCENTAGE
Yes	2	20%
No	8	80%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 16

The results in table 16 indicate that the majority of the respondents 8 (80%) secondary school teachers say that there are no parents who interfere with the teachers' duty, whereas 2 (20%) respondents say that there are parents who interfere with the teachers' duty.

RESPONSE	NUMBER	PERCENTAGE
Male	7	70%
Female	3	30%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

### Question 17



The respondents were requested to indicate whether learners are interested in learning.

RESPONSE	NUMBER	PERCENTAGE
Yes	1	10%
No	9	90%
Don't know	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 17

Table 17 indicates that the majority of the respondents 9 (90%) say that learners are no more interested in learning. On the other hand ten percent 1 (10%) indicated that only 1 (10%) are interested in learning.

#### 4.5 SECTION C : DATA COLLECTED THROUGH QUESTIONNAIRE FOR LEARNERS

### Question 1

The respondents were asked to indicate their gender.

RESPONSE	NUMBER	PERCENTAGE
Male	7	70%
Female	3	30%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 1

Table 1 indicates that the majority of the respondents 7 (70%) are males whereas 3



(30%) of them are females. This percentage shows that more girls are not interested in education and some of them do not attend school regularly because they collect the child support grant every month. This is due to the fact that when the majority of teenage girls realised that the government has introduced the child support grant as a way of alleviating poverty, they decided to fall pregnant so that they can also be entitled to the grant, in order to benefit themselves financially.

**Question 2**

The respondents were asked to indicate their age.

RESPONSE	NUMBER	PERCENTAGE
12 - 16 years	5	50%
16 - 18 years	3	30%
19 years and above	2	20%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 2

Table 2 indicates that the ages of the majority of the respondents 5 (50%) range between 12 - 16 years, another 3 (30%) range between 16 - 18 years and 2 (20%) range between 19 years and above.

### Question 3

The respondents were asked to indicate their grades.

GRADES	NUMBER	PERCENTAGE
Grade 8	1	10%
Grade 9	3	30%
Grade 10	4	40%
Grade 11	1	10%
Grade 12	1	10%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 3

Table 3 indicates that the majority of the respondents 4 (40%) are in grade 10, 3 (30%) are in grade 9, 1 (10%) are in grade 8, 1 (10%) are in grade 11 and 1 (10%) are in grade 12. The reason why grades 9 and 10 are overcrowded is because according to (OBE) Outcome Based Education policy, all learners are to be promoted to the next grade therefore, all learners/students, even those who did not deserve to pass, were promoted to grades 9 and 10.

Question 3

The learners were asked to indicate their religion.

55

RESPONSE	NUMBER	PERCENTAGE
Muslim	2	20%
Christian	2	20%
Bhudda	2	20%
African Tradition	2	20%
Hindu	2	20%
TOTAL	10	100%

remain a political.

The results from table 4 indicate that secondary school learners affiliated to various political organisations, and 6 (60%) of the learners belong to African National Congress, 2 (20%) belong to Pan African Congress, 1 (10%) belong to Democratic Party, and 1 (10%) belong to United Democratic Party. An overwhelming majority of secondary learners in the Dzondo Circuit are politicised due to the transformation process in the new democracy in South Africa. In respect of the results of the respondents with regard to their political affiliation, the school's administration should

TABLE 4

RESPONSE	NUMBER	PERCENTAGE
ANC	6	60%
PAC	2	20%
DP	1	10%
UDM	1	10%
TOTAL	10	100%

The respondents were asked to indicate the political parties in which they belong.

Question 4

### Question 5

The learners were asked to indicate their religions.

RESPONSE	NUMBER	PERCENTAGE
Moslem	2	20%
Christian	2	20%
Bhudda	2	20%
African Tradition	2	20%
Hindu	2	20%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 5

The responses from table 5 show that 2 (20%) of the respondents belong to Moslem religion, 2 (20%) belong to Christian religion, 2 (20%) belong to the Bhuddaism, 2 (20%) African Tradition and 2 (20%) belong to Hinduism.

### Question 6

The respondents were asked to indicate their parents' qualifications.

RESPONSE	NUMBER	PERCENTAGE
STD 2 - 4	2	20%
STD 5 - 6	1	10%
FORM 1 - 2	1	10%
Not Educated	6	60%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 6

In Table 6 the majority of the respondents 5 (50%) indicate that their parents are not educated, 2 (20%) indicate that their parents dropped out of school at standard four, 1 (10%) of parents managed to pass standard six, and 1 (10%) passed form two which used to be standard 7.

