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**A study of Teacher Misconduct as a problem in the transition to
school democracy in South Africa.**

by

Yusufu Mohamedi Walongole

SDXYUS002

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of the degree in Master of Philosophy in Educational Administration, Planning and
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Faculty of Humanities

University of Cape Town

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DECLARATION

I, Yusufu Mohamed Walongole, solemnly declare that this research work is my own work, supervised by the supervisor whose name appears on the title page and the views used from different scholars of education in the field of this study have been duly acknowledged or listed in the reference section. This research report has not been previously submitted for a degree at another University.

Signature: _____.

Yusufu Mohammed Walongole.

Date: _____ Day of _____ 2001.

University of Cape Town

ABSTRACT

The study investigated the nature and causes of teacher misconduct in three poorly performing township schools in the Western Cape. It is argued that cases of misconduct arise, because of the fact that democratic values are not strongly developed in the society at large, nor in the schools and the teachers that work in them. The problem of misconduct is therefore, an extremely difficult to resolve within a short period of time. In other words, teacher misconduct is a feature of undemocratic school. Since schools always reflect the society, then unless such a time when the whole society is transformed into a democratic society, that is when we would expect to see a real democratic school in South Africa.

Issues emerged in the course of this study, that seems to be barriers to the establishment of a true democratic school are: Issues pertaining to traditional and culture, violence and resistance, money, history of the country and illiteracy. Therefore, we would expect to see a true democratic school, when the whole society is democratised, For example, when there will be a sense of accountability, when people understand the importance of education, economic growth, criminal justice etc. Hence any intervention that aim to improve schools in the African townships should take into consideration this problem.

CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

This is a study of teacher misconduct as officially defined in the Employment of Educators Act, (2000:6-8) which constitutes thirty-two categories but this study will focus on nine categories of teacher misconduct identified by the Department of Education – Labour Relation Office as main problems facing South African schools today. These are:

- i. Theft, bribery, fraud or an act of corruption in regard to examinations or promotional reports;
- ii. Committing an act of sexual assault on a learner, student or other employee;
- iii. Having a sexual relationship with a learner of the school where he or she is employed;
- iv. Seriously assaulting, with the intention to cause grievous bodily harm to a learner, student or other employee;
- v. Illegal possession of an intoxicating, illegal or stupefying substance;
- vi. Unjustifiably prejudices the administration, discipline or efficiency of the department of education, an office of the state or a school, further education and training institution or adult learning centre;
- vii. Fails to carry out a lawful order or routine instruction without just or reasonable cause;
- viii. Absents himself or herself from work without a valid reason or permission; and
- ix. While on duty, is under the influence of an intoxicating, illegal, unauthorised or stupefying substance, including alcohol and displays disrespect towards others in the workplace or demonstrates abusive or insolent behaviour.

In this act the term misconduct has been defined as a breakdown in the employment relationship, and an educator commits misconduct if he or she is found guilty of the above stated categories (Employment of Educators Act, 2000:6-8).

The study analyses principals' perceptions on teacher misconduct and attempts to understand the categories and causes of teacher misconduct and examines some of the suggested remedial solutions. The study is situated within general theoretical debates on school effectiveness but tries to investigate the problem of teacher misconduct for school ineffectiveness.

The study is confined to three Cape Town poorly performing high schools serving African townships located in Khayelitsha area sub-township of Phillipi. It is particularly important to explore this area further at present as it affects school effectiveness and taking into consideration that there are a lot of efforts made by the South African Government to improve south African education in its effort to remedy the damage done by apartheid education.

In an attempt to transform the education system the government passed the South African Schools Act (1996), the act has made it possible for development and changes to take place. The aim of this act is to improve the teaching and learning environment in South African schools particularly schools in the African townships.

Before the passing of the South African Schools Act there was a campaign for the restoration of the culture of teaching, learning and service (COLTS, 1995) in schools in order to replace the culture of violence and resistance particularly schools in the African townships. Generally, the term culture of teaching and learning in South Africa is used to describe the deterioration of education in the African Townships schools. The high failure rate amongst the learners from these schools is attributed to this culture. This culture refers to the present condition of education where many schools do not have the capacity to create a learning environment. It is against this background that there were many initiatives to restore the 'culture of teaching and learning.' In response to the collapse of the culture of teaching and learning, the Gauteng MEC for Education, Mary Metcalfe, established the Gauteng Committee on the Culture of Learning and Teaching Service Campaign (COLTS) in 1995.

This collapse is characterised by a low morale, principals not managing to deal with school problems, loss of interest in teaching and tensions amongst all members of the school community. In attempting to regenerate a 'culture of teaching and learning' in

schools through the South African Schools Act of 1996, the government stipulated the establishment of democratic governing bodies. This aimed at determining appropriate policy for the schools including management of schools that involves day-to-day running of the schools (South African Schools Act, 1996:24). The schools require substantial programmes to build capacity for management and governance if these have to be effective (South African Schools Act, 1996:24).

Similarly, before the passing of the South African Schools Act of 1996. The importance of effective education management was further highlighted in 1996 when the Minister of National Education appointed a Task Team on Education Management Development. The aim was to investigate ways of institutionalising strategies for education management development in South Africa. The Report of the task team indicated that there is a need to develop “participatory and holistic approach to the management of schools” (Report of the Task Team on Education Management Development, 1996:33). This approach needs people to understand “what it is to manage schools”. The focus is on the whole school development (Report of the Task Team on Education Management Development, 1996:33).

Attempts at improving South African Education have also been done by issuing the new curriculum (C2005), which was phased in, from January 1998. The curriculum portrays a paradigm shift in the education system of South Africa from an emphasis on content to an emphasis on learning outcomes. Outcome-based education aims at making education relevant to the needs of the individual and society. According to curriculum 2005, reforms in the school curriculum include breaking down the barriers between the traditional academic focus and vocational orientation. The curriculum will be “unified, flexible, competency and outcomes-based, and modularised” (Kallaway, Kruss, Donn and Fataar, 1997:60).

More recently however, the Western Cape Education Department (MEC) Helen Zille Budgeted R46 Million that will be used to improve the poorest schools in the Western Cape. The money will be used to buy textbooks, desks, chairs and other resources in an attempt to improve the performance of the poorest schools mainly in the African townships (Cape Times, Tuesday, March 20, 2001).

These initiatives notwithstanding, schools in African townships still face enormous problems among which teacher misconduct seems to be rampant. That is why I intend to explore further the issue of teacher misconduct as a problem for school effectiveness – school ineffectiveness in black South African schools in relation to education reforms in South Africa.

The problem of teacher misconduct is a worldwide problem but this study focuses on developing countries and South Africa in particular. It is argued that among the factors affecting schools in developing countries is the behaviour of teachers. Research in Nigeria, for example, found that staff laziness, irresponsibility or misbehaviour affected both teachers and pupils (Harber and Davies, 1997:53).

1.2 THEORETICAL FRAMEWORK

Much remains to be learned about how teacher misconduct affects schools and student's performance and their development. Perhaps a major contributing factor to this problem is the abuse by teachers of their power in a position of authority. However, in Africa this needs to be understood in a broader context.

It is arguably believed that, the African traditional way of life which insist on obedience to higher authority and the impact of modern schooling imposed to them by the colonialists during colonialism had a considerable impact in African schools and for South Africa apartheid which appeared in the form of neo-colonialism have considerable impacts in South African schools today. As for the abuse of power of male teachers in their position as authority the explanation provided may be as much to do with material conditions as with culture (Harber and Davies, 1997:106). However, the problem of teacher misconduct in developing countries could best be explained by using the 'Prismatic Society. Theory'

The study therefore, will base its analysis on Riggs's (1964) Theory of Prismatic Society and the impact of apartheid as a new form of colonialism in South Africa particularly the impact of apartheid education (Bantu Education) in the African township schools.

The intention of this study is to explore further the issue of teacher misconduct in three Cape Town poorly performing high schools, serving African Townships as identified by the Western Cape Department of Education Senior Certificate Examinations from 1996-2000. More specifically, I intend to explore further how teachers abuse their power in their position as authority and the causes for such abuse.

Riggs (1964:12) for example, argues that, transition societies are prismatic in that, they contain both elements of the traditional and modern societies imposed to them by the colonialists during colonialism. In prismatic societies therefore 'traditional' and 'modern' values and behaviours coexist in the same organisation. So organisations in transition societies, including schools, do not necessarily operate as western 'modern' schools, they retain some aspects of the traditional form of organisation. Indeed, this mixture of old and new practices of modern ideas superimposed upon traditional ones, may be one of the distinguishing characteristics of 'transitional societies.' If so it may help to explain the frequent failure of reforms carried out in accordance with the best doctrines of public administration (schools not far away from it) to achieve the results desired.

In traditional African gender relations, for example, women are regarded as inferior to men. This is well illustrated in recent constitutional debates in South Africa, where many South African intellectuals including members of the congress of 'Traditional Leaders of South Africa (CONTRALESA),' invoked this benign patriarchal model of pre-colonial gender relations to oppose the adoption of gender-equality provisions in the new constitutions. Similarly, it is argued that traditional South African societies have always been defined along patriarchal lines, i.e. the head of the household was a man, and his wife or wives were subordinate to his authority. Wives were responsible for the general welfare of the family and the upbringing of children (Department of Provincial and Local government, 2000:33-35).

Hanretta (1998:386) for example, arguing for the marginality of women in a Zulu society in South Africa suggests that, in traditional African societies there are stories to the young about their role and responsibility in a society depending on their gender. He continues to argue that, telling 'nursery' tales is a complex yet direct and potent

technique for equipping children with the cultural metaphors they needed in order to conform to the accepted norms of their sex. In these stories, children are presented with complex ideas about the relationship between men and women in an encoded and easily understood form. Women who appear as main characters in these stories are of three types: the young women who have reached puberty, the newly wed bride, and the expectant mother. Within these stories there are also puberty songs. These puberty songs carry the marginality of a woman's life over into her daily activities for the remainder of her period of sexual activity. It is within these perspectives, that the marginality of young women in South African schools is reflected today, particularly schools in the African townships where the issue of sex harassment of students is rampant.

Similarly, it is argued that in African traditional societies, fear is the dominant means that adults use to control youngsters, relying on corporal punishment to induce respect, humility, obedience and submission. In general, fear of punishment rather than positive reinforcement of good behaviour, appears to be the dominant method of helping children learn proper behavioural controls. These fears eventually establish life patterns of servile submission to authority. This practice is reflected in modern schools, which eventually extend into adulthood (Harber, 1997:46).

In African traditional culture, age and seniority plays an important part. The youth are raised knowing that their seniors should be respected and honoured. They are also taught from early in life the responsibilities of adulthood (Department of Provincial and Local government in South Africa, 2000:33-35). In South Africa, the traditional and the authoritarian nature of South African schools has resulted in the widespread use of corporal punishment (Holdstock, 1990: 347). This problem has not yet disappeared (Harber, 1997:141).

This study therefore, argues that Riggs's (1964) theory of prismatic society is a good explanatory tool in helping to explain the issue of teacher misconduct in South African schools particularly in the African townships. Based on the research findings of this study, the study attempts to explain that schools in African townships are highly affected by apartheid education (Bantu Education) and the traditional African way of life. The argument is that since South Africa is in a transition from 'Apartheid' to

'Democracy,' schools, particularly in African townships still contain some elements of apartheid education and some elements of the traditional African way of life. For example, during the interviews, all the three school principals raised their concerns that the problem of teacher misconduct is a historical one. As one of the principals observed: "These are people who have been subjected to violence and resistance during apartheid; they continue to behave the same way. Hence discipline to them is a problem."¹ In another school the principal explained that: "The school is located in a community where women are regarded as inferior to men. So, a woman cannot challenge what a man is saying. This practice is reflected even in a school."²

Therefore, it is within this perspectives that the elements of teacher misconduct can be understood in schools in South Africa's African townships.

A brief review of the history of education in South Africa, suggests that during apartheid, education was racially biased and ethnically based. Schools served people in terms of their race and people were also divided in terms of their race. This created inequalities among the people with schools in black townships being under-resourced and in a chaotic state. Resistance against apartheid caused schools to be centres of violence and resistance. This long-term violence and resistance created a culture of violence and resistance, which is difficult to eradicate over a short period of time.

Christie (1991: 8) for example, argues that in South Africa, apartheid, "which only finally disappeared in 1994, was both a violent system of repression in itself and spawned violent resistance. In 1985 school, college and university students became increasingly militant and with the South African army being used against its own people, they not only organised widespread boycotts, strikes, rallies and pickets but also barricaded streets and waged streets battles with the police and army. They burnt property and attacked people they saw as collaborators. Their slogan became 'Liberation Now, Education Later. Inequality, poverty, too many weapons in the wrong hands and the willingness to use them are the legacy of apartheid.'"

¹ School A. Interview with Principal. 22 February 2001.

² School B. Interview with Deputy Principal. 22 February 2001.

Druker and De Jong (1996: 18) have pointed out that the education system was “grossly inadequate and riddled with complex problems. Apartheid has left schools – especially those in the African townships -in a chaotic state characterised by demoralised personnel, inadequate facilities, major inequalities, and leadership and management crisis.”

With regard to teacher training institutions in South Africa, Hofmeyr and Hall (1995: 60) have correctly observed that: “In many colleges, students acquire only a superficial knowledge of their teaching subjects, so much so that in-service training agencies find that they have to spend considerable time improving teachers’ subject knowledge before they can introduce innovative approaches. Syllabi are dated and concentrate on rote learning.”

Education during apartheid in Black schools was generally crippled by de-motivated educators who lacked professionalism, enthusiasm, commitment, responsibility and accountability (De Jong, 1999: 72). As a result no meaningful teaching and learning was taking place. Some times in contexts where schooling has collapsed and the condition of school buildings and facilities is in poor state, it is difficult to have a sense of commitment to teaching and learning. This causes a lack of interest from learners, and educators and conflict among teachers and between teachers and management. Both educators and learners claim to be striving for democracy. This creates a loop hole for teachers not attending to their classes and learners not obeying orders from their teachers and management of the school and sometimes learners who have failed demanding to be passed. Generally a discipline problem for both teachers and learners alike persists (De Jong, 1999:72).

This study will therefore, suggest area for intervention. It will also provide an overview of the concept of education for reconstruction, which is the greatest challenge that faces the education reform process in South Africa (the restoration of the culture of teaching, learning and service in South African schools). However, on a simplistic level the challenge of restoring the culture of teaching and learning is about ensuring that educators and learners alike attend school regularly, are punctual and are respectful of their code of conduct. “In many South African schools, these fundamental elements are sorely missing. However, developing a culture of teaching

and learning is deeply complex and needs to be understood within the broader context of the legacy of apartheid” (De Jong, 1999:74).

Thus it is possible to suggest ways in which this problem could be solved in schools. The argument that will be made in this study is that schools in developing societies need new forms of educational modernisation namely: ‘democracy’ and ‘flexibility.’ Harber and Davies (1997:128) have argued that “flexible schooling is not just more cost-effective, but also provides the preparation for the adaptable learner which will be the only means for survival.”

1.3 METHODOLOGY

The methodological approach of this study relied on in depth interview with three school principals to answer the research question. The focus of the interviews was to address the following questions:

- (a) What perceptions do the three Principals have on the issue of teacher misconduct?
- (b) What are their perceptions on the main categories of teacher misconduct?
- (c) What are their perceptions of the causes of teacher misconduct?
- (d) What are their perceptions on the remedial solutions that might be taken to solve the problem?

The in depth interview will be supported by data from the Department of Education, which include examinations results of the schools studied from 1996-2000 and data from Labour relations office which deals with misconduct cases in schools. Other sources of data are newspapers that report misconduct cases in South African schools. Literature review has been reviewed including textbooks of school management and educational administration in developing countries and diverse but related fields, including international sources of research in countries experiencing similar problem.

However, this is not the only research that seeks to understand Principals’ perception. For example, Holdaway and Johnson (1993:168) in their research to identify priorities in the many organisational dimensions that may be associated with the effectiveness of

schools, they raised the following questions. I cite three questions here because they seem to be similar to this research. These are:

- (a) What are the perceptions of Principals concerning the overall effectiveness of their schools?
- (b) What are the perceptions of Principals about the effectiveness of their schools on specific dimensions?
- (c) What are the perceptions of the Principals concerning the importance of specific dimensions for the overall school effectiveness?

These questions and others, not important to this study guided Holdaway and Johnson (1993) in their research. The findings of this research emphasised the importance of gaining a variety of perceptions from the people who are involved in various aspects of school organisation for the sake of school improvement. It is hoped that some insight might be gained from this study, and that this could act as the starting point of research of this kind in South Africa.

1.4 IMPORTANCE OF THE STUDY

Many researchers, at some stage in their research, have tried to show how the South African education system could be improved, particularly after the establishment of a democratic government in South Africa in 1994, but many of these researchers concentrated on the improvement of the schools in terms of facilities, but overlooked the issue of teacher misconduct as a major problem for school improvement, taking into consideration that teachers are the main implementers of any educational innovation.

Similarly, many researchers, tended to look on the effect of apartheid education as the only major problem in black South African schools, but overlooked the issue of traditional practises that still prevails in African communities, especially the issue of power and gender. In this context, schools in the African townships in South Africa, they are ineffective not only because they lack facilities, but also they are ineffective because they exhibit certain undesirable characteristic and that is the issue of teacher misconduct. Therefore, removal of some of the factors associated with ineffectiveness

such as textbooks, desks and other school facilities will not automatically make these schools more effective. They are ineffective for different reasons, reasons that concern with history and the features of a prismatic society (Harber and Davies, 1997:167).

This research could have been taken on a different direction. For example, in the beginning the researcher wanted to interview retired Principals, but since the study centres on the establishment of a democratic school in the new democratic South Africa, then it was important to interview school Principals to get their views on how they perceive the problem of teacher misconduct, and their views on the solution to the problem. I have decided to take this direction because of Michael Fullan's (1991) work in 'The New Meaning of Educational Change.'

For example, Fullan (1991:19) argues that, there are problems in implementing educational change even among those who seemingly desire reform. In most cases innovations fail because of the failure to develop an adequate design for implementation as well as technical problems in the management of change and questions about developmental soundness of the innovations themselves (Fullan, 1991).

The author continues to argue that why innovations in most cases fail? He says, sometimes changes are based on faulty and overly abstract theories not related to practice, limited or no contact with an understanding of the school, and failure to consider explicitly the relationship between the nature of the proposed innovations and the purpose of schools (Fullan, 1991:123). For this research, therefore, it was important to interview school Principals. That is unless people find meaning in an innovation, it will falter (Fullan, 1991). The success of any innovation depends a great deal on the meaning people attach to it. New experiences are always initially reacted to in the context of a "familiar, reliable construction of reality" in which people must be able to attach personal meaning to the experiences regardless of how meaningful they might be to others (Fullan, 1991:31). Any innovation cannot be assimilated unless its meaning is shared. In this context, school heads, teachers and students are members of social systems (a school). Social systems provide a framework of theory, values and related technology that enables individuals to make sense of their lives. Threat in whatever form to this system threatens this framework (Marris, 1975, in Fullan, 1991).

This is very important and must be recognised by those who initiate educational change (Fullan, 1991).

This research, therefore, seeks to understand the principals' perceptions on teacher misconduct. What is important here is to be able to capture the views of the participants, who are involved in the change process so that when we talk of school improvement, we know the main problems that are likely to be encountered in the process of change. The interviews allowed the participants to express their opinions freely (see Chapter four and appendix 2 of this study). This approach made it possible for the participants to reveal the reality and how they make sense of the problem, taking into account their country's context.

However, in my fieldwork I discovered that the establishment of a democratic school in black South African schools is still a problem. It will take time to have a real democratic school in black South African communities as evidenced by the presence of teacher misconduct. In other words, teacher misconduct is a feature of undemocratic school. Since schools always reflect society, then unless the whole society is transformed into a democratic society, we should not expect to see a real democratic school in black South African communities. Issues that emerged in the course of this study, which seem to be barriers to the establishment of a true democratic school are: tradition and culture, threat of violence to principals, money, history of the country and illiteracy. Therefore, we would expect to see a true democratic school when the whole society is democratised. For example: when a sense of accountability is instilled, when people understand the importance of education, economic growth, justice etc. In a democratic school for example, we would expect to see each individual to be respected by others, respect and make every effort to understand individual differences, respect their right to voice their opinions and to accept each person's individuality. A true democratic school is one in which the pupils and staff are free from any form of discrimination or prejudice.

A recognition and understanding of the approaches to multi-culturalism, community involvement, adaptability and tolerance in a multi-cultural society is thus an essential starting point in educational reform. Similarly, the realisation of democracy, liberty, equality, justice and peace are necessary conditions for a truly democratic school.

Without listing all the necessary conditions that are essential for a true democratic school, suffice to say that all these issues were absent in the schools studied. That is why I have come to the conclusion that the establishment of a truly democratic school in black South African schools is still a long way to go. Policy recommendations regarding what is to be done are made in chapter five.

This dissertation, will hopefully contribute to the general understanding that there is a problem of teacher misconduct in black South African schools, which is a big cause of school ineffectiveness in African township schools, and therefore any intervention that aims to improve the schools should take into consideration these problems.

1.5 PERSONAL MOTIVATION

The researcher is currently involved in high school leadership and management in Tanzania. It is a result of 5 years of experience, both as a teacher and principal of a school, that I realised how much the issue of teacher misconduct affects school effectiveness. I came with the idea of investigating a topic, which is similar to the problem of teacher misconduct in Tanzanian high schools, but because of time constraints, I decided to do this topic in South African high schools. It is hoped that the knowledge gathered through this research study, will help in making one a better school leader and manager.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

What does the literature say about the issue of teacher misconduct? More specifically, what are the main categories of teacher misconduct? What are the causes of teacher misconduct? Specifically, what are the possible explanations of teacher misconduct in the three poorly performing Cape Town high schools. This chapter attempts to address these questions by reviewing the literature of teacher misconduct both from developed and developing countries. In addressing these questions, the chapter attempts to explain the main categories of teacher misconduct as identified by the Western Cape Education Department – Labour relations office and the Press with examples from other countries and South Africa in particular based on Press reports.

The chapter also attempts to explain the causes of teacher misconduct, based on the explanation provided by Riggs's (1964) Theory of Prismatic Society, the effect of apartheid education 'Bantu Education', and other explanation provided in the literature, in relation to the issue of teacher misconduct in black South African schools. The chapter concludes by looking at the effect of teacher misconduct on schooling. However, before explaining the main categories of teacher misconduct, the causes, and the possible explanation of teacher misconduct, it seems appropriate to present a brief account of the role of the teacher in school effectiveness.

2.2 THE ROLE OF THE TEACHER IN SCHOOL EFFECTIVENESS

Much of the literature on educational innovation will identify teachers as the key to the success or failure of any education project. There is a large degree of consensus in the literature, whether from school effectiveness paradigm or 'whole school development', all argue for the importance of a teacher, and specifically good behaviour of teachers, as the necessary conditions that characterise a good and an effective school (Mouton, 1999:29). Fullan (1991:77) for example, argues that teachers either individually or collectively determine the success of any educational innovation or implementation.

“New meanings, new behaviours, new skills and new beliefs depend significantly on whether teachers are working as isolated individuals or are exchanging ideas, support and positive feelings about their work. The quality of working relationships among teachers is strongly related to implementation. Collegiality, open communication, trust, support and help, learning on job, getting results and job satisfaction and morale are closely interrelated.” Therefore, if any educational change depends on what teachers do and think-“its as simple and as complex as that” (Fullan, 1991:117) then if teachers misbehave it is unlikely for a real change to occur. In most cases a school become effective when teachers are effective in their teaching and are committed in their jobs. It is teachers as interacting professionals who are in a position to decide finally whether the change will be effective or not.

Research, shows that achievement was higher in schools with teachers who possess good behaviour, and are well educated, and are more effective in their classroom teaching, with more frequent use of textbooks and an enriched curriculum (Lockheed and Levin, 1993:1-18). In the United States, for example, Lezotte (1989) and others have popularised the ‘five factor’ theory of school effectiveness which sees schools which are academically good performers as possessing good behaviour of teachers as one of the factors for school effectiveness (Riddell and Brown, 1991:25-27)

In the UK, a research conducted by (Rutter et al, 1979) shows a positive correlation between teacher punctuality and student performance and between staff satisfaction with leadership and the head’s attention to her or his own punctuality (Nias, 1980 in Davies, 1990:164).

From the ‘whole school development paradigm,’ Per Dalin et al (1993) have argued that systemic school change involves fundamental cultural change. They argue that the organisation as a whole must be seen as a learning organisation and teachers must be able to respond to change by adopting good behaviours, so that they can make school environment conducive place for learning (Mouton, 1999:28).

Similarly, research shows that learning can only occur under certain learning environment (McIlroy, 1979; Hansen and Childs, 1998; Potter and Powell, 1992; Townsend, 1994). Only under appropriate environment will learning occur, and the teacher must never assume that just because he/she teaches, learning will occur, and if

it does not then there is something wrong. McIlroy (1979) has identified a number of different roles teachers can play which can make the learning environment conducive. Without listing all the different roles, it suffices to note that teachers must have good behaviour in order to establish rewarding relationships with their learners. A good learning environment goes hand-in-hand with the teacher's ability to motivate and engage children, teachers must create an environment where each learner comes to believe "I count, I care, and I can (Dodd, 1995:67). Perrone (1997) says that, what teachers need most to know about students is hidden, unless to the knowledge they need either to solve classroom problems or to motivate students. Good teachers take time to know their students, so that they are free to talk about their feelings (Perrone, 1997; Goldstein, 1998). For example, a good teacher knows exactly when to reward or push his/her student and does not opt for punishment. Punishment in one way or another contributes to student-teacher poor relationships (Dodd, 1995).

After all, effective teachers know that to become engaged, students must have some feelings of ownership of the class or the task and personal power, a belief that what they do will make a difference (Dodd, 1995:65). Good teachers invite their students to share their feelings and perceptions, establishing positive relationships with them and thus minimising classroom problems.

Research attempted to relate teacher commitment, unity and morale to pupils' academic achievement. Willms (1992:76) cites studies by Hoy and Ferguson, (1985); Bushman, (1990); Rosenholtz, (1989a) to conclude that schools with committed teachers, satisfied teachers have less teacher absenteeism, lower turnover, and less dysfunctional classroom behaviour. The most important aspect of morale and commitment is that teachers have a sense of efficacy about their work. "The most psychic rewards for teachers come from learners' academic accomplishment" (Willms, 1992:76). The author continues to argue that teachers' commitment and satisfaction with work entail the belief that work is meaningful. In most case teachers, who believe that, they are making an important contribution to their pupils and society in general, will show greater commitment in their classroom teaching and job satisfaction.

To conclude, it is important to note that, what makes an effective school requires a combination of a number of factors, but more importantly, is the behaviour of the

teachers, particularly, their attitudes towards work, their commitment in their jobs, their relations with their students, their relations among themselves and their relations with all the stakeholders in the school community. Therefore, if the relations between teachers and other members of the school community is not good, then this in one way or another will contribute to the ineffectiveness of the school.

With this brief account of the importance of a teacher in school effectiveness, what are the main categories of teacher misconduct as identified by the Western Cape Education Department –Labour Relations office and the Press, with examples from other countries as identified in the literature.

2.3 THE MAIN CATEGORIES OF TEACHER MISCONDUCT

2.3.1 SEXUAL OFFENCES

This is one of the major problems identified by the Western Cape Education Department-Labour relation office and the Press. It is one of the most disturbing and newsworthy types of teacher misconduct in South African schools today.

It is reported for example, South African girls, some as young as nine, are being raped and sexually abused at school by their teachers. This is according to a chilling Human Rights Watch Report. And it says the acts remained unchallenged by school officials.

In one case, a teacher is quoted as saying: “The department is not paying us enough money. So, this is a fringe benefit. But Std 6 is too young. Std 9 and 10 is where we play.” The report was released following an investigation of a two-month into the sexual abuse of girls at schools. Researchers visited eight schools in KwaZulu-Natal, Gauteng and the Western Cape and the findings in the three provinces were nearly identical.

