

**DISCIPLINARY MEASURES ADOPTED BY SCHOOL MANAGEMENT TEAMS IN
DEALING WITH TEACHER MISCONDUCT**

By

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CERTIFICATION

This is to certify that this dissertation has been read and approved as having met the requirements of the Faculty of Education, National University of Lesotho for the award of the Degree of Master of Education

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ABBREVIATIONS

| | |
|----------|---|
| ACL. | Anglican Church of Lesotho |
| BA Ed | Bachelor of Arts |
| BSc. Ed. | Bachelor of Science Education |
| Dip. Ed. | Diploma in Education |
| ESRTF | Education Sector Report of the Task Force |
| ESSP | Education Sector Strategic Plan |
| GOL | Government of Lesotho |
| HOD | Head of Department |
| LEC | Lesotho Evangelical Church |
| MA | Master of Arts |
| MA Ed | Master of Education |
| MOE | Ministry of Education |
| MOET | Ministry of Education and Training |
| NUL | National University of Lesotho |
| RCC | Roman Catholic Church |
| Ref | Refer to |
| SMC | School Management Committee |
| SMT | School Management team |
| SGB | School Governing Board |
| TSR | Teaching Service Regulations |
| TSC | Teaching Service Commission |
| UK | United Kingdom |
| USA | United States of America |

Abstract

The study set out to investigate the disciplinary measures adopted by school management teams in dealing with teacher misconduct in Maseru Post Primary Schools.

The specific objectives of this study were to identify school disciplinary measures against teacher misconduct in post primary schools; determine the challenges faced by school authorities in enforcing disciplinary measures in post primary schools; examine the role played by school management teams in addressing the issues of teacher misconduct in post primary schools and finally to suggest strategies that can be adopted by management teams to deal with teacher misconduct in post primary schools.

The study was undertaken within which five schools in the Maseru City which were purposively selected. A qualitative survey was undertaken whereby principals, HOD's and school governing board members were interviewed. There were three participants from each school and this resulted in a total sample of fifteen participants who were chosen purposively for the study.

The study found that on the issue of disciplinary measure against teacher misconduct, the SMT's use both preventive measures (formal and informal) and lawfully permitted measures in their schools against teacher misconduct. Those include sending teachers for rehabilitation, demotion, encouragement to resign and others such as issue of warnings (Verbal and written). With regard to the challenges, it was found that enforcement of discipline of teachers include their educational background, lack of fairness on the part of management, lack of remuneration for SGBs, legal framework and lack of training for both teachers and school authorities on issues related to teacher discipline.

The study also found that the SMT members play varying roles in the discipline of teachers. For HODs, the major role is to link the teachers and the principal; the principal's role is to advise, warn teachers and recommend decisions to the board on matters relating to teacher discipline; while the SGB plays a crucial role of executing the recommendations of the principal pertaining to teacher discipline. Finally, it was found that the strategies that can be used in issues relating to teacher discipline include availability of manuals or teacher disciplinary guidelines, training for both school authorities and teachers on disciplinary matters, harmonious working relationships between staff and management, firm leadership, adherence to statutes and hierarchical awareness in schools.

The study therefore concludes by recommending that schools authorities should consider input from teachers in order to develop effective policies as this will make it easier for them to adhere to the rules and regulations they participated in their development. In addition, school policies and national educational policies regarding teacher discipline should be reviewed every year before the beginning of the school year in order to acclimatize everyone in the school about the rules.

Keywords: Disciplinary measures, School management, Teachers, Maseru

CHAPTER 1

Introduction

1.1 Background to the study

Management in secondary schools globally has gone through several reforms. Khama (2006:151) concurs in stating that partnerships in education have emerged in different forms, at different times in many nation states. According to Watson (1998:20) most British schools owe their origin from the churches. However, the level of church control of the governing body, finance and maintenance was either on a 60%: 40% ratio or vice versa. Similarly in Nigeria, Christian missionaries were the first to establish Western style schools in the 1840's and administer them through their superintendents (Musaazi, 1987:148). It is further noted that the colonial government allocated small grants but there was absolutely no control from the government until 1882 when the first education ordinance was passed and an inspector of schools was appointed. In addition, Musaazi (1987) also indicates that after the first Education Act, many acts were passed in an attempt to control, regulate and partly finance education under the management of churches.

In addition most education systems throughout the world, as observed by Watson (1998:16), had their origins in church provision, such as Netherlands; Spain; Italy; USA and Scotland (Watson, 1998:15), to mention but a few. In most states, government and churches' involvement in the education systems has been an issue for concern for many years and this has resulted in rivalry between the governments and these religious bodies. This issue is addressed comprehensively in Watson (1998:15) where it is indicated that there has been a long history of either conflict or harmony in relations between the state and different religious groups over the running of schools.

In the context of Lesotho, the historical development of education has gone through three major phases (Khama, 2006:152). The first phase began with the arrival of the missionaries in Basutoland between the years 1833 and 1868. During this time management and leadership of schools was entirely in the hands of the missionaries. Khama (2006:156) rightly observed that the period between 1833 and 1868 had no formal government participation in education matters. Immediately after Basutoland was declared a British protectorate in 1870 then the colonial government began to show some interest in mission education. Although the government took

over the overall management of the education system, the administration and management of schools remained the responsibility of the missions (Ashton, 1959:60).

According to Khama (2006: 159), the second phase began in 1902 and was followed the establishment of the Central Board of Education in 1909. Its creation marked the emergence of formal cooperation between the government and missions in developing and controlling education in Lesotho. Following this development was the appointment of education secretaries, through whom all communication with the Education Department could be made (Gill, 1993:138-139). According to the Education Sector Report of the Task Force (ESRTF) the government through these education secretaries supported church schools financially (Ministry of Education (MOE), 1982:3). The Task Force Report further notes that the immediate responsibility for hiring, transferring and disciplining teachers, lied with the school manager who made his decisions known for approval to the Ministry of Education through his education secretary. Several commissions were appointed in the 1920's and among their recommendations were the one which encouraged greater colonial government control of the education system. The 1946 Clarke commission proclaimed the Education Act which defined the roles of the government and the missions in the management of schools (Khama, 2006:160).

In addition to that, Lesotho gained her independence in 1966. This is when the third phase of educational reforms in education began. Since independence, the Lesotho Government has voiced a wish to consolidate and run the education system but has had extremely limited resources to make its wish a reality (MOE, 1976:17). This reinforces why currently schools are run and managed by the three entities being the churches, the government and the community.

The teaching service regulations of 1974 state that the church owned schools were answerable to the manager who reported disciplinary matters or misconduct directly to the educational secretary concerned (MOE, 1974:81). In the case of the controlled schools the head teacher was helped in the management of matters beyond his position by the principal secretary or the departmental officer. The educational secretary was then expected to help the manager or principal on how the matter could be resolved.

Furthermore, the involvement of committees in the management of Lesotho schools started as early as the 1950's and 60's (Sebatane, 1993:28). With the enactment of Education order 1971 and

Education Order Amendment Act of 1983 it became clear to all schools that appointing management committees was a necessary step to take. This was reinforced in the 1980's when it was recommended that the headmasters be given administrative support through development of school boards (MOE, 1981) and standardized staff posts of heads of departments were recommended by the ESRTF (MOE, 1987:128). It was also recommended that all schools should have a school management team (SMT), comprising the principal, deputy principal and the heads of departments, to assist with the day-to-day running of the school (MOE, 1995:6). The management structure in secondary schools became stronger after the idea of letting school boards to operate as they were intended to provide improvement in school management since it shifted from one individual to a group of people from different entities (MOE, Annual Report, 1998:37).

Notwithstanding the management of education in Lesotho resting in the hands of churches, the government and the local community, there is a concern that the partnership has suffered lack of clarification of the respective roles, and ambiguity over areas of responsibility and accountability (MOE, 1992:128). This has been due to the legacy of colonial education – lack of colonial government's commitment to shoulder responsibility of education in Lesotho (Khama, 2008:16). However these roles and responsibilities are clearly stated in the legislative documents like the ESRTF 1982. These roles and responsibilities are summarized hereunder:

The churches have always been responsible for the daily administration of the school; maintenance and improvement of facilities and the supply of instructional materials. On the other hand, the government has progressively been shouldering more of the cost and responsibilities for education (MOE, 1982:18-20).

The churches through the SMT perform the role of administration and management of the school on a daily basis whereas the government comes in with its functional role of financing education whenever need arises. The SMT's role in the school is to ensure that the roles of the principal are adequately performed. Duties of the SMT include provision of advice and support to the principal in making decisions that affect the administrative and academic areas of the school and a means of interpreting ministry policies (MOE, 1995:7). These policies are documented in order to help principals carry out their roles effectively. They include among others the Educational Manifesto, 1982; ECOL Junior Certificate Regulations; Cambridge Overseas Examinations Regulations; Lesotho Government Gazette Extraordinary, Legal Notice No.219, 1988 on Supervision and

Management, The Education Act 1995 which has now been repealed by the Education Act Vol. LV No.20 of 2010 and the Teaching Service Regulations (TSR), 2002.

Among the many roles of the principals as cited in some of the above stated documents, appear the following, which have been selected because of their significance to the study:

The Principal shall be responsible for the day to day management of the school on behalf of the School Board or Management Committee (MOET, 2002:25).

The principal must be an organizer, a coordinator, a decision maker, a supervisor, a delegator, a listener and overall a leader (MOET, 2006:7).

A principal is responsible for the organization, management and day-to-day running and leadership of a school (MOET, 2010:20).

In all these roles of the principal the issue of discipline is inferred because discipline is an inevitable part of a manager's responsibilities.

1.2 Statement of the problem

Despite the reforms of post primary schools management in Lesotho and MOET developing Acts, statutes, rules and regulations for school authorities to utilize in cases of misconduct as discussed above, teacher discipline remains a challenge in the education sector and it hinders the achievement of the outlined objectives of the Ministry of Education as stated in the ESSP. One of the objectives of the ESSP 2005-2015 is to ensure that the quality of post primary education is at acceptable levels to meet local and international experiences (Ministry of Education, 2005:60). However, with the prevailing disciplinary issues in secondary schools, the preempted quality will not be achieved. It is worth noting that discipline is an issue in schools because breach of discipline by teachers impacts on the performance of both the students and the employees and also the reputation of the teaching profession in general. On the contrary a school which is renowned for its disciplined teachers normally reflects effective management, produces good results and the relations of its employees are good too.

However, there is a general public dissatisfaction in Lesotho that teachers are not doing their work as expected and they also conduct themselves unsatisfactorily. In her official speech during teachers' day celebration in 2007 the Minister of Education and Training indicated that it is very disturbing to learn of the neglect of duty, tardiness and abusive behavior of some teachers

including those in the leadership position (MOET, 2007). According to the TSR (MOET, 2002:26) a teacher is expected to be ethical in whatever activity undertaken. Failure on the part of teachers to follow any provision contained in the code of conduct constitutes misconduct rendering the teacher liable to proceedings and sanctions as set out in the code of conduct (GOL, 2010:35). According to Mulkeen (2008:136), in 2004 Lesotho had 33 teachers whose cases went for adjudication yet only 18% of the cases resulted in dismissal, whereas, in the remaining cases teachers had to return to the school.

Issues of discipline are very crucial incidences in the school because they call for other matters which need the attention of the management teams. To mention but a few, the other management tasks are affected in that a substantial amount of time is spent dealing with teacher discipline. Teleki (2002:295) supports this by indicating that teacher misconduct as it occurs in schools negatively influences the management and leadership performance of principals. Hackman (1983:510) asserts that an inordinate amount of any manager's time is spent thinking about and dealing with the poor performer. Lawrence and Vachon (1995: xvii) contend that the misconduct process may be very time consuming, emotionally draining, challenging and frustrating. Disciplining teachers also impinges on the performance of students in that sometimes the misconduct relates to absenteeism or tardiness and this has an effect on the time the teacher had to spend with the pupils in class.

As McMillan and Schumacher (1993:75) aver that personal experience and insights may suggest research problems that should be examined more in depth. The researcher has had experiences as a teacher and a head of department in a secondary school. The encounters with colleagues who were repeatedly absent from school, went late for lessons or sometimes dodged them while they were sitting with colleagues in the staffroom, have motivated the researcher to initiate a response that defines the research problem. This response will hopefully support and strengthen teaching and learning.

Schools are in dilemmas of teachers who do as they please with the notion that the principal is generally an employee who cannot do anything to discipline or dismiss a teacher with problems of misconduct. Nevertheless, some schools also have teachers who fully abide by the rules and regulations of the teaching service, that is, self disciplined staff members. However, there are some

also, who lack the responsibility of ensuring that they perform their duties effectively and efficiently, and these ones need to be disciplined by the managers. Musaaazi (1987:203) observes that there are likely to be cases of teachers who for various reasons fail to observe, even after warning, the established rules and regulations that govern their work. He further notes that it is the duty of the principal and other educational authorities to remind teachers from time to time of the accepted standards of work and conduct so as to prevent undisciplined behaviour in the school community. It is expected that school management teams are responsible for dealing with disciplinary issues in their schools.

Finally, and most imperatively other teachers will end up adopting the improper behaviors of such teachers. This ultimately affects the whole school and the climate of the school begins to change, hence teaching and learning are affected. If in the long run the issue of teacher misconduct is not critically addressed, then the quality of education in Lesotho will decline and the profession will end up with a few people willing to join it. This study is of relevance in the Lesotho context because it deepens out the understanding of the potential role of the school management teams in disciplining teachers. Currently there is insufficient insight for teacher discipline and this could affect the quality of education received by students and ultimately have an impact on their likelihood to pass their final post primary school external examinations and transition into higher learning institutions. Hence, the researcher would like to find out the disciplinary measures adopted by school management teams in dealing with teacher misconduct in post primary schools.

1.3 Research Questions

General research Question

The main or general question of the study is, how school management teams deal with teacher misconduct in post primary schools,

Specific Research Questions

The specific research questions the study hopes to answer are the following;

First, which disciplinary measures do the school authorities use against teacher misconduct in post primary schools? **Second**, what challenges do the school authorities face in enforcing disciplinary measures in post primary schools? **Third**, which strategies could be taken to address teacher disciplinary issues? **Fourth and lastly**, what is the role of school management teams in dealing with the issues of misconduct in post primary schools?

1.4 Specific Objectives

The specific objectives of this study are to:

Identify school disciplinary measures against teacher misconduct in post primary schools, determine the challenges faced by school authorities in enforcing disciplinary measures in post primary schools, examine the role played by school management teams in addressing the issues of teacher misconduct in post primary schools and suggest strategies that can be adopted by management teams to deal with teacher misconduct in post primary schools.

1.5 Purpose of the study

The purpose of this study is to investigate disciplinary measures adopted by school management teams in dealing with teacher misconduct in Maseru post primary schools.

1.6 Significance of the study

In the developed world, a lot of scholarly work has been conducted about teacher discipline and some scholars even stress the need for research in this area in less developed countries (Mendez, 2009:20). Therefore this study explores one area in educational management that is extremely under-researched and as such fills a gap in a limited research literature on teacher discipline in Lesotho post primary schools.

The results of the study are expected to benefit the school management teams in identifying the causes of teacher misconduct and determine teacher misconduct types that are prevalent in their schools. The study will also help them to reflect on the measures they usually take to discipline the teachers in relation to what the legal documents expect them to handle cases of misconduct.

Finally, the study suggested strategies that can be adopted by school management teams in dealing with misconduct cases in post primary schools.

1.7 Scope of the study

The study was limited to the disciplinary measures adopted by school management teams in dealing with misconduct in post primary schools. The study was further limited to Lesotho post primary schools. The implication here is that teacher misconduct affects a wide spectrum of educational institutions such as primary, post primary and tertiary institutions.