The learners indicated that their parents are not educated as they were born during the time when education was not regarded as important. Moreover, they lived during the apartheid years, where the education for black people was inferior. They further indicated that their parents were only taught how to write and read by their employers.

### Question 7

The respondents were required to indicate whether they know their school rules.

RESPONSE	NUMBER	PERCENTAGE
Yes	9	90%
No	1	10%
Don't know	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 7

In table 7, the researcher found that 9 (90%) of the respondents confirmed that they know the school rules. They even mentioned some of the school rules, such as the ones related to bunking classes not responding to the school bell, and not doing homework, 1 (10%) blamed their managers for not supplying them with learners' code of conduct.

### Question 8

The learners were asked to suggest the way in which they should be disciplined for the sake of the smooth running of their school.

RESPONSE	NUMBER	PERCENTAGE
Through guidance	8	80%
Corporal punishment	0	0%
Verbal reprimand	2	20%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 8

The results in table 8 indicate that the majority of respondents 8 (80%) said that learners should be disciplined through guidance, and 2 (20%) of learners opted for verbal reprimand.

### Question 9

The respondents were asked to indicate how often they have conflict at their schools.

RESPONSE	NUMBER	PERCENTAGE
Most often	8	80%
Seldom	2	20%
Not certain	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 9

The responses for table 9 show that 8 (80%) of the respondents indicated that they

have conflict most often, 2 (20%) indicated that it is seldom. This shows that some managers try their level best to prevent conflict at their schools.

### Question 10

The respondents were asked to indicate whether it is wise to involve different stakeholders to try to maintain peace and stability at schools.

RESPONSE	NUMBER	PERCENTAGE
Yes	8	80%
No	2	20%
Don't know	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 10

Table 10 shows that the data collected indicated that the majority of learners, 8 (80%) stated that it is wise to involve different stakeholders to try to maintain peace and stability at schools, 2 (20%) indicated that the principals should resolve issues on their own.

### Question 11

The learners were asked to indicate whether their teachers conduct their classes regularly.

RESPONSE	NUMBER	PERCENTAGE
Yes	2	20%
No	8	80%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 11

The results in table 11 indicate that the majority of the respondents 8 (80%) say that their teachers do not conduct their classes regularly, and that is why most secondary schools within the Dzondo Circuit are ungovernable, and 2 (20%) say that their teachers conducted their classes regularly.

### Question 12

The respondents were requested to mention the causes of lack of discipline in their schools.

RESPONSE	NUMBER	PERCENTAGE
Laziness on the side of teachers	7	70%
The abuse of freedom and power by learners	3	30%
Don't know	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 12

In table 12, 7 (70%) of the respondents indicate that lack of discipline is mainly caused by laziness on the side of the teachers. They blamed teachers for not conducting their classes regularly, and 3 (30%) blame the abuse of freedom and power by learners as one of the major causes of lack of discipline in schools.

### Question 13

The respondents were asked to indicate how they view punishment at their schools.

RESPONSE	NUMBER	PERCENTAGE
Bad	7	70%
Good	3	30%
Don't know	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 13

The results in table 13 show that 7 (70%) of learners view punishment as bad, 3 (30%) think punishment is good, as long as it is not corporal punishment.

### Question 14

The learners were asked to indicate the parties which are mostly responsible for causing conflict in schools.

RESPONSE	NUMBER	PERCENTAGE
Conflict between learners and teachers	6	60%
Conflict amongst learners	1	10%
Conflict between teachers and managers	2	20%
Conflict between teachers and themselves	1	10%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 14

Table 14 indicates that the majority of the respondents 6 (60%) have witnessed conflict between learners and teachers, 2 (20%) have witnessed conflict between teachers and principals, 2 (20%) have witnessed conflict amongst learners and 1 (10%) witnessed conflict among teachers themselves.

RESPONSE	NUMBER	PERCENTAGE
Male	3	30%
Female	2	20%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

### Question 15

The respondents were asked to give their opinion of whether teachers should receive training in school management.

RESPONSE	NUMBER	PERCENTAGE
Yes	8	80%
No	2	20%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 15

Table 15 shows that eighty percent 8 (80%) of the learners indicate that teachers should be trained as they are not efficient in managerial task, 2 (20%) indicate that it is not necessary for the teachers to be trained, as the principals are there to involve themselves in managerial task.

## 4.6 SECTION D : DATA COLLECTED THROUGH QUESTIONNAIRES FOR PARENTS

### Question 1

The respondents were asked to indicate their gender.

RESPONSE	NUMBER	PERCENTAGE
Male	8	80%
Female	2	20%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 1

Table 1 indicates that the majority of the respondents 8 (80%) are males, whereas 2 (20%) of them are females.