A 1998 Medical Research Council survey found that, of those rape victims, who specified their relationship with the rapist, 37,7 percent said their attacker was a schoolteacher or principal. Girls interviewed reported routine sexual harassment in

schools, as well as psychological bullying by teachers to engage in 'dating relationship.' While conducting the interviews, the human rights groups discovered sexual assault occurred in impoverished, mainly black, township schools, though there are some other places also. Interviews with social workers, parents and teachers indicated that, serious sexual misconduct with under-age female pupils was widespread. The investigation revealed that, some teachers had several dating relationships with girlfriend or attempted to date under-age pupils while others paid for their victims' silence by promising better marks in class, others merely blackmailed them emotionally. One child for example, said: "Five teachers have said they love me. There are many relationships going on between teachers and pupils. It's like you have to pretend to fall in love with them to get A's." (Cape Argus, March 27, 2001).

In another newspaper, it is reported that, 'sex harassment rife in South African schools', according to Human Rights Organisation. The organisation found that, many schoolgirls are raped and sexually harassed by their teachers. More shocking is the finding that many sex offenders are still employed. The report scared at school was based on selected interviews conducted by Human Rights Watch, an international organisation. Girls between the ages of seven and seven teen were asked about their experiences, if any, sexual violence and harassment. The report found that some schoolgirls were raped in toilets, classrooms and teachers' quarters and in corridors, their male teachers harassed the girls. The report said that "school authorities rarely challenge the perpetrators, and many girls interrupt their education or leave school altogether because they feel vulnerable to sexual assault. They are learning that sexual violence and abuse are an inescapable part of going to school every day so they don't go" (The Star, March 26, 2001).

Another newspaper bears the title 'shocking report exposes school sex terror' report that, a recent research conducted by Human Rights Watch indicate that, sexual violence against girls in South African schools is rampant and this have an impact on learners' education and their development. However, the report says local authorities are not surprised by the revelations, saying that sexual abuse had always been rife in KwaZulu-Natal. The KwaZulu-Natal department of education has confirmed the problem, saying that the abuse of pupils by teachers was more prevalent than the abuse

of pupils by fellow pupils. The department spokesperson, said this year alone there had been more than 160 cases where disciplinary action was taken against teachers many of which involved the rape of pupils by teachers. The report was based on interviews with victims, their parents, and school administrators in KwaZulu-Natal, Gauteng and the Western Cape. It is argued that sexual abuse had always been there. It is just that people never recognised it as sexual abuse. Teachers were authoritative figures and pupils had such immense respect for them, that they were afraid to expose them (Daily News, March 26, 2001).

Similarly, it is reported that, over 60 per cent of all misconduct cases in the Western Cape Education Department, involved alleged sexual abuse or indecent assault by teachers or other school staff, including administrators and cleaners. Twenty of the 26 teachers currently suspended face allegations of sexual molestation. Many of these 35 suspended employees have been away from work on full pay since 1996. While this group does not include all employees for misconduct – many are not suspended – the total cost of suspended employees on full pay since 1996 has been R2.5 million (Cape Argus, Tuesday, August 29, 2000).

The following examples all come from South Africa. The teacher, aged 43, was arrested two years ago and charged with 26 counts. In May in that year was found guilty of raping a 14-year-old learner and also on seven counts of indecent assault, and three counts of criminal injury. “It is alleged that these activities spanned a five-year period, and involved learners” (*The Educator's Voice*, November 2000).

Conflict between teachers and their male students over female students has resulted into killing of female students and their teachers. An enraged boyfriend went on a shooting rampage, killing his girlfriend and a close friend of her alleged lover, a schoolteacher. “I want to teach them a lesson. I want to stop teachers from falling in love with pupils.” Said the 20-year-old man while holding teachers and pupils’ hostage at the Reitumetse secondary school (*Cape Times*, ‘Schoolgirl, teacher shot in rampage’ December 2000).

The recent arrest of a principal on charges of rape highlights the fact that some teachers are directly contributing to the problems of teenage pregnancy and sexually transmitted diseases – by sexually abusing their students. One teacher cited examples

of colleagues who had married their learners, including the school's former principal. Indeed another teacher said that, intimate affair among teachers and learners were commonplace at the school (*Mail & Guardian: 'Teachers can be the problem'* November, 1998).

Janice, who was raped by her teacher, sits with her arms tightly folded. "I had to go to the Transvaal Memorial Institute in Johannesburg where the police psychologist kept asking me to repeat my story, over and over. It made me so angry. She said the police were trying to test whether or not I was lying. I had to go back three times." The teacher who raped Janice sexually molested seven other girls at the school before Janice came forward. He had done the same at two previous schools. Police estimates that only one in 35 rapes are reported. The South African Law commission, which is drafting new sexual offence legislation, estimates that in 1998, 1.6 million women and children were raped in South Africa. Janice's mother sits chain-smoking. "Her school marks have gone down, she has become very aggressive and defiant. She rarely smiles. She doesn't talk to me anymore. We fight often. I keep thinking that if I hadn't sent her to that school it may never have happened" (*Mail & Guardian: The Teacher, 'Schools exile children to save face'* November 4, 1999).

A Northern Province teacher has been arrested for allegedly raping a 13-year-old pupil in the school staff room on Monday. Police were also investigating whether the 39 years old school teacher had been raping the girl since January, and buying her silence with R10 each time (*African Eye News Service, 'Teacher held for teen rape at school.'* March 2, 2000).

Mpumalanga's education department has failed to act or comment in the case of a principal accused of sexually molestation a boy of 16 at the school. The alleged offence was reported to police more than a week ago, and education spokesman promised last Friday the department would investigate immediately (*African Eye News Service, 'No action on principal accused of molestation.'* March 1, 2000).

A Northern province school principal was arrested on Monday for statutory rape of a pupil of 15 who bore a child. Aged 48, he is from Ga-Molepo village near Burgersfort,

and is due to appear in the Nebo District Court on Wednesday (*African Eye News Service*, 'Principal held for statutory rape of pupil.' April 13th 2000).

In the UK abuse of power more likely to hit the headlines however, involve those relating to sexual offences with pupils. A notable case involved a music teacher being sent to prison for ten years for fourteen sexual offences against his pupils. One of his victims-raped by him when she was twelve-committed suicide. The awfulness of the situation was compounded by the fact that although a number of complaints had been filed against him over some years, the authority felt that there was never quite enough evidences for dismissal. He was moved by one authority onto the supply staff; in another authority a kind of bureaucratic paralysis allowed him to continue teaching, albeit under the extra ordinary constraints that he must not be alone with a pupil (Davies, 1990:171).

In Zimbabwe, it was commented by one of the regional director of education who criticised headmasters who allowed students to hand in books for marking to teachers at their houses which resulted in some girls having sex with their teachers and others being raped (Davies, 1993:161-70).

In Botswana, for example, between 300 and 500 female students a year have to absent themselves from school on account of pregnancy (Simon, 1984:107). Botswana has a population of one and a half million. Not surprisingly, schoolgirl pregnancy is a widely discussed issue. The president's wife pointed out that whereas teenage pregnancy was not an issue when early marriage was wide spread and females did not go to secondary school; it became a problem because females now delayed marriage but sexual practices had not changed (Simon, 1984: 107). Definitely, such gross abuse of female students affects students' performance and their development.

2.3.2 EMBEZZLEMENT OF FUNDS

This is a problem found in schools in developing countries and in South Africa in particular as identified by the literature and for South Africa by the department of education and the press. It is reported for example, 'schools being robbed by greedy principals.' The report says poorly funded, unscrupulous principals whose hands are

increasingly being found in school coffers are ripping off under-resourced schools. It is argued that non-existent or shoddy auditing procedures, coupled with inadequate training of school governing bodies, has been blamed for the situation, which has seen some greedy principals living the high life. "This is a big crisis. There is a lot of misappropriation of school funds by principals and it is really hurting us as parents," said Reggie Chiliza, chairperson of the National Association of School Governing Bodies. Most of the theft apparently happened in poor communities where parents apparently have little say in the running of schools.

The KwaZulu-Natal Department of Education has admitted the problem and revealed that school-based fraud is on the increase. Its internal audit section is currently investigating 16 cases of misappropriation of funds and the fiddling of financial records. Most cases, however, are not reported. Education Deputy Director General Simeon Shamase said that all funds-departmental allocations and those raised from fees and other fund-raising activities were the responsibility of schools and their governing bodies. "These need to be audited and presented at annual general meetings so that parents know where their money is going. "Principals who open themselves up to the temptation of tempering with school funds are running a very high risk. This will not be tolerated and they will face the strongest action. They might even lose their positions," Shamase warned. However, the department was criticised by the SA Democratic Teachers' Union (SADTU), whose north Durban regional spokesperson, Mlu Ntombela, said investigations either do not take place or drag on for years. "I know of principals who take money from the poor for themselves. They do whatever they like and get away with it. We will always experience these problems because there are no mechanisms for auditing schools," said Ntombela, who is also a principal.

In KwaMashu, Igugula-basha secondary principal Mr Monwabisi Mbizo returned in January after a two-year absence during which department auditors probed allegations of misappropriation of funds. His return is despite a recommendation that he be charged. The department's director of internal audit, Mr Pat Mkhize, confirmed that allegations against Mbizo were completed and the matter referred to the north Durban education regional office.

And in Inanda, a principal has been on suspension since 1996, on full pay, as an investigation into fraud drags on. To cope with number of fraud cases, Mkhize last

year requested seven extra auditors to boost his current staff of 15. Although this had been approved, the posts have yet to be filled. Chiliza said the pilfering of school funds was a national phenomenon. "Most governing bodies are fighting with principals who want to keep all the books or secrets about finances to themselves, although this is supposed to be monitored. Some appear to be short of knowledge or have not read the Schools Act about the rights and powers of parents," Chiliza said. He called for a workshop or summit to discuss the issue (*Daily News*, April 19, 2001).

It is also reported that parents of children attending Thatani Combined School in Zola North, Soweto, tried unsuccessfully to remove the headmaster, who they accused of being autocratic and of mismanaging funds. A group of angry parents prevented Eric Zwane from entering the school and then forcefully occupied one of the classes, demanding his immediate resignation. They also accused Zwane of autocratic administration and failing to consult them on decisions about their children's future.

One of the parents, Thembeke Mpambane, said: "No one knows what is happening at the school because he (Zwane) runs it as though it was his personal property. It is not clear what the R40 School fees we are paying is being used for. The school is being operated without facilities. The principal also refuses to release the school's financial statement to us." Another parent, Zodwa Dubazana, said they were also unhappy because the principal had unfairly dismissed one teacher from the school. A teacher, who did not want to be named, told the parents that Zwane had barred them from participating in the school's affairs, threatening them with expulsion if they questioned his decisions. "We are frustrated. We are treated like kids and have no say at all on what is happening at the school. If you want to ask him (Zwane) about the situation, he shows you the door." (*The Star*, January 17, 2001).

It was also found in one of the province in South Africa, principals used their positions to get money by adding fake teacher names in the pay rolls. This was done with the assistance of officials in the department. Apart from that principals were also accused of increasing the number of fake names of learners so that they can claim more money from the department. It is reported that "over 337 ghost teachers were discovered in the province following a head count of all educators and learners at schools throughout KwaZulu-Natal. This reflects annual savings in the region of R27 million for the cash-

strapped province. It also highlights the departments zero tolerance for fraud and corruption in KwaZulu-Natal, says the representative of the KwaZulu-Natal Department of Education. He revealed that prior to the head count some educators were still receiving salaries even though they were dead. Others who had resigned were still on the department's pay roll and corrupt officials within the department were processing their salaries. "The head count not only allowed us to compile a database of educators but of learners as well. This eliminated the problem of schools inflating their pupil numbers and thereby securing more money than those, which they were eligible for" (Mail & Guardian: The Teacher, June, 1999).

In another province, it is reported that "A prominent Northern high school principal is being investigated for school funds fraud after he allegedly bought four new cars in four years and refused to release the school's financial records to parents" (African Eye News Service, December 20, 1999).

A research conducted by Davies (1993:161-70) in Zimbabwe shows that embezzlement of funds by heads or senior management of school funds or examination fees was the largest category that affects schools in Zimbabwe.

In Uganda a head teacher was sacked after embezzling funds from a community school (Harber and Davies, 1997:56).

2.3.3 ABSENTEEISM AND LATENESS

These are problems often referred to in relation to schools in developing countries and South Africa in particular. It is argued that, schools, particularly those in the African townships in South Africa have so many problems, apart from the overcrowded classrooms, high pupil-teacher ratios and lack of facilities, but also they have problems of teacher misconduct such as "teacher absenteeism and late-coming some times due to alcohol abuse, late beginning of academic year, no record keeping, vulnerability of daily programme to unscheduled events like funerals, and little abstract thinking. Though many of these problems are of course inherited from apartheid, and one can argue that school profiles, what schools look like and what they do, are fundamentally

problems of our history” argues Crain Soudien (Mail & Guardian: The Teacher, October 5, 1998).

It was also commented by the then vice president of South Africa, ‘Thabo Mbeki’ that schools particularly in the African townships face serious problems of teacher misconduct such as “absenteeism, drunkenness, demoralisation and the lack of work ethics and therefore, this require urgent attention” (Mail & Guardian: The Teacher, September 22, 1998). Similarly, the then Education Minister ‘Bengu’ commented that he would be tough on ill-disciplined and lazy teachers. He warned: “if teachers continue to produce a zero rate, I can not see why we should keep them” (Dispatch on line, Friday, February 12, 1999).

More recently, when the education minister in the Western Cape province, Mrs Zille visited a school in her province, 700 out of the 1300 pupils were absent, as were 10 out of the 46 teachers were also found absent from the school. However, it was not clear as to why do teachers didn’t attend, as for students, it is argued that some students may be required to help at home, but too many stays behind to watch television, or simply wander round their township (The Economists, February 24, 2001).

Research in Nigeria found that staff absenteeism and lateness was the greatest problem affecting schools in Nigeria. A good example is provided by Harber (1989) when government officials in Nigeria visited schools they find that most teachers were late or absent without good reason (Harber, 1989:116-17). Similar problem exists in Tanzania (Saunders, 1984:134).

Research conducted in Colombia showed that in 1975 when state and national systems were merged together, it was found that large numbers of teachers had been holding full-time teaching positions in both state and national schools, and sometimes in municipal schools as well. Although this was strictly illegal, the bureaucratic inefficiency and the lack of co-ordination between the national and state systems had permitted it and the low salary scales encouraged it (Hanson, 1986:99). Therefore, this has caused staff absenteeism and lateness in Colombian schools.

However, absenteeism in developing countries must be viewed in a wider context of the large amount of teaching time lost in developing countries. Time loss for unscheduled school closings, teacher absences and disruptions is much greater in developing countries (Harber and Davies, 1997:54).

For example, In Haiti the school year is short and it was made significantly shorter by unofficial closings and delayed openings. The school day often began late. "Teachers were frequently absent on Tuesday and Friday (market days) and forty-eight public holidays were celebrated instead of the twenty-eight holidays built into the school year." (Harber and Davies, 1997:54). Teacher absences due to administrative procedures are also common in developing countries. For example, many teachers must travel considerable distance to be paid, while others are assigned to schools far from their homes; both situations contribute to teacher absences and reduced instructional time (World Bank, 1990:19). Therefore, teacher misconduct such as absenteeism and lateness in developing countries is common and this affects schools, both in terms of academic performance and school development.

2.3.4 CHEATING IN SCHOOLS

The most wide spread form of corruption committed by teachers in developing countries is that of cheating in examinations or forgery certificates or fraud.

In South Africa, for example, it is reported that about 105 cases of fake certificates were discovered. That the KwaZulu-Natal Department of Education and Culture has made good on its promise of zero tolerance for fraud and corruption by axing 46 bogus teachers, mainly from the Empangeni and Ulundi regions where 105 cases of fake certificates were discovered. Of these educators, 41 have already been convicted, 48 cases are currently under police investigation and 16 educators are still awaiting trial. All the convicted educators had falsified their matriculation certificates, degrees, or diplomas. The representative for the KwaZulu-Natal department of education, said that more fraudulent cases might be unearthed because his department was still in the process of auditing the 85, 000 degree and diploma certificates collected during the head count of educators. "We are currently busy with the Lady Smith region and may be poised to swoop on more of these so called bogus teachers," he disclosed. He also

revealed that after last year's head count of department employees, the salaries of 1015 personnel have been frozen (*Mail & Guardian, The Teacher*, November 5, 1999)

It is also reported that teachers and principals in South Africa were accused of selling report cards to students so that they can get admission in senior schools with forged report cards. It is reported that hundreds of pupils in the Western Cape high schools have gained their admission on the basis of report card fraud and an investigation in seven schools had uncovered evidence of at least 122 clear cases of report card fraud this year alone. The Western Cape Education MEC said, "The problem is more widespread and at this stage I can only say there may be hundreds, frankly even more than a thousands." An investigation at one of the schools, senior secondary, revealed that over 200 pupils may have gained access this year using fraudulent report cards bought for as little as R150. "Report card fraud makes a mockery of our system and we have to clean out the system from top to bottom. We can not presume it only happens in some schools, it is not only a Western cape problem. So much of it is cross-border. It is shackling our entire system and is a big contributor to the poor matriculation examinations results," (*Cape Times*, May 2000).

In another province, it was found that thousands of students have been left stranded with uncertain features in the wake of the judicial findings that their matriculation examinations results were cooked by teachers who were assisted by officials in the department of education who wanted to boost the province's image. The announcement on January 7, 1999 that the matriculation results of Mpumalanga province had increased by 20 per cent compared with the 1997 and 1998 results took many by surprise and prompted an investigation by the South African Certificate Council (SACC). When the SACC found evidence of irregularities, the scripts were confiscated and a broader investigation was conducted. Judge Eberhard Bertelsmann, who headed the commission investigating the case, found that exam moderators, who claimed to have received instructions from senior officials, added a 20 per cent mark up on all matriculation scripts (*Mail & Guardian: The Teacher*, May, 1999).

It is not surprising to find that all examination candidates having exactly the same answers and grammatical errors. 'This reveals teachers' foreknowledge of supposedly

secret examination questions and collusion with pupils to achieve passes. (Davies, 1990:170).

Cheating at entry to secondary school level then requires under achievers to have to cheat and bribe their way through WASC (west African school certificate) examinations five years later. Cheating during examinations in West African school certificate examinations is common as illustrated by Barley account of Cameroon examinations. "It is not impossible not to smile at the sight of question papers being guarded by gendarmes with submachine guns when the envelope they are in has been opened by a man who sold the contents to the highest bidder several days before (Davies, 1990:170).

Such abuses of the examinations system are of course not confined to Africa and are a world-wide product of the 'Diploma Disease' and the intense competition for valued qualifications. Cheating is now such an accepted form of attaining high marks that Bangladeshi students have staged protests over their right to cheat in public examinations (Davies, 1990:170)

Similarly, Allen-mills describe a New Delhi secondary school examination thus: A small crowd gathered outside the school. Several people carried books. Shortly after 2pm a piece of paper was passed out through a window. Those with the books hurriedly consulted them and soon notes were being scribbled and passed inside. Behind the window 100 or more pupils were sitting the exam. Outside, in a breathtaking brazen attempt to secure satisfactory grades, parents, friends and private tutors were helping the pupils to cheat. The invigilator did not intervene (Allen-mills, 1989 quoted in Davies, 1990:171)

With teachers accepting bribes and being susceptible to betrayal of trust, examination boards in India now have to have elaborate coding systems, perhaps 15 different versions of each paper so that no paper setter knows if the questions he or she devised will eventually be used and 'flying squads' of inspectors to check examination centres for the use cribs copies of papers still turn in bazaars before the examination (Davies, 1990:170-71).

It is argued that in rural Thailand, four steps were taken to ensure that pupils passed examinations such as giving more weight to pupils' pre-examination performance, giving extra marks when marking final papers, providing pupils with answers during the examination session and lastly, raising the final examination score (Chantavanich *et al.*, 1990:145).

In Sierra Leone, Part of the reason for the large number of unqualified and untrained teachers at the primary level is the corrupt way high school students are employed as teachers. The various inspectors of primary schools are authorised to appoint teachers, who ultimately approved by the Ministry of Education in Freetown. It is in the exercise of this authority that corruption occurs, especially for high school leavers who need employment. It is not unknown for supervisors to demand two months pay as bribes in order to employ an untrained teacher. Part of the bribe is shared with the official at the Ministry of Education in Freetown. With virtually no prospect of employment, the school leaver is forced to acquiesce (Banya, 1991:132-3).

2.3.5 CORPORAL PUNISHMENTS

This is a problem found in schools in developing countries, particularly in Africa where the traditional way of life that insist on obedience to higher authority is imposed in modern schools. In northern Nigeria, for example, the Hausa child's experience of authority in the patriarchal family is hierarchical and authoritarian with an emphasis on strict obedience based on fear and physical punishment (Harber, 1989:5). Rather than clashing with imported, western schooling, the authority relationships of the home and the school have been mutually supportive (Harber, 1989:5).

Similarly, in Tswana culture in Botswana, much of the child training consists in imparting the etiquette that an older individual (doing the instructing) feels should govern how a junior person acts towards a senior person. Generally this is training in deference. It is argued that the Tswana are culturally rigid and authoritarian in nature that enjoys respect and the legalistic dos and don'ts in matters of public decorum, etiquette and role obligations. Child training is directed towards producing a mannerly, conforming and industrious person (Alverson, 1978:68).

Moreover, Alverson sees formal education as a perfect reflection of Tswana patterns of child rearing involving rote learning and punishment for mistakes and errors. As in the surrounding culture, creativity, self-reliance and autonomy are discouraged and socially, obedience and submissiveness encouraged. Therefore, in countries where corporal punishment is not illegal students are likely to be beaten. For example, research in Zimbabwe shows that among the greatest problem affecting schools in Zimbabwe is excessive corporal punishment (Davies, 1993:161-70). In countries like South Africa where corporal punishment is illegal some teachers still beat students and therefore deviating from the rules or laws.

In South Africa, the indicative of the traditional and the authoritarian nature of South African schools have been the widespread use of corporal punishment. "One survey of 300 first-year university students found that 89 per cent reported that they had been physically punished at some stage during their school career (cited in Holdstock, 1990:347). This problem has not yet disappeared" (Harber, 1997:141). Recently human rights lawyers in KwaZulu Natal have threatened court action against some schools following incidents of in discriminate beatings of students (Sunday Tribune, August 6, 1995).

Reflecting on the damage done by corporal punishment, both in terms of sanctioning and reproducing the use of violence, and creating a climate of fear in which learning and achievement is discouraged, Holdstock (1990:364-67) gets to the educational heart of the matter when he comments that we need to rethink our firm conviction that education is something done by those in the know to those who are ignorant' and that the attitude change required is a move away from an attitude of 'power over' to one based on person-centred values.

Moll (1995) provides some interesting ethnographic data from his observations of a poor rural primary school in North-eastern Transvaal, which is illustrative of the predominantly traditional and authoritarian nature of education in black South African schools. Moll (1995) argues that a particular perception of teaching and learning was implicated in the prevailing pedagogy. He quotes two teachers in this regard.

When these little ones speak, they must say words that I have told them to say. Otherwise what is the point of having a lesson? If I am teaching numbers, they

must speak numbers; if I am teaching letters, they must speak of letters. If they speak the things they want to, they can learn nothing

The syllabus tells me what my students must know. My duty as a teacher is to tell them that. I do not know how they can know these things if I do not tell them (quoted in Harber, 1997:141).

The above two quotations seem to suggest that, apart from the authoritarian nature of these teachers but this also seems to reflect the traditional nature of child-rearing in Africa, which insist on fear and obedience based on corporal punishments rather than positive reinforcement of behaviour. Corporal punishment argues Moll (1995) was the norm with children who were noisy being called to the front and whipped across the hands using a switch from a tree. According to the teachers this happened all the time as was regarded by them as integral part of the role of 'school teacher' (Harber, 1997:141). The following examples are from South Africa.

A group of angry Mpumalanga pupils ran riot on Monday and stoned teachers' cars in protest against corporal punishment. Police arrested over 60 pupils from Sozama secondary school at Mhluzi near Middelburg who also disrupted classes in the township's other two schools, said police spokesman. He said the pupils were charged with malicious damage to property and public violence. We add more charges at a later stage as more affected teachers come up (*African Eye News Service*, 'Pupils run riot at township schools.' March 14, 2000).

The continued use of corporal punishment at rural schools in northern province has prompted the South Africa Human Rights Commission to introduce a series of debates on the issue. The debates will be launched on Human Right Day next Tuesday. The provincial SAHRC co-ordinator said on Wednesday that 14 township and rural schools had been identified to participate in the debates. The intention is to get the schools to come up with ideas to instil discipline instead of resorting to corporal punishment. She said only rural and township schools had been targeted, as corporal punishment was not prevalent in the towns and cities (*African Eye News Service*, 'Looking for alternatives to corporal punishment.' March 16, 2000).

A Northern province teacher who allegedly caned a 10-year-old boy so severely that he could not go to school for two weeks will be disciplined. A 34-years old teacher is

also facing a criminal charge of assault with intent to do grievous bodily harm. He alleged beat pupils on February 10 for failing a maths test. (*Mail & Guardian: The Teacher*, 'Caning teacher faces internal inquiry.' February 24th 2000). Definitely, such gross abuse of children affects students' performance and their development.

2.3.6 DRUNKENNESS

This is a problem found in schools in developing countries and South Africa in particular. Research in Zimbabwe for example; found that among the factors affecting schools in Zimbabwe is alcoholism (Davies, 1993:161-70).

It was commented by one of the principal in rural Zimbabwe that the Ministry of Education tied their hands, because disciplinary action has to come from the Ministry of education. The incidence was that one teacher was found sleeping with his students but in one occasion he was found sleeping with a pile of exercise books totally drunk first thing in the morning that he could not even go to the class to teach. Definitely such behaviour affects students' performance (Davies, 1993:161-70). Sometimes the explanation provided for drunkenness has something to do traditional and culture in African communities (Davies, 1993).

In South Africa part of the reasons for high rate of crime is associated with 'alcoholism' it is argued that the white farmers' practice of paying part of labourers' wage in the form of a pap-sak of wine during apartheid encouraged a culture of drunkenness that persists to this day. This culture is also reflected in schools particularly in the African townships (*The Economist*, February 24, 2001).

2.3.7 HINTS FROM TEXTBOOKS ON EDUCATIONAL ADMINISTRATION IN DEVELOPING COUNTRIES

Discussion of teacher misconduct in schools in developing countries it is also an issue which have been expressed by authors of textbooks on educational administration in developing countries as they provide hints and clues to the sort of problems that might be encountered. Under 'Discipline of staff' for example, Ozigi (1984:28) notes that,

"All human beings have shortcomings and it is inevitable that you will meet cases of indiscipline among members of your staff. Such cases may include,

for instance, insubordination, laziness, frequent absence from school, refusal to participate in extra-curricular activities, incitement of pupils against authority, drunkenness, financial embarrassment, fighting in the staff room or in class, misuse of school property or funds, threatening behaviour or acts of discourtesy.”

Musaazi (1982) provides this list in a section on staff management:

“Teachers can be disciplined for disobedience in carrying out orders from their superiors, engaging in strikes, drunkenness during working hours, constant absenteeism from duty, or serious professional misconduct e.g. a male teacher having an affair with a female student” (quoted in Harber and Davies, 1997:54-55).

Similarly, Olembo and Cameron (1986:31) book provide another clue to what is considered as deviation of teachers from normality in section other than staff control. They were arguing on section of ‘school accounts’ they warns that “Receipts of all expenditure must be collected and filed carefully immediately the money is spent. If the person who gives the money cannot give a receipt, the head must provide one for him to sign. It is a good idea to have a third person present to sign the receipt as a witness. It is dangerous for the head to delegate financial responsibility to another member of staff. If this is absolutely necessary, the head should keep a close eye on him”

However, these books they only provide clues to what is considered as deviation of teachers from normality but they don’t provide explanation for the behaviours mentioned. Which means that the books do not explain as to why do teachers behave contrary to their code of conduct. Therefore, this research attempts to explain as to why do teachers behave contrary to their professional code of conduct.