It was not within the scope of this study to include gross misconduct which is understood to be misconduct which calls for direct dismissal of a teacher, but to investigate the misconduct cases which can be dealt with at school level. The study encompassed schools in the Maseru city. These schools were selected according to their denominations and proprietorship.

1.8 Operational Definition of Terms

Misconduct – Sweeney and Manatt (1984:5) and Yariv (2004:152) define misconduct as unlawful and improper behaviors which apply to every law abiding citizen. In line with this definition is a view of Mothemane (2004:6) who asserts that misconduct is a deed or behavior of an educator not complying with expected behavior and conduct of the profession as stipulated. It is further noted that misconduct is a behavior or conduct that is contrary to the expected conduct. Therefore the latter definition by Mothemane was taken as a suitable one for defining teacher misconduct in this study.

Discipline - Discipline refers to a technique of controlling employee behavior through either positive or punitive approaches which are imposed by the self or others and are designed to aid in the accomplishment of organizational goals (Luthans and Martinko 1979:222). Wilson (1986:90); Rebore, (1987:191) and De Cenzo and Robbin (1996:113) agree with Luthans and Martinko (1979) in concurring that discipline is the kind of order involved in trying to reach appropriate standards or follow appropriate rules for engaging in a valued activity. That is, generally discipline is regarded as an act by a person in authority that is intended to correct the unlawful behavior of a subordinate.

School management team - According to the MOE (1995:6) and Du Preez (2003:115), the SMT is made up of the senior staff. The senior staff comprises the principal and deputy, and the heads of departments. Nevertheless, in this study school management team has been used to mean the union of the School Governing Board, Principal and Heads of departments.

5.7 Limitations of the study

It was not very easy to request information from participants relating to misconduct. Some of them suspected that the researcher is an official from the Ministry of Education seeking information about the discipline of teachers in schools. All the principals made it clear that the school files about misconduct of teachers are only open to inspectors and nobody else. There are misconduct cases which are hidden because in one school they claimed that they do not experience misconduct at all but when the researcher asked them the common misconduct types in their school, they were able to respond to the question, implying that misconduct is really there in that school.

Another major limitation of this study is that there could have been information supporting the findings of the study if teachers who have been alleged of misconduct were also interviewed to find their side of the story. However this was not possible because of time constraints.

CHAPTER 2

Literature Review

2. 1 Orientation

This chapter presents theoretical and conceptual frameworks on management. The theoretical framework focuses on the administrative management theory while the conceptual framework reviews literature on: Teacher misconduct in post primary schools, Disciplining teachers in post primary schools and School management teams' role in teacher discipline.

2.2 Theoretical Framework: Administrative management theory

Henry Fayol's Administrative Management Theory was born after the Scientific Management theory by Frederic Taylor whose theory aimed at the reduction of operating costs, the elimination of non-essential activities and reduction of inputs. Taylor was followed by Gantt and the Gilbreths in the development of the same theory. Fayol recognized the need for a theory that could systematize management by accentuating higher levels of control (Kroon, 2000:32). Fayol also attempted to make people realize the so-called high ranks of control responsible for the origination, development, decline and fall of an organization as a living organism. Hence the theory forms the basis for the study on investigating the strategies that school management teams adopt in dealing with teacher misconduct in Lesotho post primary schools.

According to the Administrative Management Theory, management is a common activity in all concerns and six activities were distinguished in industrial concerns. These activities are the technical, commercial, financial, security, bookkeeping, and management (Van der Westhuizen, 2002:68). Some of these activities are also applicable in schools as organizations.

Fayol found management activities/administrative behavior as comprising five functions, namely, planning; organizing; commanding; coordinating and controlling (Hoy and Miskel, 1987:9-10; Mullins, 1999:170; Kroon, 2000:33 and Van der Westhuizen, 2002:68). Fayol also paid attention to the fourteen principles which are directed to personnel and exclude resources (Van der Westhuizen, 2002:68). They are: division of labor, authority and responsibility; discipline; unity

of command; unity of purpose; subordination of individual interests to those of the organization; rewarding staff; centralization; hierarchical structure; order; fairness; consistency of personnel; initiative and esprit de corps (Stoner and Freeman, 1992:37). Fayol's management activities mentioned above can be performed through the use of these principles. The management activities are discussed below.

Planning

Kroon (2000:111) perceives planning as the basic management function that encompasses the purposeful consideration and visualization of what the business or section of the business should achieve within a particular time span despite the uncertainty of the future, in order to be successful. Like business organizations, post primary schools require planning to enable the school management and teachers to perform or carry out their activities effectively and efficiently. Kroon (2000:113) and Van der Westhuizen (2002:139) add that through planning, problems can be anticipated and suitable preventive measures taken, uncertainty reduced, motivation enhanced and commitment elicited. By means of planning, the affairs and activities of people are directed and arranged according to those that are urgent and less urgent, those that can be dealt with and completed immediately, and those that will be dealt with at a later stage (Van der Westhuizen, 2002:139).

Hoy and Miskel (1987:10) and Van der Westhuizen (2002:70) concur that planning is one of the most important tasks of an educational leader since it forms the basis of all other management tasks. From the views of these authors it can be deduced that the amount of work that will be planned for each teacher for a specified period of time will control the teacher in a manner that will curb him or her from engaging in acts of misconduct that are not expected of him or her by the authority.

Organizing

Organizing is defined by Marx in Van der Westhuizen (2002:162) as that management task which deals with arranging activities and resources of an institution by allotting duties, responsibilities and authority to people and divisions, and the determination of the relationship between them to promote collaboration and to achieve the objectives of the undertaking as effectively as possible.

Organizing underscores the significance of team work as a means to achieve the school's set goals. That is the concept of esprit de corps is being addressed as Stoner and Freeman (1992:37) observe that promoting team spirit will give the organization a sense of unity. Van der Westhuizen (2002:221) continues by stating that in the school context organizing sub-divides various tasks and allots them to specific people so that educative teaching may be realized in an orderly manner. Kroon (2000:221) rightly observes that organizing is not done only once at the initial establishment of the organization.

Commanding

Commanding means to give orders so that tasks are carried out to achieve set objectives. This should be coupled to insight about the workers, excluding unsuitable workers and by setting an example. Stoner and Freeman (1992:472) and Van der Westhuizen (2002:70) advocate that commanding is the same as leadership in asserting that leadership is the process of directing and influencing the task related activities of people in an organization. Unity of command and unity of purpose as Fayol's principles of management are fully addressed by the activity of commanding because they state that one person has to receive orders from one superior and one head should follow one plan respectively (Kroon, 2000:33). Mullins (1999:170) believes that commanding entails maintaining activity among personnel, getting the optimum return from all employees in the interest of the organization.

Van der Westhuizen (2002:181) refers to commanding as guiding and it is further noted that the importance of guiding is that it is a management task that not only ensures completion of specific tasks but also that the work is well done. It is also assumed that guiding ensures voluntary cooperation and that motivation is necessary for guiding to take place hence enhancement of direct contact with staff. The concept of commanding encompasses the principle of hierarchy in that orders normally come from the highest in authority down to the subordinates.

Coordination

Stoner and Freeman (1992:322) define the concept coordination as the process of integrating the objectives and activities of separate work units (departments) in order to realize the organizations goals effectively. Without coordination, people and departments will lose sight of their roles

within the organization and be tempted to pursue their own special interests often at the expense of the organizational goals. It is crucial to note that communication is the key to effective coordination. Each individual in the organization is related with others and his function affects others. Thus all persons in the organization contribute to the organizational efficiency and this will be to the maximum when each individual's efficiency is maximized and integrated. If this is not integrated, the efficiency of some individuals may be counterproductive. Ramothamo (1996:17) indicates that a headmaster should coordinate management and teachers, teachers and students, community and school.

Rules and regulations, as Kroon (2000:202) indicates, can serve as guidelines for solving routine problems and are effective instruments to coordinate and control routine activities. That is, in schools, there has to be rules and regulations that guide the activities of both teachers and students and these should include the guidelines that govern the disciplinary strategies or procedure for any teacher misconduct.

Controlling

Crous in Kroon (2000:443) argues that managers are obliged to monitor all activities on a continuous basis in order to identify deviations in time and to bring about the necessary modifications or corrections. This also pertains to the schools as organizations in that the school's authority has to monitor the activities in the school, failing which; it will be difficult for them to achieve the declared goals and objectives.

According to Hoy and Miskel (1987:10); Stoner and Freeman (1992:600); Kroon (2000:443) and Van der Westhuizen (2002:216), control is the process of ensuring that actual activities conform to planned activities, standards and objectives and take corrective measures if deviations occur. It must be realized that the activities referred to above are not only confined to the actual job a person does, but even to other aspects related to the job. School management teams are expected to control any form of misconduct at all costs in their schools.

All the management activities discussed above together will elicit a management team which is effective in disciplining its teachers if they are practiced to the maximum. As mentioned above, Fayol identified fourteen principles which he anticipated would help in understanding the

management concept. Much as all the principles are relevant in the context of education, only eleven principles were found to draw out great significance in this study and they are discussed hereunder.

1. Division of work

This is a principle in this theory that holds that work in an organization is perfectly performed if it is divided among the members of such an organization. Kroon (2000:33) justifies this by pointing out that specialization offers all workers and managers the opportunity for developing skills, certainty and accuracy. Schools are no exception in this regard. Work should be divided among workers in such a way that everyone is comfortable with what they are doing. For example, a Mathematics teacher would not feel comfortable teaching English.

2. Authority and responsibility

Authority is considered as the manager's right to act and managers give subordinates some authority to accomplish their jobs (Kroon, 2000:355). Responsibility, as observed by Fayol in Mullins (1999:170) and Van der Westhuizen (2002:68), is the result of authority since whenever authority is exercised, responsibility arises. Hence, authority and responsibility are inseparable (Van der Westhuizen, 2002:68). Authority originates at a high level and is assigned to lower levels, level by level. White (1986:152) advocates that when a manager decides to give staff members responsibility, it must be ensured that they have enough authority for carrying it through. Those in authority must always be responsible in the nature of the job they are performing for them to be exemplary to subordinates.

3. Discipline

Kroon (2000:13) defines discipline as the shaping of a subordinates behavior to guide his activities in order to ensure the achievement of the stated goals. Discipline must be applied with great tact and fairness. There are two forms of discipline, negative and positive discipline. The former comprises the expression of thanks, praise and recognition by the manager for the commendable performance of a subordinate. The latter is based on warning and/or punishment which serve as a reprimand for transgressions as well as a deterrent to other personnel (Kroon, 2000:13). Negative discipline is suggested for effective staff members, however, if it is not useful, then positive

discipline should be considered. For purposes of this study, the type of discipline that is crucial is positive discipline.

In addition, Mullins (1999:170) avers that discipline is essential for the efficient operation of the organization. He adds that discipline is the outward mark of respect for agreements between the organization and its members. It is further indicated that the manager must decide on the most appropriate form of sanctions in case of offences against discipline. Discipline format should be similar (Trethowan, 1991:80). Stoner and Freeman (1992:37) argue that members in an organization need to respect the rules and agreements that govern the organization if they are to be considered as disciplined. From Fayol's point of view, discipline results from good leadership at all levels of the organization, fair agreements and judiciously enforced penalties for infractions. A disciplinary policy must be available and known to each member of the organization so that they are all aware of the sanctions facing them should they violate the policy.

4. Unity of command

In this principle, it is recommended that even though there are several people in an organization who are in authority, it is advisable that employees know one of the people in authority whom they report to. The reason behind this is to avoid confusion that may be caused by one person being given orders by more than one person. To prevent conflicting instructions and confusion, an employee must receive orders from only one superior (Kroon, 2000:33). This is important because in schools teachers will not try to cheat the authorities by being absent from school and claim that they reported to somebody else when asked by the one whom they are responsible to.

5. Subordination of individual interests to those of the organization

The term subordinate means secondary. This indicates that teachers are expected to consider their own interests to come second when it comes to work. They have to ensure that their work becomes priority number one in their professional lives. Stoner and Freeman (1992:37) purport that in any undertaking, the interests of employees should not take precedence over the interests of the organization as a whole.

6. Remuneration of Personnel

This principle focuses on the rewarding of staff in organizations. It holds that staff should be paid in accordance with the work they are doing. In schools every staff member will work effectively and efficiently if given the reward they deserve. According to Van der Westhuizen (2002:69), staff should be rewarded taking into consideration the cost of living and it should serve to motivate and boost the morale of the worker.

8. Hierarchical structure

This is the composition of the people in authority in an organization. For example schools have school boards as their superior structures in authority, followed by the principal, HODs and at the lowest level are teachers. The level of teachers is followed by the ancillary staff, school prefects then the student body. Kroon (2000:33) argues that the line of authority runs in order of rank from the highest to the lowest level of management.

9. Order

This is the manner in which organizations regulate daily activities of their staff members to ensure that objectives are met. Schools do this by designing time-tables which ensure that teacher allocations fit well into the time-table while ensuring that every teacher teaches classes which were initially allocated to them. According to Stoner and Freeman (1992:37); Kroon (2000:34) and Van der Westhuizen (2002:69) aver that people and materials should be at the right place at the right time. Orderliness assists effectiveness, and each person or appliance should have a specific place and everyone should be aware of this (Van der Westhuizen, 2002:69).

10. Stability of staff

Stability of staff means the ability of an organization to keep staff working in it for a lengthy period of time. In schools where teachers come and go it is possible that cases of misconduct will be seen to the maximum because new teachers will not know the consequences of behaving inappropriately. Stoner and Freeman (1992:37) assert that a high employee turnover rate undermines the efficient functioning of an organization.

Equity

The concept equity is defined as the ratio between the individual's job inputs (such as effort and skill) and job rewards (such as pay, praise and /or promotion) compared with rewards others are receiving for similar job inputs (Stoner and Freeman, 1992:452). Fidler and Cooper (1992:292) recognize that getting some teachers to do more of a demanding job can be to make good performance a punishment and to let off those who find some aspects of the job a struggle is to reward non performance. This shows the imperativeness of equity in the treatment of employees by managers. Kroon (2000:34) advises that people in positions of management should be friendly and fair. The desire for equity and equality of treatment are aspirations to be taken into account in dealing with employees through all levels of the hierarchy (Mullins, 1999:170). People do not enjoy being treated unfairly by managers; therefore equity is essential in all organizations including post primary schools.

Espirit de corps

Espirit de corps is a concept in management that indicates that in an organization the working spirit of each individual becomes high when people work together as a team. In his opinion, Fayol thinks that unity is strength (Van der Westhuizen, 2002:70). Promotion of team spirit in organizations must be maintained as far as possible to give the organization a feeling of unity (Kroon, 2000:34). Mullins (1999:170) believes that team spirit should be fostered, as harmony and unity among members of the organization is a great strength in an organization. Divide and rule must be avoided as much as possible hence Fayol suggests that formal, written communication must not be abused, rather he proposed the use of verbal communication (Stoner and Freeman, 1992:37 and Mullins, 1999:170). These opinions show that there has to be willingness to work together in organizations for the achievement of goals set.

The administrative management theory, through its management activities and the selected management principles, has guided this study by providing a foundation for inquiries and interpretation of findings.

2.2 Teacher Misconduct in post primary schools

As postulated in the introduction of the study that teacher misconduct is a cause of concern; this section reviews literature on issues related to teacher misconduct. This is done through defining

the concept misconduct; discussing major causes of teacher misconduct, types of teacher misconduct prevalent in schools, ways of identifying teacher misconduct and major obstacles in confronting teacher misconduct.

2.2.1 Defining teacher misconduct

Defining teacher misconduct is a challenging task since what a certain manager perceives as misconduct might be seen as normal by another. However, literature defining misconduct from a managerial perspective is similar. Sweeney and Manatt (1984:5) define misconduct as unlawful and improper behaviors which apply to every law abiding citizen. This definition is also reiterated by Yariv (2004:152). In line with this definition is a view of Mothemane (2004:6) who asserts that misconduct is a deed or behavior of an educator not complying with expected behavior and conduct of the profession as stipulated. It is further noted that misconduct is a behavior or conduct that is contrary to the expected conduct. The TSR Section 41 (MOET, 2002:34) stipulates charge of misconduct for teachers employed by the teaching service commission.