### Question 2

The respondents were asked to indicate their age.

RESPONSE	NUMBER	PERCENTAGE
33 - 40 years	6	60%
41 - 48 years	3	30%
50 years and above	1	10%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 2

Table 2 indicates that the ages of the majority of the respondents 6 (60%) range between 33 - 40 years, 3 (30%) range between 41 - 48 years, and 1 (10%) range between 50 years and above.

### Question 3

The respondents were requested to state their educational level.

GRADES	NUMBER	PERCENTAGE
1 - 7	6	60%
8 - 10	2	20%
11 - 12	1	10%
University degrees	1	10%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 3

Table 3 shows that 6 (60%) of the parents' educational level range from grades 1 - 7, 2 (20%) have the educational level which ranges between grades 8 - 10, (10%) of parents have the educational level between grades 11 - 12, 1 (10%) have University degrees.

### Question 5

The respondents were asked to indicate their marital status.

MARITAL STATUS	NUMBER	PERCENTAGE
Married	5	50%
Divorced	3	30%
Widowed	2	20%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

#### Question 4

The respondents were asked to give information with regard to their membership to organisations.

ORGANISATIONS	NUMBER	PERCENTAGE
Civic Organisation	1	10%
Church Organisations	1	10%
Political Organisations	6	60%
Sports Organisations	2	20%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 4

Table 4 indicates that the majority 6 (60%) of the parents belong to various political organisations, 2 (20%) are members of different sports organisations, 1 (10%) are members of church organisations, 1 (10%) are members of civic organisations.

#### Question 5

The respondents were asked to indicate their marital status.

MARITAL STATUS	NUMBER	PERCENTAGE
Married	5	50%
Divorced	3	30%
Widowed	2	20%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 5

Table 5 shows that the majority of respondents 5 (50%) are married, 3(30%) are divorced, 2 (20%) of these parents are widowed. This indicated that most children are misbehave due to lack of parental care, as most of them are being raised by single parents.

### Question 6

The respondents were asked to give their opinions on teachers lack discipline, such as those who drink alcohol with the students.

RESPONSE	NUMBER	PERCENTAGE
Strongly condemn teachers who lack discipline	10	100%
Condemned teachers who lack discipline	0	0%
Don't know	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 6

Table 6 shows that all the respondents 10 (100%) strongly condemn teachers who lack discipline. They claim that teachers who drink with the students should be suspended, or even dismissed from the teaching profession.

### Question 7

The parents were asked to comment about their involvement in the education of their children.

RESPONSE	NUMBER	PERCENTAGE
Strongly agree	2	20%
Strongly disagree	0	0%
Agree	0	0%
Disagree	8	80%
Not certain	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 7

The responses from table 7 show that 8 (80%) of the respondents agreed that they were not involved the education of their children. The reason given being that they go to work early in the morning and come back late and tired. 2 (20%) strongly agreed that they were involved in the education of their children and they were satisfied with the good work they are doing.

RESPONSE	NUMBER	PERCENTAGE
Yes	2	20%
No	8	80%
Don't know	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

### Question 8

The respondents were asked to indicate whether they worked in partnership with teachers for the smooth running of the schools.

RESPONSE	NUMBER	PERCENTAGE
Yes	5	50%
No	5	50%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 8

The responses in table 8 show that 5 (50%) of the respondents indicated that they worked in partnership with teachers to maintain peace and stability at the respective schools. But the other 5 (50%) say that they do not involve themselves in the activities of the schools. They argue that it is the duty of the managers and the teachers to see to it that everything in the school is normal, parents have no role to play whatsoever.

### Question 9

The respondents were asked whether political differences have any influence on the school activities.

RESPONSE	NUMBER	PERCENTAGE
Yes	9	90%
No	1	10%
Don't know	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 9

The responses in table 9 show that 9 (90%) of parents say that political differences have an influence on the school activities, and 1 (10%) say that not only political differences but also religious differences, have influence on the school activities.

**Question 10**

The respondents were asked to indicate whether they support corporal punishment.

RESPONDENTS	NUMBER	PERCENTAGE
Yes	2	20%
No	8	80%
Don't know	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 10

The results in table 10 indicate that the majority of respondents 8 (80%) did not support the idea that their children should be punished corporally, and 2 (20%) of the respondents agreed that corporal punishment should be applied in schools.

Those who are in favour of corporal punishment say that it is the only remedy that can bring back the culture of teaching and learning. They believe that corporal punishment will help to improve the pass rate in the Dzondo Circuit.