In South Africa, for example, what are the possible explanations that account for teacher misconduct in certain black South African schools? The following section of the literature review attempts to answer this question.

2.4.1 THE EFFECTS OF APARTHEID

Historically, education in South Africa was racially biased and ethnically based. Schools served people in terms of their race and people were also divided in terms of their race, this created inequalities among the people with schools in black townships being under-resourced and in a chaotic state. Resistance against apartheid caused schools to be centres of violence and resistance. This long-term violence and resistance created a culture of violence and resistance, which it is difficult to eradicate over a short period of time.

Christie (1991:8) for example, argues that in South Africa, apartheid, which only disappeared in 1994, was both a violent system of repression in itself and spawn violent resistance. In 1985 school, college and University students became increasingly militant and with the South African army being used against its own people, they not only organised widespread boycotts, strikes, rallies and pickets but also barricaded streets and waged streets battles with the police and army. They burnt property and attacked people they saw as collaborators. Their slogan became 'Liberation Now, Education Later. Inequality, poverty, too many weapons in the wrong hands and the willingness to use them are the legacy of apartheid.

Therefore, it is this culture of violence and resistance that we can associate with the problem of 'insubordination' in black South African schools today.

As Druker and De Jong (1996:18) have pointed out the education system was grossly inadequate and riddled with complex problems. Apartheid has left schools especially those in the African townships in a chaotic state. It was characterised by demoralised personnel who frequently refuse to obey orders from their superiors, inadequate facilities, major inequalities, and leadership and management crisis.

It is also argued that one of the causes of teacher misconduct relates to misguided conceptions of the authority of the teacher. In South Africa, it is believed that this was the system during apartheid where discipline in schools and colleges was maintained through coercive way and management of schools and colleges were typically authoritarian, discipline was maintained through coercive and dominance. This partly

explain why teachers in the African townships schools they behave authoritative and therefore, abuse their power either in terms of physical such as corporal punishment or sexual abuse of children.

Christie (1991:146) argues that in terms of their overall organisation, South African schools are essentially authoritarian institutions: "If you go into any school, you'll soon know who is in charge. There is a ladder of seniority, with the principals at the top, then deputy principal and vice principals, then senior teachers, and then ordinary staff. You can even tell this hierarchy from the position and size of their offices and where they sit in the staff room. Somewhere at the bottom of the hierarchy are the students. But even amongst students there is a hierarchy as well – prefects, senior students etc."

The author goes on to argue that this authoritarianism is reflected in classrooms where the teacher usually stands up front while the students sit passively at their desks. The students' role is to listen to and memorise what the teacher says. The students are not active, they simply receive the knowledge which the teachers transmit to their minds. As a result most students are not given an opportunity to think for themselves or to discover things for themselves and they don't develop a critical awareness of the world (Christie, 1991:168).

The following imaginary scene from a recent textbook on the sociology of education in South Africa captures such classroom relationships well:

Now class I want you to copy those notes from the board. Remember, you may not say a word to one another until the bell rings. After you have copied the notes I want you to memorise all the underlined facts for the test tomorrow. Any one who fails the test will be punished. Now be quite and start writing (quoted in Harber, 1997:140).

The authors comment that research in South Africa shows that similar undignified incidents are still common experience for students today (McKay and Romm, 1995:100).

Moll (1995) has also some interesting ethnographic data from his observations of a poor rural primary school in Northern Transvaal, which is illustrative of the predominantly authoritarian nature of education in black South African schools.

Moll (1995) point out that the only time students actually spoke during a lesson was in unison with other students in the class as they repeated something either written on the blackboard or having just been said by the teacher. For over 80 per cent of the time the teacher would write on the blackboard, pausing occasionally to ask the students to repeat or copy down something. Corporal punishment was the norm with children who were noisy being called to the front and whipped across their hands.

Moll (1995) goes on arguing that even the head was also very authoritarian. She told the other teachers what to teach, when and how to do so and spent most of her day wandering from class to class, now and then issuing curt instructions to teachers or students (Harber, 1997:141-2). Therefore, it is this authoritarian behaviour, which account for the problem of corporal punishment or sexual abuse of children in black South African schools today.

It is also argued that other forms of teacher misconduct such as lateness, absenteeism, alcoholism and some times sexual harassment of female students stem from a weak code of professional ethics and cultures of power and gender. "Many teachers are untrained or poorly trained," in way this seem to suggest that many remained in the profession without having the necessary teacher qualification and subject knowledge in their subject specialisation (Harber and Davies, 1997:68).

Hofmeyr and Hall (1995:60) points out that, during apartheid, many colleges in South Africa, students acquire only a superficial knowledge of their teaching subjects, so much so that in-service training today find that they have to spend considerable time improving teachers' subject knowledge before they can introduce innovative approaches.

One report on the nature of teacher training colleges in KwaZulu-Natal, for example, noted that teaching was dominated by formal lectures and that lecturers failed to adopt the same teaching methods that they were advocating to students. The report also

commented that students and staff played only a very limited role in college management. Staff meetings were for most of the time devoid of discussion and the notion of student democracy was non-existent. The hierarchical management structure did not facilitate independent initiatives and in most colleges there was no internal forum where ideas could be exchanged and grievances aired. Students were therefore taught about school management and organisation but did not have an opportunity to practice it at college, while the organisational style and management of colleges tended to promote passive, uncritical and introspective responses from staff (Salmon and Woods, 1991 in Harber, 1997:148).

Therefore, it is likely that many teachers in the African township schools they lack professional ethics and behave authoritatively due to poor training or they have been under trained during apartheid and that is why they abuse their power either in terms of physical or sexual abuse of children. This explains why the issue of teacher misconduct is rampant in black South African schools.

As Njabulo S. Ndebele has argued that black South African schools had decayed. There are problems of administrative inability at the school level, inefficiency and bungling at the system level, severe disconnection between schools and their communities, rampant corporal punishment and overcrowding, teacher in discipline and lack of professionalism are some of the glaring factors of decay (Financial Mail, March 19, 1999).

Generally speaking, the problem of teacher misconduct in black South African schools, can be associated with the effect of apartheid, particularly, apartheid education 'Bantu Education' as De Jong (1999:72) argues that, education during apartheid was crippled by de motivated educators who had low morale, and who lacked professionalism, enthusiasm, commitment, responsibility, accountability and a general work ethics. As a result of this, no meaningful teaching and learning was taking place. Sometimes in contexts where schooling has collapsed and the condition of school buildings and facilities are in a poor state it is difficult to have a sense of commitment to teaching and learning. This caused a lack of interest from learners and educators and conflict among teachers and between teachers and management. Both educators and learners claimed to be striving for democracy. This created a loophole

for teachers not attending to their classes and learners not obeying orders from their teachers and management of the schools and sometimes learners who had failed demanding to be passed, generally, there was discipline problem for both teachers and learners alike (De Jong, 1999:72).

Therefore, it is against this background that we can associate the problem of absenteeism, lateness, sex abuse of students, insubordination, corporal punishment, conflicts between management of the schools and the staffs, and a general lack of work ethics with the effect of apartheid education (Bantu Education), which account for the problem of teacher misconduct in black South African schools today.

However, the apartheid explanation is not enough to explain the issue of teacher misconduct in black South African schools, there are other factors which relates to the effect of traditional African way of life that contradicts with modern way of life, which are needed to explain the issue of teacher misconduct in black South African schools, this brings us to the 'Theory of Prismatic Society' as described by Riggs (1964) in his book Administration in developing countries.

2.4.2 THE THEORY OF PRISMATIC SOCIETY

The Theory of Prismatic Society is based on an analogy of a fused white light passing through a prism and emerging diffracted as a series of different colours. Within the prism there is a point where the diffraction process starts but remains incomplete. Riggs (1964:27) is suggesting that developing societies are prismatic in that they contain both elements of traditional, fused type of social organisation and the elements of the structurally differentiated or modern societies. In prismatic societies therefore, 'traditional' and 'modern' values and behaviour coexist in the same organisation.

So developing societies, and the organisations that exist within them, are syntheses though not always a harmonious one – of long-lasting indigenous values and practices and relatively new imported ones. Therefore, organisations in developing societies, including schools, do not necessary operate as western bureaucratic organisations because they retain some aspects of the traditional form of organisation. Hence many formally administrative structures in transitional societies turn out to be mere facades,

while the effective administrative work remains a latent function of older, more diffuse institutions (Riggs, 1964:34).

Therefore, this mixture of old and new practices of modern ideas superimposed upon traditional ones, may be one of the distinguishing characteristics of 'transitional societies.' If so, it may help to explain the frequent failure of reforms carried out in accordance with the best doctrines of public administration (schools not far away from it) to achieve the results desired (Riggs, 1964:12).

In relation to this study, Riggs's (1964) Theory of Prismatic Society is a good explanatory tool in helping to explain the issue of teacher misconduct in the black township schools in South Africa, this is because the societies and the schools within them are in transition from 'apartheid' to 'democracy'. In a way this seem to suggest that schools in these societies contain both some elements of 'traditional' and some elements of apartheid education 'Bantu Education.'

Therefore, Riggs's (1964) Theory of Prismatic Society will be used to examine and explain some aspects of staff absenteeism, lateness, drunkenness, bribery, corruption, irresponsibility, cheating, fund mismanagement, bureaucratic inefficiency, physical and sexual abuse of children in a transition society like South Africa.

For Riggs (1964) the existence of corruption in a transitional society arise from the very nature of prismatic society, because in a transitional society two modes exist in the same organisation. That is 'modern' and 'tradition' (Riggs, 1964:13-27).

Riggs (1964) argues that in a modern society, for example, eligibility for well-paid white-collar job is usually determined by levels of paper qualifications, therefore, the need to attain minimum paper qualifications (what Riggs (1964) terms 'strategic learning' not only causes qualification inflation and a pool of overqualified labour, as described by Dore in 'The Diploma Disease (1976) it also puts pressure on teachers to acquire certificates at all costs. Forged certificates can be the result (Harber and Davies, 1997:104).

From the traditional points of view, Riggs (1964:45) points out that the persistence of the strong ties and pressures of extended family in African societies led to the need for more money to satisfy the demand at home and at the same time to cope with the demand of the modern world, this account for teachers to have more than one job, fund mismanagement, or corruption in schools in a transitional society.

This is well portrayed in the Nigerian novelist Chinua Achebe's classic novel 'No Longer at Ease' "Once in the white-collar job there are expectations that the incumbent will provide for the wider family, who will often have contributed money for his or her education. These expectations often greatly exceed the income that goes with the new post and hence the temptation to take other jobs, bribes, fraud or fund mismanagement begins" (Harber and Davies, 1997:104).

In his book Riggs (1964:72) describes work by Merroe Berger (1957) in which he attempted to apply the Weberian concepts of bureaucracy to a transition society: Egypt. Berger, however, ended up by rejecting the Weberian model because he found only internal contradictions in the concepts and hypotheses placed at his disposal by Weberian literature. He concluded that the available theory of bureaucracy could not cope with the problems raised by the facts of the Egyptian bureaucracy (Riggs, 1964:72). Therefore, organisations in a transitional society or developing countries do not operate as western bureaucratic models because of the coexistence of the values and behaviours of two different cultures, is characterised by Riggs (1964) as exhibiting 'polynormativism.'

For Riggs (1964) therefore, the existence of two different cultures within the same organisation though not harmonious one – account for teacher misconduct in a transitional society like South Africa. The author argues, in countries where societies are in transition from one model to another, it is clearly more difficult to expect an instant sense of purpose. People will tend to bend the rules as much as possible in order to reassert their individual control and this is attributed by the demand at home partly because of the large extended family typical of African way of life and the demand to cope with the modern way of life. People will find a means to break rules and make a sense of a situation to maximise satisfactions (Davies, 1990:165).

Riggs (1964:280) states that “one of the most widely noted characteristic of public administration in transitional society is a high degree of over centralisation” in which no one is to blame and no one is held accountable. The sense of commitment has been dulled and the sense of urgency lost by bureaucratic inefficiency. Even when the opinion that a bureaucracy is over centralised is followed by recommendations to decentralise ‘nominal reforms’ may be adopted which have little relevance to the underlying problem and indeed may actually intensify the difficulties because higher authority fails to control and delegate power to their subordinates (Riggs, 1964:280-81).

This lack of effective control and inability to delegate power to their subordinates account for teacher misconduct such as absenteeism, lateness, insubordination, irresponsibility, conflict between management and the staff, and a general lack of work ethics in a transitional society like South Africa (Riggs, 1964:280).

Harber (1989) provides a good example of this, in his study of teacher misconduct in a Nigerian society.

In one school, for example, in Harber’s (1989) study of Nigeria there was a general feeling disciplinary action from the Ministry of Education was ineffectual. The teacher responsible for examinations at the school complained at a staff meeting that many teachers did not turn up for invigilation when they were supposed to. When it was suggested that he should report this to the Ministry, the teacher in question laughed and said that he had never known of ‘disciplinary action’ as regards teachers in Kano State and that he would believe it when he saw it (Harber, 1989:124).

It is argued that the Ministry of Education’s lack of effective authority and control over schools stemmed from a number of factors such as a shortage of inspectors and poor communications and large distances between schools but,

Possibly most important, however, is that the Ministry of Education itself suffers from the same sort of problems of ‘in discipline’ – delay, inefficiency, and lack of diligence - that are a key feature of the rest of the ‘modern’ organisational sector of Nigerian society. On one occasion, for example, four education officers were dismissed in Kano State for ‘drunkenness, absenteeism and gross inefficiency.’ Hence, school Principals

cannot rely on the Ministry too much for support in any attempt to improve the efficiency of school organisation (Harber, 1989:124).

Therefore, it is important to bear in mind that the problem of teacher misconduct sometimes is caused by lack of support from the higher authority and this is characterised by Riggs (1964) as bureaucratic inefficiency in a transitional society. For example, when principals or heads do not get support from the department of education or the Ministry of Education, it is difficult for even the head or principal to maintain teacher commitment and discipline. "System inefficiencies trickle all the way down the structure until even the school cat starts to oversleep" (Davies, 1990:167).

For Riggs (1964) the bureaucratic inefficiency in a transitional society arise from the very nature of the prismatic society. Riggs (1964:280-81) argues that the term over centralisation in a transitional society is misleading because high officials are unable to exercise substantial control over their subordinates in practice.

In developing societies authority and control often become disengaged, resulting in a situation which might just as well be described as 'under-centralised' in that there are few substantial curbs to the expediency interests of subordinate officials. In fact, power in the transitional society is neither centralised nor localised but highly equivocal (Riggs, 1964:280-282).

If the highest officials in a bureaucracy had effective control they would not permit bribery and nepotism since these practices undermine the effectiveness of their own control. If subordinates persist in referring matters to their superiors in the transitional society, this may not be because of their inability to make decisions so much as their unwillingness to take responsibility. If superiors refuse to delegate authority to subordinates, it is not so much because of their unwillingness to surrender power as it is their inability to impose constraints on the conduct of their staff, thus to assure rule implementation by others. They can not delegate who can not impose accountability (Riggs, 1964:282).

This phenomenon also affects the operation of schools. Harber (1989) for example, quotes a participant observer teaching in a school in Kano State, Northern Nigeria, as saying. There seemed to be no mechanism of accountability: in many instances

individuals failed to take responsibility for doing things but did not seem to have been taken to task for their omission (Harber, 1989:123-4).

Although head teachers or principals are formally head of the school hierarchy and often attempt to exercise their authority in an authoritarian manner, they also often lack effective control. They have little control, for example, over hiring and disciplining of staff because teachers are often appointed, assigned and evaluated centrally (Harber and Davies, 1997:100).

Davies (1993:167) quotes the head teacher of a rural boarding school in Zimbabwe recounting the tale of a teacher who had made a girl in form three pregnant, was sleeping with other girls in the school and was found sitting on a pile of exercise books totally drunk first thing in the morning. The head concludes: "The Ministry does bend backward to help wayward teachers, it has tied our hands. It is very difficult to remove someone who is inefficient" (Davies, 1993:167).

Disciplinary action would have to come from the Ministry but there are often serious problems there as well. A report by Chew (1990) on Uganda documented administrators complained about their missing support staff and school principals about their missing teachers. Not only did everyone seem to have another business, but also these required more time because of lack of spare parts or the need for personal interventions. Much of this other work had to be done in 'office hours'. Those in authority were reluctant to reprimand moonlighting staff who needs to make financial ends meet. Their moral authority to insist that regulation hours be respected evaporates when they themselves are guilty of the same fault (Harber and Davies, 1997:100-1). For Riggs (1964) the bureaucratic inefficiency in a transitional society arise from the very nature of a transitional society, because of the existence of two different modes within the same organisation and that is 'modern' and 'traditional'. This accounts for the problems of insubordination, absenteeism and irresponsibility in a transitional society like South Africa.

To add to Riggs's (1964) explanation, in a survey of South Africa, recently, it is argued that most of the government departments are either inefficiency, incompetence or are characterised by bureaucratic inefficiency. For example, the Eastern Cape and

Mpumalanga, both spent hardly any of their capital budgets for housing in the first six months of the past fiscal year. A similar incapacity afflicts even parts of the national government, notably the Department of Health. It failed to spend 28 per cent of its budget for hospital rehabilitation last year and, with its provincial counterparts, allowed 12 per cent of its allocation for the country's nutrition programme to go unspent. In other words, thousands of children are not getting their daily peanut butter. Lots of pensioners, too, do not receive their pensions, either because of incompetence or because of theft by local officials. And though the government wants to increase the local authorities' spending by 15 per cent over the next three years, it openly recognises that they may not be able to make use of the money. "We must not assume that the municipal governments will actually function," says the local-government minister, Fholisani Sydney Mufamadi (The Economist, February 24, 2001).

Similarly, based on Riggs's (1964) argument on the issue of nepotism in a transitional society, it is argued that 'nepotism rife in KwaZulu Natak Department of Education' the report says senior officials in the province are accused of giving jobs to their relatives. Staff members at the Department of Education and Culture in Vryheid, KwaZulu-Natak, are calling for action against what they call "rife nepotism" in their offices. Member of the teaching staff complained that they had been excluded from decision-making since last December when interviews for finance clerks took place without the union being notified. Surprisingly, the interviews took place on a public holiday – the day of Goodwill – when most public servants do not work. "Most of the people who are employed from those interviews are related to others working here," says Dennis Maduna, a transport officer. It is alleged that out of six candidates employed recently, three were related to members of the interviewing panel. The panel included three senior officials, who have been accused of giving positions to their relatives (Mail & Guardian, May 4 to 10, 2001).

Riggs (1964:14-15) argues that in a society, that are in the process of transition, where the old exist side by side in a heterogeneous mixture, one of the characteristics that is likely to be found is overlapping. In a transitional society, for example, often a post in the modern sector brings with it obligations to, and demands from, a large extended family network more typical of traditional, agrarian society. "The income is not

commensurate with the expectations, and the results can be corruption” (Harber and Davies, 1997:102-3).

Similarly, for Riggs (1964) corruption and sexual abuse of children, in a transitional society may arise out of the very nature of prismatic society. Riggs (1964) argues that traditionally the customary exchange of gifts was often a normal and integrated part of social behaviour but with the change to a modern bureaucracy ‘legitimate’ gifts become disguised bribes and expected by officials before a service will be performed (Hoogvelt, 1976:135). It is from this practice that we can see teachers abusing their power, by demanding sexual bribe from their students either by giving them a small amount of money or favouring them in terms of marks. This account for the problem of sexual abuse of students in black South African schools today.

Sometimes the explanation provided may be has much to do with material conditions as with culture. Davies (1993:162) reports one education officer in Zimbabwe explaining that male teachers having sexual relations with third or fourth year girls was quite understandable in the distant rural schools. In these areas, where the bulk of the adult population is illiterate, the fourth year girls are the most articulate and interesting of the potential female companionship for the single male teachers posted by the government. This mixture of old and new is characterised by Riggs (1964:15) as overlapping of ‘traditional’ and ‘modern’ in a transitional society. Hence any attempt to understand public administration in a heterogeneous social system (schools not far from it) must therefore be based on a study of the ‘overlapping’ interrelationships, as well as the internal mechanisms of the administrative structure viewed as an autonomous entity (Riggs, 1964:15).

As pointed out earlier that corruption in a transitional society may arise out of the very nature of prismatic society. The following explanation of corruption for example is provided by Riggs (1964). In a traditional systems officials would not be paid from a central treasury fund but would get a prebendary income by taking a portion of the tributes, rents, etc collected before passing the remainder on up the chain of commands. As Riggs (1964:44) notes, the general public, long accustomed to paying officials directly for services rendered, can not be expected to abandon this practice suddenly. Thus the opportunities and temptations for officials to augment their

incomes on a prebendary basis remain overwhelming, unless very sharply curtailed by the ruler or new political and judicial control systems (Riggs, 1964:44).

Therefore, it is from this that we can see officials in the department of education in collaboration with principals can acquire money through corruption. Corruption starts in schools up to the high officials in the Department of Education as it was for the case of KwaZulu-Natal Department of Education.

Riggs (1964) argues that organisations in a transitional society including schools are authoritarian and the contributing factor to the continuation of authoritarian relationships, however, is the nature of traditional political cultures and patterns of child rearing. Such traditional cultures have often reinforced the educational values imported with colonialism. As Nagel (1992:17) says in relation to shona culture in Zimbabwe, the underlying values of both traditional and modernity probably support each other. An example of modern schools imposed to them by the colonialists who insist on obedience and discipline coincides with authoritarian social systems of traditional society (Harber and Davies, 1997:98). This accounts for the problem of corporal punishment in black South African schools.

To conclude, Riggs (1964) was also very critical and aware with the situation in a transitional society and with the existing administrative theory and its tendency to rely on prescription rather than description. In this regard, Riggs (1964) concludes:

Indeed, the emphasis in much administrative literature is rather more on the prescriptive side than on the descriptive side. The so called 'principles' of public administration take the following form: 'Authority should be commensurate with responsibility'; Staff functions should be clearly separated from line functions'; The span of control should be...; 'Communication should flow up wards as well as downwards'; 'Equal pay for equal work'. We need not question the usefulness of such maxims. I only wish to point out that prescriptions, which are valid in one context, may be harmful in another. In other words we need a pretty complete descriptive and analytical understanding of what now exists before we can make useful judgements about what we ought to do, about what changes should be made. The model of administrative behaviour, as of economic, was inspired by the experience of Western

societies in which markets and bureaucratic existed and corresponded, at least approximately, to the image conveyed by the model. We are not to assume, however, that the situation in 'transitional' societies can be properly described in these terms, although we may be tempted to do so (Riggs, 1964:11).

Having discussed Riggs's (1964) Theory of Prismatic Society, and how the Theory is useful in helping to explain the issue of teacher misconduct in black South African schools, I intend to look at other explanations provided in the literature that account for the problem of teacher misconduct in developing countries like South Africa.

2.4.3 OTHER EXPLANATIONS

It is argued that the issue of teacher misconduct is not a new problem, but it seems that the condition of modern life have caused it to become a more acute and widespread problem. Harber (1989:115) when quoting the words of the Oyo State commissioner for education at the conference of principals of post-primary institutions points out that the indiscipline of teachers in a Nigerian society is stemmed from the destabilisation caused by the rapid social change and the pursuit of wealth. Much of the blame for indiscipline, then, is laid at the door of rapid modernisation. The rapid increase of teacher misconduct among the teachers is probably caused by the rapid change facing society and schools today. Such rapid change is due to social demand that can not be met by the income that teachers earn.

Therefore, it seems that financial pressure is one obvious reason for staff absenteeism. Surveys in Indonesia, Liberia and Somalia, for example, all showed that substantial proportions of primary teachers had second and sometimes third wage-earning jobs (World Bank, 1990:25).

At a serious level, financial problems can lead to a teacher selling iced water to her pupils in Ghana (Oppong and Abu, 1987); to teachers selling sweets and snacks to pupils in Nigerian classrooms (Omokhodian, 1989); and to the head teacher using the school playing field to graze his cattle (Davies, 1988).

Similarly, in Ghana for example, teachers have charged to teach extra classes while they neglect their normal ones (Dadey and Harber, 1991:7). In Pakistan, as in Ghana, teachers have charged for private classes and neglected their own classes in order to encourage their private business (Harber and Davies, 1997:56). It is also argued that other causes of teacher misconduct in developing countries include the following.

The first is the lack of commitment to the classroom teaching and therefore to any outcomes of teaching. Not feeling pressure to any external set examinations. Brook and Oxenham (1980) for example, found high staff turnover, unpunctuality and absenteeism in Mexican primary school teachers. They were not strongly committed to the community where they worked, or even to the job itself. Not feeling pressure from externally set exams, they needed very strong supervision by the head (Davies, 1990:165).

In countries where societies are in the transition from one mode to another, it is clearly more difficult to expect an instant sense of purpose. People will tend to bend the rules as much as possible in order to reassert their individual control and this is attributed by the demand at home partly because of poverty and partly because of the forces of the modern way of life. People will find a means to break the rules and make a sense of a situation to maximise satisfactions (Davies, 1990:165).

Sometimes natural extensions of the teaching role in terms of private tutoring and examination coaching also become more attractive and more remunerative and often less stressful than classroom teaching. A report on Greece indicated.

To boost their meagre earnings most teachers have two jobs. Some metamorphose to become boozooki singers, jazz musicians, bar attendants and waiters. The general secretary of the primary teachers union said. I know many teachers who sing and dance to make ends meet outside school hours. It is ridiculous because it prevents them from doing their teaching jobs properly. Teachers of popular subjects can earn lucrative bonuses giving private lessons in black market crammers. Hundreds of private cram schools or frontisteria have sprung up in response to the scramble for places at tertiary institutions. This year has seen teachers struggle to upgrade their status and salaries. In one of the longest strikes ever taken, high school teachers

walked out for six weeks last summer, abandoning children at their desks and delaying end of year and University entrance examinations (Davies, 1990:168).

Yet more serious forms of corruption contradict such classic features of bureaucratic organisation as the observation of impersonal duties by staff, non appropriation of resources, selection by qualification and promotion by merit or seniority (Davies, 1990:161-70).

The second reason why do teachers behave contrary to their code of conduct. An interesting case study provided by a Malaysian teacher concerning leadership and management of the school read: The school was started in 1973. It had a 3-form entry of about 700 students. The school had 23 teachers and 3 ancillary staff. The problems were that, the head always comes late (9 or 10 am); we rarely had a staff meeting (perhaps twice a year); there was poor control of teachers and students; teachers went out during school hours to have drinks for hours; there was a high percentage of absenteeism; there were timetable clashes; teachers had a less caring attitude towards needy students; non of the teachers were University graduates; there were low percentage passes every year (Davies, 1990:166-67).

It is difficult to disentangle whether the ineffectiveness of the head stemmed from the teaching staff he found, but it is more than likely that low teacher morale and commitment will be one direct result of low head teacher morale and commitment (Davies, 1990:167).

The third reason why do teachers behave contrary to their code of conduct, relates to conflict between management of the school and the staff. It is argued that, conflicts between teachers and the administration obviously affect teacher morale. In Vulliamy's study, the staff at one school believed that the poorer Grade 10 exam results one year were partly a product of teacher disunity and the poor relationships between the staff and the management of the school (Davies, 1990:167).

Therefore, it is likely that conflicts between management of the school and the staff can sometimes cause teacher misconduct such as insubordination, irresponsibility, absenteeism, lateness, physical and sexual abuse of children. However, it is not clear

as to what extent is teacher misconduct a product of a poor school environment? Probably this is another area that needs further research.

Having discussed other explanations provided in the literature that account for teacher misconduct in certain black South African schools, I intend to conclude this section by discussing the effect of teacher misconduct on schooling.

2.5 EFFECT OF TEACHER MISCONDUCT ON SCHOOLING.

It is argued that the issue of teacher misconduct is a serious problem for an effective school organisation, because it can affect children's performance, and their development, not only that, but they may also have an indirect effect. Poor performance may prevent other staffs who have morale to teach from doing well. In addition to affecting staff morale and teaching but they may also be discouraged by seeing that other staff are not performing their job well, and they are not respectful to their professional code of conduct (Fidler and Atton, 1999:5).