Mothata in Mothemane (2004:6) defines misconduct as any behavior on the part of the educator that deviates from an approved or expected pattern. The definition goes further to indicate that actions of an educator that do not conform with codes of the profession ethics constitute misconduct. In this study Misconduct was viewed in the light of violations of the specification of Section 41(2) of the TRS.

Yariv (2005:330) indicates that there are quazi-legal terms that are linked to cases of incompetence and such terms are misconduct and poor performance. This observation by Yariv (2005) suggests that some literature on incompetence and poor performance will also be rendered suitable for the study.

In line with the above notion about the quazi-legal terminology, Alaska Education Code in Bridges (1992:3) defines incompetence as the inability to perform the teachers' customary teaching duties in a satisfactory manner. The other country whose Code of Conduct clarifies the definition of incompetence is Tennessee where it is advocated that incompetence entails:

[B]eing incapable; lacking adequate power, capacity or ability to carry out the duties and responsibilities of the position. This may apply to physical, mental,

educational, emotional, or other personal conditions. It may include lack of training or experience. Evident unfitness for service, physical, mental or emotional condition unfitting a teacher to instruct or associate with children; or inability to command respect for subordinates or to secure cooperation of those with whom he must work (Tennessee Code Annotated, 14-1401).

In their findings about the perceptions of incompetence in the teaching profession by headmasters, Wraggs et al (1999:7) revealed that incompetence involves:

Poor classroom organization; poor class control; low expectations; inability to deliver the curriculum through lack of planning; poor subject knowledge and failure to capture the children's interest; inability to communicate effectively with parents about children's performance.

With regard to the above definitions of incompetence, it becomes clear that misconduct denotes any behavior that is unacceptable at work, whether such a behavior is intentional or unintentional. Acts of misconduct become even more crucial when they impede on the teaching and learning to take place effectively, and when the interpersonal relations between teachers and students or among employees become threatened.

In the context of this study, the definition of misconduct as indicated above by Sweeney and Manatt (1984:5) and Yariv (2005:330) was adopted. From this definition, it can be deduced that misconduct is violation of a certain enacted law as stated above.

2.2.2 Major Causes of teacher misconduct

Teacher misconduct emanates from different matters surrounding the teacher. Steinmetz in Bridges (1986) identified three major categories, namely, managerial and or organizational shortcomings; a problem with the teacher and outside or non job related influences affecting the employee. On the other hand Fidler and Cooper (1992:291) discovered that Steinmetz's grouping can further be classified into internal and external causes of misconduct. For purposes of this study, Steinmetz's categories were adopted and they are discussed below.

2.2.2.1 School Management related causes of teacher Misconduct

School management is seen as one of the causes of teacher misconduct. Drummond in Fidler and Cooper (1992:287) state that many problems attributed to employee performance actually reflect poor management. They further note that the way in which individuals are managed in the job can have a profound effect on their performance. This is supported by Van der Westhuizen (2002:204) who contends that the quality of management affects behavior, attitudes and effort. It is indicated that the most prevalent type of managerial shortcoming is related to the criteria for judging the effectiveness of teachers; supervisors in educational organizations often fail to communicate the criteria they use when evaluating teachers (Natriello and Dombusch, 1980:81 in Bridges 1992:33 and Fidler and Cooper 1992:291).

In schools principals and their management teams do not abide by the policies that they have developed for their schools hence why some literature indicate that leaders avoid dealing with dilemmas (Fosket and Lumby, 2003:80). Biasness in managers towards their employees also plays a major role in causing misconduct in teachers. Bush and Middlewood (2006:11) corroborate this point in alleging that the quality of the people's work, and their motivation to perform well, are related directly to the nature of human resource management process. They add to this by pointing out that where staff management is skilled and sympathetic, a successful organization is likely to result; while where it is clumsy and inadequate, poor performance may occur. Much poor performance is the result of being badly managed over time by appraisers who believe their teachers are not capable of significant development and growth, who allow teachers to feel alone in an organization, who see things going wrong and do nothing about it, who cover up conflict (Trethowan, 1991:74)

2.2.2.2 Teacher related causes of teacher misconduct

Teacher misconduct also stems from some personal aspects of the concerned teacher, that is, the poor performer. Bridges (1992:34) advocates that personal pathologies such as alcoholism, drug addiction, mental illness or serious emotional distress may also account for teachers' difficulties in the classroom. The ideology of personal pathologies is also observed by Fidler and Cooper (1992:291) in asserting that misconduct may also be accounted for by psychological disorders in employees. This is an internal cause as mentioned earlier. Fidler and Cooper (1992:291) rightly observe that internal causes which lie within the individual can be classified into two psychological

disorders, that is, a condition when the patient is aware that they are sick. On the one hand it is a condition when the patient is not aware of their illness but other people often do.

In their opinion, Fidler and Cooper aver that the internal causes can also be divided into those that affect the performance of the employee and those which are related to behavioral characteristics which have the likelihood of affecting job performance in most jobs and may mean that while the technical performance in a job is satisfactory, the ability to get along with the colleagues is impaired. The latter division is referred to as difficult people (Fidler and Cooper 1992:291). Difficult people make it difficult for managers to discipline them accordingly. Hence teacher related causes of misconduct are not very easy to control, however with strict management, these causes are easily overcome as articulated by Peters (1972:94) in asserting that teachers are always aware when their managers are not doing their work properly and they go astray.

2.2.2.3 Outside or non job related causes of misconduct

Teachers sometimes get involved in acts of misconduct unaware like in the case of a teacher who fails to report his absence from duty due to family problems. It is therefore the duty of the managers and their teams to come to the rescue of such a teacher through guidance and counseling (Ministry of Education, 1995:10). Marital or family problems which sometimes involve financial constraints are seen as other personal causes of misconduct in schools (Mothemane 2004:63). Another cause of teacher misconduct which is slightly different from the previously mentioned ones above is teachers' salaries (Trewathan, 1991:73). It is argued that teachers' salaries are often inadequate, forcing staff to spend time working at another job or raising funds through entrepreneurial activities and donations within the school (Fouts and Chan (1998) and Lumby and Li (1998) in Fosket and Lumby, 2003:62) leading teachers to abandon their contractual obligations.

In a study that was conducted in South Africa in 2004, Mothemane identified that different forms of misconduct have different causes. It was highlighted that late coming and absenteeism are caused by lack of discipline, either self or imposed, while negligence of duty is caused by falling asleep when one is expected to be doing the job. Alcoholism was attributed to financial and family problems. While, bad and abusive language was reported to be caused by individual differences and personalities (Mothemane, 2004:63). It is therefore important to note that, some of the non job related causes of misconduct that are discussed above interrelate with managerial and personal

causes, implying that in one way or the other the causes of misconduct are determined by the interrelationship of the causes discussed. That is, if management is not firm enough in the prevention and control of teacher misconduct, then personal causes will result, hence engaging the non job related causes of misconduct to come into place.

2.2.3 Types of teacher misconduct common in post primary schools

It is important to note that the concept misconduct is different from gross misconduct; hence there are many types of teacher misconduct common in post primary schools. As indicated by Emerson and Goddard (1993:138) a distinction can be made between misconduct and gross misconduct, although it is not possible to define in which category particular actions will fall in every case. It is also noted that most cases of misconduct will include offences committed at work, however, there may be occasions when it is necessary to discipline an employee for an offence committed outside work. It is believed that misconduct differs from gross misconduct in the degree of seriousness of the offence and that it would normally be considered sufficiently serious to warrant immediate suspension. This was also advocated by Emerson and Goddard (1993:138-139) who observed that gross misconduct occurs where an offence is considered to make the employee's continued employment inadvisable and it constitutes dishonesty; insubordination; placing other employees or pupils in danger; alcoholism; gross neglect of duty; violence and vandalism and sexual misconduct at work.

Moreover, teacher misconduct in schools has several types as observed by Mendez (2009:110), ranging from underperformance in the classroom, tardiness or unjustified absences, psychological harm, physical harm, sexual abuse and harassment. In line with Mendez's observation, Baron and Greenberg (1990:58) opinionated that disciplinary problems exist in many types, some are personal (alcoholism, emotional disorders) while some are directly job related for example, absenteeism and insubordination.

Furthermore in a study that was conducted in Tanzania about the professional identity and misconduct, Anangisye and Barrett (2006:9) identified four major categories of teacher misconduct, that is, corruption; abusive behavior to others, behavior inappropriate to status and purposeful dereliction of duty. Under the corruption category appeared cheating in examinations, securing or awarding a position for illegitimate reasons and mismanagement of school resources.

The abusive behavior category comprises corporal punishment, sexual abuse, verbal abuse, humiliation and adulterous affair between members of staff. The third category of behavior inappropriate to status - regarded behaviors such as drunkenness, drug addiction and inappropriate dressing as unethical and bringing not only the individual teacher concerned but also the profession as a whole into disrepute (Anangisye and Barrett (2006:11). The other form of misconduct is dereliction of duty which can be sub-categorized into breach of contract conditions by repeatedly being absent without leave of absence for parts or a whole working day or insubordination to managers.

Moreover, Emerson and Goddard (1993:139) consider behaviors such as absenteeism and lack of punctuality, minor dishonesty, using abusive behavior or language, neglect of duty, discrimination as well as undertaking additional work detrimental to the employees' duties. Mothemane (2004:36) remarks that these misconducts seem very minor but have serious effects on school activities. However, principals are given authority to handle misconduct cases (GOL, 2010:21) that the principal shall have the responsibility for discipline of teachers under his or her supervision in line with a Disciplinary Code of Conduct as endorsed in the same Act (GOL, 2010:35)

Finally, from the scholarly works and literature cited above, one recognizes that the most prevalent forms of misconduct can be categorized into four, as indicated above. The sub-categories of these forms of misconduct are defined below:

Insubordination

This is defined as the willful disregard of or refusal to obey directives, school regulations and official orders (McCathy and Cambron 1992:395 and Nixon *et al* 2009:5). Nixon *et al* (2005) further states that insubordination often manifests itself in teacher absenteeism and tardiness. Forms of insubordination as observed by McCathy and Cambron (1992:395) include among others, unauthorized absences, lack of respect for authorities, defiance, refusal to obey directives from authorities and public criticism of the boss, contradicting or arguing with him or her. According to Rebores (1991:200) employees can be insubordinate only if they refuse to comply with a directive of their supervisor that is clearly within their job expertise. Most insubordination cases are initiated because a staff member refuses to obey a reasonable, direct, or implied order of the school administrator (Lawrence and Vachon, 1995:113).

Absenteeism and tardiness

The two concepts, absenteeism and tardiness, are related in that in a school situation unlike in other organizations, arriving late could mean that one of the classes is missed completely for the day, denoting absence for that particular class but tardiness in the school. Employee absenteeism has recently surfaced as an issue in education although it has raised concern outside the field of education for many years (Gorton, 1983:182). According to Grobler and Warnich (2006:553) absenteeism means failure of an employee to report for work or duty irrespective of the reason. However, Alcaza et al (2006:1) refutes the use of the term absenteeism in asserting that it is sometimes used to refer to the problem of high levels of absence among teachers, hence, they preferred the use of the concept absence instead. Shapira-Lishchinsky and Rosenblatt (2010:167) define work absence as the lack of physical presence at a behavior setting when and where one is expected to be. While, tardiness implies being late for duty as discussed above. Bendix (1996:356) views tardiness as late coming of an ongoing and serious nature.

Dishonesty

Dishonesty is defined as not being honest, that is not acting in the expected manner at work, doing what one is not supposed to do. Rose (2001:535) and Carrell *et al* (1995:321) define it as the stealing of organizational money or property, absenteeism, tardiness, dodging, falsifying time-keeping records and abdication of disclosed relevant information. Teleki in Mothemane (2004:38) adds that when an employee deviates intentionally from performing normally in accordance with operational procedures, or when an employee unlawfully and secretly removes the property of the organization for the purpose of possessing it, or when an employee tampers with the official documents so as to gain financially. The manner, in which the definition of dishonesty is put, indicates that any tampering with of the school's property which is not for the benefit of the school by teachers is not allowed.

Neglect of duty

This is being derelict, meaning negligence of teaching duties by a teacher. According to Anangisye and Barrett (2006:12) teachers can play derelict of duty in three forms, that is, retail truancy- where a teacher engages in entrepreneurial activities during working hours; absconding which entails

taking another job while in the profession and failing to adequately perform duties in the teaching profession. Lastly is the legitimate absence, which is when a teacher is rationally absent, like when one is sick but has failed to notify the head teacher or request leave on time.

Verbal abuse

This is a term used to indicate abusive language by a person to others. In the context of the post primary schools, teachers are not expected to verbally abuse other teachers or students. According to Mothemane (2004:38) the use of abusive language is not always a cause for concern since one has to take into account whether the abusive language was directed to an individual or a group and the circumstances surrounding the use of such a language have to be considered. However, Grosset and Venter (1998:273) argue that all abusive language directed to an individual or a group is a disciplinary offence.

Alcoholism and drinking on duty

Alcoholism and drinking on duty are both considered as offences in the post primary schools since the school is a ground where young children are molded to become better people in the future and they are both against the educational law of Lesotho. This is supported by Abruscato (1985:203) who observes that alcoholism is a problem that faces all schools, in affluent communities and in poor ones. In defining the concept alcoholism Carrell *et al* (2000:378) suggests that it is drinking alcoholic beverages which exceeds societal norms and which affects the drinker economically, socially and/or physically. Griessel *et al* (1988:125) asserts that a teacher is expected to live a sober life. As it is stated in the teaching service regulations, a teacher shall not use to excess any intoxicant drinks (TSR, 2002:26). It is imperative to note that teachers as human beings in their own right can drink responsibly in their communities but not at work.

Inappropriate dressing

Teacher appearance is one factor that calls upon respect from the students and also the fellow teachers. According to Griessel *et al* (1988:124) the teacher must realize that his dress often mirrors

his personality. They further believe that clothing will reveal whether the teacher is neat, flamboyant, considerate and sober. In defining inappropriate dress Griessel *et al* (1998:124) aver that it is the kind of outward appearance of a teacher which is not presentable and not well groomed. They continue by pointing out that a teacher should neither go about in silly unfashionable clothes nor in the latest excessive fashion whims. From this definition it is clear that a teacher must always be well dressed in clothes which are acceptable to be seen by both young and mature people worn by an adult.

Drug abuse

Abuse of drugs generally includes the use of substances that are considered illegal such as heroin, cocaine and marijuana; the misuse of legal substances such as solvents, over-the-counter drugs, or prescription drugs and the abuse of tobacco and alcohol (Sloboda, 2005:4). It is very difficult to draw a line between drug abuse and drug use (Sussman 2001:3) hence why rationally in the post primary school context a teacher is regarded as abusing drugs when the addiction hinders him/her from performing teaching duties as expected and also going to work under the influence of drugs. Teachers are expected not to use any illegal drugs at any time (TSR, 2002:26).

Examination malpractices

Cheating in examinations is one of the problems in post primary schools. It comprises malpractices of teachers who make questions known to students prior to examination time or those who respond to questions during the examination that helps the student get the answer right or even, those who sit for the examinations on behalf of their students. According to the TSR (2005) a teacher may be charged of misconduct if found to have disclosed or divulged the contents of any examination paper or provided answers to any person prior to, or at an examination, or interfered in any other manner with the conduct of examinations (TSR,2002:35).

In conclusion, subcategories of misconduct are more than what has been discussed above, but for purposes of this study these were considered as forms of misconduct common in schools.