### Question 11

The respondents were required to indicate whether they attend school parents-teachers' meetings.

RESPONSE	NUMBER	PERCENTAGE
Agree	8	80%
Disagree	2	20%
Not certain	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 11

The results in table 11 indicate that the majority of the respondents 8 (80%) do attend school meetings as it is vital for them to know about the progress of the school. Whereas 2 (20%) of those who do not attend parents-teachers' meetings stated that it is not necessary for parents to attend meetings as there are parents who have been elected to represent parents in general.

### Question 13

The parents were asked to say whether or not their behaviour goes against the values of human dignity.

RESPONSE	NUMBER	PERCENTAGE
Against constitutional values	10	100%
Don't know	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

### Question 12

The respondents were asked to give their opinions on community's values and school's values.

RESPONSE	NUMBER	PERCENTAGE
Strongly condemned teachers indiscipline	10	100%
Condemned teachers indiscipline	0	0%
Don't know	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 12

Table 12 shows that all the respondents 10 (100%) strongly condemned teachers' lack of discipline.

### Question 13

The parents were asked to say whether corporal punishment goes against the values of human dignity.

RESPONSE	NUMBER	PERCENTAGE
Against constitutional values	10	100%
Don't know	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 13

Table 13 shows that all the respondents 10 (100%) support the fact that corporal punishment does not only go against the values of human dignity, but also against the constitutional values.

**Question 14**

The respondents were requested to state the needs in the respective schools.

RESPONSE	NUMBER	PERCENTAGE
Security	5	50%
Science Laboratory	5	50%
Don't know	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 14

The responses from table 14 show that 5 (50%) of the respondents indicated that secondary schools in the Dzondo Circuit required more security, 5 (50%) indicated that they required a science laboratory.

**Question 15**

The parents were asked whether all the stakeholders gave input during the development of school's vision and mission statement.

RESPONSE	NUMBER	PERCENTAGE
Yes	10	100%
No	0	0%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

TABLE 15

Table 15 shows that all the respondents 10 (100%) state that all stakeholders were involved in the development of school's vision and mission statement.

## 5. SUMMARY OF THE RESEARCH, FINDINGS, RECOMMENDATIONS AND CONCLUSION

### 5.1 INTRODUCTION

The study investigated the management tasks/roles of teachers in secondary schools in Dzondo circuit. The sample included 20 teachers, 10 principals, learners and parents. The study was qualitative in nature and data was collected by means of questions. The purpose of the investigation was to obtain suggestions for the improvement of the teacher management tasks from the teachers' view themselves, principals, learners and parents.

In chapter one the problem, and the background of the problem, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study, definition of the concepts, and programme of the study were presented.

In chapter two the role of a teacher in school management, the planning role of the teacher, the organizational role of the teacher, communication, discipline in schools, decision-making were reviewed.

In chapter three a detailed explanation of the instruments which were used was given. The instruments for the study were prepared and administrated by the researchers, 6 secondary school principals, 20 secondary school teachers, 40 secondary school learners and 20 parents.

In chapter four an analysis of data was presented. The analysis of data was descriptive, supported by tables and percentage. This chapter gives a summary of the findings, recommendations, conclusion on the discussions and the results of the study, which is,

to examine the role of a teacher in school management.



## 5.2 GENERAL SUMMARY OF THE FINDINGS

### 5.2.3 Findings pertaining to learners

#### 5.2.1 Findings pertaining to principals

- The researcher found out that principals agree that they do not involve teachers, learners, and parents in some school activities such as policy formulation and buying of school equipments.
- The researcher further realized that principals look down upon the rights of the teachers.
- The researcher further found out that teachers and learners are deprived of their right to freedom of speech on matters concerning the school management and governance. The teachers and learners are called to the meeting only to be informed about the resolution of the meeting with parents.
- Principals do not receive extensive INSET training about managerial skills.
- Principals are not living exemplary lives.

#### 5.2.2 Findings pertaining to teachers

- The researcher found out that there is a lack of managerial insight on the part of the teacher. There is an insufficient understanding of how to have leadership attitudes that are outdated and inhuman.
- The researcher also found that teachers give instructions as a method of communication which violates the rights of learners.
- The researcher found out that teachers continue applying corporal punishment in their school they claim that corporal punishment reduces undesirable behaviour and save a lesson for learners not to engage in a similar behaviour.
- The researcher found out that the relationship between teachers and learners is not that much good. Some fall in love with learners and engage themselves in sexual affairs. Others engage learners in dealing with drugs and sometimes to

go to an extent of drinking alcohol with learners.