Harber and Davies (1997:53) report that research findings conducted by Harber (1989) in Nigeria for example, show that staff irresponsibility, laziness or misbehaviour affected both teachers and pupils. He found that, the greatest staff misbehaviour is absenteeism. Despite of the fact that the research, shows that among the factors linked with school effectiveness include the behaviour of teachers, with effective schools providing good models of behaviour through teachers exhibiting good time keeping and a clearly apparent willingness to deal with pupils' personal and social problems.

Thus the head or teacher who always comes late to a school or absent himself or herself without good reason then is directly undermining student achievement – not just through the shortened amount of time for learning, but through the hidden message about commitment to the classroom process and respect for the rights and dignity of individuals. It is also argued that students are more likely to adhere to punctuality rules if they see staff do so (Davies, 1990:165).

It is also argued that whether there is a moral distinction between the teacher who illegally coaches his or her class for an exam in order to enhance reputations and one who sells questions in order to enhance salary is a moot point. Either way, the effect is the same to cast doubt on the validity of the public examination as a fair and just selection mechanism. With the combination of qualification inflation and increased pressure on schools to be accountable in terms of being judged by examinations success, various degrees of shady practices are likely only to increase (Davies, 1990:171).

Therefore, breaking the rules about time keeping, attendance, drinking, sex, corporal punishment, responsibility, examination, politeness and so on are therefore significant, just symbolic deviations from the obligation of a teacher to provide a just and fair environment conducive to learning and student performance and satisfaction. Such rule – breaking is nothing than an abuse of power of the teachers in their positions as authority. This abuse of power of the teachers in their position of authority has the hidden message about commitment to the classroom teaching. Therefore, if teachers are not committed in their jobs, this will automatically affect students' performance and their development (Davies, 1990:165).

This chapter has presented the literature review on the issue of teacher misconduct from both developing and developed countries, with examples from South Africa based on newspaper reports. The following chapter discusses the methodology used to collect the data.

CHAPTER THREE:

METHODOLOGY

3.1: INTRODUCTION

This chapter describes the research methodology. The aim of this study is to explore further the abuse of power of the teachers in their position as authority with regard to school ineffectiveness in the three poorly performing Cape Town high schools, located in the township of Khayelitsha sub-township of Phillipi. This includes a discussion of the main categories of teacher misconduct, causes and the suggested remedial solutions to the problem in relation to the findings of this study. However, the issue of teacher misconduct is not a widely researched topic, therefore, a full analysis of teacher misconduct is rarely to be found either in school management literature or in development education texts. But, there are ways of tapping into school realities even if the discoveries are only the tip of the iceberg (Davies, 1993:161).

In depth interviewing and observation are perhaps the most obvious source, but newspaper articles and correspondence are another clue to what is considered a deviation from normality. The hints and case studies from management texts provide another fragment even if they often remain at the descriptive level (Davies, 1993:161-70).

This study, therefore, relies on in depth interviews with three school principals to answer the research questions (see Appendix 1). This however was not done to the exclusion of document study. Documents studied relied on written records and there are of different types, in that some written records are on going and cover extensive period of time, these are mainly newspapers account from 1998-2001.

Others are examination results of the schools studied from 1996-2000 Western Cape Education Department Senior Certificate Examinations, documents from Education Department – Labour Relations Office, which deals with misconduct cases. Documents obtained from this office includes government publication 'Employment of Educators Act, 2000 (See Appendix 3) and data of teachers who were fired or

suspended on allegation of misconduct cases. The data obtained covers a period of one year from 1 January to 31 December 2000. (See Appendix 4)

Documents from University of Cape Town library were intensively used and relied. These are both Government publication such as employment of Educators Act, 1998 The South African Schools Act, 1996: White paper 2 on education and textbooks of educational management and school effectiveness in developing countries, and diverse but related International literature on teacher misconduct.

It is also important to note that information concerning teacher misconduct comes out every time through newspaper report. Therefore, this information helped to understand that there is a problem of teacher misconduct in South African schools. Apart from this, the data obtained from Labour Relations Office, particularly, the number of teachers who were fired and suspended on allegation of misconduct cases within a period of one year is satisfactory to prove that the problem is serious. This information made the study to be typical and it is very interesting to find that in a less than a month the subject is highly publicised.

With this brief introduction and the aim of this study, what is the most appropriate research method to use for this study and what suitable research techniques need to be used to gather appropriate information?

3.2: QUALITATIVE INTERVIEW METHOD

Qualitative interviewing method is considered to be the appropriate research method for this study. It is predominantly a qualitative research methodology. The term 'qualitative interviewing' is usually intended to refer to in-depth, semi-structured or loosely structured forms of interviewing. Burgess (1984:102) calls them 'conversations with a purpose'. Generally, these types of interviews are characterised by:

- i. A relatively informal style, for example with the appearance of a conversation or discussion rather than a formal question and answer format;

- ii. A thematic, topic-centred, biographical or narrative approach, for example where the researcher does not have a structured list of questions, but does usually have a range of topics, themes or issues that s/he wishes to cover; and
- iii. The assumption that data are generated via the interaction, because either the interviewee(s), or the interaction itself, are the data sources (Mason, 1996:38).

There are reasons why qualitative interview is a suitable method for this study than a more structured form of interviewing or questionnaire (Mason, 1996:39-42).

Firstly, the ontological position of this study suggests that people's knowledge, views, understandings, interpretations, experiences, and interactions are meaningful properties of the social reality which the aim of this study and the research questions are designed to explore. The aim of this study is to explore the abuse of power of teachers in their position of authority in the three poorly performing Cape Town high schools, located in the township of Khayelitsha sub-township of Phillipi.

It is therefore evident that, the phenomenon examined in this study can not be explored using the structured method, because it is unlikely for the principals to fill in questionnaires, which are designed to explore their staff misbehaviour and therefore the only way to gain such information is to interact with them, to talk to them, to gain access to their experience and accounts and that is why qualitative interviewing was considered to be an appropriate method of data collection for this study.

Secondly, the epistemological position suggests that, a legitimate way to generate data on these ontological properties is to interact with people, to talk to them, to listen to them, and to gain access to their accounts and articulations. Furthermore, knowledge and evidence are contextual, situational and interactional, and that this requires the researcher to take a distinctive approach to getting at what the researcher is really want to know about in each interview. Taking this into consideration this necessitated the researcher to be flexible and sensitive to the specific dynamics of each interaction, so that the researcher becomes effectively, tailor-making each one on the spot. In addition to this, what the researcher wanted to know in this study is a little bit complex, which may not be simply articulated in response to a short, standardised

questions. Therefore, this necessitated the researcher to use semi-structured interviewing which seems to be more appropriate method for this study.

On the other hand, standardised questions or questionnaires are very often designed to minimise bias through the standardisation of the questions, which are asked, and of the interviewers asking them. The underlying assumption here is that bias can be eradicated or controlled, in a stimulus-response fashion. Therefore, if you standardise the stimulus, then any variations seen in responses will be true measure, rather than semi-structured interviews. But it is important to bear in mind that interviews are always social interactions, however structured or unstructured the researcher tries to make them, and that it is inappropriate to see social interaction as 'bias', which can potentially be eradicated. Therefore interviews cannot be separated from social interaction in which it was produced. It is better to try to understand the complexities of the interaction, rather than to pretend that key dimensions can be controlled for.

Thirdly, the ways in which social explanations can be constructed lays emphasis on depth, complexity and roundedness in data, rather than the kind of broad surveys of surface patterns which for example, questionnaires might provide.

This study explored the main categories of teacher misconduct, the causes and the suggested remedial solutions to the problem, in a way this seem to suggest that this requires an understanding of depth and complexity of people's accounts and experiences, rather than a more superficial analysis of surface comparability between accounts of large numbers of people.

Fourthly, the researcher in this study used qualitative interview as one of the methods to explore the research questions. Therefore, the interviews provided additional dimension, and helped to approach the research questions in different angles, or greater depth. The interviews were rather used as a methodological triangulation, where the interviews were used in tandem with other methods to see how well they corroborate each other. According to Patton (1990) the reasons for using triangulation are that: First, using different data resources will validate and crosscheck findings. Secondly, every type of data has its strength and weaknesses and using a combination

of them will increase validity, as the strength of one will make up for the weakness of another.

This study used documents from the Department of Education –Labour Relation Office and the Press to understand the main categories of teacher misconduct in South African schools and therefore the interviews was used to make comparisons between the different types of account such as the data from the Labour Relation Office and the press to see if they yield the same data, i.e. the same categories of teacher misconduct.

Lastly, qualitative interviewing is more likely to generate a fairer and fuller representation of the interviewees' perspectives rather than the structured interviewing. This is taken to mean that the researcher as an interviewer, should be more responsive in the interview interaction than a structured format allows. For example, in a qualitative interviewing both the interviewee and the interviewer have an opportunity to ask questions, giving out information and opinions and therefore this allows their flexibility.

Qualitative research techniques were used in this study. According to Miles and Huberman (1994), qualitative methods focus on events in a natural setting. In the process of conducting the interviews I received information directly from the principals based on their experience on the issue of teacher misconduct in their schools. Qualitative research puts more emphasis on the process and on understanding why some things are happening the way they are happening (Maykut and Morehouse, 1994). Qualitative methodology involves gaining an understanding of a particular phenomenon and enabling the researcher to explore the phenomenon in question in depth, putting an emphasis on the process rather than on the results and allowing insights into change processes.

To conclude: Qualitative methods allow for more probing and in-depth exploration of a particular view. They are also more suited to capture the 'insider' perspectives of the interviewee and the interviewer. They come closer to the concepts and self-understandings of the research objectives.

Quantitative methods on the other hand lend themselves much more to standardisation and application across many sites. If properly designed, quantitative methods can control for certain kinds of error more effectively. Such methods are sometimes useful because they are more likely to avoid observer effects such as selection and biased interpretation of items, leading the responded in certain ways and in general affecting the data-collection situation adversely.

Both methods have their weaknesses and strengths, therefore, by using more than one method this will help to minimise bias as the strengths of one method will minimise the weakness of the other. In this study the researcher used two methods and that is document study and qualitative interview as a way of minimising bias. Therefore, this is what a research should aim at, to contribute to the understanding that why certain interventions work and others are less successful (Mouton, 1999:109). Hence by combining more than one method this ensures the validity of the study.

According to Yin (1994:92) the uses of multiple sources, which provide multiple information of the same phenomena provide reliable information. The use of a variety of research techniques “provides cross-check validity” (Patton, 1990:188). The findings and conclusion in a study where a variety of sources were used are “likely to be more convincing and accurate” (Yin, 1994:92).

According to Patton (1990:188) the use of a variety of sources of data “will cross-check findings and every type of data has its strengths and weaknesses and using a combination of them will increase validity as the strength of one will make up for the weakness of the other.

Although there is no doubt that certain types of questions necessitate certain types of research design and therefore also specific methods, this does not in itself mean that a combination of methods is not possible or desirable. In fact, it is very useful to combine more than one method for better results and validity of the research findings. Therefore, a combination of more than one method is required (Mouton, 1999:108).

With qualitative interviewing as its method of data collection, which relates to the aims of the study and the research questions, what are the appropriate techniques for data collection in this study?

3.3: METHODS OF DATA COLLECTION

Three techniques of data collection were used, namely: documentary reports, newspaper reports and interviews.

3.3.1 DOCUMENTS

The documents examined ranged from examinations results of the schools studied, data from the education department particularly labour relations office which deals with misconduct cases in schools, as well as data from the University of Cape Town Library. According to Scott (1990:12-13) a document in its general sense is a written text. Writing is the making of symbols representing words, and involves the use of a pen, pencil, printing machine or other tool for inscribing the message on paper, parchment or other material medium. Similarly, the invention of magnetic and electronic means of storing and displaying text should encourage us to regard files and documents contained in computers and word processors as true documents. From this point of view, therefore, documents may be regarded as physically embodied texts, where the text is the primary purpose of the physical medium. A report based on official statistics would be covered by this definition.

The most important use of documents is that they strengthen and increase evidence from other sources. Document describes information, which are not necessary have to be observed by the researcher. Documents are useful in that they provide and examine events in a broader perspective. With the increase in information available through such means, this is becoming a more popular method of research, which, alongside others, yields valuable insight into social and political life (May, 1993:150).

The disadvantages of using documents according to Platt (1981:33) are that first, they sometimes contain errors or are not consistent in their representation. Second, there are internal inconsistencies in terms of style, content, handwriting, etc. Third, documents

pass through the hands of several copyists. Lastly, documents are always in the hands of a person or persons with a vested interest in a particular reading of its contents (quoted in May, 1993:143).

It is also important to realise that the data obtained from the Labour Relation Office came in the form of statistics. Therefore, if properly used, they are very useful instruments in suggesting that the problem is serious in South African schools, because the number of schools involved in Western Cape alone is 146, this suggests that the problem is serious in South African schools.

Similarly, the data for examinations results of the schools that perform poorly in the Western Cape Senior Certificate Examinations from 1996-2000 including the schools studied came in the form of a table. This makes it possible for the researcher to present the results graphically and visually (see Table 1).

3.3.2 NEWSPAPERS REPORT

The second research technique that was used in this study was to examine all the newspapers that contain information concerning teacher misbehaviour from 1998 up to 2001. This was done through collection of articles either from the Internet or directly from the newspapers. It was very interesting to find that the subject was well covered from 1998 up to the present.

A study by Ericson, Baranek and Chan (1991) examined the content of news sources on crime, law and justice. Following their previous work (1987; 1989) their perspective viewed news as not only reflecting but also actively constructing our sense of the social reality to which it refers. Journalists themselves are therefore implicated within society's apparatuses of social control by constructing news that visualises and symbolises crime and attempts to convince the audience of the authority of its descriptions. After all, most people learn of crime, law and order via the media:

Through dramatised descriptions, metaphoric language, and pictures, news depicts events that are called up in the mind (visualised) even while they remain invisible to the eye. News representations are symbolic in the sense they embody, stand for, or

correspond to persons, events, processes, or states of affairs being reported. News representation involves authorisation of who can be a representative or spokesperson of a source organisation, of what sources are authorised knowers (Ericson, Baranek and Chan, 1991 in May, 1993:142).

The advantages of using newspapers are that they are very interesting for what they leave out, as well as what they contain. Newspapers do not simply reflect, but also construct social reality and versions of events. Newspapers are now viewed as media through which social power is expressed (Giddens, 1976; 1984; Habermas, 1984; 1987 in May, 1993:139). They are approached in terms of the cultural context in which they were written and may be viewed as attempts at persuasion (Sparks, 1992). Approaching newspapers in this way tells us a great deal about the societies in which writers write and readers read (Agger, 1991:7).

Similarly, media representation is useful in that one can follow a case over a period of months, and see the sentence, or results, one can look at the ensuing correspondence and debate from the community to establish viewpoints and ideologies; but the fundamental value is that media representation establishes what is 'different' or 'immoral.' (Davies, 1993:161-70). Newspapers do not print "...All the teachers at Highfields School turned up today and the pupils learned a lot...." Therefore media analysis is useful for what it ignores and for what it highlights" (Davies, 1993:161-70).

It is not uncommon to find newspapers bears titles such as 'sex harassment rife in South African schools' rather than to find newspapers with titles such as 'South African teachers are good in teaching'. Therefore, media representation is good for what it ignores and for what it highlights.

Newspapers can tell us about the aspirations and intentions of the period to which they refer and describe places and social relationships at a time when we may not be there or were simply not present. Nevertheless, despite their importance for research purposes and in permitting a range of research designs (Hakim, 1987), this is one of the least explained research techniques in the literature (May, 1993:133). Why should this be so?

Plummer (1990) offers one answer to this question. The twin influences of positivistic methodologists and abstract theorists on social research lead either to newspapers or documents in general being dismissed as impressionistic, or to the use of any type of data being regarded as crude empiricism. Thus, despite the richness of newspapers and documents in general, research reports based upon these sources are often 'relegated to the dustbins of journalism and the most marginal social science journals' (Plummer, 1990:149).

Similarly, it is argued that documentary research is in comparison to the other methods 'not a clear-cut and well-recognised category, like survey research or participant observation. It can hardly be regarded as constituting a method, since to say that one will use newspapers or documents is to say nothing about how one will use them (Platt, 1981a: 31 in May, 1993:134).

Finally, on a more instrumental level, the ambiguities and tensions surrounding documentary research are changing as more researchers utilise documents due to the increasing availability of data in modern information societies. As such, researchers need to be aware of the documentary sources, which may be used, as well as the ways in which they are used (May, 1993:134).

The section below considers the rationale of using documents as a research technique (Mason, 1996:72-3).

First, the ontological position of this study suggests that written words, texts, documents, records are meaningful constituents of the social world in themselves (these seems to be more meaningful than, for example, verbal utterances). The researcher in this study used interviewing as one of the research technique to answer the research questions, therefore, it was important first to examine documents to see whether there is a problem of teacher misconduct in South African schools before conducting the interviews. In other words it was a way of checking whether the information reported in the newspapers or data obtained from the Department of Education correspond to the data or information gained from the interviews conducted in the three schools.

Secondly, the epistemological position of this research suggest that words, texts, documents, and written records can provide or count as evidence of the phenomena being examined or studied. This might be in a literal sense, for example, they are the evidence, or they are straight forward reflect evidence or in a more interpretative sense, for example, they need to be read and interpreted for evidence. In this study, documents such as newspaper reports, documents from Western Cape Department of Education –Labour Relation Office were studied and examined to gain understanding that there are problems in South African schools.

Thirdly, In this study documents were used alongside with other methods of data generation. I.e. interviewing. For example, the questions asked framed on the basis of the available evidence from the documents that there are categories of teacher misconduct in South African schools and therefore, these needed to be studied by interviewing the principals to see if they experience such problems or not.

3.3.3 INTERVIEWS

Another research technique that was used by the researcher in this study was the interview. The method of entering and maintaining conversations with people and the theoretical interpretations which social researchers make as a result, constitute the fundamentals of interviews defined as:

Encounters between a researcher and a respondent in which the latter is asked a series of questions relevant to the subject of the research. The respondent's answers constitute the raw data analysed at a later point in time by the researcher (Ackroyd and Hughes, 1983:66 in May, 1993:91).

The people who were interviewed were three principals of the schools studied in the area. Why it was important to interview the principals and not the teachers? Cannell and Kahn, Claus and Moser and Graham Kalton (1983) suggest that there are three necessary conditions for the successful completion of interviews. While they are specifically discussing survey interviews, they raise issues, which are worth more general consideration (May, 1993:96-97)

The first necessary condition is the question of accessibility. This refers to whether or not the person answering the questions has access to the information, which the

interviewer seeks or is willing to answer. This may seem a simple point but it is important to note that, people may refuse to answer for personal, political or ethical reasons, or a combination of any of these. Therefore, it was very difficult for the researcher in this study to interview the teachers to ask them about their misbehaviour, because they would have refused to respond to the questions asked and that is why the researcher has to interview the principals and not the teachers.

The second necessary condition is cognition, or an understanding by the person being interviewed of what is required of him or her in the role of the interviewee. Interviews are social encounters and not simply passive means of gaining information. As with all social encounters they are rule-guided and the parties bring with them expectations of their content and the role they may adopt as a result. It is important, therefore, that interviewees not only know the information that is required, but also understand what is expected of them and therefore, the information that is asked should not affect the interviewee in any way. Without taking this into consideration, the person being interviewed may feel uncomfortable and this affects the resultant data. For these reasons, the researcher in this study did not interview the teachers because the information asked affects them directly.

Related to the above is the third concept of motivation. The interviewer must make the subjects interest and comfortable to the interviewees because their co-operation is fundamental to the conduct of the research. This means maintaining interest during the interview (Moser and Kalton, 1983:271-2). For this reason, it would be difficult to maintain interest or to get co-operation from the teachers as the questions asked in this study affect them directly and that is why the principals were considered to be the right people to be interviewed in this study. While conducting the interviews I was aware that the participants were responding from their own point of views.

Qualitative samples are usually small for practical reasons of costs, especially in terms of time and money, of generating and analysing qualitative data. Therefore, the researcher in this study studied three schools because of financial and time constraints. The schools studied are located in black South African townships Khayelitsha sub-township of Phillipi. The logic of selecting such schools is that, the researcher in this study, selected black South African schools purposely to examine the 'Theory of

Prismatic Society' and to make meaningful comparisons of the main categories and causes of teacher misconduct as mentioned by the three school principals.

According to Mason (1996:94) in its more general form, theoretical sampling means selecting groups or categories to study on the basis of their relevance to research questions, theoretical position and analytical framework, analytical practice, and most importantly the explanation or account that are likely to be developed.

In this study, the schools and the people to be interviewed were deliberately chosen. For the schools the selection based on the schools' performance and the nearness of the schools, which means that, the schools chosen are located in one area and very close to each other and they are all black South African schools.

For the people to be interviewed, the Principals seemed to be the best available source of information because they are the most highly affected by various aspects of teacher misconduct, others could have been interviewed but weren't. For example, in order to identify priorities in the many organisational dimensions that may be associated with the effectiveness of schools (Holdaway and Johnson, 1993:168) raised the following questions in their study of school effectiveness. I cite three questions here which seem to be close to this research. These are:

- (a) What are the principals' perceptions of the overall effectiveness of their schools?
- (b) What are the principals' perceptions of the effectiveness of their schools on specific dimensions?
- (c) What are the principals' perceptions of the importance of specific dimensions for the overall school effectiveness?

I raise these questions because they seem to be more similar to this study. The logic of asking these questions to the principals is that, they seem to be the best available source of information on various aspects of school organisation.

The examination results of the schools in the Western Cape Senior Certificate Examinations from 1996 – 2000 were below 60 per cent and therefore the schools need improvement. (See Table 1). The interviews were not recorded or taped because the interviewees did not wish their conversations to be recorded or taped and therefore, the only option the researcher had was to take the information in the form of notes.

In-depth qualitative interviewing was employed in this study. In most cases with large number of people they are both expensive and time-consuming. And that is why the people who were interviewed in this study were the three principals of the schools studied. As Miles and Huberman (1994:24) states that "as much as you want you can not study everyone, everywhere doing everything.

The advantages of using interview, as a research technique are that they enable the interviewer to go beyond the external behaviour of the person interviewed (Patton, 1990:145). At the same time, it is worth emphasising that the data derived from interviews are not simply accurate or distorted pieces of information, but provide the researcher with a means of analysing the ways in which people consider events and relationships and the reasons they offer for doing so (May, 1993:109).

The disadvantages of using interview as a research technique is the emotional state of the interviewer at the time of the interview can affect the interview data. The interview data can also be subject to recall error and creativity of the interviewee to the interviewer and self-serving responses (Patton, 1990:145).

Lastly, according to May (1993:109) interviews rely on people's account of their actions as representing something beyond the interview. Several possibilities arise from this. First, while accounts may be a genuine reflection of a person's experiences, there might be circumstances or events, which surrounded these events or experiences of which the person was not aware. Secondly, a fuller understanding can be achieved only by witnessing the context of the event or circumstances to which interviewees refer. The only way in which the researcher could examine these is to be there at the time. This brings to the subject of participant observation of which the researcher in this study did not employ such a method because of money and time constraints.

The interviews were semi-structured focussing on the following questions:

- (a) What perceptions do the three principals of Cape Town poorly performing high schools have on the issue of teacher misconduct?
- (b) Do they experience teacher misconduct?
- (c) What are their perceptions on the main categories of teacher misconduct?
- (d) What are their perceptions of causes of teacher misconduct?

(e) What are their perceptions of the remedial action that might be taken to solve the problem?

With reference to my research timetable, I conducted the research on Thursday, 22 February 2001 and completed on the same day. I was at the schools from morning to evening. The first interview with the first principal started at 9.00 am – 11.00 am. The second interview started at 11:30 am – 1:30 PM. The last interview started at 2:00 PM – 4:00 PM. It was a 2 hours interview. I interviewed the principals and made some observations during the interviews. See appendix 1 for the research questions.

3.4 OVERVIEW OF THE SCHOOLS STUDIED

The researcher in this study studied three schools located in the township of Khayelitsha sub-township of Phillipi, approximately thirty kilometres from Cape Town. The reasons for studying such schools is that the schools are located close to each other and therefore, it was easy for the researcher to conduct the interviews within a short period of time. Similarly, the reason for studying three schools in this study has something do with costs, especially in terms of time and money, of generating and analysing the data and that is why only three schools were considered to be appropriate for this study.

The schools are new with modern buildings surrounded by an informal settlement. School A has a total of 966 learners and 27 educators, school B has a total of 1367 learners and 31 educators and school C has a total of 1242 learners and 29 educators.

The people living in the area come from Eastern Province (Transkei) and most of them are illiterate. Like all schools in black townships, the schools are under-resourced and the majority of the learners come from the surrounding area. Most of the educators come from different places. There are no educators living in the area. With exception of few senior coloured educators hardly ten in all the three schools, the majority of the staff are blacks and most of them are young.

The principals are matured enough approximately to the age of 40s but inexperienced in terms of leadership and management of the schools. All the three Principals got their promotion more recently; they were ordinary teachers in other schools before they became Principals of the schools described here. For example, the Principal of school A has got only two years experience as Principal of the school. The Principal in school B has got one and half a year as deputy Principal of the school. And the Principal of school C has only two years experience as Principal of the school. Turning to education attainment, the Principal of school A has Bachelor of Arts and High Diploma in education (BA. / H.D.E.). The Principal of school B has Bachelor of Science and High Diploma in education (B.Sc. / H.D.E). And the Principal of school C has Bachelor of Arts and High Diploma in education (BA./ H.D.E.). Before they were appointed to be Principals of the schools described here, one of the Principals interviewed was a Head of Department in another school and the other two were just senior teachers in other schools. Turning to their responsibilities as heads of schools, all the three Principals have a long list of responsibilities (see Appendix 2).

Many educators use cars, trains and buses to get to the schools. This affects the schools' starting times and participation in extra-mural activities because most educators frequently do not arrive on time for the start of schools' day and they can not stay for extra-curricular activities because they have to catch a train or bus at a certain time. In terms of examinations success the schools perform poorly in the Western Cape Senior Certificate Examinations from 1996 up to 2000 (see Table 1)

According to the Western Cape Education Department (2000:1-3) all schools with a pass rate less than 60 percent are referred to 'dysfunctional schools' or 'learning schools' and therefore the schools needs improvement. However, there are quite a number of interventions that have been undertaken to assist the schools improve, such interventions include, management of teaching which ensures that there is availability of textbooks in the schools, effective use of tapes and other technology if and when relevant, academic support such as providing to the schools subject advisory service, and common examinations (Western Cape Education Department Intervention Project, 2001:6). Despite of all these efforts the schools still continue to perform poorly in the examinations and that is why I have decided to study such schools.

According to the principals, the relation between the staff and the management of the schools is not good. The staff are divided as well as the management of the schools. Generally there are poor relationships between the management of the schools and the staff and among the staff themselves. This affects their effectiveness and hence creates conflict between the management of the schools and the staff as well as conflict among the staff themselves. There are also poor relationships between the management of the schools and the parents as well as poor relationships between the boards of the schools and the management of the schools. Generally speaking the schools studied face so many problems among which teacher misconduct is rampant and if not checked this will continue to contribute to the schools' poor performance.

For ethical consideration the names of the three schools studied in this study will not be mentioned instead the schools will be labelled as school A, B and C for the purpose of this research.

3.5 RELIABILITY OF THE STUDY

The reliability of any study depends on whether or not the same findings and conclusions will be yielded if another investigation is done on the same study following the same procedures as in the earlier investigation. Reliability could be determined by doing the study in the same schools so as to minimise errors and biases. But there will be problems with replicating the study to other schools as the opinion of the principals and the categories of teacher misconduct may differ from area to area depending on the environment by which the schools are located.

To check for the reliability of this study, all procedures, documents and all other materials and references are cited properly and materials are attached to this study for future references.