2.2.4 Detecting teacher misconduct in post primary schools

Teacher misconduct can be identified with the use of several methods which can either be in the school or out of the school. Bridges (1992:30) observes parents and students complaints as one of

the major identities of teacher misconduct in claiming that administrators are likely to ignore poorly performing teachers unless there are complaints from parents and students. In their study on 'managing incompetent teachers' Wraggs *et al* (1999:5) also acknowledged that the first indicators of a problem come from complaints of other teachers, parents, pupils themselves and from the head teacher's informal monitoring. It is also distinguished that complaints are most likely to prompt administrative action if there are lots of them and the complainants describe quite specifically what happened and when it occurred.

In another study conducted in Mexico, about 'how principals manage underperforming teachers', Mendez (2009:100) similarly found parents and students complaint as a means by which principals detect misconduct in teachers. However, other methods as revealed by Mendez (2009) include observations by principal or deputy; observation of hall supervisor, low academic achievement of students on the subject taught by the concerned teacher; observation of the group advisor; teacher complaint; results of standardized tests and teacher's indifference in the collegial activities.

With regard to the arguments that have been advanced, it is clear that teacher misconduct is generally identified through analogous means since all the above stated scholars revealed the importance of students and parents in performing the task of monitoring teachers.

2.2.5 Challenges school authorities face in confronting misconduct in teachers

There are relatively many obstacles that prevent SMT's from confronting teachers with problems of misconduct. Baron and Greenberg (1990:59) believe that it is not common for all inappropriate actions to face confrontation and punishment. The reason behind this is that supervisors or managers find it difficult always to consult with the law pertaining to what it stipulates regarding the type of misconduct faced. Baron and Greenberg (1990) in addition, view that many supervisors feel constrained against using punishment either because of limitations imposed on them by labour unions or by the lack of formal organizational authority. They add on to indicate that managers find administering punishment undesirable because they anticipate the strong negative emotional reactions the punished individual may display and they fear revenge or retaliation on the part of the disciplined employee. This point was clarified by Day *et al* (1999:9) in their study on 'Leading schools in times of change' where it was discovered that principals often felt ethical tension when required to choose between developing and dismissing underperforming staff members.

Aligned with the above opinion, Schweitzer in Painter (2000) reinforces that teacher unions and weak administrators who do not want to confront the problem are the most significant barriers to confronting misconduct appropriately hence the public explanations for the presence of incompetent teachers. Another obstacle to confronting misconduct cases as seen by Davies and West-Burnham (2003:193) is that disciplinary actions touch upon the culture of the school, staff morale and the nature of the relationship between the leader and the led.

According to Mendez (2009:144), principals are hindered from dealing with underperformance cases by the protection of the legal framework for granted teachers, the complexity of the administrative procedures to apply formal measures, the intervention of union representatives, the turmoil caused by the implementation of measures against the underperformer and the principals' stress among others.

In summary, major barriers to confronting misconduct can be classified into three groups, that is, barriers related to the legal framework and administration; those related to teacher unions and those attributed to interpersonal relationships of the employer and the employee.

2.3 Disciplining teachers in post primary schools

This section of the literature review discusses the disciplinary measures used in schools to deal with teacher misconduct. The review looks at the following five issues:

- a) Teacher discipline in post primary Schools
- b) The aims and purpose of discipline.
- c) Guidelines for administering effective disciplinary action.
- d) The disciplinary procedure.
- e) Legislative provision for school leaders to discipline their teachers.

2.3.1 Teacher discipline in the post primary schools

Kleinig (1982:220) observes that there is regular information that there is a discipline problem in schools. Discipline is seen as a concern for all organizations which aim at achieving stated

objectives and it is defined in a rather similar manner by different authors. Discipline refers to a technique of controlling employee behavior through either positive or punitive approaches which are imposed by the self or others and are designed to aid in the accomplishment of organizational goals (Luthans and Martinko 1979:222). Wilson (1986:90); Rebore, (1987:191) and De Cenzo and Robbin (1996:113) agree with Luthans and Martinko in concurring that discipline is the kind of order involved in trying to reach appropriate standards or follow appropriate rules for engaging in a valued activity. Order is normally maintained through the development of policies that guide the behavior of employees in an organization. In their view, Nel *et al* (2008:140) declare that any organization, irrespective of its structure and objectives needs to have rules and standard of conduct. It is expected that each post primary school shall have a clearly defined policy which has been developed taking into consideration the aims and objectives of the organization and also those of the national policy.

However, in their opinion, De Cenzo and Robbin (1996:113) believe that most of the time, employees discipline themselves, that is, staff members conform to what is considered proper behavior because they believe it is the right thing to do. Moreover, once employees are made aware of what is expected of them, they seek to meet those expectations. Nevertheless, not all employees will accept responsibility of self discipline and such employees require some degree of extrinsic disciplinary action frequently labelled punishment. Therefore, discipline in the post primary school can be understood to exist in two forms, that is, self discipline of an employee and discipline that is administered to an employee by management because of failure to meet the expected standards in the teaching profession.

2.3.2 The aims of discipline

Disciplining employees have several aims, but the major one as observed by Carrell *et al* (2000:444), is to motivate an employee to comply with the organization's performance standards and to create or maintain mutual respect and trust between the management and the employee. Finnemore (1996:189) and Lawrence and Vachon (1995:5) posit that discipline is aimed at changing behavior rather than solely invoking penalties for offences. Kroon (2000:171) views the aim of discipline as to eliminate undesirable behavior by an action which has unpleasant

consequences, but which has educational value. The unpleasant consequences are normally felt by the disciplined teacher, whereas, the educational value is crucial to the disciplined teacher as well as his or her fellow employees. Disciplining an employee is an imperative part of the manager's job because one disciplined employee becomes a lesson to other employees. The aim and purpose of discipline as seen by Landman (1989:69) in Oosthuizen (1998:124) and Finnemore (1996:189) is rehabilitation, prevention, deterrence or retribution, or a combination of these. Each of these aims of discipline is discussed briefly below.

Rehabilitation

Rehabilitation is aimed at improving or reforming the transgressor so that he will refrain from repeating that infringement or committing a similar infringement (Oosthuizen, 1998:124). In addition, rehabilitation can be achieved by inducing the employee to correct his failings and shortcomings, and by assisting him in his/her reform. It is crucial to recognize that rehabilitation will only be useful if the teacher concerned is aware and accepts that s/he has a problem and is, as observed by Oosthuizen (1998:125), willing to cooperate in the process, and if the circumstances surrounding the misconduct indicate that a rehabilitation-aimed sanction is suitable. A teacher with misconduct problems may be sent for rehabilitation only if they understand what its aim is and how it is going to help him refrain from the misconduct and perform duties better. Finnemore (1996:189) asserts that rehabilitation should be the cornerstone of good discipline, for the primary purpose of disciplinary actions is to change behaviour not to punish.

Deterrence

This is another aim of discipline whereby employers use threats of punishment towards teachers with misconduct problems. It is an important aspect of disciplinary action and is considered when it appears that rehabilitation is not effective (Finnemore, 1996:189). Oosthuizen (1998:125) states that the aim of using deterrence is to deter the transgressor from repeating the misconduct and generally to deter other employees from committing the same or similar infraction.

Prevention

Prevention is done mainly to stand as a guiding principle should there be any misconduct in the school. This is done by familiarizing the employees with the rules and regulations to make it easier to deal with misconduct cases. Knowledge of rules and regulations by the employees reduces chances of violating them. Byars and Rue (2008:344) justifies this in alleging that the management bears the responsibility of clearly communicating all work rules to employees. Work rules, as observed by French (1998:189), work as control devices in that they represent standards of behavior that ensure a reasonable level of predictability, equity, and protection throughout the organization.

On the other hand, prevention may be resorted to where an offending employee is retained, but moved to an area where an offence is unlikely to be repeated or the job rearranged to ensure better controls. According to Carrell *et al* (2000:445) by preventive discipline, people are managed in a way that prevents behaviors that need to be disciplined. They continue by stating that in order to create a working environment that supports a preventive discipline, managers must adhere to the following guidelines:

- i. Match the employee with the job through effective selection and testing, realistic job preview and placement procedures.
- ii. Properly orient the employee to the job and provide necessary training.
- iii. Clarify proper employee behavior
- iv. Provide constructive and frequent feedback to employees on their performance.
- v. Enable employees to address their problems to management through techniques such as an open-door policy and management employee group meetings.

Retribution

This is generally a form of punishment which is considered morally right by the work deterrent. When the other employees observe that ill-doing is punished they try by all means to avoid it. However, Finnemore (1996:190) argues that retribution may be a feature of criminal justice, but it

should not be seen as a major factor in work place discipline because it does little to promote better discipline in that other employees may come to see the offender as a victim or martyr.

In summary, some people believe that as much as discipline is aimed at correcting behavioral problems at work, it is sometimes difficult to bear the consequences of misconduct in a school. This is supported by Davies and West Burnharm (2003:193) in pointing out that: “You can support somebody who is incompetent for as long as you like, but there comes a point where you know that it is not going to make any difference, particularly if they have been doing it for a long time”.

This ultimately brings about the issue of dismissal which is generally advised that it should be the last resort. Byars and Rue (2008:344) argue that the ultimate form of discipline is discharge. They further point out that organizations should use discharge in the case of repeated offenses or when an act committed is such that discharge is believed to be the only reasonable alternative. Nevertheless, Trethowan (1991:81) warns that dismissal can shatter a teacher and if it has to be done, a teacher must have all the legal safeguards and the dismissal must be handled with compassion, respect and support.

2.3.3 Guidelines for administering disciplinary action

For a disciplinary action to be considered fair and consistent, it has to follow stipulated guidelines which help post primary school leaders when they need to administer a disciplinary action. Davis (1972:243); Baron and Greenberg (1990:61) and De Cenzo and Robbins (1998:115) concur that the following guidelines are the basics towards administering a meaningful and effective disciplinary action.

-A disciplinary action should be:

- i. Immediate – for other teachers to make a meaningful connection between the two events
- ii. Moderately intense- not too weak nor too harsh
- iii. Focus on the undesirable action – not the personality of the individual being disciplined
- iv. Consistent – for all teachers, by all those authorized to invoke it and all the time.
- v. Reasonable – the reasons for a disciplinary action should be clearly stated

vi. Not be weakened with rewards given out of guilt or rewards.

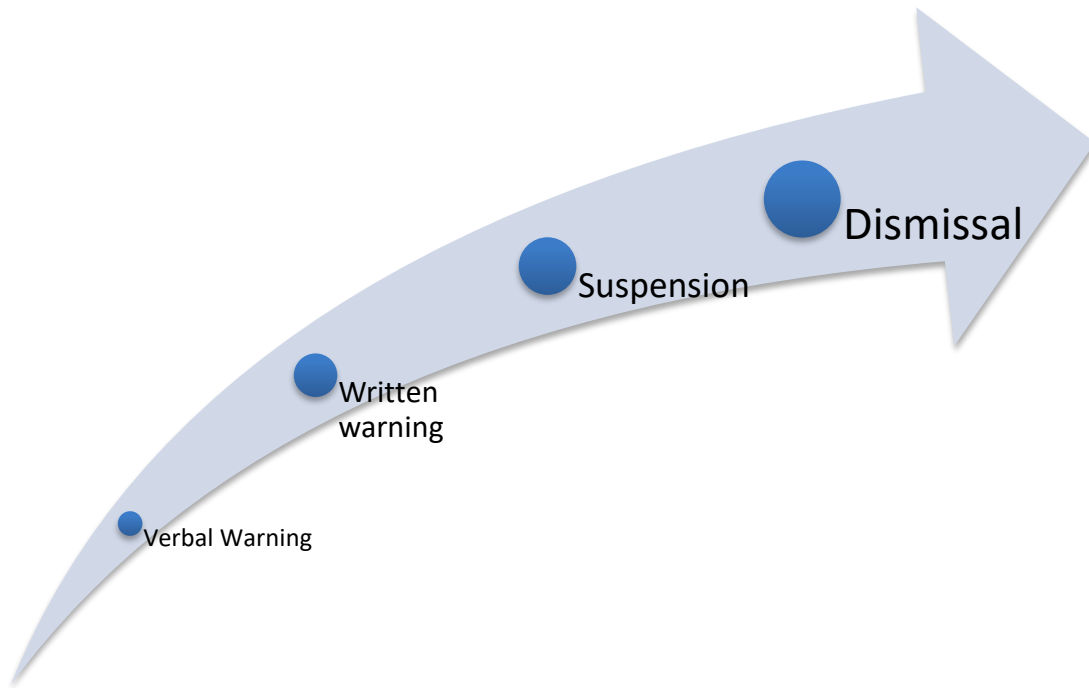
2.3.4 Teacher disciplinary procedure in post primary schools

Disciplinary procedures are generally similar in almost all organizations, except for minor differences that may be seen from one organization to the other. According to Sibley (1995:80) the disciplinary procedure is the employer's framework for disciplining an employee who is not effectively carrying out their job role. The disciplinary procedure must be progressive in nature since the expectation is that disciplining is aimed at correcting or changing the undesired behavior of an employee not to punish.

Byars and Rue (2008:347) and Baron and Greenberg (1990:58) define progressive discipline as the normal sequence of actions taken by management in disciplining an employee. This entails oral warning at the first instance of the misconduct. Should the misconduct persist after the oral warning, a written warning is considered. A written warning is a first formal step and the warning is placed in the employee's file (Kroon, 2000:172; GOL, 2002:34). If no change in the teacher is seen, then the teacher is suspended while investigations of the alleged misconduct continue. The final step in progressive discipline is dismissal (Sibley, 1995:82, French, 1998:194 and Byars and Rue, 2008:344). Nevertheless, as stated earlier, there are cases when dismissal of a teacher can happen promptly if evidence to prove reasons for dismissal is provided by people in authority.

The following diagram indicates the severity of the progressive discipline process:

Figure1: Progressive discipline process.



Adapted from: De Cenzo and Robbin, (1996:116).

The framework for a disciplinary procedure as indicated by Sibley (1995:80), Hackett (1996:289) and White (1986:110-111) is as follows:

A disciplinary procedure must be:

- i. Set out in writing.
- ii. Specify whom it applies to.
- iii. Provide the speedy progress of hearings.
- iv. Indicate the disciplinary actions which may be taken.
- v. Specify appropriate levels of management for exercising such action.
- vi. Provide for individuals to be informed of complaints against them and be given an opportunity to state their case before decisions are made.

- vii. Permit individuals to state their case and be accompanied by a fellow employee of their choice or a union representative.
- viii. Ensure that no individual is dismissed for a first offence except in cases of gross misconduct.
- ix. Provide a right for appeal and specify the procedure to be followed.

Finally, it is important to note that not all misconduct cases are handled in a formal manner. Some less serious misconduct cases are normally handled using informal oral responses from the management which serve to advise the teacher to consider stopping the misconduct before formal measures are taken. Formal measures, as stated above begin with the written warning. However, Rebore (1987:128) warns that progressive discipline is very effective with non-certificated employees, but it is not useful with teachers and administrators and therefore recommends due process. Due process is a legal term that means procedural fairness (Lawrence and Vachon, 1995:5). This denotes that every procedure that is undertaken to deal with cases of misconduct is expected to be worked out with fairness. It is further noted that many misconduct cases are lost in arbitration because of failure to follow due process requirements (Lawrence and Vachon, 1995:5).

2.3.5 Legislative provision for school leaders in disciplining their teachers

For school management to progress as expected there are rules and regulations whose purpose is to guide the workers and these may be in the form of policies. Policies could be local or national. Local policies denote the guidelines which are agreed upon by the employees in one school to guide the work and behavior of teachers in the school situation. It is important to note that post primary schools may have a number of policies but for purposes of this study, the focus will only be on the policy of teacher discipline. The two types of educational policies - school and national policies- were reviewed in the context of Lesotho.