- The researcher found that some teachers are not committed to their work.

### 5.2.3 Findings pertaining to learners

- The researcher found out that learners are deprived of their rights to air their views on matters concerning the school management. This clearly indicates a serious undermining of the learners rightful share in the school management.
- There is also a lack of training on the side of the learners serving in the school management and governance.
- Learners do not respect their teachers.
- The researcher further found out that the relationship between learners and teachers is sour.

- **Learners are not committed to their school work.**

### 5.2.4 Findings pertaining to parents

- **The researcher found out that a tripartite alliance between parents, teachers and learners is lacking.**
- Parents do not attend meetings when invited by the school management.
- The researcher also found out that those parents who are members of the School Governing Body are not trained. The Department of Education provincial lack resources to arrange programmes of training.
- There is no mutual co-operation between the parents and the school management team.
- The researcher found out that most parents do not involve themselves with the education of their children.

## 5.3 RECOMMENDATIONS

In order for teachers to understand what their managerial roles in schools are, the

following suggestions are made.



### 5.3.1 Recommendations pertaining to the principals

- Principals should undergo extensive INSET so that they can be able to offer additional support to teachers.
- There should be co-operation between principals and teachers, and they should always work as a team.
- Principal should lead by example.
- Principals should encourage teachers to revisit the code of conduct.
- Principals should involve teachers in managerial work.

### 5.3.2 Recommendations pertaining to teachers

In as far as the improvement of the management tasks of teachers is concerned in Dzondo inspection area, the following recommendations were made as a result of the investigations.

- Teachers should involve all stakeholders in the school management and governance. Having realized that some teachers do not involve all stakeholders in the management of the school, the researcher recommends that teachers should involve learners and parents in all school activities such as problem solving.
- Teachers should attend a course in educational management and governance. Having realized that there is a lack of management skills on the side of the teachers, the researcher recommends that teachers should receive a thorough knowledge in educational management during their training at their institutions.
- The researcher recommends that teachers should change with time. Having realized that there is lack of change on the side of the teachers, the researcher recommends that teachers should change with the changing values. They should be equipped with new skills in order to handle new situation well.

- Teachers should establish a good relationship with the learners. Since the relationship between teachers and learners is sour, the researcher recommends that teachers should behave as parents and they should respect learners. A good relationship between teachers and other stakeholders will improve the environment of teaching and learning.
- The researcher recommends that teachers should always communicate with parents about the learners they teach through inviting parents to the schools and meetings.

### 5.3.3 Recommendations pertaining to learners

- Learners should have the right of freedom of speech. Having realized that teachers deprive learners of their rights to air their views on matters concerning school management, the researcher recommends that learners should be given chance to view out their opinions. This should help reduce the ill-discipline and riots between the learners and the school.
- Learners should be part and parcel of the school management team.
- **Learners should always** show respect for their teachers and principals
- **Learners should know that their duty is motivational rather than managerial.**
- Learners should be involved in the **formulation** of the school-policy.
- Learners should always be aware of what is expected of them by the school.

### 5.3.4 Recommendation for the parents

- It is recommended that parents should form their own associations in order to create a healthy relationship between teachers, learners and the school
- **management team.** Parents and teachers should work together as a team.
- Parents should commit **themselves as individuals** to the educational functions of the school.
- Parents, teachers and students should form a tripartite alliance, through which all are responsible, and show dedication to the smooth-running of the school.



- There should be a mutual co-operation between parents, principals and the school management team.

#### 5.4 RECOMMENDATION FOR FURTHER STUDIES

The following are recommendations for further study:

- The role of learners in school management.
- How parents can restore the culture of teaching and learning in the schools.
- Empowerment of secondary school teachers through in-service training.

#### 5.5 CONCLUSION

Principal in the Dzondo circuit confirmed that their teachers have no idea of what is expected of them in as far as managerial work in the school is concerned. They further mentioned that this is due to lack of training, as teachers have not received any training in management issues. Therefore, principals suggested that in order to help teachers to understand their managerial roles, extensive training should be offered to teachers, and that principals should give them managerial work to do.

The majority of teachers stated that their roles in management are not clearly defined. Most of them were under the impression that their responsibility was merely to teach, and not to manage schools. The teachers confirmed that they did not receive any training in as far as managerial issues are concern, and all (100%) of the teachers suggested that they should be trained regularly.

All (100%) of learners supported the idea that they should be part and parcel of the school management team. The teachers supported the idea that the learners' duty is motivational, rather than managerial. The teachers further suggested that there should be mutual co-operation between the learners and teachers.