3.6 LIMITATIONS

The issue of teacher misconduct and the question of improving schools in the African townships are an ongoing discussion in South Africa. Hence current information comes out every day so that the researcher has to encapsulate as much current data as possible to make the study more current. But it is also important to note that the issue of teacher misconduct is a sensitive issue. Therefore, the categories of teacher misconduct may differ from area to area depending on the location of the schools and the environment to which the schools are located. The interview in this study relied on the people's opinions (perceptions) therefore it is likely that some of the truth and information concerning leadership and management style of the schools may be hidden.

Hence, the findings of this study are particular to the schools studied as the opinions of the principals and the categories of teacher misconduct may differ from area to area depending on where the schools are located. However, the study in one way or another contributes to the general understanding that there is a problem of teacher misconduct which is a big factor for school ineffectiveness in African township schools and therefore any intervention that aim to improve the schools should take into account this problem.

3.7: DATA ANALYSIS

The analysis of this study based on Miles and Huberman's Interactive Model of Data analysis (1994) which features the process of data reduction, data displays and conclusion drawing. According to Miles and Huberman (1994:10) "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions." Therefore, it becomes necessary to employ techniques, which can make some analytic sense of the raw data. Conventional methods of achieving this involve the coding of open-ended replies in order to permit comparison. Coding has been defined as:

The general term for conceptualising data; thus, coding includes raising questions and giving provisional answers (hypotheses) about categories and about their relations. A code is the term for any product of this analysis,

whether a category or a relation among two or more categories (Strauss 1988 in May, 1993:105).

Strauss's prescriptions on qualitative analysis follow the method of grounded theory (see Glaser and Strauss 1967). Yet even if analysts are not a follower of this method, the ways in which they begin to categorise data will still depend upon the aims of the research and theoretical interests. These, in turn, should be open to modification and challenge by the interview data analysed.

The researcher in this study focused upon the responses of the three school Principals in order to understand the main categories and causes of teacher misconduct and their suggested remedial solutions that might be taken to solve the problem and compares each interview in this to see if there are similarities. If replies are similar, then they can be categorised under particular headings.

Data reduction sorts, focuses, eliminates and organises data so that the conclusion can be drawn and verified (Miles & Huberman, 1994). Putting together information in an organised way in order to identify patterns, how frequently they occur, why they occur in the context in which they occur constitutes data display.

Data displays also present preliminary conclusions and indicate what kind of information to take. In my data collection process I wrote down the question and below I recorded all the responses to that question and drawing conclusion from the responses. Coding is an analytical process. It involves giving meaning to the field notes. It includes differentiating, combining the data and making reflections of the information collected. In order to do this the researcher needs to use codes, "which are abbreviations or symbols used for sentences, names or paragraphs of transcribed notes so as to classify the words" (Miles & Huberman, 1994:56). Codes originate from research questions, hypotheses, key concepts or important themes (Miles and Huberman, 1994). I used codes that were derived from the research questions. Examples of codes used in this research were:

PA – which stands for Principal of school A.

PB – which stands for Principal of school B.

PC – which stands for Principal of school C.

Pattern coding was also used to pinpoint themes and patterns that were emerging from the data (Maykut & Morehouse, 1994). In Miles and Huberman (1994:69) pattern coding is referred to as “repeatable regularities”. This entails looking at patterns, recurrences and why (Miles and Huberman, 1994:67). Pattern coding in relation to this study required looking for repetition of the problems, causes and the suggested remedial solutions to the problem as mentioned by the Principals in the schools studied. Having identified the problems, causes and the suggested remedial solutions, I compared similar categories, causes and the suggested remedial solutions to the problem with a view to drawing conclusions.

University of Cape Town

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION, ANALYSIS AND RESEARCH FINDINGS

4.1 INTRODUCTION

The main objective of this section is to present the data collected, analyse and to discuss the findings in the light of the behaviours of teachers in schools serving African township located in the township of Khayelitsha Sub Township of Phillipi a distance of thirty kilometres from Cape Town. The schools studied are called 'dysfunctional schools' because of their poor performance in the Western Cape Senior Certificate Examinations from 1996-2000.

A lot of statistical information concerning the issue of teacher misconduct in South Africa and Western Cape in particular have been found and collected and even the information concerning the schools' results have also been collected and analysed by the researcher. Document study reflected that, the pass rates of these schools in the Western Cape Senior Certificate Examinations from 1996-2000 were below 60 per cent (See Table 1 below).

**Table 1: WESTERN CAPE SENIOR CERTIFICATE EXAMINATION:
1996-2000 SCHOOLS WITH A PASS RATE < 60%.**

School	No of Entries / written.					Pass Rates.				
	1996	1997	1998	1999	2000	1996	1997	1998	1999	2000
School A	-	-	496	288	146	-	-	12.7	15.2	58.3
School B	-	-	602	445	227	-	-	14.6	23.2	40.5
School C	-	825	518	394	185	-	45.5	59.2	50.0	47.8

Data collected from the Western Cape Department of Education – Labour Relations Office reveals that for the period starting from 1 January 2000 to 31 December 2000. About 50 teachers were dismissed on allegation of misconduct cases and 15 others

were suspended with salary while 12 teachers were suspended without salary (see Appendix 4). Of these 27 were found guilty of sexual molestation. Other offences are fraud, theft, insubordination, absenteeism, alcohol abuse, corporal punishment and murder.

However, the situation in schools is more worse compared to the data presented.

Information from newspapers, which covers a period of four years from 1998-2001, reported several incidences of teacher misconduct among which sex harassment of students is very frequent. This is followed by embezzlement of funds by the heads or officials in the Departments of Education. Others are absenteeism, corporal punishments, certificate forgery, examination cheating and report card fraud.

Table 1 shows the results of the three schools included in this study located in the township of Khayelitsha – sub township of Phillipi.

4.2: DATA PRESENTATION, INTERPRETATION AND RESEARCH FINDINGS

Apart from the data collected from the Department of Education – Labour Relations' Office and the newspapers account, the research questions will be answered by the interviews conducted with three schools Principals.

Therefore, each question asked will be followed by the relevant responses to that question. By doing so I was trying to identify what Miles and Huberman (1994:69) refer to as “repeatable regularities” which in relation to this study required looking for repetition of the problems, causes and the suggested remedial solutions to the problem as mentioned by the principals in the schools studied. Having identified the problems, causes and the suggested remedial solutions, I compared similar problems, causes and the suggested remedial solutions, with a view to drawing conclusions. I have also tried to quote some of the words of the principals without making any correction.

Each response is illustrated by typical quotations from the respondents; thus: Principal of school A, Principal of school B, and Principal of school C. The quotations are

coded (PA) – Principal of school A, (PB) – Principal of school B, and (PC) – Principal of school C.

At the end of data presentation, interpretation and conclusion drawing from the responses, there is an attempt to identify the major themes emerging from the interview responses, these will be presented into two parts, part A and part B.

Part A presents themes identified in the literature and emerging directly from the interview responses from the main research questions presented here. Part B presents themes and sub-themes emerging from the interview responses from other questions asked linked to the main research questions. And at the end of the presentation and discussion of these themes, there is also an attempt to analyse the research findings and the literature reviewed in chapter two of this study. Specifically, I will link the research findings and the effects of apartheid education and policy, and the ‘Theory of Prismatic Society’

4.3: INCIDENCES OF TEACHER MISCONDUCT

The response from the principals to this research issue seems to suggest that there is a problem of teacher misconduct in the three schools studied and the principals see this problem as one of the factors that contributes to the schools’ poor performance. For example, the principal of school A said:

“Yes I experience staff misconduct here. Teachers are not active in their classroom teaching even if they have classes to teach. You find them either in the staff room talking or they stand outside talking. When you ask them, they will tell you we have finished the syllabus. I have several times given them warnings but they seem not to care and continue to behave the same way. This gives us problems as management of the school, and I perceive this problem as a major obstacle to school development and I think this places cumulative impact on learners’ performance and places greater onus on the senior teachers including the management of the school (PA).³

³ School A. Interview with Principal. 22 February 2001.

In another school, the principal of school B sees this problem as an obstacle for the school development and contributes to the school's poor performance. For him, he sees that, a lot of time is wasted that could be used more productively. He said:

Yes, I experience staff misconduct and there is a lot of staff misconduct here. Most teachers they don't want to be involved in the administration of the school and if try to make a follow up they want to threaten your life. And I think this problem is one of the factors for the school's poor performance, and I think this is the major problem, because a lot of time is wasted that could be used more productively. For example, if teachers are punctual, committed, and responsible, then the time for preparation of lessons or learning materials, planning etc could be used effectively and hence increase efficiency, which may lead to better performance (PB).⁴

In school C the principal says that, there is a problem of teacher misconduct in the school and see this problem as one of the factors that contributes to the school's poor performance, because teachers' lack of commitment in their classroom teaching contributes a lot to the school's poor performance. The Principal of this school said:

Yes, I experience staff misconduct though not the whole staff. It is only a few individuals who misbehave. I have tried to call them in my office to discuss the problem but they always point fingers to each other. And I think this problem [teacher misconduct] is a serious problem for school effectiveness, because the lack of commitment to the teaching/learning process affects students' performance as well as school development. Though this is not the only problem that affects this school. There are others such as lack of facilities and resources that in one way or another affect students' performance (PC).⁵

Generally, the interview responses cited here seem to suggest that there is enough evidence to conclude that there is a problem of teacher misconduct in all the three schools studied. All the three principals came to the same conclusion that they experience staff misconduct and see this problem as one of the factors for the schools' poor performance.

⁴ School B. Interview with Deputy Principal, 22 February 2001.

⁵ School C. Interview with Principal, 22 February 2001.

4.4: WHAT ARE THE MAIN CATEGORIES OF TEACHER MISCONDUCT DO YOU EXPERIENCE?

The interview responses from this question seem to suggest that there are a lot of problems in the schools studied. Apart from the main categories identified in the literature, there emerged some other issues. For example, the principal of school A commented:

Well, you know what, these people don't want to obey orders from the management of the school. This gives us problems as the management of the school. Sometimes you find them drunk while they have classes to teach. It seems that they don't value their profession. Even if you arrive here in the morning you find that very few teachers have arrived here and others completely don't turn up. Most of them come late and they don't want to stay for extra-curricular activities. There is also a problem of teachers who have love affairs with their female students. I know they do that and I have warned them but they continue to behave the same way. You know in South Africa corporal punishment is illegal but many teachers still beat students. Even the staff are also divided in terms of ethnicity and race and each teacher has his or her own view. There is no common agreement (PA).⁶

In another school, the deputy head says that in his school there are a lot of problems because most teachers are not active in their classroom teaching and don't want to be involved in the administration of the school and for him the situation is much worse. He said,

Here [Name of the school] there is a serious problem of teachers not going to class to teach, even if they have classes to teach, you find them sitting in the staff room talking and sometimes they go out of the school. Even if you try to make a follow up they want to threaten your life, and most teachers don't want to obey order from the management of the school.... Sometimes these people they don't turn up to the school. The other problem is this behaviour of teachers coming to the school while they are drunk. This makes them unable to prepare any materials or notes when they go to teach. Many male teachers have intimate affairs with their female students and they don't think that this is contrary to their professional code of conduct. There is also a problem of teachers' continuing to beat students, even though they know that this is illegal. Sometimes they come late and they don't want to stay for extra-curricular activities. The staff members are also divided in terms of ethnicity and each group seems to pull the school in different direction. I'm here talking to you because the Principal of this school was dismissed on allegation of fund mismanagement (PB).⁷

⁶ School A. Interview Principal. 22 February, 2001.

Principal of school C says that, teachers don't want to obey order from the management of the school and that is why they continue to misbehave and because they [management] are also divided, the problem will continue to affect the school. The principal of this school said,

The problem with teachers of this school is that they don't want to obey orders from the management of the school. Even if you call them, they seem not to care. And it is these few individuals who have love affairs with their female students. I have tried to remind them several times, but they don't care. You find that the same people are the ones who come to the school while drunk. This makes them not to have enough preparation for their teaching materials or notes. Sometimes teachers don't turn up though this is not a big problem here. There is also a problem of teachers beating students though they know that this is illegal. Some of the teachers come late and don't want to stay for extra-curricular activities. Even the relation among the staff is not good. The staff is divided in terms of ethnic origins (PC).⁸

It is apparent from the interview responses cited here, that the main problems that have been repeatedly mentioned by the principals include: Teachers having love affairs with their female students, teachers not obeying orders from the management of the school, absenteeism and late coming, corporal punishment, drunkenness and division among the staff on ethnic lines. There is also a problem of fund mismanagement and threat of violence that emerged from one of the interview responses cited above.

4.5: THE CAUSES OF TEACHER MISCONDUCT?

The principals seem to perceive that the problem has something to do with history and that this places a heavy burden to them. The principal of school A said:

Well, I think this has something to do with our history. You know these are people who have been subjected to violence and resistance during apartheid when they were students in schools and colleges, so they continue to behave the same way. That is why they don't want to obey order from the management of the school. The other problem with these people is that they lack professionalism, because sometimes you find them coming to school while they are drunk. I think this is the effect of Bantu Education. Sometimes you find these people don't turn up to the school, because they have some other things to do. They are busier with their business than teaching at the school, not because the salary is not enough; I think they want extra money. There is also the issue of tradition here, because even in the staff meeting, what a male teacher says cannot be challenged by a female teacher. I think that is why teachers have love affairs with their female students, because what a male

⁷ School B. Interview Deputy Principal. 22 February, 2001.

⁸ School C. Interview Principal. 22 February, 2001.

teacher says to his female student, the female student cannot refuse. And I think it is this traditional practice that also accounts for the problem of corporal punishment. But I think they also lack professional ethics due to poor training. They are also not committed to their jobs because every teacher is busy with his or her own business (PA).⁹

The Deputy Principal of school B says that the school is located in an illiterate community, that still practices the traditional way of life and he thinks that this is reflected in the school. He commented,

Well, you know, this school is located in a community where the majority still practice their tradition, where women are regarded as inferior to men and therefore, they have to obey whatever is said by a man. This cultural practice is reflected even in the school. That is why teachers have love affairs with their female students and even beat students. But I think these people lack professional ethics due to poor training. Many teachers have more than one job. That is why they come late, they don't want to be involved in the administration, they don't want to be given any responsibility. They still have that culture of violence and resistance. I think they lack commitment. The relationship among the staff is also not good, because every teacher is busy with his or her own business. I think they lack professionalism (PB).¹⁰

In another school (school C) the principal said that the culture of violence and resistance is still in the teachers' mind because they resist whatever they are being asked to do even if for their own benefit.

I think the culture of resistance is still in the teachers' mind because these are people who have been subjected to violence and resistance during apartheid. Therefore, they continue to behave the same way. I also think they didn't have enough training to make them teachers professionally, because the lack of professional ethics makes them to have love affairs with their female students. It is this lack of professionalism that makes them to come to school while they are drunk. I think this is the effect of Bantu education. The school is also located in a community where the majority are illiterate and still attached to their traditional way of life. Therefore teachers use this weakness to do whatever they want to do. This also explains why male teachers have love affairs with their female students and continue to beat students, because the parents do know what is going on in the school. Even the staff members are also divided and every teacher is busy with his or her own business, they don't have commitment to classroom teaching (PC).¹¹

The interviews cited here, seems to suggest that the principals have come to the same conclusion that, teachers lack professional ethics/professionalism and that is why they have love affairs with their female students, come to school while they are drunk and

⁹ School A. Interview with Principal. 22 February 2001.

¹⁰ School B. Interview with Deputy Principal. 22 February 2001.

¹¹ School C. Interview with Principal, 22 February 2001.

are not committed in their jobs. Similarly, all three principals spoke of the impact of the traditional African way of life in their schools, particularly, issues surrounding power and gender, which account for the problem of teachers having love affairs with their female students, corporal punishment and drunkenness. But there is also a degree of consensus on the question of teachers having more than one job, which account for the problem of absenteeism and late coming. Also all the three principals talked of the culture of violence and resistance that accounts for the problem of insubordination. In other words teachers don't want to obey order from the management of the school.

4.6: WHAT SHOULD BE DONE TO SOLVE THE PROBLEM?

The perception under this question is the view that the Department of Education causes the problem by not responding to the principals' request (complaints against teacher misconduct) and that teachers need more training. The principal of school A said:

You know what! All these problems are here because of the lack of support from the Department of Education. If the Department of Education is active in terms of disciplinary action, all these problems would have not been here. So, I think there is a need to strengthen the co-operation or relation between the Department of Education and the schools. This will help to reduce the problems, such as the problems of insubordination, absenteeism, teachers having love affairs with their female students, corporal punishment and all those problems that need disciplinary action from the Department of Education. There is also a need for teachers to have training because, the impact of Bantu Education, have an impact on educator's methods of teaching. Therefore, in-service teacher training will help to solve the problem of lack of professionalism among the teachers, which also account for teacher misconduct, such as drunkenness, commitment and a general lack of work ethics (PA).¹²

The deputy principal of school B thought that there is a need to have an immediate solution to the problem, because it affects the school and he thought that the Department of Education needed to be active in terms of disciplinary action, but more importantly for him is the issue of training when he said:

¹² School A. Interview with Principal. 22 February 2001.

I think there is a need to have conflict resolution workshops, which will help to reduce interpersonal staff differences. There is also a need to have additional workshops where mediators or arbitrators will be used in an effort to resolve many outstanding issues such as the division among the staff, teachers having love affairs with their female students, insubordination and corporal punishment. Also people need to be held accountable for their actions. Therefore the Department of Education needs to be active in terms of disciplinary action and if possible teachers need more training to improve their methods of teaching (PB).¹³

The Principal of school C says that the Department of Education needs to be active, otherwise the problem will continue to affect the school and that teachers need more training because they lack professionalism. The Principal of this school said:

I think there is a need for the Department of Education to strengthen its relationship with the schools, especially, in terms of disciplinary action so as to reduce the problem of teachers having love affairs with their female students, insubordination and drunkenness and all those problems that need disciplinary action from the Department of Education. There is also a need to have motivational workshops so as to reduce many outstanding problems such as absenteeism, late coming and a general lack of work commitment. I think teachers also need more training to make them professional teachers. The government should also increase salary to make teachers stay in the schools, because most teachers absent themselves from school or they come late because they have some other things to do. They are busier with their businesses than teaching in the schools (PC).¹⁴

It is apparent from the responses cited above that all the three principals have come to the same conclusion, namely that there is a need for teachers to have more training to improve their professionalism. According to the principals this will help to solve the problem of lack of professionalism among the teachers, which accounts for various aspects of teacher misconduct. Similarly, the principals raised their concerns about the lack of support from the Department Education, especially in terms of disciplinary action. Therefore, all the three principals talked of the need to strengthen the relationship between the Department of Education and the schools in order to reduce the problem of teacher misconduct in schools.

¹³ School B. Interview with Deputy Principal, 22 February 2001.

¹⁴ School C. Interview with Principal, 22 February 2001.

PART A: THEMES EMERGING FROM THE INTERVIEW RESPONSES TO THE MAIN RESEARCH QUESTIONS.

4.7.1 SEXUAL OFFENCES

This is one of the problems mentioned by the principals that affect their schools. It is a problem which is cited in the literature that affects schools in South Africa as identified by the Department of Education – Labour Relation Office and the press as well as literature from other developing countries (ref. Chapter two, Davies, 1993; Harber and Davies, 1997; Harber, 1989). The cause of sex abuse of children as expressed by the principals is the lack of professional ethics among the teachers and issues of power and gender. These are issues that have also been raised in the literature on educational administration and school effectiveness in developing countries (Harber and Davies, 1997, Davies, 1993, Davies, 1990; Simon, 1984; Ozig, 1984; Olembo and Cameron, 1986; Musaazi, 1982).

4.7.2 ABSENTEEISM AND LATE COMING

These are problems that affect the schools in terms of academic performance. Many teachers either come late or absent themselves from school. The reasons for absenteeism and late coming is the second occupation/jobs that teachers have. Many teachers in the schools studied have more than one job. These are problems raised in the literature that affect schools in South Africa as identified by the Department of Education – Labour Relation Office and the Press as well as literature from other developing countries. (Reference. Chapter two., Harber, 1989, Harber and Davies, 1997, Davies, 1993, Davies, 1990; Hanson, 1986; Saunders, 1984).

4.7.3 CORPORAL PUNISHMENT

This is a problem that also affects the schools. Although it is argued by the principals that this is illegal in South Africa, many teachers continue to beat students. The causes of corporal punishment as expressed by the principals is the issue of power which reflect the pattern of child rearing in African communities and the authoritarian nature of South African schools. This is one of the problems mentioned in the literature that affects schools in developing countries and South Africa in particular as identified by the press and the Department of Education- Labour Relation Office. For example,

research in Zimbabwe by Davies (1993) shows corporal punishment as one of the factors affecting school performance in Zimbabwe. Punishment is one way through which teacher-student relationship can be broken or solidified (Dodd, 1995).

4.7.4 FUND MISMANAGEMENT

This is one of the problems also cited in the literature that affects schools in developing countries and South Africa in particular as identified by the Department of Education-Labour Relation Office and the press. It is a problem that has been mentioned by one of the principals interviewed (Deputy Principal of school B). The literature suggests that fund mismanagement is caused by the absence of code of conduct, greed and a large extended families (Harber and Davies, 1997; Harber, 1989; Banya, 1991; Dadey and Harber, 1991).

4.7.5 DRUNKENNESS

This is a problem that affects schools in terms of academic performance. All the three principals argued that some teachers come to school while drunk. This makes them unable to prepare themselves before getting to teach, hence affecting students' performance. This problem is also mentioned in the literature. The reasons for drunkenness as expressed by the principals is the lack of professionalism among the teachers, which is also the reason mentioned in the literature (Davies, 1993; Harber and Davies, 1997). Sometimes the explanation provided has something to do with traditions and culture in African communities (Davies, 1993).

4.7.6 INSUBORDINATION

This problem affects the running of the schools and students' performance in general. Many teachers in the schools studied don't want to obey orders from the management of the schools, which creates conflict between the management of the schools and the staff. The cause of insubordination as expressed by the principals is the culture of violence and resistance that teachers were subjected to during apartheid. The literature in South Africa points the need to consider these issues when considering school improvement in South African schools (Christie and Potterton, 1997)

4.7.7 STAFF DISUNITY

All the three principals talked of staff disunity as detrimental for the schools' development and students' performance. They argued that the staff is divided in terms of ethnicity and race. The reason for staff disunity according to the principals is disagreement among the staff on various issues affecting the schools. Each teacher has his or her own view. There is no common agreement. And each group seems to pull the schools in different direction. Principals argued that, teachers misuse the word democracy and that is why there is no common agreement.

According to Freiberg (1998:22) a healthy school climate contributes to effective teaching and learning. The instruments for assessing school social climate can help schools make informed and meaningful changes for the better. The author continues to argue that even the size of the school and the opportunities for teachers to interact in small groups both formally and informally adds to a healthy learning environment. Research has also attempted to relate teacher unity, commitment and morale to student academic achievement (Fullan, 1991; Lockheed and Levin, 1993; Riddell and Brown, 1991; Willms, 1992).

4.7.8 THE COMMUNITY AND THE TRADITION

Issues under this theme that affect schools include those of power and gender. The principals argued that some of the traditional practices are reflected in the schools, especially the question of teachers having love affairs with their female students, corporal punishment and drunkenness. Even in staff meetings, what a male teacher says cannot be challenged by a female teacher. It is argued that this reflects the pattern of child rearing in African communities which insists on fear and obedience to higher authority which eventually extend into adulthood (Harber, 1997). Sometimes the explanation provided has to do with material and culture (Harber and Davies, 1997). These issues have also been raised in the literature, particularly, studies based in Africa. (see Harber, 1989; Dadey and Harber, 1991; Alverson, 1978; Nagel, 1992).

4.7.9 MANAGEMENT SUPPORT

This is also an issue that emerged from the interview responses. It contributes to the problem of staff misconduct and therefore, affects the schools. All the three principals spoke of the lack of support from the Department of Education, particularly on matters pertaining to disciplinary action against teacher misconduct. In most cases they referred to the problem as caused by the Department of Education for not responding to their requests (complaints against teacher misconduct in their schools).

PART B: THEMES EMERGING FROM THE INTERVIEW RESPONSES FROM OTHER QUESTIONS ASKED RELATED TO THE MAIN RESEARCH QUESTIONS.

This part presents themes and sub-themes emerging from the interview responses particularly from other questions asked which are closely related to the research questions, but not presented here (see appendix 1). These themes will also be supported by quotations from the interview responses.

4.8.1 SOCIAL RELATIONS IN THE THREE SCHOOLS

4.8.1.1. Parental Involvement.

Responses from the Principals under this theme revealed the need for parental involvement in matters pertaining to students' progress and school development. All the three principals talked of the lack of support or co-operation from the parents of the students. The Principal of school A said: "The parents in this area do know their importance to the school. They just sent children to the school and leave them just like that. Even if you call them, very few normally turn up." (PA)¹⁵

From the other school, the assistant head of the school complained about the lack of co-operation from the parents, especially in matters pertaining to school development and students' progress. He said:

Even parents do not know what is going in the school. If you try to involve them in matters pertaining to the development of the school and their children,

¹⁵ School A. Interview Principal. 22 February, 2001.

they don't provide enough support and even when you call them, very few turn up. (PB)¹⁶

In another school, the principal of the school explained to me that the parents are ignorant. They do know that the school is theirs and they need to participate in the development of the school and their children. The principal of this school said:

The majority of the parents in this area are illiterate. They do know their importance to the school. They have just sent children to the school without making any follow up. When you call them to discuss matters pertaining to the school development, very few will attend. (PC)¹⁷

From the interviews cited here, all the three principals acknowledge the role of parental involvement in the development of the school and their children, but this seems to be a problem in these schools, because many parents in the area they don't know their importance to the school and don't want to be involved in the development of the schools and their children. Literature points to the need of parental involvement in school effectiveness and school improvement. Parental involvement has been identified as very important in ensuring the participation of the significant others in children's lives in the rewarding of achievement effort, and to ensure that in cases of difficulty, the parent will if it is appropriate to do so, support the school against the child (Reynolds, 1995; Peterson and Deal, 1998). Schools with good home-school relationships and support stood a better chance to become good schools (Townsend, 1994).

4.8.1.2 School Boards.

Related to parental involvement, is the perception that the school boards seem to be a problem to the three schools. All the three principals talked of interference by school boards with the management of the schools. For example, the principal of school A said:

The board of the school is also a problem. They always interfere the management of the school. They think that the school belongs to them. It is very difficult to lead a school in this environment (PA).¹⁸

¹⁶ School B. Interview Deputy Principal. 22 February, 2001.

¹⁷ School C. Interview with Principal 22 February 2001.

¹⁸ School A. Interview with Principal. 22 February 2001.

In another school the principal saw the interference from the school board as detrimental to the running of the school. And he saw this as a problem to the management of the school

I regret why I have decided to come here. Even the board of the school is full of illiterate people. There is always interference from the board into the management of the school. They think that the school belongs to them. It is very difficult to deal with these people (PB).¹⁹

The principal of school C explained to me that the board of the school is also a problem, there is always interference from the board of the school into the school management and even in matters related to school development, it is always very difficult to come up with the same idea. He concluded by saying that: "The board of the school is a barrier to school development. Sometimes if it is possible, there is no need to have a board of the school in an illiterate community (PC)."²⁰

The interviews cited here seem to perceive the board of the school as a barrier to the school development, because they see that the interference from the school boards into the management of the schools as a problem to their proper running.

The literature points to the need for mutual respect and co-operation between school boards and the school. As parents' representative board members function as watchdogs over the good name of the principal and the teachers, combat ill will and to restore trust. Unfounded accusations can be refuted by them, since they move about in the community on a daily basis and are often informed by ill-disposed people long before the principal hears anything (Theron and Bothma, 1990:156).

4.8.1.3 Student/Teacher Relations.

Extracts supporting this theme come from the principals' comments that even the relations between the staff and the students are not good. Teachers don't have time to discuss matters pertaining to students' progress, every teacher is busy with his or her business than teaching at the school or helping the learners. The principal of school A said:

¹⁹ School B. Interview with Deputy Principal. 22 February 2001.