➤ School policy

A school policy is a collection of rules and regulations documented for a certain school by its employees to guide the behavior of teachers and students and other aspects of management to

ensure that the goals and objectives of such a school are achieved as planned. The implication here is that discipline is a social process which becomes effective when people work together to develop guidelines that help to control their behaviour. According to Du Preez (2003:82) a school is a self-reliant learning organization that has to take responsibility of developing its own policy. Van der Westhuizen (2002:151) adds by asserting that schools must formulate their policies with the national policy in mind. Post primary schools in Lesotho are expected to follow the rules and regulations provided in the national education policies for disciplining teachers.

➤ **National Education Policies**

A national policy, unlike the school policy, is a law that regulates the daily running of schools in a country. This means that national education policies are meant to guide all activities expected in schools. The expected conduct of teachers is endorsed by the Education Act 2010 (GOL, 2010:35) while duties of teachers and discipline of teachers are stipulated in the TSR 2002 Section 24 and 41- 44 (MOET, 2002:34) respectively.

2.4 School Management Teams' role in teacher discipline

In this final section of the preliminary literature review, the discussion will focus on the role of the school management teams in teacher discipline. This will be achieved by tackling the following sub-headings: the school; the management structure of the Lesotho post primary schools; composition of the SMT; duties and role of the SMT in teacher discipline.

2.4.1 The School

Van der Westhuizen (2002:405) defines the concept school as a place of tuition and learning, an open system established to meet educational and training needs of the community at large. Gorton (1983:433) in Van der Westhuizen (2002:405) adds by stating that a school is not an independent or isolated entity; it operates in a social context, an important element of which is the local community. The definition is further clarified in asserting that a school is an integral part of the community in which it is situated and it should play an active role in the development of that community (MOET, 2006:5). This community participates in the running of the schools through their involvement in the school governing boards (SGB). The SGB, according to this study, is part

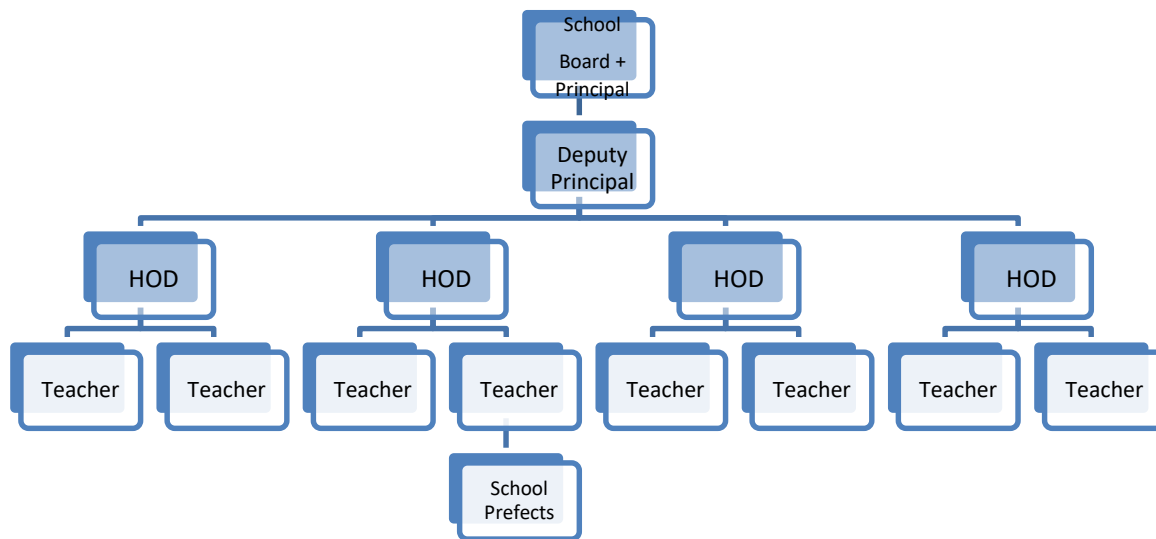
of the SMT and they have to be involved in the discipline of teachers as stated in the TSR 2002 and the Education Act 2010.

2.4.2 The management structure of the Lesotho post-primary schools

In studying the managerial issues of post primary schools, it is essential to consider the management structure of Lesotho post primary schools in order to appreciate the hierarchy of the bodies concerned. In Lesotho, the post primary school is managed by the SGB, which comprises the principal; two proprietor representatives; the village chief; member of the local council; one teachers' representative and three members from the parents' community. According to the GOL (2010:21-22), these members are allocated positions in the school management committee (SMC) as follows: Among the two proprietor representatives, one of them is the chairperson, one of the parents becomes the vice chairperson, and the principal becomes the secretary of the board and an ex-officio member. The remaining others fall under the additional members of the committee, however, they are all expected to be fully participative in the decision making process regarding the running of the school.

Hierarchically, the SGB precedes the SMT which, according to the MOE (1995:6) and Du Preez (2003:115), is made up of the senior staff. The senior staff includes the principal, deputy and the heads of departments. The principal therefore becomes the mediator between the two bodies which manage the school. Any management related issue that the principal agrees upon with the SMT will be addressed to the SGB by the principal and vice versa. Figure 2 below shows the management hierarchy of the Lesotho Post Primary Schools. The first two levels in the hierarchy illustrates the members of the SMT. While the deputy principal level is taken to be correctly under the school board and principal level, it is crucial to note that the deputy principal is not part of the SGB.

Figure 2- Post Primary School Management Hierarchy. Adapted from, MOET (1995:5).



2.4.3 Duties and role of the School Management teams in teacher discipline.

As mentioned above, the SMT is made up of the senior staff members in the school, nevertheless, for purposes of this study, the SGB members also form part of the SMT. There are two categories of the SMT as illustrated in Figure 2. The combined duties of these categories are outlined below.

The SMT has to see that the management of the school is effective through building relationships with all stakeholders (Du Preez, 2003:115). Du Preez adds by stating that the SMT must see to it that the school has the basic infrastructure to enable teaching and learning to take place in a favorable environment. He further notes that new staff members should be inducted and oriented by the members of the SMT and they should be in a position to assist in planning of the timetable, the budget, financial control, fundraising, code of conduct, assessment policies, managing diversity in the school, decision making, policy making, planning of staff development, planning of the change process in the school, keeping records and storing and managing the school learning resources. A comment is also made about the SMT's to take a leading role in committees such as the discipline, financial or academic committees.

These duties of the SMT are also justified by the GOL (1995:7) where it is stipulated that the SMT provides advice, guidance and support to the principal in making decisions that affect the

administrative and academic areas of the school. They are also expected to provide a means of interpreting Ministry of Education Policies regarding the academic program; routine; discipline; internal and external communication; community-school relations; finance; budgets and the timetable. It is also pointed out that the SMT is the possible training ground for future principals of the same or other schools.

With regard to the SGB as a component of the SMT in this study, they are expected to manage and administer the school to which they are appointed properly and efficiently (GOL, 2010:23). When there are allegations of misconduct in a school, they take the responsibility of investigating the case. In the same token, they are the ones who take the serious misconduct cases to the TSC for adjudication. That is the SGB has an obligation to charge a teacher for misconduct, suspend a teacher, recommend demotion or even dismissal of a teacher for misconduct (TSR, 2002:34-37) This means that they have all the right to discipline teachers up to a point where the misconduct is beyond their control and they lead the case forward for further processing.

Since it is not all the members of the SMT who work in the school on a daily basis, their working together as a team is crucial since those in the school will provide information to those outside the school in a manner that will enable the effective daily running of the school.

2.5 Summary

The majority of the literature reviewed was taken from studies conducted in developed countries. Literature reviewed indicated that teacher misconduct is any teacher behavior that contravenes the expectation of the law. Teacher misconduct is said to be caused by managerial issues, personal issues and out of the job context issues. It is further argued that teachers like employees in other organizations are disciplined in order to rehabilitate, deter, and prevent them from being involved in misconduct. Furthermore, the management structure of the post primary schools in Lesotho is seen to include the SGB, HODs and the principals.

CHAPTER 3

3.1 Research Design and Methodology

Introduction

This section seeks to explain how the researcher investigated the research problem. The section discussed in detail the research design and the methods that the researcher employed in collecting and analyzing data. The design and the methods that were selected carefully to suit the aims of the research study. The purpose of this research study is to seek an understanding of the disciplinary measures adopted by SMT's in dealing with teacher misconduct in Maseru city post primary schools. Hence the chapter explained in detail how data was collected and analyzed.

Research design

The research design is used to structure the research and to show how all the major parts of the research study work together to try to address the central research question. Bogdan and Biklen (1992:58) emphasizes that a research design is a researcher's plan of how to proceed. Babbie and Mouton (2002: 72) adds also that a research design addresses the planning of the enquiry and designing a strategy for answering a research problem. A design specifies clearly what the researcher wishes to study in the best way possible. This shows the strength of the research design in the research process in that it is a fundamental framework from which the process is directed.

This research study is an enquiry into the disciplinary measures adopted by school management teams in dealing with misconduct in Maseru City post primary schools. Thus, by inquiring how school management teams discipline teachers for misconduct, the study is seeking to construct a better understanding of human behaviours or actions. The qualitative research design is suitable for this study. The researcher purposefully chose the research design that is descriptive and embedded in qualitative outline because it can deliver a substantial description of the disciplinary measures adopted by SMT's in dealing with teacher misconduct. The context in which this study is undertaken, as well as the nature of the research question, has influence on the design of this research study.

As argued earlier on in section 2.3.5, discipline is a social process where several people are involved. Thus, effective discipline is a social occurrence. Cohen et al (2002:19) argue that social

science is thus seen as a subjective rather than an objective undertaking, as a means of dealing with the direct experience of people in specific contexts, and where social scientists understand, explain and demystify social reality through the eyes of different participants; that is, the participants themselves define social reality. Moreover, qualitative research is inductive and derives interpretations from situations and responses (Warren, 2002: 83; Maxwell, 1996:63). The researcher is therefore of the opinion that social occurrences are understood better through the use of qualitative research inquiry. The quality of this research design is of the descriptive and narrative nature that is depicted in words rather than in numbers. Mantlana (2006:134) quotes Strauss and Corbin (1990:17) where they observed that qualitative research is any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification.

Qualitative research is an exploratory study of things in their natural settings, the interpretation and understanding of phenomena in terms of the meanings that people bring to them. Such research derives its data from *inter alia* observations, interviews, questionnaires, document analysis and triangulation, and focuses on the meanings and interpretations of the respondents or participants. For this reason, a qualitative design is deemed suitable for this study in that it is going to derive information from participants and the focal point is going to be the meaning held by the participants.

In addition to that, in education qualitative research is frequently referred to as naturalistic because the researcher frequents places where the events she or he is interested in naturally occur (Bogdan and Biklen 1992:3). Furthermore, qualitative research is often misunderstood and misrepresented by simply contrasting it with quantitative research because that reduces its diversity and complexity. Equally, what is collectively referred to as qualitative research should be distinguished from other research that merely contain qualitative data, because the mere fact that words prevail over numbers in a project does not make such work a qualitative research.

Qualitative research however seems to be viewed as a home to a variety of scholars from sciences, humanities and practice disciplines that are committed to different philosophical and methodological positions. Interpretive or social enquiries like this study are often viewed as wholly defined by qualitative research. Qualitative research seems to be frequently more open in its approach to phenomena than other research strategies that work with large quantities and are

strictly standardized. This is supported by Payne and Payne (2004:175) in observing that qualitative researchers utilize non representative samples of people (as is the case in this study) rather than working from large representative sample. It is therefore worth noting that what is collectively encompassed in the term qualitative research, may not qualify for a simple definition.

Qualitative research, as Boglan and Biklen (1992:29) rightly argue, has the natural setting as the direct source of data and the researcher is the key instrument. They continue by positing that, as a form of empirical enquiry, qualitative research entails purposive sampling for information-rich cases, open-ended interviews and techniques for analysis and interpretation of the data collected that call for penetrative understanding of phenomena. Additionally, qualitative research gives data meaning and makes it understandable.

Furthermore, qualitative research is descriptive and data is analyzed inductively, that is the data collected are in the form of words or pictures rather than numbers and the written results of the research contain quotations from the data to illustrate and substantiate the presentation (Boglan and Biklen 1992:30-31). On the other hand, qualitative researchers are concerned with process rather than the outcomes or product, meaning the research is taken into consideration from the very beginning to the end. Finally, meaning is of essential concern to the qualitative approach to research.

3.2 Sampling

Population

The population of this study was all the school management teams of the Maseru city area which comprised the principals, HODs and SGBs. These are the people who are at the helm of administration of schools and are involved in disciplinary actions that have to be taken against teachers and other persons who conduct themselves wrongly.

Sampling technique

A combination of stratified and cluster sampling techniques were adopted to select participants for this study. Cohen *et al* (2007:111) define stratified sampling as that involving dividing the population into homogeneous groups, each group containing subjects with similar characteristics.

Furthermore, McMillan and Schumacher (1993:163) state that in cluster sampling the researcher identifies convenient, naturally occurring group units, such as schools, districts or regions and then randomly selects some of these units for the study.

The sample consisted of five post primary schools which were purposively selected among the public post primary schools in the Maseru city. These post primary schools were stratified into church and government. Church schools were then be clustered into Lesotho Evangelical church (LEC) schools, Roman Catholic Church (RCC) Schools, Anglican Church of Lesotho (ACL) Schools and any other denominations. One post primary school was then be purposively selected from each cluster, that is one from LEC, RCC, ACL and other church denominations. An additional sample was one post primary school from the government schools. This made a total of 5 schools. By selecting only five schools, it made it easier for the researcher to conduct a qualitative study as advised by Maykut and Morehouse in Teleki (2002:16) that the fewer the schools, the better the manageability of the research.

Sample size

Since the study is going to seek information from the management teams in schools as mentioned above, the expected sample of the study was as follows:

- A SGB member
- A principal from each school and
- One HOD

This denotes that there were three subjects from each school. A total of fifteen subjects were interviewed for the study.

3.3 Instrumentation

The research instrument that was used to collect data for this study was the semi-structured interviews to allow for probing where necessary. De Vos *et al* (2005:302) assert that with the use of semi-structured interviews, the researcher is able to follow up particular interesting avenues that emerge from the interview, and the participant is able to give a fuller picture. The nature of the

interview was indepth individual interview. The interview schedule was self-developed by the researcher (**ref appendix 6**). Interviews, as seen by Cohen *et al* (2007:349) are flexible tools for collecting data, enabling multi sensory channels to be used: verbal, non verbal, spoken and heard. Leedy and Ormrod (2005:185) indicate that interviews allow the researcher to clarify ambiguous answers and seek follow-up information.

The face to face nature of indepth individual interviews helped the researcher to establish rapport with subjects, hence that they provided information that they would otherwise withhold if they were to write it down (Cohen *et al*, 2007:333). They are also appropriate in that some information that the researcher is not aware of might come up during the interview.

3.3.1.Piloting the study

In order to come up with reliable and valid results, researchers begin their field work by engaging in pilot studies. Borg and Gall (1963:22) aver that a pilot study is a small scale research project, usually involving only a few subjects, which is carried out in order to test and improve the plan before the researcher makes major investment in time and effort required to carry out the planned research. The study was piloted in two post primary schools which were not included in the purposively selected post primary schools. Piloting the study aided in checking the level of difficulty and ambiguity of the questions, appropriateness of the questions for the objectives and to test whether the interview schedule functioned well. Anderson (1998:188) observes that piloting also validates the flow, the physical utility of the form of the schedule and the arrangements one has made to record the responses. Finally, timing of the interview was also verified during this stage.

3.3.2 Validity of the instrument

In ascertaining the content validity, the researcher ensured that key words in the title of the study are fully addressed in the interview questions. This was done by dividing the sections of the

interview schedule according to the key words and having questions under each section relating to the relevant key word. Accordingly, the objectives of the study were taken into consideration.