The parents suggested that there should be cooperation between them and the school management. They also recommended that parents should be workshopped together with teachers on school-management issues, for the betterment and the smooth-running of the school.

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. Please indicate your teaching experience.

6-10 years

16-20 years

11-15 years

20 years and above

## 7. APPENDIXES

### APPENDIX A

#### 7.1 QUESTIONNAIRE SCHEDULE A : QUESTIONNAIRE TO BE COMPLETED BY PRINCIPALS

##### SECTION A : PERSONAL DETAILS

1. Please indicate by means of a cross X the age group to which you belong.

- 21 and under
- 22-25
- 26-30
- 31-35
- Over 35

2. Please indicate your sex by means of a cross X

- Male
- Female

3. Please indicate your highest professional qualifications. (e.g BAED + BED)

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4. Please indicate your teaching experience.

- 6-10 years
- 16-20 years
- 11-15 years
- 20 years and above

**SECTION B : THE ROLE OF A TEACHER IN SCHOOL MANAGEMENT**



5. Do you have a school policy at your school?
- Yes
- No

6. Who designed the school policy?
- Principals only
- Principals with teachers
- Principals with teachers and learners
- Principals with teachers, learners, parents

7. Do you encounter some conflict in your school?
- Yes always
- Yes mostly
- No, not really
- Not at all

8. Mention the most common type of conflict you experience in your school.
- 
- 
- 
- 

9. Are students in your school the main cause of conflict.
- Yes
- No
- 
- 
-

10. Do teachers respect one another?

Yes always

Yes mostly

Not at all

11. Do you support the idea that teachers should practice the same leadership style as managers?

Don't know

Strongly agree

Agree

Disagree

Strongly disagree

12. Do you agree that some teachers are in love with learners?

Don't know

Strongly agree

Agree

Disagree

Strongly disagree

13. How is the relationship between teachers and the school management team?

Satisfactory

Unsatisfactory

Poor

14. Which measures do you apply to minimize conflict?

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15. What kind of punishment does your school accept?

Don't know

Strongly agree

Agree

Disagree

Strongly disagree

16. Teachers are against the idea of keeping the scheme of work, preparation and records of work. What is your view on their stance?

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17. What is your view on teachers reporting to work late, or being absent from school?

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18. Which punishment do you consider to be most effective? Give reasons.

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19. Do you regard corporal punishment as a cause of conflict in your school?

Don't know

Strongly agree

Agree

Disagree

Strongly disagree

20. What is the role in the parents-teachers' association?

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21. School principals control the written work given by teachers?

Yes

No

22. Is it fair that principals should interfere with teachers' duties?

Yes

No

23. If no. What should be done?

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24. Are teachers interested in teaching?

Yes

No

25. If no. What do you think is the main reason?

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26. Do you agree that some parents in your community set a bad example to pupils?

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

27. Are teachers lazy in your school?

- Agree
- Disagree
- Don't know

28. Give comments on your response above

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29. Are teachers supplied with job description?

- Yes
- No

30. If no, give reasons why?

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### SECTION C : RECOMMENDATIONS

31. As a principal, what do you think should be done to encourage teachers to be involved in managerial tasks?

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32. Is there any need for change in the school policy in your school?

Yes

No

33. If so, what are the alternatives?

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34. Do you agree that the involvement of the teachers in managerial task can bring back the culture of teaching and learning?

Don't know

Strongly agree

Agree

Disagree

Strongly disagree

35. Give comments on your response above.

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36. As a principal, please give suggestions of what can help fight against the laziness of teachers in schools in your school community?

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37. In your opinion, do you think principals are to be training on how to bring back the culture of teaching and learning in their school.

Yes

No

38. Give comments on your response above.

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7.2 QUESTIONER SCHEDULE 3: QUESTIONNAIRE TO BE COMPLETED BY  
TEACHERS OF SECONDARY SCHOOLS

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SECTION A : PERSONAL DETAILS

1. Please indicate the age group to which you belong.

23-25

26-30

31-35

36-40

Over 40

**THANK YOU  
MAY GOD BLESS YOU**

2. Please indicate your sex.

Male

Female

3. Please indicate your highest professional qualifications ( e.g BAED +BED )

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4. Please indicate your teaching experience.

1-5 Years

6-10 Years

11-15 Years

16-20 Years

21-25 Years

26 Over

## 7.2 QUESTIONER SCHEDULE B : QUESTIONNAIRE TO BE COMPLETED BY TEACHERS OF SECONDARY SCHOOLS

### SECTION A : PERSONAL DETAILS

1. Please indicate the age group to which you belong.

- 23-25
- 26-30
- 31-35
- 36-40
- Over 40

2. Please indicate your sex

- Male
- Female

3. Please indicate your highest professional qualifications. ( e.g BAED +BED )

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4. Please indicate your teaching experience.