²⁰ School C. Interview with Principal, 22 February 2001.

The staff at this school, don't have time to discuss matters pertaining to students' progress, or even to assist them in learning. They are busier with their business than helping the learners. I think this also contributes to the learners' poor performance (PA).²¹

The deputy Principal of school B view student – teacher poor relationship as a factor for the learners' poor performance and he view this as hindrance to students' progress. He said:

Teachers here at [name of the school] don't care about students' performance. It seems that they don't have time to help the learners. Every teacher is busy with his or her business than teaching at the school. I think this contributes a lot to the students' poor performance (PB).²²

The principal of school C viewed the lack of commitment by teachers in their classroom teaching as a big factor for the learners' poor performance and that teachers don't have time to discuss matters pertaining to learners' progress or even to help the learners. In this regard the principal concluded by saying that: "Teacher are not committed in their classroom teaching or even to assist the learners in learning. This contributes a lot to learners' poor performance (PC).²³

The interviews cited here seems to suggest that student–teacher poor relationship is detrimental to students' progress and performance, and that the lack of commitment by teachers in their classroom teaching and their unwillingness to help students in the learning process is a big factor for the schools' poor performance.

Research has attempted to relate teacher commitment and morale to pupils' academic achievement. Willms (1992:76) cites studies by Hoy and Ferguson (1985); Bushman (1990); Rosenholtz (1989a) and concluded that schools with committed and satisfied teachers have less teacher absenteeism, lower turnover, and less dysfunctional classroom behaviour. The most important aspect of morale and commitment is that teachers have a sense of efficacy about their work. "The most psychic rewards for teachers' come from students' academic accomplishments – from feeling certain about their own capacities to affect student growth and development" (Willms, 1992:76). A good learning environment goes hand-in hand- with the teacher's knowledge of

²¹ School A. Interview with Principal, 22 February 2001.

²² School B. Interview with Deputy Principal, 22 February 2001.

his/her children. To motivate and engage children, teachers must create an environment where each learner comes to believe “I count, I care, and I can” (Dodd, 1995:67). Perrone (1997) asserts that what teachers need most to know about their students is hidden, unless they can develop a trusting relationship with them. Good teachers take time to establish a rapport with their students so that they are free to talk about their feelings (Dodd, 1995; Perrone, 1997 and Goldstein, 1998).

4.8.1.4 Division Among School Management

Extract under this theme is the perceptions that management of the schools is also divided and they view this as a factor for their inability to deal with the problem of teacher misconduct. They argue that teachers use this weakness to do whatever they want to do, because they management of the schools are also divided. The principal of school A said that “the problem here is that even the management of the school is also divided. As we are talking here, my deputy is not here. He didn’t tell to me where he is going. You see this is the situation here.”²⁴

In another school, the deputy principal of school B sees the division among the management contributes to the problem of staff misconduct, because teachers use this weakness to do whatever they want to do. He said:

Even if you try to make a follow up, most teachers don’t want to obey order from the management of the school and because the management is also divided then teachers take this as an advantage to resist whatever they are being asked to do (PB).²⁵

The Principal in school C sees the division among the management of the school is a problem for the running of the school and contributes to the problem of teacher misconduct. He said:

There is also poor relationship among us [management of the school]. There is no co-operation at all. I think this also contributes to the problem of teacher misconduct, because if we management are united we can at least manage to tackle this problem (PC).²⁶

²³ School C. Interview with Principal, 22 February 2001.

²⁴ School A. Interview with Principal, 22 February 2001.

²⁵ School B. Interview with Deputy Principal, 22 February 2001.

²⁶ School C. Interview Principal. 22 February, 2001.

The interviews cited here seem to suggest that the division among the management of the schools is also a problem to the running of the schools and contributes to the problem of teacher misconduct. The Principals acknowledged the need for them [management of the school] to be united, because they saw that as a problem that contributes to the problem of teacher misconduct, because teachers use this weakness to do what ever they want to do, because the management are not a united team. Reynolds (1995) asserts that research has shown how important the nature of leadership provided by the headmaster is. With more effective schools having better head/deputy head relations, and having a management style and structure that involves heads setting goals, establishing directions and possessing a 'mission.' Williams (1992:78 citing Rosenholtz, 1985 and Thompson, 1967) believes that policies and procedures set by effective school heads/deputy heads have to do with what organisational theorists call "buffering the technical." This means that they minimise the extraneous and disruptive influences that affect the running of the school. School heads can also ensure that disruptions for announcements/ misbehaviour or conflict are kept to a minimum if not abolished. Clear policies about discipline and school behaviour, and support from the school head in dealing with behavioural problems, can help teachers focus their energies on teaching activities (Reynolds, 1992; 1995).

School leadership and management is an important issue. It is the most important factor contributing to the effectiveness, quality and efficiency of a school (Squelch and Lemmer, 1994). The performance of a school, its staff and its pupils is deeply affected by the school head's leadership and management role. There is thus a need for school heads to develop and apply appropriate skills to ensure that schools become conducive place for learning (Squelch and Lemmer, 1994; Cheng, 1996; Fullan, 1992).

4.8.2 LEADERSHIP AND MANAGEMENT

Issues emerged under this theme is the perception that the style of management and leadership that can be applied to deal with the issue of teacher misconduct is authoritarian or leave the situation as it is (Laissez faire style of leadership). It is a problem that is related to the leadership and management style of the schools. It is an issue that emerged when asked the principals what leadership and management style do they use? The principal of school A said:

I know that there is a need to lead the school in a democratic way, but if teachers don't want to obey order from the management of the school, what should I do? Either you have to dictate or you leave the situation like that (PA).²⁷

The deputy head of school B thought that the management and leadership style that can be applied in a situation where teachers don't want to obey orders from the management of the school is authoritarian when he said:

The only style in a situation like this is authoritarian, but here even the authoritarian style is difficult to practice because you may end up killed. So you leave the situation like that.²⁸ (PB)

In another school the Principal of this school [school C] sees that the problem of teacher misconduct is a serious problem that needs a strong leadership style that will make teachers to behave the way they are supposed to behave. The principal of this school said that: "In a situation like this, either you have to be authoritarian or you leave the situation the way it is (PC)."²⁹

The interview responses cited here, seem to suggest that, the principals may have an idea on how to lead the school in a democratic way, but they view that the style of leadership that can be applied to deal with the issue of teacher misconduct is authoritarian because teachers don't want to obey order from the management of the schools. But the other interpretation is that since there is a threat of violence, the only way to deal with such a problem is to leave the situation the way it is [laissez faire type of administration]. It is within this context authors such as Davidoff and Lazarus (1997) seems to be important. The authors argue that historically in South Africa, educational leadership and management has been extremely authoritarian. In reaction to this a more facilitative style of leadership and management has emerged. Unfortunately this has sometimes become too laissez-faire. This has resulted in a lack of direction and purpose (Davidoff and Lazarus, 1997:158).

²⁷ School A. Interview Principal. 22 February, 2001.

²⁸ School B. Interview Deputy Principal. 22 February, 2001.

²⁹ School C. Interview Principal. 22 February, 2001.

There is considerable evidence in the studies of school effectiveness that leadership and management is an essential element in determining school success (Hopkins, 1995:21). Drawing evidence from his work, *The Improvement of Quality Education for All (IQEA)* Hopkins (1995) emphasises the need for leadership approach that involves all levels of the school community. This perspective tends to view leadership as 'transformational' which distributes and empowers, rather than 'transactional' which sustains traditional concepts of hierarchy and control. Spreading the leadership function throughout the staff means accepting that leadership is a function to which many contribute, rather than a set of responsibilities vested in a small number of individuals. Leadership that arises from relevant knowledge or experience seems to be more successful than leadership stemming from authority (Hopkins, 1995).

It follows that good leadership and management is about having a repertoire of responses and ways of being and doing in the world. Each moment is unique. What worked yesterday might be completely inappropriate today. Being a good leader means having the flexibility to recognise the difference and respond appropriately, so that you are not bound by rules but rather by wisdom and intuition (Davidoff and Lazarus, 1997:154-5).

4.8.3 RULES

Under this theme is the view that rules are there only that teachers don't want to follow them. This view emerged when the principals acknowledged the presence of school rules from higher authority, but teachers did not want to abide to the rules. In this regard the Principal of school A said:

Here is the South African schools Act of 1996 (Act no.84 of 1996) which lays the foundation for this (making schools work). Educators complete a daily attendance register. Late coming by educators is monitored and accounted for, and appropriate disciplinary measures applied such as warnings. My duty as head of the school is to give warnings, further disciplinary action must come from the Department of Education (PA).³⁰

In another school the deputy head sees that, since school rules are there, he does not see the reason why teachers don't want to abide to the rules. He sees that teachers

³⁰ School A. Interview with Principal, 22 February 2001.

break school rules because they have some other things to do apart from their teaching responsibility.

Rules are here, only teachers don't want to follow the rules because they have some other things to do apart from their teaching responsibility. I think that is why they break the rules (PB).³¹

The Principal of school C does not see the reason why teachers don't want to follow government laws and school rules. And says that educators must accept school rules. In this regard the Principal said:

Government laws and school rules must be accepted. There is no way we can say that we don't want to follow them. Educators must accept these rules. In fact when I came here I found these rules here, only that educators don't want to follow the rules (PC).³²

The interview responses cited here seems to suggest that when school rules are there, then improved discipline will follow. This perception is what Fullan (1992:17) calls "wishful thinking". Citing work by Patterson et al (1986) the author argues that organisations in today's society do not follow an orderly logic, but a complex one that is often paradoxical and contradictory, but nevertheless understandable and amenable influence. He goes on to argue that the problem of school rules and regulations started when proponents of the rational model started to believe that a change in procedures will lead to improvement in educational practice. In short the rational model begins with an 'if-then' philosophy. If A happens, then B will logically follow. When reality fails to validate this 'if-then' perspective (i.e., when B doesn't happen) the argument shifts to an 'if-only' position. If only schools will tighten up rules and regulations, improved discipline will follow. If teachers are given clear directives, then improved teaching will follow. Advocates for the non-rational model claim that the 'if-then and 'if-only model is wishful thinking; organisations do not always behave in a logical, predictable manner. Acknowledging this reality, the non-rational model attempts to turn it to the advantage of those in the system. Rather than spending organisational energy trying to conform to wishful thinking, the non-rational model allows us to invest our energy into devising solutions that will work, given reality (Fullan, 1992:17). Their solutions, argues Fullan (1992:17) is to develop three integrated

³¹ School B. Interview with Deputy Principal, 22 February 2001.

strategies: Managing the organisational culture, strategic planning, and empowerment. Without going further on this, it suffices to say that there is a need to find appropriate approach that will guide us in implementing school rules and regulations in a school organisation. I will turn to the policy recommendations, to show what should be done concerning school rules in the discussion next chapter.

4.8.4 THE EFFECTS OF APARTHEID

Why do teachers in the schools studied behave contrary to their code of conduct? This relates to misconceptions of the authority of the teacher, this is the effect of apartheid education (Bantu Education) because during apartheid these teachers were exposed to authoritarian, coercive teacher training institutions, violence and resistance (Christie, 1991; Salmon and Woods, 1991, Moll, 1995). It is this characteristic that we can associate these teachers with the culture of resistance, which created the problem of insubordination in the schools studied. But more importantly as pointed out earlier, even in the teacher training institutions students acquired only superficial knowledge of their teaching subjects (Hall and Hofmeyr, 1995), therefore, it is likely that teachers in these schools they lack professionalism. It is this problem of lack of teacher professionalism that we can associate these teachers with the problem of drunkenness and the general lack of commitment to the classroom teaching.

It is therefore, possible that the lack of professionalism among the teachers and the culture of resistance led to the problem of abuse of power of the teachers in their position of authority and that is why teachers in the schools studied behave contrary to their professional code of conduct. The lack of professionalism also accounts to the problem of sexual harassment of children and the general lack of commitment in their classroom teaching.

It has been argued here that, the indication of the authoritarian nature of South African schools is the widespread of corporal punishment (Moll, 1995), this problem has not yet disappeared (Harber, 1997). Therefore, it is this authoritarian nature of South African schools, which is a direct product of apartheid system that accounts for the problem of corporal punishment in the schools studied.

¹² School C. Interview with Principal, 22 February 2001.

It is also argued that during apartheid, South African educational leadership and management has been extremely authoritarian (Davidoff and Lazarus, 1997). This type of administration has not yet been disappeared (Harber, 1997). The authoritarian nature of South African schools is also reflected by the hierarchical management structure (Salmon and Woods, 1991, McKay and Romm, 1995, Moll, 1995; Christie, 1991). The chain of seniority reflects the hierarchical management structure in the schools studied; this includes Principals, deputy Principals, and heads of Departments, senior teachers, ordinary teachers and the students. It is this authoritarian nature of the schools studied which also accounts for the problem of insubordination in the schools studied. In a way this seems to suggest that, apartheid system of administration still in existence in black South African schools. There are two possibilities that can be drawn from the above argument.

One possibility is that, the authoritarian type of leadership is still practised by the principals in the schools studied, this has created a problem of insubordination, because if superiors refuse to delegate authority to subordinates, it is likely for subordinates not to take responsibility and hence results in misconduct behaviours which results in inability for principals to impose constraints on the conduct of their staff.

The other possibility is that in reaction to authoritarian, a new type of administration has emerged in schools, and that is laissez faire type of administration, this has resulted into a lack of direction and purpose (Davidoff and Lazarus, 1997). This created problem in the schools because appraisal is based too much on consensus seeking and consultation this created division among the staff in the schools studied, because every teacher has his or her own view. There is no common agreement among the teachers. The consequence of this is that, there emerged division among the staff based on ethnicity. The division among the staff in the schools studied in terms of ethnic origin can be associated with apartheid policy.

If these are the problems found in the schools studied, and the explanations that accompanying these problems, which relates to the effects of apartheid, particularly apartheid policy and education (Bantu Education),

Does Riggs's (1964) Theory of Prismatic Society, appropriate to describe the issue of teacher misconduct in the schools studied or in a transitional society like South Africa?

4.8.5 THE THEORY OF PRISMATIC SOCIETY

Riggs's (1964) Theory of Prismatic Society is appropriate to describe the issue of teacher misconduct in the transitional society like South Africa, particularly schools in the African townships, because Riggs (1964) argues that transitional society contain both elements of modern society imposed to them by the colonialists during colonialism and the long-lasting African traditional way of life these two elements are found within the same organisation though not harmonious one. Therefore it would appear that “developing societies and the organisations that exists within them (schools not far from it) are a synthesis though not always a harmonious one” (Harber and Davies, 1997:96).

Based on Riggs's (1964) argument, it is suffices to say that schools in South Africa, particularly those in the African townships are influenced by apartheid which appeared in the form of neo-colonialism in South Africa and particularly apartheid education (Bantu Education) together with the African traditional way of life, the two elements affects schools in the African townships.

The impact of Bantu Education and the African traditional way of life are reflected in the schools in the new democratic South Africa as evidenced by the statements provided by the principals. Therefore, such tensions and contradictions inevitably affect schools and individuals particularly school principals.

The question arises as to how to manage a school in such a situation? As pointed out earlier, schools in the developing society or transitional society needs a new form of educational modernisation and that is ‘Democracy’ and ‘Flexibility.’ Harber and Davies (1997:128) argues that “flexible schooling is not just more cost-effective, but also provides the preparation for the adaptable learner which will be the only means for survival.”

Therefore, the questions facing those who wish to improve school management and school effectiveness in the African township schools need to be aware what aspects of the interplay that need to be changed and what aspects needs to be understood in a broader context. It follows that an effective method of handling teacher misconduct should be designed.

For example, are there some behaviours such as insubordination, absenteeism, drunkenness, bribery or sexual and physical abuse of children, that are always unacceptable and that need to be identified through open and democratic discussion and prevented through newly agreed school policies?

I will pick some of the issues of flexibility and democracy later in the discussion next chapter.

Riggs's (1964) Theory of Prismatic Society is also important tool in analysing some aspects of bureaucratic inefficiency in a transitional society like South Africa. As Riggs's (1964:11) put it I only wish to point out that prescriptions which are valid in one context may be harmful in another. In other words we need a pretty complete descriptive and analytical understanding of what now exists before we can make useful judgements about what we ought to do, what changes should be made. The model of administrative behaviour, as of economic, was inspired by the experience of western societies in which markets and bureaucratic existed and corresponded, at least approximately, to the image conveyed by the model. We are not to assume, however, that the situation in 'transitional societies' can be properly described in these terms, although we may be tempted to do so (Riggs, 1964).

It has been argued here that, in the course of this study, there emerged some issues of bureaucratic inefficiency, particularly, the problem of administrative inability to deal with the issue of teacher misconduct, either at the school level or disciplinary action from the Department of Education, as the principals raised their concerns that the problem of teacher misconduct in their schools is partly caused by the lack of support from the Department of education. This lack of support from the Department of Education to the schools is characterised by Riggs (1964) as bureaucratic inefficiency in a transitional society like South Africa.

It is argued for example, South African Principals had for many years been given responsibilities to manage schools without support from the Department of Education, or encouragement or even leadership qualities (Davidoff et al, 1995). This has contributed to so many problems in schools among which teacher misconduct is associated to this problem.

In one school in Harber's study of Nigeria there was a general feeling disciplinary action from the Ministry of Education was ineffectual. The teacher responsible for examinations at the school complained at a staff meeting that many teachers did not turn up for invigilation when they were supposed to. When it was suggested that he should report this to the Ministry, the teacher in question laughed and said that he had never known of 'disciplinary action' as regards teachers in Kano State and that he would believe it when he saw it. The Ministry of Education's lack of effective authority and control over schools stemmed from a number of factors such as a shortage of inspectors and poor communications and large distances between schools (Harber and Davies, 1997:101). But more importantly is the issue of unwillingness of the officials in the Ministry of Education to deal with school problems. Hence, school principals cannot rely on the Ministry too much for support in any attempt to improve the efficiency of school organisation (Harber, 1989:124).

Therefore, organisation in a transitional society do not operate as a western modes of organisations they retain some aspects of the previous mode. As Riggs's (1964:34) put it many formally administrative structures in transitional societies turn out to be mere facades, while the effective administrative work remains a latent function of older, more diffuse institutions in this regards Riggs's (1964) termed social structures in such societies as 'polyfunctional'

Thus, it is important to note that it will be mistakes to assume that western bureaucratic system can fit in the transitional societies because of the existence of two different cultures within the same organisation. What worked in the western societies can not work in the transitional societies like South Africa and that is why even the concept of whole school development is still problematic in South African context.

As Ndlovu (2000:60) argues that the concept of whole school development in South African context is still problematic because it has been "designed by outsiders who

have little or no understanding of local political, social, economic, cultural and environmental dynamics. In this regard Ndlovu (2000:60) concludes, it is important to take into consideration all the complexities that are involved in the process of change when implementing 'whole school development' in South African schools.

The point made here represents a challenge to policy makers when implementing the concept of whole school development in South African context, because there are a lot of complexities that are involved. It is these complexities that need to be considered when implementing this concept in South African schools.

Riggs's (1964) Theory of Prismatic Society is also an important tool in analysing some aspects of absenteeism, late coming, not going to class on time and irresponsibility that have been found in the schools studied. Here the concern is centralisation of bureaucracy and the exercise of authority and responsibility. As Riggs's (1964:280) states: "One of the most widely noted characteristics of public administration in transitional societies is a high degree of 'over centralisation.'"

One interpretation from the above statement is that in transitional societies like South Africa where the old system has not yet completely disappeared, it is likely that authoritarian system of administration is still in existence in the schools studied. For example, if superiors refuse to delegate authority to subordinates, it is likely for subordinates not to take responsibility and hence results in misconduct behaviours which results into inability for the principals to impose constraints on the conduct of their staff. This phenomenon affects the operation of schools in transitional society like South Africa.

It is therefore likely that the apartheid system of administration is still practised by the principals in the schools studied and that is why teachers refuse to take responsibility, refuse to obey orders from the management of the schools and hence results in misconduct. The point being made here is that in transitional society like South Africa what had been practised in the past cannot disappear within a short period of time.

It will take time for effective change to occur in schools and change is normally a process. Fullan (1991) argues that it is important to recognise that "change even

though consciously chosen is still very likely to be threatening, painful and difficult for those engaging it. Because change is essentially complex, unpredictable, and because it does not occur in a straight forward, linear way, organisational development processes need to take into account this complexities” (in Davidoff and Lazarus, 1997:38).

It also needs to be understood that, there is very likely to be resistance to change as participants in the process move from a situation which is known (whether it is pleasant or unpleasant need not necessarily detract from the safety of familiarity that it offers) to a situation which is unknown and which might or might not be better than the situation which has preceded it. This phenomenon of resistance to change contributes towards the unevenness of the process (Davidoff and Lazarus, 1997:38). Riggs’s (1964) Theory of Prismatic Society is still useful tool in examining some aspects of corruption in schools that have been emerged in the course of this study.

The following explanation of corruption, for example, is provided by Riggs’s (1964). In traditional systems officials would not be paid from a central treasury fund but would get a prebendary income by taking a portion of the tributes, rents, etc. collected before passing the remainder on up the chain of command. As Riggs (1964) notes,

The general public, long accustomed to paying officials directly for services rendered, cannot be expected to abandon this practice suddenly. Thus the opportunities and temptations for officials to augment their incomes on prebendary basis remain overwhelming, unless very sharply curtailed by the ruler or by new political and judicial control system.

As pointed out earlier in this study, one of the Principals (principal of school B) was dismissed on allegation of school fund mismanagement and a caretaker principal was appointed to lead the school.

Such corruption inevitably affects schools, as the following extracts from a novel set in Nkrumah’s Ghana illustrate: It is well known that the supervisor was once, before coming to the Railway Administration, a bursar at one of the Ghana national secondary schools. As is the custom in this country, he had regarded the job as an opportunity he had won for making as much money as he could as quickly as he could,

and his handling of the school's finances had soon made his intentions clear (Armah, 1969). Corruption, however, may not be caused simply or only by greed but may arise out of the very nature of prismatic society.

As Harber and Davies (1997:102) note, the need for extra money in a transitional society is equally understandable in terms of the demands of a developing society. Often a post in a modern sector brings with it obligations to, and demands from, a large extended family network and a contribution to the public social functions and services more typical of a traditional, agrarian society. The income is not commensurate with the expectations, and the result can be corruption.

For example, in Thailand rural teachers are expected to pay 'social taxes', which are high in comparison with their income. One study found that every month teachers were asked to make donations to educational, official and social organisations to which they belonged. In addition, there were numerous official occasions throughout the year for which they were expected to make donations and, because teachers were considered among the most respectable people in the community, donations were expected from them for social functions such as weddings, ordination ceremonies and funerals. As a result teachers were often in debt (Chantavanich et al, 1990 in Harber and Davies, 1997:103).

It is therefore, likely that the pressure to get more money because of the large extended family at home and the contribution to the public social functions and services may results into corruption in schools. Nevertheless, it is also likely that the need for money on the part of the students may results into teachers having sex with their students, either by giving them small amount of money or favouring them in terms of marks. However, while this may explain the motive from the male point of view, it leaves out the abuse by male teachers of their power in a position of authority.

It is well known that teachers are the managers of their classes and have control and power of their class. They have an ability to plan and direct pupils in the classrooms. They are entrusted to accomplish their obligations as part and parcel of their responsibility. Therefore, if teachers are not going to class on time, they come late or absent themselves from their classrooms then this needs to be understood in its broader

context of abusing their power as a classroom managers and leaders in the teaching / learning process.

The research findings of this study revealed that, teachers come late, not going to class on time and absent themselves from the classrooms. The causes of such behaviour as explained by the principals are the second occupation that teachers have and the lack of commitment in the classroom process. Therefore, this is the abuse of power of the teachers in their position as classroom leaders and managers.

4.8.6 OTHER EXPLANATIONS

It was commented by the principals during the interviews that, teachers lack commitment to the teaching profession and hence whatever results may come out of teaching. It is therefore, possible that teachers in these schools lack commitment in their jobs.

It is also, possible that even the principals in these schools lack commitment either because of the teaching staff they have or because of the poor relationship between the management of the schools and the parents as well as between the management and the school boards. But more importantly is that the lack of morale and commitment by the heads seems to be a direct results of the environment they found including the parents and the boards of the schools, but it is more than likely that low teacher morale and commitment will be one direct results of low principals morale and commitment. Brooke and Oxenham (1980), for example, found high staff turnover, unpunctuality and absenteeism in Mexican primary school teachers. They were not strongly committed to the community where they worked, nor even to the job itself. Not feeling pressure from externally set exams (Davies, 1990:165).

It is also argued that with the introduction of democracy in South Africa, particularly after 1994, this has created problem because this has allowed too many voices to be heard without giving adequate guidance and thus resulting in a lack of purpose and direction (Davidoff and Lazarus, 1997).

Similarly, the disunity among the teachers in the schools studied contributes to their poor performance in the Western Cape Senior Certificate Examinations. In Vulliamy's study, the staff at one school believed that their poorer Grade 10 exam results one year were partly a product of teacher disunity and the poor relationships between the management of the school and the staff (Davies, 1990:167).

In conclusion, one can argue that, change in a transitional society is likely to involve prolonged periods of readjustment. It will take time for a real change to occur in a transitional society and change is continuous and complex. Fullan (1993) Underlines this when he asks the question: How is change complex? Take any educational policy or problem and start listing all the factors that could figure in the solution and that would need to be influenced to make for productive change. Then, take the idea that unplanned factors are inevitable –government policy change or gets constantly redefined, key leaders leave, important contact people are shifted to another role, new technology is invented, recession reduces available resources, a bitter conflict erupts, and so on. Finally, realise that every new variable that enters the question – those unpredictable but inevitable, noise factors – produces ten other ramifications, which in turn produce tens of other reactions and on and on. (Fullan, 1993:19)

The point made here represents a challenge to policy makers who wish to make change in a transitional society. They need to realise the complexities of the change process, because there are many variables that are involved in the process of change. The elements of the past still prevails in the transitional society like South Africa therefore, policy makers and educationists who wish to make changes in the African township schools should take into consideration this situation.

CHAPTER FIVE

DISCUSSION AND POLICY RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents policy recommendations as a result of the research findings discussed in chapter four of this study. The results of this study confirmed to a large extent that there is a problem of teacher misconduct in the three black South African schools. Therefore, this chapter attempts to suggest some solutions to the problem. The suggestion will also be supported by literature review. In other words the chapter attempts to link the discussion with the literature review.

5.2 IN-SERVICE TEACHER TRAINING.

A World Bank survey on improving primary education in developing countries concluded from all the studies that the most promising avenues for improving the quality of teaching were to offer in-service teacher training (Lockheed and Verspoor, 1991). A conclusion later supported by Black et al's study school improvement in the developing world (1993). It is better to support (and involve) existing teachers with the production of resources (Harber and Davies, 1997:134).

The above suggests that it is important to improve teacher professionalism if we want to improve schools in terms of academic performance and if we want to remove the so called barriers to educational innovation. It will be difficult for example to introduce any new innovation in a situation where the main implementers lack professionalism. The best way to improve this is to offer them in-service teacher training however, this requires management flexibility to recognise the need for in-service training of their staff.

With reference to the schools included in this study, it was commented by the principals that teachers lack professionalism and that is why they behave contrary to their code of conduct. The principals raised their concerns that, this is the effect of Bantu Education that is why teachers misbehave.

Therefore, it is evident from this statement that teachers need training to improve their profession. It is important particularly at this time in South Africa especially with the introduction of new curriculum (C2005) and the principles of Outcome Based Education (OBE). If teachers are not competent enough and they lack professionalism and continue to misbehave it will be difficult to implement C2005 and to understand the principles of Outcome Based Education (OBE).

It is therefore important to recognise the need for ongoing educator development so that they can improve their profession. However, this requires school management 'flexibility'. In South Africa, the need for ongoing educator development has been emphasised in policy documents but not implemented adequately (Report of the Task Team on Education management Development, 1996:33).