Moreover, to check validity, two expert researchers were requested to assess the interview schedule. Their recommendations were used to adjust the final version of the interview schedule. Respondents' statements were quoted verbatim to ensure validity of data interpretations. In qualitative research, internal validity refers to the degree to which the interpretations and concepts have mutual meanings between the participants and researcher (McMillan and Schumacher, 1993:391; 2001:407). This was ensured by rephrasing the questions for participants during the interviews.

According to Neuman (2000: 167), validity is concerned with the extent to which an instrument measures what one thinks it is measuring, that is, the extent to which it actually measures what it is supposed to measure. For this research, face and content validity was considered. Neuman (2000: 168) distinguishes between face validity and content validity. To him, face validity is a judgment by a scientific community that the instrument really measures the construct. It addresses the question: On the face of it, do people believe that the method of measurement is fit for the purpose for which it is designed? This was ascertained through approval by an expert researcher.

Content validity, on the other hand, is a special type of face validity. It addresses the question: Is the full content of a definition represented in a measure? Measures should sample or represent all ideas or areas in the conceptual space. From Thorndike's (1982:120) point of view, content validity is a kind of validity by assumption. The items of the instrument are carefully examined by experts, who attest whether or not, or to what degree, they consider the instrument to be valid.

3.3.3 Reliability of the study

Reliability refers to the consistency of measurement, that is, the extent to which the results are similar over different forms of the same instrument or occasions of data collection (McMillan and Schumacher, 1993:508). The reliability of the instrument was attained through a series of steps

including having them examined by at least three experienced experts in the management field from the Faculty of Education at NUL. These experts in particular examined content-related evidence. Content related evidence that they focused on was based on content and format of the instrument. They also looked at the adequacy of the items in representing the content to be researched.

As stated above piloting of the interview schedule as suggested by Silverman in Cohen *et al* (2007:151) was also done to enhance their reliability. This was done by phasing out questions which seemed to be ambiguous and restructuring some of them for clarity. Furthermore, during the interviews, responses were tape recorded where respondents permitted and they were subjected to copious reviews during data analysis when necessary. Recorded data was transcribed to ensure reliability as advised by Miles and Huberman (1994: 51) in Mantlana (2006:144). Moreover, reliability was ascertained through seeking information from a number of participants as stated above that a board member, principal and a head of department were respondents for the study.

In addition, another factor that was used for ensuring reliability was code checking whereby data was coded by two researchers and the codes correlated then the data was regarded as reliable. This form of ensuring reliability is suggested by Cohen *et al* (2007:151) in asserting that reliability in interviews can be enhanced by... inter-rater reliability in the coding of responses. Cross checking was also utilized. This is an exercise whereby some responses from the respondents were verified by going back to them to justify that they actually meant what the data implies.

3.5 Data collection procedures

Interviews were conducted by the researcher in person. During the interview a tape recorder was used upon permission granted by the respondent, and field notes were also taken. Where respondents did not feel comfortable with the use of the tape recorder, then field notes sufficed. Each interview session ranged from thirty to forty five minutes.

3.6 Data Analysis.

In the research process, data collected has no meaning before it is analyzed, hence the need to analyze it in an endeavor to complete the process. According to Cohen, Manion and Morrison (2000: 147), data analysis involves organizing, accounting for and explaining the data in a manner

that sense is made of the participants' definition of the situation, noting patterns, themes, categories and regularities. Data collected was analyzed thematically using the content analysis strategy, that is, major concepts and themes were identified and grouped according to their relevance to the research questions and objectives. The coding of the responses was also done to note the frequencies in each of the categories. In addition graphics (such as tables) and direct quotations were used to present the findings. This form of analyzing data is advocated by McMillan and Schumacher (1993:508) in asserting that a thematic analysis describes the specific and distinctive recurring qualities, characteristics, subjects of discourse, or concerns expressed. They further posit that the analysis often identifies themes by individual cases (people or incidents) and then synthesizes the themes across cases.

3.4. Ethical considerations

This section addresses the ethical issues that were considered during the course of the research process. The following factors were considered and are discussed in order to indicate how each factor was ascertained: harm to respondents; informed consent; deception of respondents; violation of privacy/anonymity/confidentiality and betrayal.

Harm to respondents

Respondents can be harmed in a physical and/or emotional manner (de Vos *et al*, 2002:64). This implies that in any research undertaking, respondents are likely to be exposed to physical or emotional harm, hence it is the researchers' responsibility to ensure that such harm is controlled or totally eliminated if possible. However, in this study, the researcher ensured that the respondents are neither physically nor emotionally harmed. This was controlled through asking the respondents to select a setting which was comfortable enough for the interview to take place.

Informed Consent

Obtaining informed consent implies that all possible or adequate information on the goal of the investigation, the procedures that will be followed during the investigation, the possible advantages and disadvantages and dangers to which respondents may be exposed to, as well as the credibility of the researcher be rendered to potential respondents or their legal representatives (Williams *et al* in de Vos *et al*, 2002:65). This has to be done so that the potential respondents

choose to or not to participate in the research at an early stage to allow the researcher to approach willing respondents on time. This was ensured by giving the respondents an information leaflet (**ref, appendix 4**) that was self developed by the researcher, which explained all what the research is about and its objectives. This was the time when the respondents were given an opportunity to ask some questions from the researcher. The respondent signed the information leaflet when they agreed to participate after reading and having some clarifications from the researcher. According to Babbie (2001:470) this is voluntary participation. Respondents were also informed of their freedom to withdraw from the study anytime at their will during their participation without prejudice should they feel that it is not worth doing.

Deception of respondents

Deception is defined as a deliberate misinterpretation of facts in order to make another person believe what is not true, violating the respect to which every person is entitled to (Loewenberg and Dolgoff in de Vos *et al*, 2002:66). As stated above in the informed consent section, the information leaflet also served to inform the respondents about the study and the researcher added by clarifying whatever was not clear to respondents. The reason why the information leaflet was utilized is to maintain knowledge consistency of the study objectives and the respondents' right to withdraw from the study. That is, all respondents had the opportunity to read for themselves what the study entails.

Violation of privacy/anonymity/confidentiality

The three concepts, privacy; anonymity; confidentiality are discussed under one heading because they all relate to identity of the respondent. Privacy implies the element of personal privacy while confidentiality indicates the handling of information in a responsible and confidential manner (de Vos *et al*, 2002:67). On the other hand, anonymity ensures that information given anonymously by respondents is not at any point associated with the person who participated in the study. Cohen *et al* (2007:64) supports this notion in asserting that information provided by participants should in no way reveal their identity.

Privacy in this study was ascertained by asking the respondents whether they were comfortable to be interviewed at their work place or their homes. Confidentiality determined by signing a

confidentiality agreement (**ref, appendix 5**) that promised the respondents that information they provided was not be accessed by anyone except the researcher and the supervisor where need arises. The respondents were also be ensured that the information was going to be used for study purposes only.

Anonymity was ensured through adhering to the principal means which is not having the names of participants or any other personal means of identification. This was advised by Cohen *et al* (2007:65).

Betrayal

The concept ‘betrayal’ is usually applied to those occasions where data disclosed in confidence are revealed publicly in such a way as to cause embarrassment, anxiety or suffering to the subject or participant disclosing the information (Cohen *et al*, 2007:65). This means that researchers need to be aware that data should only be used for the purpose it has initially been intended for. In this study’s context, the respondents were ensured that the information they will provide is only going to be used in partial fulfilment of a masters degree not for any other purpose and that their information will not at any point be publicised or used against them or their schools.

In summary, the researcher first asked for permission from the MOET (**ref, appendix 1**) to have access to the schools. With the letter written by the District official (**ref, appendix 2**) to grant access to the schools, it was be a matter of negotiating with individual schools for arrangement of appointments (**ref, appendix 3**). Following the appointments, before beginning with the actual data collection, the researcher first had to establish rapport with every participant by introducing the study and the purpose for which the data is being collected. The time that each participant would be required to partake in the research was also indicated and all participants were assured that the questions asked are not meant to be in any way judgmental and there is no wrong or correct response, they were only expected to give their honest opinions to the questions. All participants were reassured that data to be collected is for the purpose of the partial fulfillment of the Masters Degree and all participants were also assured that the names of their schools, the information they would provide during the data collection would be kept anonymous and confidential by not revealing the actual names of their schools and the participants.

Chapter 4

Presentation and analysis of data

In this chapter data collected through interviews were presented and analyzed with the aid of the research questions and the theoretical framework discussed in section 2.1 of this study. According to the administrative management theory as proposed by Fayol, administrative behavior comprises five functions, namely, planning; organizing; commanding; coordinating and controlling. Fayol also brought our attention to the fourteen principles of management. Except for three of them, which are unity of purpose, initiative and centralization, all the other management principles (**ref:**

2.1) were found to be significant for this study hence they also helped in framing the study. Before the data presentation, the study's population was described. Table 1-3 below presents personal profiles of the respondents.

Table 1 Distribution of participants by period of experience in the SMT

| Period of experience in years | N=15 |
|--------------------------------------|-------------|
| 0 – 5 | 8 |
| 6 - 10 | 2 |
| 11 - 15 | 2 |
| 16 – 20 | 2 |
| 25+ | 1 |

According to table 1 most respondents have been in the SMT position for five years or less. The table further indicates that two of them had served the SMT for a period between six and ten years. Another two had been in the SMT for eleven to fifteen years and two of them have experience in the SMT for close to twenty years while only one of them have been in the position for more than twenty five years.

Generally, the table shows that many SMT members in the Maseru city have a few years of experience in the management of schools hence the possibility that they are still in the learning process of managing schools. This was justified by Motsamai (1994:41) when asserting that lack of satisfactory experience and the necessary training leave one with a doubtful feeling concerning the headteachers' competencies in carrying out their roles in schools.

Table 2 Distribution of participants by academic achievement

| Academic achievement | N=15 |
|-----------------------------|-------------|
| | |

| | |
|-----------------|----------|
| B Ed | 5 |
| BA Ed | 3 |
| BSc. Ed | 2 |
| M Ed | 1 |
| MA.Ed | 1 |
| BEd Hon. | 1 |
| Dip Ed | 1 |

From table 2 one realizes that a substantial number of participants hold educational degrees and only a few hold post graduate degrees. One of them holds an educational diploma. This shows that most of them are highly qualified and experienced hence they are likely to perform their duties well. However to become a member of the SGB, academic qualifications are not considered. For this reason it is highly possible that parents with no educational qualifications can become SGB members.

Table 3 Distribution of participants by age range

| | |
|------------------|-------------|
| Age range | N=15 |
| 35 - 45 | 4 |
| 46 - 55 | 5 |
| 56 - 65 | 6 |

Table 3 indicates that most of the members of the SMTs in the Maseru city are middle aged denoting that they are experienced in the field of education more especially in teaching. However, this does not imply that they have adequate experience in the management of schools as shown in table 1. The conclusion that can be reached from this is that since they are experienced in the teaching profession, they are likely to take realistic decisions against teacher misconduct.

4.1 School disciplinary measures against teacher misconduct.

This section of the chapter presented findings on the first research question which sought to identify the school disciplinary measures school authorities use against teacher misconduct in post primary schools.

4.1.1 Teacher discipline enforcing structures in post primary schools

Table 4 Structures available in schools to enforce teacher discipline

| | |
|--|-------------|
| Responses from all Participants | N=15 |
| School Governing board | 12 |
| Principal | 15 |

| | |
|-------------------------------|-----------|
| Deputy Principal | 8 |
| Heads of Departments | 14 |
| Senior teachers | 2 |
| Class teachers | 1 |
| Disciplinary Committee | 4 |

According to table 4 the most highly rated structures were those of the principal, HOD and SGB respectively, while others were lowly rated. Mothemane (2004:64) argues that structures such as the SGB, HOD and disciplinary committees are vital in maintaining order and stability in schools. The highly rated structures are commonly known for enforcing discipline in schools. It is not surprising that the majority of respondents identified them as in most schools these structures play an important role in the enforcement of teacher discipline. Indeed the respondents were able to show a typical administrative practice in schools with regard to teacher discipline.

The inference that can be made from the responses that the principal, deputy SGBs and HOD's are seen by almost all respondents as responsible for disciplining teachers is that, schools are aware of the hierarchy of bodies available for effective disciplining of teachers. The reason for this might be people in the teaching service wanted to be familiarized with the duties of the different people in authority after the new salary structure for teachers that was implemented in 2009 and the enactment of the new Education Act of 2010. On the other hand, the assumption made by other respondents that class teachers and senior teachers are also regarded as responsible for the discipline of teachers indicates that schools differ in the manner of handling misconduct cases. This is justified in the fact that some schools have disciplinary committees while others did not make a mention of such a body. Data indicated that the participants are aware of the hierarchical structure and authority and responsibility in their schools.

4.1.2 Legal documents referred to when dealing with misconduct cases

Table 5 Participants' indication of legal documents referred to when dealing with misconduct cases

| | |
|-------------------------------------|-------------|
| Participant's responses | N=15 |
| Education Act 1995 and 2010 | 11 |
| Teaching Service Regulations | 13 |
| Principals Manual | 1 |
| Church Regulations | 1 |
| Don't Know | 1 |

Table 5 shows that the majority of participants rated the use of the TSR 2002 and Education Acts high as the major legal documents that they utilize when preparing to deal with misconduct cases. Indeed these are official and legal documents that guide school management in enforcing discipline and order in schools. Literature on management suggests use of these legal documents to maintain discipline. It is fair that staff and management are aware of these documents as points of reference. The other documents were rated extremely low. This could be because they are localized documents which schools develop at their will.

4.1.3 Administrative response to teacher misconduct in post primary schools

Table 6 Administrative responses for misconduct cases in schools in the past two years

| | |
|---|---------------|
| Administrative response to misconduct in schools in the past two years | N = 15 |
|---|---------------|

| | |
|---|----------|
| Teacher sent for rehabilitation | 1 |
| Teacher advised to resign by the board | 1 |
| Teacher demoted | 1 |
| Teacher issued a verbal warning | 7 |
| Teacher issued a written warning | 1 |
| Case not dealt with | 4 |

Table 6 indicates the administrative responses to teacher misconduct in the schools that took part in the study. The table shows that verbal warning is rated high while the very formal measures are lowly rated. Other cases were completely not dealt with. It is not surprising that the verbal warning is highly rated by participants since in most post primary schools it is the measure that authorities repeatedly use in disciplining their teachers. The inference that can be made here is that the school authorities do not like the issue of using the formal steps in disciplining their teachers as it involves a lot of paper work which is quite frustrating to get involved in. They also do not engage in the use of formal steps because sometimes they could mean that they are going to lose such a teacher through dismissal. School leaders always aim at ensuring that whatever measures they take against teacher misconduct lead to the improvement of such a teacher, not to destroy them.

4.1.4 Table 7 Availability of teacher disciplinary policies in schools

| | |
|---|-------------|
| Does your school have a teacher disciplinary policy? | N=15 |
| Yes | 3 |
| No | 12 |

Table 7 above indicates that there are three schools with a teacher disciplinary policy. It is worrying to realize that out of five schools only one appreciates the development of local policies despite their importance. Most of the participants claimed that their schools do not have such a document and that in its place are norms which are known to every teacher. Literature shows that the provisions of the legal documents are ideal for the discipline of teachers (Teleki, 2002:108). Lack of initiative on the part of the school management to develop their policies shows that they are not aware that developing policies with employees means involving them in decision making which could make their managerial responsibilities easier to carry out. They take for granted that the national policies are enough for dealing with misconduct cases. The inference is that they are not aware that it will be much easier to discipline and control teachers with the rules they have developed together with them. This is seen in the response from one of the school authorities:

P6: Such cases have not been many in this school. I only know of one which actually necessitated the establishment of a disciplinary panel within the board. Most cases have always been effectively taken care of by the headmistress who practically uses the legal framework.