- 1-5 Years
- 6-10 Years
- 11-15 Years
- 16-20 Years
- 21-25 Years
- 26 Over

## SECTION B : THE ROLE AND TASK OF A TEACHER IN SCHOOL MANAGEMENT

5. Do you agree that corporal punishment can reduce undesirable behaviour learners?

Don't know

Strongly agree

Agree

Disagree

Strongly disagree

6. Please mention the most common disciplinary problems you are experiencing in your school?

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7. What methods of control do you as a teacher apply?

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8. Does your school have a school policy?

Yes

No

9. Do you agree that discipline is declining in your school?

Don't know

Strongly agree

Agree

Disagree

Strongly disagree

15. Mention the most common type of conflict you are experiencing in your school?

10. What kind of measures are used to minimize lack of discipline at your school?

Negotiation

Compromise

Other/Specify

16. Do you agree that students who perform badly at school are always troublesome?

11. Does your school have a discipline policy?

Yes

No

17. Do you agree that teachers are "parents in loco"?

12. Who formulated the discipline policy?

Principals only

Principals with teachers

Principals with teachers, learners and parents

13. Does your school have discipline problems?

Yes

No

14. IF yes, what are they?

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15. Mention the most common type of conflict you are experiencing in your school?

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16. Do you agree that student who perform badly at school are always troublesome?

Yes

No

17. Do you agree that teachers are "parents in loco"?

Yes

No

18. Give comments on your response to the question above.

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19. What is the role in the parents-teacher association?

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20. Do you support the idea that teachers should practice the same leadership style as the principals?

Don't know

Strongly agree

Agree

Disagree

Strongly disagree

21. Do you agree that some teachers set a bad example to pupil?

Don't know

Strongly agree

Agree

Disagree

Strongly disagree

22. Which student behaviour elicit conflict?

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23. Is it true that learners do not respect their teachers?

True

False

Unaware

24. If true, what do you think are the main causes?

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25. Is it true that some teachers have love affairs with school girls?

True

False

Not aware

Strongly disagree

26. Are parents involved in the education of their children?

Yes

No

27. Does your school have a School Governing Body?

Yes

No

28. What issues should be discussed with the School Governing Body in order to maintain peace and stability in your school?

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29. What role does the School Governing Body play in your school?

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30. Do learners conduct their classes regularly in schools?

Yes

No

31. Do you agree that the curriculum offered at schools also contribute to lack of discipline?

Don't know

Strongly agree

Agree

Disagree

Strongly disagree

THANK YOU

32. Give comments on your response to the question above.

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### SECTION C : RECOMMENDATIONS

33. Does conflict in schools affect the pass rate of the learners at the end of the year?

Yes

No

34. What is your general comment on lack of discipline in your school?

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35. In your opinion, what can be done to bring back the culture of teaching and learning in schools?

7.3 QUESTIONNAIRE SCHEDULE C : QUESTIONNAIRE TO BE COMPLETED BY LEARNERS

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SECTION A : PERSONAL DETAILS

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1. Please indicate the age group to which you belong.

15 and under

16 - 18

19 - 20

Over 21

**THANK YOU  
MAY GOD BLESS YOU**

2. Please indicate your sex.

Male

Female

3. Please indicate your highest professional qualifications. (e.g Grade 11)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. How far do you reside from your school?

0 - 5km

6 - 10km

11 - 15km

16 - 20km

21 - 25km

### 7.3 QUESTIONNAIRE SCHEDULE C : QUESTIONNAIRE TO BE COMPLETED BY LEARNERS

#### SECTION A : PERSONAL DETAILS

1. Please indicate the age group to which you belong.

15 and under

16 - 18

18 - 20

Over 21

2. Please indicate your sex.

Male

Female

3. Please indicate your highest professional qualifications. (e.g Grade 11)

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4. How far do you reside from your school?

0 - 5km

6 - 10km

11 - 15km

16 - 20km

21 - 25km

5. How do you get to school?



By Taxi

By Bus

By Foot

By Bicycle

6. Do you have both parents?

Both

Single

None

### SECTION B : THE ROLE AND TASK OF A TEACHER IN SCHOOL MANAGEMENT

7. Does your school have a code of conduct?

Yes

No

8. If Yes, give a comment

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9. Do you think corporal punishment is one of the major causes of conflict at your school?

Yes

No

10. What is your opinion on corporal punishment?

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11. How should students be disciplined?