It is argued that "the features of flexible effective schools are not lists of factors, which can be worked through in sequence, or selected from. They form an integrated philosophy of education, which needs awareness of how goals, pedagogy, climate and assessment all cohere. Such integration and awareness will not be achieved unless initial teacher in-service and inspectors training is also fundamentally rethought (Harber and Davies, 1997:147).

In support of this argument see for example, the Colombian New School Programme which had simultaneously to recast its teacher training programme so that the prospective teachers learned in the same way through self-instructional materials and co-operative group work as opposed to lectures and individualised assessments (Per Dalin, 1994:59).

Marti more, Sammons, Stoll, Levis and Ecob (1988), and Fullan (1992) found that, in good schools purposeful in-service teacher training was encouraged by the school head. A purposeful school head was described as understanding the needs of the school and involved in the school's work without exerting total control over the rest of the staff. For example, when it comes to in-service training total freedom to attend any course is restricted, and attendance for a purposeful training is encouraged for a good (Fullan, 1992). Fullan (1992) citing Bennis and Nanus (1985) make it clear that

developing commitment to new visions requires teacher professionalism, constant communication and a variety of other methods including training and new policies. The role of the head in the professionalisation of his or her staff at the school level is another face of the empowered middle manager (Fullan, 1992:29).

Willms (1992) believe that effective heads set high standards and creates incentives for pupil learning, and transmit the belief that all pupils can achieve at a high level. They set clearly defined goals and priorities for pupil learning, and prescribe means to achieve them. They enhance teacher commitment by involving teachers to improve their skills through in-service teacher training. There is little point in telling teachers and heads that they need to be flexible; they must experience adaptability for themselves (Harber and Davies, 1997:147).

5.3 RULES.

Much of the effective schools research demonstrates the importance of treading a fine line between a clear disciplinary framework and a set of imposed rules. The more successful schools appear to be those where rules are minimal and agreed by all parties (Harber and Davies, 1997:142).

With reference to the schools studied in this study there appeared problems of staff absenteeism, lateness, irresponsibility and insubordination. Even though the principals acknowledged the presence of school laws, rules and regulations from the Department of Education, but many teachers seem not to care and continue to break the rules.

Apart from that, the schools have many unresolved conflicts such as disunity, poor relationships between staff and the management of the schools, disunity among the management of the schools and poor relationships between students and teachers. As the Principals have commented that the staff in the schools are divided and each group seems to have their own views.

Louis (1987 in Fullan, 1992:56) captures the essence of the necessarily delicate balancing act in her discussion of loose-tight district management in a study of

effective secondary schools. The author makes the helpful distinction between coupling and bureaucracy arguing that they are two different dimensions of the relationship. By coupling I mean argue the author, a relationship that has some shared goals and objectives, reasonably clear and frequent communication, mutual co-ordination and influence. By bureaucracy I mean argues the author, control through rules and regulations (Louis, 1987). Drawing on case studies, Louis (1987) describes typical and ineffective school districts as evidencing highly bureaucratic but largely decoupled systems. The author says that, in a decoupled but regulatory system the district/ school system becomes nothing but an irritating set of constraints and conflicting demands. District/ schools with tight control or rule-based systems fared no better, and were characterised by mistrust on both sides. By contrast Louis (1987) found that effective schools were found in districts where rules are minimal (Fullan, 1992:56).

Staff disunity seems to be barriers for the schools' development as it contributes towards schools' poor performance and resistance to change either for teachers to change their behaviours or management to recognise the need to be flexible.

The report of the Task Team on Education Management Development (1996:32) raises this issue: "Resistance to change flourishes where there is poor communication, little or no active participation and involvement in decisions, and where tensions are allowed to simmer unchecked." As a result of this, in this study, in Principals' opinion, conflict appears to exist in the schools between management and staff, this has led to a situation where there are suspicions, and disobedience, unpleasant behaviour, and mistrust.

In such circumstances therefore what is needed firstly, is a democratic school structure in which principals, staff and pupils determine within the broader guidelines laid down by the Department of Education, the aims and objectives of their schools.

Secondly, schools should encourage initiatives and the exercise of responsibility from the beginning by giving staff and students a greater say in school governance. The principals therefore must provide staff and students with the opportunity to share power and influence (Newton, 1975:10-11).

“The structure of relations should be the loop rather than the ladder” (Beddoe, undated, p.2 in Harber and Davies, 1997:156). Since effective leadership is more broad-based and involves greater participation, serious consideration should be given to the reorganisation of the structure of our schools (Gowrie, 1989:166).

It follows that in respect of school organisation in the schools studied in this study the following should be taken into consideration in a democratically and flexible schools.

- i. Rules are better kept by staff and students if democratically agreed to in the first place;
- ii. Communication in the schools should be improved through regular discussion;
- iii. There will be an increased sense of responsibility as staff and students have more control over their organisations; and
- iv. If opinions and interests of all the stakeholders are considered then decision-making will be improved.

These the aforementioned points could act as solutions for staff misconduct particularly on issues surrounding staff absenteeism, lateness, insubordination and irresponsibility at the school level.

As discussed earlier that the schools studied experience staff misconduct such as absenteeism, lateness, insubordination and irresponsibility. So if rules are agreed democratically in the staff meeting by the staff themselves therefore, it is likely that these problems could be minimised. Harber, (1993) for example, interviewed staff and students in two schools in Tanzania with active elected students’ councils about their advantages and disadvantages. At the first school, the interviewees noted the following advantages:

- i. The council enables problems to be discussed before they get out of hand. In this way it improves communication and increases understanding and therefore, as the head teacher put it, avoids strikes;
- ii. Discipline problems are reduced because, as the discipline master put it ‘staff are closer to students;

- iii. It provides quite a number of students with experience of leadership and increases confidence and discussion skills generally.

The same ideas have been raised in another school and even when it was measured between the advantages and disadvantages there seemed to be more advantages than disadvantages. Though this study aimed at understanding the effectiveness of the students' councils but the same could be applied to teachers. If rules kept by staff themselves democratically, it will be difficult for them to break those rules.

Similarly, Lwehabura (1993) did research in four schools in Tanzania. All faced severe financial problems, resource shortages and low teacher morale. He found that in terms of the ability to deal with practical problems of stringency and in terms of examination success, the more democratically organised the school the more effective it was (Harber and Davies, 1997:158).

Levine (1992) notes that literature on unusually successful schools gives great prominence to the headmaster's role. For effective schools, school head were often defined as 'maverick' risk-takers who practice 'creative insubordination' as they 'buffer' their school from negative external influence. What was important for the author was to find that the literature portrayed these school heads as risk-taking that frequently seemed to extend as much or more to internal as to external relationships. For example, they seem to be willing to distribute power to others and be willing to risk organisational maintenance objectives, as they are to ignore or reject unproductive external regulations and policies (Levine, 1992). These successful school heads would insist on democratic school organisation, even if doing so disturbs seniority arrangements in the building or otherwise discomforts some staff members. In a way successful school heads seems to be those who are willing to share power and at the same time, they appear to be skilled in providing a supportive environment for teachers and in motivating staff to perform at a high level (Levine, 1992).

5.4 MANAGEMENT IMPLICATIONS

It would appear from this study that staff lacked unity and were not empowered enough to take ownership of the schools and commit themselves in their

responsibilities. As pointed out by the principals, the staff in the schools are divided and each group seemed to pull the schools in different direction.

It is evident from the above statement that the Principals in the schools studied may have an idea about democracy but how to lead the schools in a democratic way is still a problem to the Principals. The Report of the Task Team on Education Management and Development (1996:65) have argued strongly in this context that “educators and managers must have the capacity to determine, in a collaborative way, the strategic direction of their organisation.”

The challenge for the schools in this study is to build unity so that they can work together as a team. This challenge lies with the schools’ leadership and management to see the importance of participatory approach. Which means that every teacher is involved in the leadership and management of the schools because their task is to direct and influence task-related issues.

Harber and Davies, (1997:151) argues that transparency, participation, incentives, minimising hierarchies and acknowledgement of work done are basically democratic rather than bureaucratic and can improve school effectiveness in both developed and developing countries. This is because while these values in themselves do not provide answers for developing countries in the same way that western management techniques often purport to do, they both allow for the free discussion among key participants of a possible range of locally relevant answers and in educating for a democratic political system, encourage a macro-political context where such free and peaceful debate is possible.

Leadership through communication is the creation of understanding, participation and ownership of the vision (Bennis and Nanus, 1985 in Fullan, 1992:27). Schools are made of inter connected and inter linked elements. Each element needs to be functioning well in order for the school to be healthy (Donald, 1997:86). In the schools studied in this study there were dysfunctional elements. Such as educators not performing their responsibilities, this affects the smooth running of the schools. For example, in the schools studied there are problems such as late coming, absenteeism, insubordination, drunkenness, sexual and physical abuse of students and a general lack

of commitment which affects smooth - running of the schools. The smooth running of the school depends on the well co-ordinated functioning of all the elements (Donald, 1997).

The challenge therefore, lies on the school principals on how they can improve the relationships between the management of the schools and the staff, between the staff and the students because the context within which these schools are located are complex. The schools are located in an informal settlement where majorities are illiterate and do not care much about schools' development.

De Jong (1996) argues that, the reconstruction of education in South Africa should focus on attending to change at the whole school level as well as other external factors. This should include the context because contextual factors can be supportive or destructive to the change process.

The challenge therefore, lies on the principals to see how they can improve the relationships between the parents and the schools and between the boards of the schools and the management of the schools and between the management of the schools and the staff. Decisions have to be taken on when to be flexible and when to adhere to rules and routines. Social justice in a school may need quite tight regulation around children's rights, staff development, staff promotions and uses of finance and resources. One does not get flexible on child abuse either in terms of physical or sexual. The international conventions on rights and freedoms provide a solid non-negotiable on such practices (Harber and Davies, 1997:150).

It appears that there is no one approach to educational management and leadership. Leadership and management of the schools needs to be flexible so that they know when to co-operate with others, when to take decision own their own, when to act democratically, and when to take the lead. It follows that an effective leadership and management requires experience of all these approaches and an awareness of when each one in turn is appropriate (Meighan and Toogood, 1992:123).

If all these approaches are used effectively this could ensure that suspicion and mistrust could be kept in check. When leadership and management is authoritarian or

laissez faire, there will be a lot of misconduct amongst the educators such as late coming, absenteeism, insubordination, sexual and physical abuse of children. This sets a bad example in a school. For instance, if one teacher has been absent for a week or more and no action was taken against that particular educator (laissez faire type of administration), then another educator will exploit that weakness.

The Report of the Task Team on Education Management Development (1996) called for training and support programmes in order to develop competencies in school management and development. With reference to education management development, the Report of the Task Team on Education Management Development (1996:33) recommended the following:

- i. The development of Managers (involving the training and support of school managers).
- ii. The development of organisations (development of effective structures, systems and procedures for improving management).

The above suggests advocacy for a “participatory and holistic approach to the management of the schools” (Report of the Task Team on Education Management Development, 1996:33). The focus is on whole school development which aims at building effective schools with effective people who share a common purpose of promoting effective teaching and learning (Report of the Task Team on Education Management Development, 1996:33).

Other argument in line with this suggests that, sharing of information forms the basis of informed decision-making. The Report of the Task Team on Education Management Development (1996) advocates the development of communication strategies, which promote transparency and access to information.

Therefore, what is needed in the schools included in this study is to improve the flow of information, transparency, openness and constructive criticism especially to those teachers who are misbehaving. Leadership and management of the schools need to open up channels of communication for transferring information and receiving feedback from the teachers themselves. The emphasis here is to delegate power to

other teachers so that management and leadership of the schools should involve all the teachers.

Similarly, there was also a problem of unity and commitment among the teachers in the schools studied. The Principals mentioned during the interview that the problem of disunity among the teachers and between the teachers and management of the schools was detrimental to the development of the schools and places heavy burden to the management of the schools. This lack of unity made it difficult for the educators to take responsibility because they management of the schools were not a complete whole. It was mentioned during the interview by the principals that even the management of the school is also divided. This weakness made difficult for educators to accept orders from the management of the school, because they management of the school were also divided. If they were united they could possibly involve the parents more effectively because the parents in the area where these schools are located are illiterate and they do know what is going in the schools.

Research has attempted to relate teacher commitment, morale and unity to pupils' academic achievement. Willms (1992) asserts that teachers' sense of academic futility has a strong influence on pupils' achievement. Teachers scoring high on academic futility were less likely to push their pupils to do well and felt there was little they could do to ensure that pupils achieve at a high level. For them, according to Willms (1992), the custodial schooling outweighed the educative function. Commitment and satisfaction with work also entail the belief that work is meaningful. Teachers, who believe they are making an important contribution to the well being of their pupils and society in general, will show greater commitment and job satisfaction (Willms, 1992).

The challenge therefore, lies in the schools' management and leadership to build unity between them and the staff and involving the staff in decision making process which will increase their commitment. Therefore, these educators need to be empowered in order to take control of their situation and be willing to commit themselves in their schools' development.

Fullan (1992) argues that the school head is often cited as a key figure in blocking or promoting change, and as such represents a fertile ground for considering the concept

of implementing action. The school head's action and not what he/she says carries the message as to whether a change is to be taken seriously and serves to support students and teachers (Fullan, 1992; Cheng, 1996). Planned change, school improvement, effective/successful schools and staff unity and development, all bear the mark of the school head's central role in leading, sustaining success and supporting change (Fullan, 1992). Reynolds (1995) leadership...that promote unity, commitment and responsibility to followers will increase teachers commitment to act for certain goals that represents the values and the motivation, the expectations, the wants and the needs, aspirations and expectations of the leaders and followers... (Young, 1985:183).

The above discussion seems to suggest that, there is a need to establish a democratic school structure in black South African schools. This is because the findings of this research revealed that democracy has not yet been grounded in the schools this is evidenced by the style of leadership and the presence of teacher misconduct. In other words teacher misconduct is a feature of undemocratic school. Apart from the management and leadership style and the presence of teacher misconduct found in the schools studied, there emerged some other issues, such as the parents, the community, the board of the schools, and the learners. All these issues contribute to the schools' poor performance. In a way this seems to suggest that, schools always reflect the society in which they are located. Therefore, it will take time to have a real democratic school in black South African schools, until such time when the whole society is transformed into a democratic society and that is when we would expect to see a democratic school. I raise this issue because, there are a number of factors that contributes to the problem of teacher misconduct such as traditional and culture, threat of violence, money, history of the country and illiteracy all these issues seems to be barrier to the establishment of a democratic school. Therefore, the problem will only improve as the whole society is democratised, for example, when there will be a sense of accountability, importance of education, economic growth, criminal justice etc.

However, there is a need to find solutions to the problem and this can be done by looking at major issues emerged in this research. I will turn to the policy implications to show what should be done to improve the situation. Before looking at the policy implications I intend to look at what have been learned in this study.

5.5 INSIGHTS

What can be learned from this study is the fact that any attempt at any improvements of the so called 'dysfunctional schools' need a proper understanding of socio-political, cultural and economic constraints that led to their ineffectiveness. The schools studied are ineffective not only because they lack facilities such as books, desks, laboratories and other school facilities, but because they exhibit certain undesirable characteristics which cause their ineffectiveness, and that is teacher misconduct, this led to their lack of commitment in the class room teaching by adopting behaviours that are directly affects students' performance.

In this study misbehaviours such as absenteeism, lateness, not going to class on time, drunkenness, irresponsibility, insubordination, sexual and physical abuse of children are behaviours that not only affects students performance and their development but also affect the management of the schools and schools' development. Similarly, for the case of sexual abuse of children not only affects their development but also endangers their lives by exposing them to such disease as 'AIDS'.

The second is that, the reasons why they appear ineffective have a different base. They are ineffective because of the historical background and social-cultural context that surrounds the schools. This study confirmed that the impact of apartheid education 'Bantu Education' and the traditional African way of life have impacted the schools in terms of their academic performance in the Western Cape Senior Certificate Examinations from 1996-2000.

Therefore, removal of some of the factors associated with their ineffectiveness such as lack of textbooks, desks and other school facilities will not automatically make these schools more effective. Therefore those who wish to improve these schools should take into account this situation. Only then can we talk of improving the schools in terms of their academic performance. I will turn to the policy implications later in this study to show what should be done to improve the situation in these schools.

Thirdly, while schools in the study depended on the Department of Education for disciplinary action against teacher misconduct, they gained little if any support from the Department of Education. All the three principals interviewed spoke of the lack of support from the department. In most cases they referred to the problem as caused by the Department for not responding to their request (complaints of teacher misconduct).

Fourthly, involving parents in school governance in a meaningful manner was difficult, as many parents living in the area are illiterate. The parents or community living in the area where these schools are located they see education of their children as the responsibility of the schools and do not see the need to be involved in the development of their children. The overall parental involvement in the schools studied were poor, even though the principals acknowledged the potential of parental involvement in the schools' development and development of their children.

Fifthly, for schools to be effective requires the support of all the stakeholders including the boards of the schools, the parents, the teachers and the management of the schools. In the schools in this study not all the stakeholders take part in the development of the schools. Parents are not active; school boards are made up of illiterate people that led to conflicts between the management of the schools and the boards of the schools. That is to say, there are poor relationships between the management of the schools and the boards of the schools. Educators not performing their job satisfactorily, they resist to take responsibility. Apart from their misbehaviour they don't want to be involved in the leadership and management of the schools. This made it difficult for the schools to work effectively because the stakeholders in the schools do not work as a unit and towards a common goal.

Finally, the schools in this study have not been able to achieve healthy school environment because of a lack of unity and an apparent unhealthy climate amongst the educators. This seems to have been accompanied by a general lack of authoritative leadership and management, which led to misconduct amongst the educators thus impacting the quality of life and the development of the schools negatively. However, the aim of this point is not to advocate authoritarian leadership and management in the schools but rather to suggest management and leadership of the schools that need to recognise flexibility.

5.6 POLICY IMPLICATIONS

- i. The capacity of leadership and management at the school level needs to be improved;
- ii. Legitimate discipline and authority needs to be established at the school level;
- iii. The forms of support from the Department of Education at the school level need to be identified;
- iv. Parents needs to be educated so that they know the importance of education and being involved in the development of schools and their children in general;
- v. Teacher professionalism needs to be improved through in-service teacher training;
- vi. The role of school bodies and their limit in school governance need to be stated clearly.

University of Cape Town

CHAPTER SIX: RECOMMENDATIONS AND CONCLUSIONS

6.1 RECOMMENDATIONS

The findings of this study confirmed that there is a problem of teacher misconduct in the three poorly performing Cape Town high schools. It has been argued here that the problem of teacher misconduct in the African Township schools can be associated with the effects of apartheid education (Bantu Education) and the traditional African way of life. Therefore in the light of the findings of this research, the following recommendations are offered:

- i. The three schools studied need leadership and management styles that are flexible and democratic. They need to adopt leadership and management that recognise the importance of being flexible and democratic. Therefore, the principals in the schools studied they need to know at what time they have to co-operate with others, at what time to take instructions, at what time they need to take decisions and act autonomously, at what time to behave authoritatively and at what time to behave democratically. It follows that an effective leadership and management of schools requires experience of all these approaches and an awareness of when each one in turn is appropriate (Meighan and Toogood, 1992).
- ii. Based on the findings of this study, teachers lack professionalism, thus they need training. However, this requires leadership and management that recognise the importance of in-service training of other teachers. Therefore the principals in the schools studied need to be flexible to recognise the need for staff development.
- iii. Educators in the schools studied needs to be empowered so that they too can regard themselves as leaders and part and parcel of the management of the schools. The schools need to decentralise authority so that all the teachers can share decision-making.
- iv. The chain of information flow needs to be opened and accessible to every educator in the schools. This can be done through regular staff meetings, and all the staff

should discuss issues pertaining to school development. Transparency, openness, responsibility, and criticisms should be discussed to reduce staff misbehaviour.

- v. The parents and the entire community need to be politicised so that they become aware that the schools are theirs and therefore they need to participate in the development of their children and the schools. Here unity needs to be strengthened between the staff and the management of the schools.
- vi. Decision-making needs to be improved so that all the teachers participates in the decision-making process, this will reduce the problem of teacher misconduct as teachers participates in the making of schools' rules and regulations.
- vii. The staff and the management of the schools so as to reduce the problem of child molestation must discuss traditional practices that undermine women. Female students should be empowered so that they can break the silence.

6.2 CONCLUSION

This research confirmed to a great deal that there is a problem of teacher misconduct which lead to the schools' ineffectiveness in the three poorly performing Cape Town high schools, located in the township of Khayelitsha sub-town of Phillip, a distance of thirty kilometres from Cape Town. Although the researcher in this study interviewed only three Principals and can not claim generalisation, nevertheless the researcher feels that the material yielded valid and important insights. First, it confirmed the presence of teacher misconduct, categories and the causes. Secondly, it gave more detail about other problems and issues that affect schools in black South African communities.

The study analysed Principals' perception on the main categories of teacher misconduct, the causes and their perception on the remedial solutions to the problem. Therefore, the study confirmed to a large extent that the problem of teacher misconduct in the three black South African schools, is a big factor for the schools' ineffectiveness.

The findings of this study confirmed that, the main categories and causes of teacher misconduct identified in the literature from other developing countries are similar to those found in this study with exception of violence and resistance, ethnicity, race and gender which are peculiar to South African context because of contextual realities. One possible explanation for this is that South Africa has a unique history, which is different from other developing countries.

In order to understand the problem of teacher misconduct, in a wider perspective, I consulted the international literature on school effectiveness from both developed and developing countries. I consulted literature particularly textbooks of educational administration in developing countries. Such literature review enabled the researcher to understand a host of factors associated with school ineffectiveness in developing countries, particularly the book by Harber and Davies (1997) 'School Management and Effectiveness in Developing Countries: The Post-Bureaucratic School.' This literature revealed the need for more studies based in developing countries that would take account of the educational realities in developing countries.

Regarding the question of Principals' perception on teacher misconduct for school ineffectiveness, it has become clear that even though some of the research findings on teacher misconduct based on participant observation (Harber, 1989), but we need to understand the problem in a broader context. In a way this seem to suggest that there is a need to interact with the people who are directly affected by such behaviour, in this regard it was important to interact with the Principals, gaining their experiences and how they view the problem in their schools. Elliot (1996) for example, accuses the school effectiveness research of being a 'top-down' model. He says that, this is problematic because it results in findings that ignore the perspective of the people who are involved in any educational innovation and the complexities of teaching in them.

It is clear from this that schools are whole organisations whose components should function interactively for the sake of effectiveness. This is clearly stated by De Jong (1996:114) who argued that schools should be considered as:

Living organic and open system and potentially a powerful force for education Change. In South Africa, conceptualising schools as organisations and associating education change with organisation development is new and undeveloped. In order for change to be successful, people within the system must see the need to change. They need to show evidence of motivation and commitment.

This quotation seems to view school as whole organisation and powerful force for education change. Davidoff and Lazarus (1997) have elaborated this perception further on their view on whole school development. The authors elaborated on how schools should be considered as a whole organisation that need to be understood as a powerful force for educational change and development. Educational improvement should be viewed by an understanding of educational change that includes enabling the schools to play a big role as centres and agents of the change process (Fullan, 1992).

When schools are centres of the change process, we would be able to take advantage of their capacities to change as learning organisations (Per Dalin, 1994). This is contrary to top-down change process. For school improvement to be achieved, stakeholders in schools need to be active in the change process. Such a change for improvement should be understood as a process and not an event and there is a need to consolidate and maintain it to avoid reversion to old ways of doing things (Fullan, 1993).

While this research study focused on Principals' perception on the main categories of teacher misconduct, their perception on the causes and remedial solutions that might be taken to solve the problem, many of the findings are similar to the literature reviewed here. These findings may find echoes in other South African townships schools. Some of the categories of teacher misconduct that have been found in this study which are also mentioned in the literature reviewed are: teachers have sex relations with their female students, drunkenness, absenteeism and late coming, fund mismanagement and corporal punishment. The causes of teacher misconduct as mentioned by the Principals are: Teachers have more than one job, lack of professional ethics, issues of power and gender, lack of commitment and a general lack of professionalism. These are issues that have also been raised in the literature reviewed in this study.

There were local context emphases from the interview responses as well. These related to: effect of apartheid, particularly, apartheid education and policies, such issues include: the culture of violence and resistance, threat of violence to principals, ethnicity, race and gender. The existence of these local problems leads one to conclude that, while in many ways the literature has confirmed the existence of teacher misconduct in many developing countries, there are local realities that lead to such a problem in South Africa, different from other countries, particularly developing countries. The implication is that, while a lot of effort is needed to reduce teacher misconduct in developing countries, many of these problems are associated with economic realities of these nations, we need to take into consideration the local contexts of the schools in South Africa. This is because in many cases the educational reality in this country has different background from other developing countries. It is these local realities that need to be considered when implementing educational change.

I raise the issue because in the course of this study, I discovered a lot of complexities that are involved in the existence of teacher misconduct in black South African schools. Such complexities include: issues pertaining to ethnicity, threat of violence, race, gender, the community, the boards of the schools, the parents, and the lack of support from the Department of Education.

It is within these complexities that authors such as Davidoff and Lazarus (1997) are important. The authors talk of the need to understand schools as learning organisations made up of multiple elements all of which should be functioning optimally for the school to effectively function (Davidoff and Lazarus, 1997). In this regard the authors identified elements of the school as an organisation as: leadership and management, human resources, technical support, identity, strategy, structures, procedures and school culture all of these are influenced by the society and community in which the school is found. It is within this perceptions that it is suffice to say that change at the school level for improvement should take into consideration all these complexities.

This study revealed similar perceptions as well as different factors for school improvement in African townships schools. Among the similar factors are: leadership and management of the school based on participatory approach, that is to say establishment of the democratic governance at the school level, governance and

community relationships, parental involvement and establishment of legitimate discipline and authority at the school level, and management support. Among other factors cited in this study for school improvement in the township schools that need further research for improvement are: issues pertaining to ethnicity, race, gender, and threats of violence.

The review of the literature on the issue of teacher misconduct in developing countries, which provided framework for this research, emphasised the need for understanding educational realities in developing countries and its implication for improvement. I was heavily influenced by studies by Harber and Davies (1997) who emphasised the need to understand management realities in developing countries and how school effectiveness and improvement should be viewed in developing countries. The authors tried to show why schools in developing countries appear to be ineffective. They argue that schools in developing countries are ineffective for different reasons, reasons, which concerns with history and the features of Prismatic Society. This is where the importance of reviewing the book by Riggs (1964) 'Administration in Developing Countries: The Theory of Prismatic Society', came. And that is why for this research, Principals' perceptions seemed to be important. We need a complete description from the key participants who are involved in the process of change, before we can make a useful judgements about what we ought to do, about what changes should be made (Riggs, 1964).

Without broad understanding of the complexities that are involved in the change process the implementations of educational policies are bound to fail (Per Dalin,1994) This view is also shared by Bollen (1996) who seems to perceive school effectiveness as an outcome of interactions of external and internal factors, which are dominant in the new educational quality movement that seeks to improve education by focusing on schools and classrooms. This conceptual framework tends to view school effectiveness and the resultant policy as involving factors for school effectiveness research and educational process and practices advocated in school improvement and educational change research. This means that both school effectiveness and school improvement should be systematic rather than implementing educational change without understanding its complexities.

In the course of this research, I found that the three schools included in this study have so many unresolved conflicts that there is poor relationship between the management of the schools and the staff, poor relationships between management of the schools and the boards of the schools, and poor relationships among the staff themselves. The overall parental involvement in the schools was completely poor though the principals acknowledged the role of parental involvement in the development of the schools and their children in general. All these factors contribute to the schools' poor performance.

Therefore, it is evident from the above problems that there is need to understand the complexities that are involved in the process of change in the African township schools, without understanding these complexities, school improvement will not be effective.

This research used students' poor performance as identified by the Western Cape Education Department Senior Certificate Examinations to study the issue of teacher misconduct in the three poorly performing Cape Town high schools, it is the view of this study that school effectiveness should not be viewed in terms of academic performance, because school effectiveness goes beyond improving examinations results though improved examination results will be a result of the effective school change.