Notwithstanding the fact that it's only a few participants who agreed to the availability of teacher disciplinary policies in their schools, they claimed that it is very helpful in dealing with misconduct cases. This is illustrated in the following interview response from one school leader:

P3: The teacher disciplinary policy is very helpful in that teachers already know the consequences of transgressions; hence they try by all means to avoid them.

4.1.4.1. Table 8 Reasons why schools do not have self developed policies for teachers' discipline

| Reasons schools do not have self developed policies for teacher discipline | N=12 |
|---|-------------|
| The policy provided by the Ministry is sound enough to help us deal with cases of discipline | 2 |
| We never give ourselves time to develop them. | 1 |
| We don't have serious disciplinary cases in our school | 6 |

| | |
|--|----------|
| Instability in the school (repeated change of administration) | 1 |
| We depend on our norms and they really work for us | 1 |
| We have a very strong principal whom all of us listen to | 1 |

From table 8, one recognizes that there are various reasons that cause schools not to have self developed policies for teacher discipline. These reasons vary from adequacy of the national educational policies to a strong principal. Most SMT members rated the reason that they don't have serious disciplinary cases in their schools high. This was followed by the reason that the national educational policies suffice the need to deal with disciplinary cases. The other reasons were rated very low. It is doubtful that the third reason in the above table is rated high because some misconduct cases are hidden in schools. Such misconduct cases include sexual harassment of students. The reasons that are rated low are seen to be sincere in that they portray the typical responses of teachers when they are free to talk. However others feel that the national policies are so reliable that they don't need any local policy to enhance their effectiveness. The inference that can be made from this table is that school administrators only consider dealing seriously with a misconduct case if it is a gross misconduct. However some participants agreed that the absence of a local school policy for teacher discipline enhances inconsistencies in the measures taken against teacher misconduct. This is indicated in the following response:

P10: When we have cases we handle them according to their seriousness, for example, teachers can be absent due to different reasons. That is, yes we are very inconsistent but because of factors that we observe in the misconduct.

4.1.5 Initiation of workshops for teacher discipline in schools

Table 9 Participants' responses to initiation of workshops in their schools

| | |
|---|-------------|
| Do you ever initiate workshops for teacher discipline matters? | N=15 |
| Yes | 6 |
| No | 9 |

Table 9 above indicates that a few participants attended workshops initiated in their schools to respond to teacher discipline related matters. Nevertheless many participants stated that they never received any workshops regarding teacher discipline from their administrators. The reason for this could be that the administrators are not interested in such issues because misconduct rarely occurs in their schools as indicated in table 8 above.

Some participants indicated that in their schools, workshops for teachers are sometimes held with the aim of discussing teacher discipline related matters. Participants expressed that workshops are ideal for the discipline of teachers. The following are examples of interview responses that indicate this:

P1: The principal sometimes hold workshops for us, which are mainly on motivation and conflict management.

P5: Workshops reminds teachers to get refreshed about their expected conduct.

P7: At times teachers would not have known what to do or not. But after the workshops we see teachers behaving according to the law.

The inference that can be made from these responses is that teachers enjoy being reminded of their conduct and they like to be motivated by their leaders. The reason for this could be that teachers take for granted that their leaders do not know the laws if they don't keep on discussing such laws with them.

Other participants pointed out that they never have workshops developed by the school, but they normally get seminars by people from the ministry, either on invitation or presenters coming to the school to ask permission from the principal to hold such an activity. This is illustrated in the following statements:

P3: We normally invite resource persons to discuss with our teachers issues related to their discipline, more especially at work.

P8: Last year we had an inspector who came here to talk about teacher discipline.

P10: External workshops by the ministry help our teachers to get acquainted with the laws governing education in this country. Some workshops are mainly on management and anyone who attends them give staff members a report of what was discussed so they help us a lot.

From these one can deduce that some school leaders believe in the Ministry of Education’s provisions and they do not realize that teachers can also feel honored to be held workshops by their leaders in the school.

4.1.6 Ways of ensuring teachers’ familiarity with the education laws.

Table 10 Ways of ensuring teachers’ familiarity with the education laws

| | |
|---|---------------|
| How do you ensure that teachers are familiar with the law? | N = 15 |
| The principal gives them to every new teacher. | 6 |
| New teachers are always briefed on the expected conduct. | 6 |
| We are given school manuals which have them inside | 3 |

Table 10 shows that out of fifteen participants six of them agree that the principal gives the educational laws to every teacher. The other six indicated that new teachers are briefed on the expected conduct while three of them stated that their school has a teachers’ manual which has the laws stated in it. The inference that can be made on the first two responses is that school administrators believe that the newly employed teachers are the ones who are likely to violate the rules. They are not aware that every teacher is capable of transgressions, whether new or experienced.

Whereas some participants showed that they never get any workshops for teacher discipline, they claimed that they use other means to ensure that the teachers become familiarized with the laws governing Lesotho’s education system. The implication here is that different schools use rather diverse ways of bringing light into the professional lives of their teachers. The reason for this may be that schools differ in their operations due to their differences in proprietorship.

4.1.7 Measures of curbing cases of teacher misconduct in post primary schools

Participants suggested that cases of misconduct in teachers can be curbed with the use of several measures. They indicated that controlling; fairness; esprit de corps; and organizing are the proper

ways of curbing teacher misconduct in post primary schools. These concepts have been discussed earlier in the study (**ref. 2.1**).

Controlling

Participants' responses indicated that the use of guidelines for discipline of teachers and immediacy in dealing with misconduct cases could help curb misconduct. The following interview responses demonstrate this:

P1: Legal documents should be used accordingly.

P11: Development of a school policy for teacher discipline.

P13: A thorough Monitoring by administration is needed.

P14: Address teachers immediately when there are transgressions.

P15: There should be serious measures taken against teachers who conduct themselves unacceptably.

The assumption that can be made from these responses is that school leaders are aware that a lot of humanity is used in dealing with misconduct cases hence the need to reconsider the laws' authenticity. It can also be insinuated that they realize their mean responses to misconduct cases.

Fairness

Some participants believe that fair treatment of employees by management can help curb cases of misconduct. This is illustrated in the following statements from interview responses:

P1: Management should not treat disciplinary cases in a biased manner. Every situation must be dealt with accordingly.

P2: The SMT should try to find the cause of the misconduct and deal with it as fairly as possible.

The conclusion that could be made out of these responses is that there is an element of unfairness in the way disciplinary cases are dealt with in schools. The reason could be that school leaders

always try to have a deep understanding of the misconduct before dealing with it; this is why some staff members would feel they are not fair.

Esprit de corps

With regard to team work, some participants believed that it can curb teacher misconduct in that working together makes people aware of the issues they were not initially acquainted with, hence improvement of discipline. This is demonstrated by the following interview responses:

P5: Talking is the most effective manner in which leaders can enhance effectiveness of their staff members.

P7: Talk to teachers both individually and in forums. Use forums for controlling situations before they occur, but talk to an individual teacher when misconduct is already at hand.

The conclusion that can be reached with regard to these responses is that harmony and unity should be created in the group, and group spirit by personal contact and communication (Van der Westhuizen, 2002:70). The implication of this is that teachers like to be talked to.

Organizing

It emerged from the interview data that giving teachers in-service training regarding their conduct is essential to reduce cases of teacher misconduct in schools (**ref. 4.1.5**). Some of the participants suggested that frequent meetings in the school are necessary in keeping the staff familiarized with the expected conduct through the review of statutes more especially for novice teachers. The following statements support this:

P9: Make teachers aware of the education laws by holding workshops.

P12: Workshops for teachers are crucial for instilling the expected conduct in teachers.

The inference that can be made from these statements is that the SMT's are aware of what they need in order to run the schools effectively and that the workshops can respond positively to these needs.

In view of research question one, it has been realized that the school management teams are accustomed to the legal documents that govern discipline of teachers. It has also been observed that schools rely entirely on these legal provisions for handling misconduct cases; they do not have their self developed guidelines for handling teacher misconduct cases. Another observation is that workshops are essential for enhancing teacher discipline in post primary schools.

4.2 Challenges faced by school authorities in enforcing disciplinary measures

This section of the chapter presented findings of the research question that sought to determine the challenges facing school authorities in enforcing disciplinary measures in post primary schools' teachers.

4.2.1 Factors preventing school leaders to enforce disciplinary measures

Authority and responsibility

Some participants indicated that the fact that that they are at the similar level of education with the teachers makes it difficult for them to handle cases of misconduct as expected. This is illustrated in the following statements:

P1: We are all teachers and most of us with similar qualifications and it is not easy to enforce the disciplinary measures to a teacher like you.

P6: Defensive teachers prevent us from enforcing disciplinary measures.

P15: Some teachers are very stubborn and that makes our work a disaster.

Fairness

Other participants felt that lack of fairness on the side of management when dealing with cases of misconduct is one of the challenges that they face because if one of the cases was not dealt with accordingly then it becomes difficult to deal with the next as expected. The following excerpt clarifies this:

P1: Lack of consistency makes it difficult for the administration to deal with disciplinary cases as expected.

Esprit de corps

It emerged from the interview data that lack of harmonious working relationships is another challenge of enforcing discipline. If team work is lacking in schools, even enforcing discipline becomes quite a challenge in itself. However participants indicated that their personal relations are affected when they try to enforce discipline. The following statements illustrate this:

P9: Teachers react negatively; they don't want to be approached. Sometimes when we try to deal with cases of misconduct, the other teachers claim that we are expelling their colleagues from work.

P10: The stakeholders in education do not view matters in the same way and our relationships with teachers are compromised. For example, when I try to tell a teacher the repercussions of the misconduct, the secretariat tell them that I can't do anything, so that makes it very difficult to enforce measures against teachers.

The inference that can be made from the information above is that school leaders are afraid of enforcing discipline to the teachers because they fear that their relationships will be affected. This indicates that there is still a lot of training for principals on how to approach difficult people with regard to discipline.

Controlling

Data from interviews revealed that controlling as a managerial task plays a vital role in enforcing discipline in teachers. According to Teleki (2002:134) teachers who bar principals from exercising control over their work and from supervising it, make it impossible for a principal to maintain teacher discipline. Participants indicated that the legal framework discourage them from dealing with teacher misconduct because of the complexities involved in taking formal measures. This was captured from the following statements:

P3: the education laws in Lesotho are mostly inclined to the principal not teachers. According to me, we don't have an education policy in this country that looks deeply into the discipline of teachers.

P7: The law is inconvenient for most of teachers' activities therefore it hinders them from doing things the right way; rather it causes them to be resistant.

The implication of the issue of the legal framework is that most school leaders prefer dealing with misconduct cases informally leading them to lack familiarity with the laws of Lesotho governing discipline of teachers. It can also be inferred that school leaders need to be trained on the issue of laws guiding the discipline of teachers so that they can clearly understand what the law implies because it might be they find difficulty in handling misconduct cases because they don't comprehend the provisions of the legal framework.

Rewarding Staff

Some participants felt that the school board members must be considered by the schools as staff members for them to have interest in their work. They claimed that this can be achieved through remuneration. In line with this suggestion is the assertion by Van der Westhuizen (2002:69) that rewards should take into account the cost of living but should also serve to motivate and boost morale. The following excerpt illustrates this:

P3: There are no incentives for the school governing board (SGB), so they are not interested in the discipline of teachers.

Discipline

Interviews' data revealed that there is a possibility that discipline can either be enhanced or disrupted by the authority. Participants indicated that as the leaders of teachers they have the responsibility of ensuring that teachers behave as expected. If they fail, teachers ignore their professional ethics and behave immorally. This is illustrated by the following comments from some school administrators:

P4: Teachers don't accept any measures we put in place, but we always make them aware that if they do not do anything wrong, then we would not have to enforce anything on them so they try by all means to behave accordingly.

P8: I sometimes have to threaten the teachers for them to be disciplined because if I don't, they go astray.

From this information it can be deduced that teacher discipline is a matter that is easily handled if discipline is instilled in teachers by school leaders before they get involved in transgressions.

4.2.2 Common teacher misconduct types in post primary schools

Table 11 Common types of teacher misconduct in schools

| Types of misconduct | N=15 |
|-----------------------------------|-------------|
| Absenteeism and tardiness | 9 |
| incompetence | 8 |
| Neglect of duty | 6 |
| Dodging classes | 11 |
| Truancy | 3 |
| Failure to meet dead lines | 2 |

Table 11 above illustrates that dodging classes is the most common type of misconduct. Absenteeism incompetence and neglect of duty are also rated high, whereas truancy and failure to meet dead lines are rated lowly by participants. These misconduct types are discussed earlier in the study (**ref. 2.2.3**). It is evident from the table that most of the misconducts are common in many schools except truancy and failure to meet deadlines. As noted above, it is important to realize that some misconduct types are challenges in themselves for administrators. These misconduct types illustrate poor commitment and dedication to the teaching profession

From this table it can also be deduced that teachers need to be reminded from time to time of the expected conduct and this has to be done every session for them to be well refreshed on the expectations of the teaching service regarding their discipline. This can be done through inviting guest speakers from the ministry or sometimes be presented by the school authorities themselves.

In as far as research question two is concerned; it has been observed that the challenges that school authorities face in enforcing disciplinary measures include their educational background which is most of the time similar to those of teachers, inconsistency in the measures they employ in handling misconduct cases, personal relations, and the legal framework.

4.3 Roles SMT's play in disciplining teachers

This section of the chapter presented the findings of the third research question that inquired about the role of school management teams in dealing with the issues of misconduct in post primary schools.

4.3.1 Roles of heads of departments in teacher discipline in post primary schools

Discipline

When asking the participants about the role played by HOD's in the discipline of teachers, they indicated that it is mainly to ensure that the teachers in their departments do the work as expected. Failing which, the HODs' are obliged to advise teachers regarding their behavior at work. However, other SMTs' members felt that even though it is expected that HODs' are part of management they do not really perform managerial duties at all. These emanated from the following responses:

P1: They discipline teachers in their departments.

P10: Rebukes and reprimands teachers in their departments with regard to their performance. We still expect that HODs' can take an informal measure to help a teacher who is ill-disciplined.

Esprit de corps

With regard to esprit de corps as another role of the HOD's, the SMTs' explained that the HODs work hand in hand with the principal in dealing with issues of discipline. They do this by handling issues first on their own but if the matter is not resolved it is then referred to the principal who deals with the matter in the presence of the HOD. The following accounts indicate this:

P2: They help the principal by coming to a hearing when there is a misconduct case. They also warn and advice teachers when they go astray.

P8: They refer problem teachers to the principal after talking to them.

Coordination

Coordination is another role that was identified. According to some participants HODs' are synchronizers; they harmonize the relationships of their departmental members and members of other departments. This is because, when there are work related conflicts among the members of different departments, the HODs' are the ones who are expected to handle such matters to bring order in the school. These are the responses that some participants' shared:

P5: they are coordinators in the department and they are mediators between the principal and teachers. If there is a problematic teacher, the HOD is the one who first handles the case more especially if it is work related.

P11: They ensure that the teachers within their departments understand the need to work together with other departments more especially in issues relating to subjects. For example, some subjects are holistic, like Geography and the sciences, and some scientific concepts that are needed in Geography may not be easy to explain. Therefore the Geography teacher may ask the Science teacher for help. As a result it is the responsibility of the HOD to instill in teachers that team work with other departments is essential.

The inference that can be made from this is that the role of the HOD in the school is to ensure that there is harmony in the school among all the departments. It can also be concluded that the SMT members know the roles of the HOD generally because the roles specified by the participants regarding teacher discipline are the ones that appear in the legal provisions.

4.3.2 Roles of the principal in teacher discipline in post primary schools

Controlling

When interviewing the participants regarding controlling they advanced a series of roles that they expect the principal to perform. The reasons that were advanced were that the principal is responsible for everything in the school and that nothing can take place in the school without the approval of the principal including strong measures of disciplining teachers. These were derived from the following responses:

P1: Executes the decisions of the other responsible bodies (HODs and the disciplinary committee) of teacher discipline.