- Suspension
- Corporal punishment
- Through guidance
- Other/specify

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17. What do you do at school when teachers do not conduct lessons as expected?  
Don't know   
Strike

12. Do teachers conduct their lessons regularly?

- Yes / specify
- No

13. Do teachers at your school co-operate with learners?

18. Yes do you do at school  in the teachers are on strike?  
No

14. Do you agree that some teachers have love affairs with school kids?

- Yes
- No

15. If your answer to question 14 is yes, give your opinion.

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16. Is it true that some teachers come to school under the influence of liquor?

Yes

No

17. What do you do at school when teachers do not conduct lessons as expected?

Don't know

Strike

Report to principals

Other / specify

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---

22. Do you agree that some political organizations influence pupils to stay

18. What do you do at school when the teachers are on strike?

Don't know

Strongly agree

Agree

Disagree

Strongly disagree

23. Do you respect teachers?

Yes

No

19. What is your view on teachers' strikes and class boycotts?



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25. What do you think are the causes of lack of discipline in schools?

20. What is your view on the teacher's meetings during school hours?

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21. What is your view on teachers who are lazy?

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22. Do you agree that some political organizations influence pupils to stay away from school?

- Don't know
- Strongly agree
- Agree
- Disagree
- Strongly disagree

23. Do you respect teachers?

- Yes
- No

24. If No, why?

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25. What do you think are the causes of lack of lack of discipline in schools?

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### SECTION C : RECOMMENDATIONS

26. What is your general opinion on lack of discipline?

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27. What do you think should be done in schools to improve the poor matric results?

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28. According to your opinion, what can be done to minimize the lack of discipline in schools?



7.4 QUESTIONNAIRE SCHEDULE D : QUESTIONNAIRE TO BE COMPLETED BY PARENTS

SECTION A : PERSONAL DETAILS

1. Please indicate the age group to which you belong.

- 26 - 30
- 31 - 35
- 36 - 40
- Over 40

2. Please indicate your sex

- Male
- Female

**THANK YOU  
MAY GOD BLESS YOU**

3. Are you employed?

- Yes
- No

4. If Yes, where are you employed?

- Locality
- City

5. Please indicate your highest qualifications

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**7.4 QUESTIONNAIRE SCHEDULE D : QUESTIONNAIRE TO BE COMPLETED BY PARENTS**

**SECTION A : PERSONAL DETAILS**

1. Please indicate the age group to which you belong.

- 26 - 30
- 31 - 35
- 36 - 40
- Over 40

**SECTION B : THE ROLE AND TASK OF A TEACHER IN SCHOOL MANAGEMENT**

2. Please indicate your sex

- Male
- Female

3. Are you employed?

- Yes
- No

4. If Yes, where are you employed?

- Locally
- City

5. Please indicate your highest qualifications

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6. Where do you reside?

Locally

City

No



7. Are you married?

Yes

No

8. Are you a member of the School Governing Body?

Yes

No

## SECTION B : THE ROLE AND TASK OF A TEACHER IN SCHOOL MANAGEMENT

9. Do you agree that corporal punishment should be applied in schools?

Don't know

Strongly agree

Agree

Disagree

Strongly disagree

10. What in your opinion should happen to lazy teachers in schools?

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11. What learner behaviour elicit conflict?

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12. Do you work in partnership with teachers in order to maintain discipline at schools?

Yes

No

18. Do you agree that parents sometimes influence their children to boycott class?

13. If No, why?

No

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14. What must be done to teachers who have love affairs with school girls?

*They must be suspended from work*

*They must be expelled from the profession*

*Nothing must be done*

15. What must be done to the teachers who drink liquor with the students after school hours?

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16. Do you agree that learners who are found drunk during school hours are the main cause of conflict?

Don't know

Strongly agree

Agree

Disagree

Strongly disagree



17. Is it true that parents gossip about **University of Venda** in front of their children?

Yes

No

18. Do you agree that parents sometimes influence their children to boycott class?

Yes

No

SECTION C : RECOMMENDATIONS

19. What must be done to teachers who are always absent from school?

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20. Are parents represented in the school committee?

Yes

No

21. If Yes, what do they do to ensure the smooth running of the schools?

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22. Do you attend school committee meetings?

Yes

No



23. In your opinion, what are the causes of discipline in schools?

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**SECTION C : RECOMMENDATIONS**

24. What methods of control do you want the teacher to use when disciplining students?

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25. Give suggestions which can help fight the causes of lack of discipline in schools?

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***THANK YOU  
MAY GOD BLESS YOU***