It has been argued here that poor conditions of work, low pay or lack of facilities are not the direct consequences of the schools ineffectiveness and therefore removal of some of the factors associated with ineffectiveness such as textbooks, desks, chairs and other school facilities will not make these schools more effective. They are ineffective because of teacher misconduct, which is a big factor for the schools' ineffectiveness. Given this condition, one can argue that for an effective change to take place in the schools studied and schools in the African townships in general, there is need to involve all the stakeholders in the change process, without involvement of all the stakeholders, educational policies are bound to fail (Fullan, 1992). Though schools can not of course transform society on their own but they and the individuals within them can help and they can make a start (Harber and Davies, 1997).

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APPENDICES

APPENDIX 1: INTERVIEW QUESTIONS

Questions asked to the principals.

Personal Background Information.

1. What is your present position at this school?
2. For how long have you been in a position of Principal of the school?
3. Have you held any other position before this one? (if yes) what was it? For how long? And how long have you been teaching?
4. What is your level of education / training?

Research Related Information.

1. Do you experience any misconduct?
2. What are the main categories of teacher misconduct do you experience?
3. What do you think to be the causes of teacher misconduct?
4. What should be done to solve the problem?

Other questions asked, which are closely related to the research questions are:

What can you tell me about:

- (a) Relations in the school
- (b) Leadership and Management style
- (c) Discipline (students only)
- (d) Community support (In what ways do you involve it)
- (e) Relations between the board of the school and the school.
- (f) Size of the school (number of pupils and educators)
- (g) Responsibilities (Principals only).
- (h) Staff development

5. Is there anything else you would like me to know?

Appendix 2: interview with principals [Full conversations (fieldwork notes)].

School A.

Date: 22 February 2001.

Time: 9.00 am- 11.00 am

Venue: Principal's office

Respondent: Principal.

Q. What is your present position at this school?

A. Principal

Q. For how long have you been in a position of Principal of the school?

A. I have been in a position of Principal of this school for two years now.

Q. Have you held any other position before this one (if yes) what was it?

For how long? And how long have you been teaching?

A. I have been teaching for nineteen years now. I was just a senior teacher in another school before I was appointed to be Principal of this school.

Q. What is your level of education / training?

A. I have a BA in Humanities and a High Diploma in Education (BA.& HDE).

Q. Tell me do you experience any misconduct?

A. Yes I experience a lot of staff misconduct here. Teachers are not active in their classroom teaching. Even if they have classes to teach, you find them either in the staff room talking or they stand outside talking. When you ask them, they will tell you we have finished the syllabus. I have several times given them warnings but they seem not to care and continue to behave the same way.

Q. Tell me, what are the main types or main categories of teacher misconduct do you experience?

A. Well you know what, these people they don't want to obey order from the management of the school. This gives us problems as management of the school and it places greater onus on the senior teachers including management of the school.

Sometimes you find them drunk while they have classes to teach. It seems they don't value their profession. Even if you arrive here in the morning you find that very few teachers have arrived here and others completely don't turn up. Most of them come very late and they don't want to stay for extra-curricular activities. They pretend that they want to catch a train. This is not true because not all teachers use train, in fact majority have cars. There is also a problem of teachers having love affairs with their female students. I know they do that and I have warned them but they continue to behave the same way. I do know what to do. You know in South Africa corporal punishment is illegal but many teachers still beat students and they know that this is illegal but they continue to do so. All these problems are here because the Department of Education does not want to take action. Even the staff is also divided and each teacher has his or her view. There is no common agreement.

Q. Ok. Tell me what do you think to be the causes of all these problems?

A. Well I think this has something to do with our history. You know these are people who have been subjected to violence and resistance during apartheid when they were students in schools and colleges so they continue to behave the same way. That is why they don't want to obey order from the management of the school. The other problem with these people I think they lack professionalism because sometimes you find them coming to school while they are drunk. I think this is the effect of Bantu Education. Some times you find these people don't turn up to the school because they have some other things to do. They are busier with their business than teaching at the school. There is also the issue of traditional here because even in the staff meeting what a male teacher is saying can not be challenged by a female teacher. I think that is why teachers have love affairs with their female students because what a male teacher says to his female student, the female student can not refuse. But I think they also lack professional ethics due to poor training. They are also not committed in their jobs because they always beat students thinking that students are lazy that is why they perform poorly in the examinations. Even the relation among the staff is not good because every teacher is busy with his or her own business. I think they lack commitment.

Q. What do you think should be done to solve this problem? (Teacher misconduct)

A. You know what! All these problems are caused by the Department of Education because if the Department of Education is active in terms of disciplinary action all these problems would have not been here. So I think there is need to strengthen the co-operation or relation between the Department of Education and the schools. This will help to reduce some of the problems such as insubordination, absenteeism, teachers having love affairs with their female students.

There is also a need for teachers to have training because the impacts of Bantu Education have an impact on educator's methods of teaching. They continue to teach the same way they were taught during apartheid. Therefore, in-service teacher training will help to reduce the problem of lack of professionalism among the teachers, which account for many problems of teacher misconduct such as drunkenness, late coming, corporal punishment as well as teachers to have love affairs with their female students.

Q. Tell me, what do you think? Do you think this problem (teacher misconduct) contributes to the school's poor performance?

A. I perceive this problem as a major obstacle to school development and I think this places cumulative impact on learners' performance and places greater onus on the senior teachers including the management of the school. The problem becomes more serious because of the lack of support from the Department of Education in terms of disciplinary action. And with the coming of democracy in the country this has allowed too many voices to be heard, this causes inefficiency. There is no common agreement each teacher has or her own view.

Q. Ok. It seems that the problem is serious, now tell me about the relations in the school.

A. Generally, the relationship among the school community is not good. There is poor relationship between the management of the school and the staff, among the staff themselves and poor relationship between the staff and the learners.

Q. So under such circumstances it seems that it is very difficult to lead a school in such situation, so what leadership and management style do you use?

A. I know that there is a need to lead the school in a democratic way, but if teachers don't want to obey order from the management of the school, what should I do?

Either you have to dictate or you leave the situation like that.

Q. Now I know that there is a discipline problem on the part of the staff, what about the students?

A. Students also use this as a loophole to do whatever they want to do.

Q. What about the parents and the community in general?

A. Parents in this area are illiterate, so they do not know what is going on in a school and even if you call them very few will turn up.

Q. What about the relations between the board of the school and the school?

A. Relations between the board of the school and the school is not good, because even the board of the school is made up of illiterate people, so they think that the school belongs to them. There is always interference from the board of the school to the management of the school.

Q. What about staff development?

A. Whenever there is a workshop I always let them go to attend, but this does not make them to be teachers professionally, maybe they need more training.

Q. Tell me about the total number of students and educators.

A. The school has a total of 966 learners and 27 educators.

Q. Ok. Tell me about your responsibilities.

A. Hmmm! I have a lot of responsibilities and if I start to list all the responsibilities we can not finish this conversation but in short I can tell you that I have the following responsibilities. Have a look at this list.

Monitoring.

Class register/class lists, school fees, inspection of rooms, classroom cleaning/fittings, stock in classrooms, classroom movement monitoring, educator punctuality, absenteeism, late-coming, monitoring syllabus coverage, monitoring testing programme, subject advisory workshop, Department workshop, analysis of department/subject performance, fostering co-curricular activity, performance team teaching, classroom visitations, CBE special focus, communicate/ consult/ subject advisors, Development appraisal, Roster marking/ moderation for exams, tentative allocation with educators and Department budgets.

Technology.

Block stationery, sport, duty roster, emergence drill, and first aid kit.

Others: Annual stocktaking, inventory equipment, salary query, and future planning, monitoring spending and budget preparation.

Q. Tell me about school rules? How are they decided upon?

A. Rules are there from the Department of Education, what teachers are supposed to do is to follow the rules.

The South African schools Act, 1996 (Act no. 84 of 1996) lays the foundation for this (making schools work).

- i. Educators complete a daily attendance register.
- ii. Late coming by educators is monitored and accounted for, and appropriate disciplinary measures applied (warnings, culminating in misconduct charges).
- iii. Classes of absent educators are supervised, and appropriate work allocated to learners. Etc.

Q. Do teachers and students participate in setting rules?

A. Rules are there, what teachers and students are supposed to do is to follow the rules.

Q. What happens when they are broken?

A. Disciplinary action is supposed to be taken, my responsibility as head of the school is to give them warning but further disciplinary action, for example, dismissal or suspension must come from the Department of Education.

Q. Is there anything else you would like me to know?

A. At the beginning we used to take over age students, they gave us a lot of problems, especially in terms of discipline, it is very difficult to control them, but now we have stopped taking over age students.

Thank you very much for co-operation.

School B.

Date: 22 February 2001.

Time: 11:30 – 1:30

Venue: Principal's office

Respondent: Deputy Principal. (Why interview deputy Principal? The Principal of this school was dismissed on allegation of fund mismanagement).

Q. What is your present position at this school?

A. Deputy Principal.

Q. For how long have you been in a position of deputy Principal?

A. I have been in a position of deputy Principal of this school for one and a half a year now.

Q. Have you held any other position before this one (if yes) what was it? For how long? And how long have you been teaching?

A. I have been teaching for twelve years now. I was just a senior teacher in another school before I came here.

Q. What is your level of education / training?

A. I have a Bachelor of Science Degree in Science general and a High Diploma in Education (BSc & HDE).

Q. Tell me do you experience staff misconduct?

A. Yes I experience staff misconduct and there is a lot of staff misconduct here. Many teachers don't want to be involved in the administration of the school and if you try to make a follow up they want to threaten your life. And the major problem is the

Department of Education, because even if you send information concerning staff misbehaviour but no action is taken against that particular individual. So teachers use this as an opportunity to do whatever they want to do because they know that no action will be taken.

Q. Well if that is the case, then tell me the main types or categories of teacher misconduct do you experiences?

A. Here there is serious problem of teachers not going to class to teach, even if they have classes to teach you find them sitting in the staff room talking and sometimes they go out of the school, while they have classes to teach. And even if you try to make a follow up, most teachers don't want to obey order from the management of the school and because the management is also divided then teachers take this as an advantage to resist whatever they are being asked to do. Sometimes these people they don't turn up to the school, though this is not very often here. The other problem is this behaviour of teachers coming to the school while they are drunk. This makes them not to prepare any materials or notes when they go to teach. They continue to teach the way they were taught during apartheid. This is a very big problem. The other problem here is the issue of teachers having love affairs with their female students. Many male teachers have intimacy affairs with their female students and they don't think that this is contrary to their professional code of conduct. There is also a problem of teachers continue to beat students even though they know that, this is illegal but they continue to beat students. Sometimes they come late and they don't want to stay for extra-curricular activities. The staff itself is also divided and each group seems to pull the school in different direction.

Q. Tell me what do you think to be the causes of these problems?

A. I think teachers lack commitment and that is why they are not going to class on time. Sometimes they come late even if they have classes to teach either they stay in the staff room or outside talking without attending to their classes. When you ask them they will tell you we have covered the syllabus. But I think the major cause of this is the culture of violence and resistance that teachers have been subjected to during apartheid, so they continue to behave the same way. The other cause is the tendency of teachers having more than one job. They run their business during the school hours. Others do baby sitting etc. The effect of Bantu Education also contributes to teacher

misconduct, because these people either they were poorly trained or they were under trained during apartheid, so I think they lack professionalism and that is why they come at the school while they are drunk. They don't prepare any teaching materials or notes when they go to teach they continue to teach the way they were taught during apartheid. The school is also located in a community where the majority still practices their tradition where women are regarded as inferior to men and therefore, they have to obey whatever is being said by a man. You find that this cultural practice is reflected even in the school. And that is why teachers have love affairs with their female students. But I think these people they lack professional ethics due to poor training. Sometimes these people they beat students thinking that students are lazy, that is why they perform poorly in the examinations, but they forget that, they also lack commitment. Many teachers here have more than one job, that is why they come late, they don't want to be involved in the administrative activities, they don't want to be given any responsibility. I think they lack commitment. The relationship among the staff themselves is also not good because every teacher is busy with his or her own business. I think they lack professionalism.

Q. Ok. Tell me what do you think should be done to solve this problem? (Teacher misconduct).

A. I think there is a need to have conflict resolution workshops, this will help to reduce interpersonal staff differences. There is also a need to have additional workshops where mediators or arbitrators will be used in an effort to resolve many outstanding issues such as the problem of teachers to have love affairs with their female students, insubordination, late coming, absenteeism, drunkenness and corporal punishments. Also people need to be held accountable for their actions. If possible they need more training.

Q. As you are saying now it seems that the problem is serious, tell me about the relations in the school.

A. The relations in the school is completely bad, there is a very serious problem here especially the administration of the school, because the school administration is also divided, the worst thing is that the division based on ethnic origin. I do know may be this has something to do with race or what? All this has something to do with our history. Even the relation among the staff is also poor. The staff is divided and each

group seems to pull the school in a different direction. Students also use this weakness to do whatever they want to do. Generally I can say that the relations here among the school community is completely poor.

Q. It seems that under such circumstances, it is very difficult to lead the school in such a situation, so what leadership and management style do you use?

A. The only leadership style in such a situation is authoritarian, but here even the authoritative style of leadership is difficult to practice because you may end up killed so you leave the situation like that.

Q. What about discipline problem on the part of the students?

A. As I told you before, students use this weakness to do whatever they want to do, because they know that no action will be taken.

Q. What about the parents and the community in general?

A. Majority of the parents and the community in this area are illiterate, therefore they do not know what is going on in a school, even if try to call them to discuss the development of the school and their children in general, very few will turn up.

Q. What about the relations between the board of the school and the school?

A. There is too much interference from the board of the school. They threaten the management of the school. So generally here there is a lot of problems. I regret why I have decided to come. Teachers are not committed, the parents are illiterate, the board of the school is full of illiterate people, they think that the school belongs to them. Hmmm! I do know.

Q. What about staff development?

A. I always let them go to attend workshops if there is any workshop that they are supposed to attend. May be they need more training to make them teachers professionally.

Q. Tell me about the total number of learners and educators in the school.

A. The school has a total of 1367 learners and 31 educators.

Q. Ok. Tell me about your responsibilities.

A. I have a lot of responsibilities, you may have a look of this list. But generally I have the following responsibilities. I will put it in short. Overall school administration, including personnel and resource management. Here there are a lot of things to do, including the following: Provide syllabus to educators, monitoring department workshops, subject advisor workshops, monitoring syllabus coverage, monitoring testing programme, analysis of department/subject performance, fostering curricular activity, classroom visitations, roster marking/ moderation for exams, monitoring exams both internal and external, outline what is required of educators and heads of departments, monitoring day to day issues affecting learners, motivating/guiding sub-committee heads etc.

Resources.

Finance, Block stationery, sports equipment, emergence drill, first aid kit, annual stock taking, inventory equipment, duty roster, salary query, monitoring spending and future planning.

Q. Tell me about school rules? How are they decided upon?

A. Rules are here, only that, teachers don't want to follow the rules.

Here is the South African schools act, which lays the foundation for the schools to work (making schools work).

- Educators completes a daily attendance register.
- Late coming by educators is monitored and accounted for, and appropriate disciplinary measures applied (warnings, culminating in misconduct charges)
- Classes of absent educators are supervised, and appropriate work allocated to learners. Sometimes it is difficult to supervise all the classes of absentee educators because if half of the staff didn't turn up who will supervise all these classes?

Q. Do teachers and students participate in setting rules?

A. Rules from the authority must be accepted, teachers and students are supposed to follow them.

Q. *What happens when they are broken?*

A. Disciplinary action is taken, as head of the school, my responsibility is to give them warning further disciplinary action, must come from the Department of Education.

Q. *Is there anything else you would like me to know?*

A. As we are talking here and the staff see me talking to you, thereafter they will call me in the staff room. Meaning they will want to know if I was talking to you about staff disunity and misbehaviour.

Thank you very much for your kindness.

School C.

Date: 22 February 2001.

Time: 2:00 – 4:00 PM.

Venue: Principal's office

Respondent: Principal.

Q. *What is your present position at this school?*

A. Principal

Q. *For how long have you been in a position of Principal of the school?*

A. I have been in a position of Principal of this school for two years now.

Q. *Have you held any other position before this one (if yes) what was it? For how long? And how long have you been teaching?*

A. I have been teaching for ten years now. I was a Head of Department in another school before I was appointed to be Principal of this school. And I have been in this position (Head of Department) for three years before I came here

Q. *What is your level of education / training?*

A. I have a BA in Humanities and a High Diploma in Education.

Q. *Tell me do you experience any misconduct?*

A. Yes, I experience staff misconduct though not the whole staff it is only few individuals who misbehave. I have tried to call them in my office to discuss the problem but they always point finger to each other.

Q. Tell me what are the main types or categories of teacher misconduct do you experiences?

A. The problem with teachers they don't want to obey order from the management of the school. Even if you call them, they seem not to care. And it is these few individuals who have love affairs with their female students. I have tried to remind them several times about their professional ethics, but they don't care. You find that the same people who come to the school while they are drunk. This makes them not to have enough preparation for their teaching materials or notes. They always go to the class to teach without enough preparation. They continue to teach the way they were taught during apartheid. Sometimes teachers don't turn up though this is not a big problem here. There is also a problem of teachers beating students though they know that this is illegal but they seem not to care. I have several times tried to remind them but they seem not to care. Some of the teachers come late and don't want to stay for extra – curricular activities. Even the relation among the staff is not good. The staff is divided and each teacher is busy with his or her own business, they don't have time to discuss matters pertaining to their classroom teaching.

Q. Ok. Now, tell me what do you think to be the causes of all these problems?

A. I think the culture of resistance is still in the minds of the teachers. Because these are people have been subjected to violence and resistance during apartheid, therefore, they continue to behave the same way. They resist whatever they are being asked to do even if for their benefit. I think they didn't have enough training to make them teachers professionally. I think they need more training to improve their profession. The lack of professional ethics made them to have love affairs with their female students. This is the effect of Bantu Education. The lack of professionalism made some of the teachers to come at the school while they are drunk. I think this is the effect of Bantu Education. May be they need more training to improve their profession. Many teachers have more then one job and that is why they come late or they absent themselves from school. All these problems are historical, they don't have commitment to their classroom. I think they lack professionalism. The problem of

corporal punishment I think is caused by the lack of commitment to their classroom teaching. They think that students fail because they don't want to study hard. They forget that they also lack commitment in their classroom teaching. Even the staff is also divided every teacher is busy with his or her own business, they don't have commitment to their classroom teaching.

Q. With these problems, what do you think should be done to minimise this problem (teacher misconduct)

A. I think there is a need to have motivational workshops so as to reduce the problem of staff absenteeism, late coming and corporal punishments. There is also a need for the Department of Education to strengthen the relationship with the schools especially in terms of disciplinary action so as to reduce the problem of teacher misconduct such as teachers to have love affairs with their female students, insubordination and drunkenness, because if the Department of Education is active in terms of disciplinary action then this will help to reduce so many problems. I think government should also increase salary to make teachers stay in the schools, because most teachers absent themselves from school or they come late because they have second occupation. They are busier with their business than teaching in the school. This is the effect of Bantu Education.

Q. What do you think? Do you think this problem (teacher misconduct) contributes to the school's poor performance?

A. I think the problem of teacher misconduct is a serious problem in school effectiveness, because the lack of commitment to the teaching / learning process affects students' performance as well as school development. Though this is not the only problem that affects this school. There are others such as lack of facilities and resources which in one way or another affect students' performance.

Q. Tell me about the relations in the school.

A. I told you that teachers don't want to obey order from the management of the school, therefore, the relation between the staff and the management of the school is not good. Even among the teachers themselves, the relations is not good, and each teacher is busy with his or her business, they don't have time to discuss matters

pertaining to their classroom teaching. There is also poor relationship between the teachers and the learners. There is no co-operation at all.

Q. Tell me in such a situation what leadership and management style do you use?

A. In a situation like this, either you have to be authoritative or you leave the situation the way it is.

Q. Tell me about discipline on the part of the students.

A. In a situation where there is no unity, even the learners use this weakness to do whatever they want to do. So there is also discipline problem on the part of the learners.

Q. What about the parents and the community in general?

A. Parents in this area are illiterate, therefore, they do not know what is going on in the school, and even if you call them very few will turn up. The whole community here is made up of illiterate people, so they don't see their importance to the school and their importance in the development of their children. They have just sent children to the school and leave them just like that.

Q. What about the relations between the board of the school and the school?

A. Hmmm! Even the board of the school is made up of illiterate people. They interfere the management of the school. They think that the school belongs to them. Generally I can say that the relations between the body of the school and the school are bad.

Q. What about staff development?

Yes they have attended some workshops but this I think is not enough to make teachers to have a real sense of professional ethics. They need more training.

Q. What is the total number of learners and teachers in this school?

A. The school has a total of 1241 learners and 29 educators.

Q. Tell me about your responsibility?

A. Yes, I have a lot of responsibilities, but I can only tell you in short what I'm supposed to do. Here is the list you may have a look at it.

Monitoring functions

Monitoring syllabus coverage, monitoring testing programme, formulation/implementation/ Assessment, analysis of Department/subject performance, communicate/consult subject advisor, development appraisal, class register/ class lists, leave taking, absenteeism, late coming, uniform, school fees, inspection of rooms, classroom cleaning/fittings, stock in classrooms, classroom movement monitoring, educator punctuality. Others are overall school administration/personnel and resources management.

Such as duty roster, future planning, salary query, budget preparation, spending, inventory equipment, annual stock taking emergence drill, first aid kit, Block stationery and sports, outline what is required of educators and Heads of Departments, and day to day issues affecting learners.

Q. Tell me about school rules? How are they decided upon?

A. Government laws and school rules must be accepted. There is no way we can say that we don't want to follow them. Educators must accept these rules. In fact when I came here I found rules are here only that educators don't want to follow the rules.

Q. How are these rules enforced?

A. Act no. 84 of 1996 of the South African schools act lays the foundation (making schools work).

- i. Educators complete daily attendance register.
- ii. Late coming by educators is monitored and accounted for, and appropriate disciplinary measures applied (warnings, culminating in misconduct charges).
- iii. Classes of absent educators are supervised, and appropriate work allocated to learners.

Q. Do teachers and learners participate in setting rules?

A. No they don't participate, the rules are here we found them already set what is required is for educators to abide to the rules.

Q. What happens when they are broken?

A. My responsibility as a head of the school is to give them warnings but further disciplinary action, must come from the Department of Education.

Q. Is there any thing else you would like me to know?

A. In the beginning we used to take over age students but they gave us a lot of problems especially in terms of discipline, but now we have stopped taking over age students, at least this reduced discipline problem on the part of the learners.

Thank you very much for your co-operation.

University of Cape Town

APPENDIX 3: EMPLOYMENT OF EDUCATORS ACT, 2000 (ACT 53 OF 2000): EDUCATION LAWS AMENDMENT ACT, 2000.

The Employment of Educators Act, 1998, is hereby amended by the substitution for section 17 of the following section.

Serious Misconduct.

17. (1) An educator must be dismissed if he or she is found guilty of –

- (a) theft, bribery, fraud or an act of corruption in regard to examinations or promotional reports.
- (b) Committing an act of sexual assault on a learner, student or other employee.
- (c) Having a sexual relationship with a learner of the school where he or she is employed.
- (d) Seriously assaulting, with the intention to cause grievous bodily harm to a learner, student or other employee.
- (e) Illegal possession of an intoxicating, illegal or stupefying substance.
- (f) Causing a learner or a student to perform any of the acts contemplated in paragraphs (a) to (c)

1. If it is alleged that an educator committed a serious misconduct contemplated in subsection (1), the employer must institute disciplinary proceedings in accordance with the disciplinary code and procedures provided for in schedule 2.

Substitution of sections 18 to 24 of Act 76 of 1998.

11. The Employment of Educators Act, 1998, is hereby amended by substitution for sections 18 to 24 of the following section:

Misconduct.

18. (1) Misconduct refers to a breakdown in the employment relationship and an educator commits misconduct if he or she –

- (a) Fails to comply with or contravenes this Act or any other statute, regulation or legal obligation relating to education and the employment relationship.
- (b) Wilfully or negligently mismanages the finances of the State, a school, a further education and training institution or an adult learning centre.

- (c) Without permission possesses or wrongfully uses the property of the State, a school, a further education and training institution, an adult learning centre, another employee or a visitor.
- (d) Wilfully, intentionally or negligently damages or causes loss to the property of the State, a school, a further education and training institution or an adult learning centre.
- (e) In the course of duty endangers the lives of himself or herself or others by disregarding set safety rules or regulations.
- (f) Unjustifiably prejudices the administration, discipline or efficiency of the Department of Education, an office of the State or a school, further education and training institution or adult learning centre.
- (g) Misuses his or her position in the Department of Education or a school, further education and training institution or adult learning centre to promote or prejudice the interest of any person.
- (h) Accepts any compensation in cash or otherwise from a member of the public or another employee for performing his or her duties without written approval from the employer.
- (i) Fails to carry out a lawful order or routine instruction without just or reasonable cause.
- (j) Absents himself or herself from work without a valid reason or permission.
- (k) Unfairly discriminates against other persons on the basis of race, gender, disability, sex, pregnancy, marital status, ethnic and social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language, birth, family responsibility, HIV status, political opinion or other grounds prohibited by the constitution.
- (l) Performs poorly or inadequately for reasons other than incapacity.
- (m) Without the written approval of the employer, performs work for compensation for another person or organisation either during or outside working hours.
- (n) Without prior permission of the employer accepts or demands in respect of the carrying out of or the failure to carry out the educator's duties, any commission, fee, pecuniary or other reward to which the educator is not entitled by virtue of the educator's office, or fails to report to the employer the offer of any such commission, fee or reward.
- (o) Without authorisation, sleep on duty.

- (p) While on duty, is under the influence of an intoxicating, illegal, unauthorised or stupefying substance, including alcohol.
- (q) While on duty, conducts himself or herself in an improper, disgraceful or unacceptable manner.
- (r) Assaults, or attempts to or threatens to assault, another employee or another person.
- (s) Incites other personnel to unprocedural and unlawful conduct
- (t) Displays disrespect towards others in the workplace or demonstrates abusive or insolent behaviour
- (u) Intimidates or victimises fellow employees, learners or students
- (v) Prevents other employees from exercising their rights to freely associate with trade unions in terms of any labour legislation.
- (w) Operates any money-lending scheme for employees for his or her own benefit during working hours or from the premises of the educational institution or office where he or she is employed.
- (x) Carries or keeps firearms or other dangerous weapons on State premises, without then written authorisation of the employer
- (y) Refuses to obey security regulations
- (z) Gives false statements or evidence in the execution of his or her duties.

APPENDIX 4

**STATISTICS FROM THE DEPARTMENT OF EDUCATION – LABOUR
RELATION OFFICE – OFFICE WHICH DEALS WITH MISCONDUCT
CASES.**

Western Cape Education Department

Tel: (021) 467-2000

Fax: (021) 461-5629

Ref: 7 / 8 / 1

16 February 2001.

**Education Department
University of Cape Town
Private Bag
Rondebosch
7701**

STATISTICS: MR Y.M. WALONGOLE: STUDENT NO. SDXYUS002

Your letter dated 17 January 2001 in the above regard refers

Attached herewith please find statistics for the period 1 January 2000 to 31 December 2000.

It is trusted that the information will be of assistance in Mr Walongole's research.

Yours faithfully

For: Head Education Department

Date: 2001-02-16.

**FACTS AND FIGURES FOR TEACHERS WHO WERE FIRED OR
SUSPENDED AND THE TYPE OF OFFENCES THEY HAVE COMMITTED.**

1 (a) Dismissed: 50

(b) Suspended: With salary 15
Without Salary 12

The type of offences they have committed.

1. Sexual molestation	27
2. Abscondence	22
3. Fraud	3
4. Theft	1
5. Insubordination	8
6. Remunerative work outside the public service	1
7. Unauthorised absence	2
8. Alcohol abuse	2
9. Corporal punishment	1
10. Murder	1
Total	68.

Total number of schools involved 148.

The statistics covers the period from 1 January 2000 to 31 December 2000.