P3: issues verbal and written warnings, informs and takes the teacher to the board of governors for a disciplinary hearing.

P8: Applies corrective measures through warning teachers.

P10: Advises the teachers and reminds them their tasks. Warn teachers both verbally and in written forms.

According to the participants, it seems the principal is a fundamental body in the school hence they have to be dependable in as far as the discipline of staff is concerned.

Esprit de corps

Data from the interviews indicated that the principal's role in teacher discipline is to communicate with the concerned teacher as mentioned above that they are overseers in schools. This is because sometimes teachers do not listen to their HODs. The principal therefore takes that role. This means that even the work of disciplining teachers that could have been handled at the lower level of management by HOD's is also done by the principal. This is illustrated in the following responses from the interviewed SGB members:

P9: Warns but our principal tries by all means to communicate with teachers verbally.

P14: Calls teachers and talks to them in relation to their misconduct because they are the ones who monitor teachers.

This implies that the HODs and principals in schools work together as a team. The meaning held here is that the principal can confront a teacher about their misconduct even if the case was not brought to the attention of the principal by the HOD. But it is important to note that the expectation is that teachers won't go directly to the principal when they have to report something. Instead they have to go through the consent of the HOD (**ref. 4.3.1**).

Authority and Responsibility

With regard to authority and responsibility data from interviews indicated also that the principal as the secretary of the board and the central person in the school has the role of advising the board on the measures that they could take in disciplining a teacher. The principal works on daily basis with teachers and knows strengths and weaknesses of the staff members hence knows that certain staff members will repent with just a hearing while others need more advanced measures.

This indicates the potency of the principal in the running of the school. As much as they can decide to send a certain case to the board they most of the time know which case needs to be taken further (charged for misconduct) and which one will be rectified by just discussing a matter with the teacher.

4.3.3 Roles of the school Board in teacher discipline in post primary schools

Authority and responsibility

When interviewed some participants indicated that the school board members have very limited roles in the discipline of teachers unlike the HODs and the principal. The reason advanced is that they only come into place when the measures by the other bodies have failed to resolve an issue. This indicates the amount of power they hold in the school. The following statements substantiate this:

P1: they enforce the decisions of the principal and HODs because they have executive powers

P7: Executes decisions made by the principal with regard to teacher discipline.

Controlling

It appeared from the interview data that the school board plays a role of controlling in the discipline of teachers, that is, they verify that all activities in the school are in line with the policy. The following statements from SMT members demonstrate this.

P5: They rescue the principal from the teachers who are not manageable, that is, they recommend further action against troublesome teachers.

P10: The SGB charges teachers for misconduct. They give the TSC recommendations with regard to the discipline of the concerned teacher.

The implication here is that most of the time if the board is to handle a case the case is of a serious nature. The school board is never involved in a minor disciplinary case.

Table 12 Responses of participants on whether the roles of SMT members are in line with the expectations of the law

| | |
|--------------------------------|-------------|
| Participants' Responses | N=15 |
| Yes | 11 |
| No | 4 |

In table 12 above it is indicated that most SMT members are aware that the roles that they play in teacher discipline are stipulated in the legal documents guiding the responsibilities of the school authorities. This is illustrated in the following statements from SMT members:

P8: Because every one of them performs their duties with regard to teacher discipline as stipulated in the education laws.

P13: These are all the roles which are stipulated in the principals' manual and other legal provisions.

Others felt that the roles that the SMT members play are not aligned with the expectations of the law. This implies that authorities and teachers are not very familiar with the legal provisions of the Lesotho's education system because some of them still think they have problems of disciplining teachers because they don't understand the statutes.

Even though the SMT's claim to be familiar with the legal documents that they refer to when dealing with disciplinary cases, this is doubtful because they are not very conversant with their provisions in that some of them claimed to be using the headmaster's manual which does not provide any of the measures for the discipline of teachers.

4.4 Strategies that could be taken to address teacher disciplinary issues

This section of the chapter presented findings of the research question that sought to determine the strategies that could be taken to address teacher disciplinary issues in post primary schools.

4.4.1 Strategies of teacher discipline that could best curb teacher misconduct.

Planning

Some participants felt that availability of guidelines or manuals for guiding teacher behavior would be crucial for curbing cases of misconduct in post primary schools. This was derived from the following examples:

P1: The school should develop its own teacher disciplinary policy because it will enhance consistency.

P11: There has to be guidelines that state the repercussions of transgressions.

From these responses it can be concluded that teachers sometimes misbehave without even knowing the consequences of inappropriate behavior.

Organizing

Other participants believed that the training for both school authorities and teachers is essential for reducing cases of misconduct in schools. This could be because authorities face challenging behaviors in teachers and end up not knowing how to handle them. This was illustrated in the following accounts:

P1: School governing board members should be trained about their duties and responsibilities.

P5: Reminding teachers frequently about what is expected of them through workshops. Sending teachers for courses (within the country and outside the country for them to share experiences with teachers from other countries) as it is done in the public sector would be helpful in that they will be refreshed.

Esprit de corpse

Harmoniously working as a team is believed by some participants as a manner in which teacher misconduct cases can be curtailed. The following extracts demonstrate this:

P2: Talking to the concerned teacher immediately when there is a misconduct

P3: Involving teachers in decision making and motivating them to do their work by providing them with necessary resources.

P4: Making teachers understand their responsibilities and showing them implications of transgressions.

P15: Colleagues should also show a teacher that the action is wrong.

From the above responses it can be insinuated that school management teams believe in communication and they view it as a way of reducing cases of teacher misconduct in their schools.

Authority and responsibility

It is evident that school leaders believe in firm leadership for limiting teacher misconduct in post primary schools. This in one way or the other confirms that they acknowledge that they are too empathetic in the measures that they employ in dealing with teacher misconduct. This was drawn from the following responses:

P2: By not being too lenient to some teachers and tough on others, but being consistent.

P14: By being assertive as administrators.

The conclusion that can be made from the above responses is that school authorities are aware of their misuse of humanity when it comes to dealing with misconduct cases implying that they know exactly what they should do.

Control

Control also appeared as an approach for curbing teacher misconduct in schools. The SMT's believed that teachers can be controlled with the use of statutes as provided by the Government of Lesotho through the Ministry of Education. This they illustrated in the following pieces:

P7: the laws governing teacher discipline are fine, what needs to be done is just to follow them as they are.

P9: By trying as much as possible to follow the rules as stipulated.

P13: if ever the laws of education could really work as they are stipulated. I suggest that rules and regulations be implemented because they are just written, they don't work.

This implies that the school authorities are aware that they don't follow the rules as expected. This could be because of the humanity that is seen as their stumbling block in reducing teacher misconduct as indicated above.

Hierarchy

It transpired from the data that SMT's believe that if ever teachers can be made aware of reporting to one person discipline of teachers can be enhanced in post primary schools. The following example demonstrates this:

P12: The principal should use the HOD's, they should be fully responsible, and teachers should know that they can't do anything unusual without informing the HOD. HODs' should be fully responsible for the members of their departments. Principals should make teachers aware that their immediate bosses whom they and answerable to are the HODs'. Teachers should report everything to them, not the principal because that causes confusion.

It can be inferred from this that discrepancies in schools with regard to hierarchy are observed by the SMT's and because they are the ones in authority in the school they can easily correct the problem to a point where every teacher knows that the principal is informed by HODs' pertaining to any activity they undertake.

4.4.2 Factors that cause teacher misconduct in schools

Table 13 Factors that cause teacher misconduct in schools

| | |
|---|-------------|
| Factors that cause teacher misconduct in schools | N=15 |
| Management related factors | 4 |

| | |
|---|-----------|
| Work related factors | 2 |
| Personality related factors | 10 |
| Out of the job context related factors | 13 |

From table 13 above it can be deduced that the factors that mostly cause teacher misconduct are out of the job context related, followed by personality related factors, then management related factors and finally work related factors. Based on these findings it is evident that teachers are mostly troubled by their personal issues which are not work related. It is therefore advisable to educate teachers to subordinate their individual interests to those of the school for it to achieve its stated objectives.

➤ **Management related factors**

Authority and responsibility

It emerged from data that the school authority can prompt teacher misconduct due to dissatisfaction caused towards teachers by management. This was drawn from the following statements from the interviews:

P1: lack of strong measures when there is misconduct.

P12: people just don't care because they know that nothing will happen to them even if they go against the law.

P13: The way the administrators treat us.

P14: The manner in which the principal handles misconduct cases and the way they communicate with teachers. They don't listen to people's problems.

➤ **Work related factors**

Division of work

Some participants felt that work is not effectively allocated to teachers by the authority resulting in lack of efficiency. This is supported by the following response:

P8: Work load, 30 periods a week is too much and teachers sometimes decide to give themselves a break.

Planning

It appeared from data that lack of planning by the school authorities is one of the factors that cause teacher misconduct in post primary schools. This emanated from the following response:

P11: We have classes which are isolated from other classes and during the rainy season teachers do not go to such classes claiming that they are too far and that they cannot go out in the rain. They complain about the distance between classes.

➤ **Personality related factors**

Discipline

Data indicated that discipline is another factor that causes teacher misconduct in that if the teachers lack intrinsic discipline to help the extrinsic one then it becomes difficult for school leaders to control such a teacher. The following expressions indicate this:

P1: Lack of responsibility.

P8: they don't respect the students' right to education. You see them hiding from us as administrators and they are not aware that in the school our customers are the students; hence they have to be afraid of them not necessarily the administrators.

P12: the nature of a person. We are naturally different, so we do things differently.

P15: Lack of respect for management, lack of self respect and self love and also lack of self dignity.

➤ **Out of the job context related factors**

Subordination of individual interests to those of the organization

Some participants indicated that factors out of the job context are the major ones that cause teacher misconduct. It transpired from data that teachers are involved in many activities which make them to leave schools during working hours. They do not consider their job a priority. This was derived from the following statements:

P3: Financial problems trigger marital problems and teachers go away from debtors because they normally come to school to collect their money.

P4: Teachers engage in businesses outside the school and the business makes them to be away from work during working hours, but surprisingly they expect to get their full salaries at the end of the month.

P9: Traffic jams cause teachers to be involved in misconduct because we live in different places.

4.4.2.1 Ways in which factors that cause teacher misconduct can be controlled

Esprit de corps

Data revealed that unity of staff members in the school is one of the ways in which factors that cause teacher misconduct can be controlled. This was captured from the following statements:

P2: by being good listeners. If we learn to listen to our staff members, they could feel free to discuss their problems with us, more especially the principal.

P15: Talking to the teacher concerned with the intension of advising not necessarily reprimanding.

The inference that can be drawn from this is that communication in the school among staff members is very important and SMT's are aware that it is crucial for controlling teacher misconduct causing factors.

Division of work

Other participants pointed out that the factors that cause teacher misconduct can be controlled through sharing of work appropriately. This they suggested because there is a tendency in schools that teachers who perform their duties accordingly are given many periods with the notion that they are knowledgeable and this makes them to be overloaded. The extracts below illustrate this:

P1: Tasks should be clear and there has to be monitoring and follow-ups on the duties allocated to teachers.

P12: Employment of many teachers could help a lot. The government should offer schools grants to reduce the loads teachers have.

From this data, it can be inferred that the SMT members are conscious about the work load that their teachers have which could possibly reduce the causes of misconduct if attended to appropriately.

Organizing

It transpired from data that organizing as a management activity is one of the ways in which factors that cause teacher misconduct can be controlled. Organizing as asserted by Van der Westhuizen (2002:70) denotes structuring the activities of people and resources to give effect to planning. This they indicated that can be achieved through holding training workshops for both management and staff members. This emanated from the following responses:

P6: In-service type of workshops to refresh teachers.

P13: Through workshops on good conduct and that should also be the case with management.

Finally, with regard to research question four it has been observed that the SMT's believe that the strategies of teacher discipline that could best curb it are development of school manuals (teacher disciplinary policies); disciplinary trainings for both teachers and school authorities; harmonious working environment; firm leadership; authentic use of present provisions of legal documents governing teachers' discipline and finally reporting to one person at work.

The purpose of the study was to investigate the disciplinary measures adopted by school management teams in dealing with teacher misconduct in post primary schools. It was guided by the following objectives:

- To identify school disciplinary measures against teacher misconduct in post primary schools.
- To determine the challenges faced by school authorities in enforcing disciplinary measures in post primary schools.
- To examine the role played by school management teams in addressing the issues of teacher misconduct in post primary schools.

- To suggest strategies that can be adopted by management teams to deal with teacher misconduct in post primary schools.

With regard the first objective which aimed at identifying school disciplinary measures against teacher misconduct in post primary schools, the study found that both preventive measures and lawfully permitted measures are adopted in schools. Those include sending teachers for rehabilitation, demotion, encouragement to resign and others such as issue of warnings. The study also found that the use of legal documents is of great importance when dealing with misconduct cases.

Another finding of the study is in relation to the objective that sought to determine the challenges faced by school authorities in enforcing disciplinary measures in post primary schools. It was found that educational background, lack of fairness on the part of management, lack of remuneration for SGBs, legal framework and lack of training for both teachers and school authorities on issues related to teacher discipline are the major challenges facing the SMT members.

The third objective was to examine the role played by school management teams in addressing the issues of teacher misconduct in post primary schools. With regard to this objective, the study found that the major role of the HOD is to mediate between the teachers and the principal; the principal's role is to advise, warn teachers and recommend decisions to the board on matters relating to teacher discipline; while the SGB plays a crucial role of executing the recommendations of the principal pertaining to teacher discipline.

The final objective aimed at suggesting strategies that can be adopted by management teams to deal with teacher misconduct in post primary schools. It was found that disciplinary guidelines, training for both school authorities and teachers on disciplinary matters, harmonious working relationships between staff and management, firm leadership, adherence to statutes and hierarchical awareness in schools may become an answer to problems of teacher misconduct in schools.

CHAPTER 5

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

This chapter discusses the findings derived from the analyzed data. Conclusions and recommendations were also drawn on the basis of the main findings.

5.1 Disciplinary measures used by school authorities against teacher misconduct in post primary schools

Upon responding to the first research question about the disciplinary measures school authorities use against teacher misconduct the SMTs claimed that the availability of the responsible structures in schools is the initial measure that they take to ensure that teachers are disciplined. These structures include the principal, deputy principal, HODs and the SGB whom for purposes of this study together form the SMT. This substantiates what Mothemane (2004:68) in a similar study in

South Africa found. He said that principals involve structures such as the SMT, SGB and the union representatives. However in this study nobody mentioned the union representatives as structures responsible for enforcing teacher discipline. It was indicated that the legal documents are used most of the time as preventive measures in that teachers are briefed upon recruitment with the aid of such documents.

It was also found that the measures that the school management teams use in responding to misconduct cases include sending teachers for rehabilitation, demotion, encouragement to resign and others such as issue of warnings (Verbal and written) (**ref. table 6**). This finding supports what Tucker 1997:111) found out in a study of a similar nature carried out in Virginia. Tucker stated that the most frequent measure was remediation, followed by encouragement to resign and recommendation for dismissal. It also supports that of Bridges (1992) where he noted that when there are no signs of change in teachers after some initial measures then principals often resort to three escape hatches which are transfer between schools within the district with better chances to improve with the new conditions; placement in a position of assisting individual students; and reassignment of the incompetent teacher to non-teaching position, such as librarian or even driving the school bus.

Rehabilitation was found as considered in teachers who are still capable of doing their work but troubled by alcoholism. Demotion is generally considered in cases whereby solution of the misconduct becomes difficult for the SMT while encouragement to resign is used whereby the use of procedural fairness would render the teacher completely out of the teaching service. This strategy seems to be justified by the desire of the administrators to give the teacher an opportunity to move on (Tucker, 1997:111).

The inference that can be made here is that generally schools have similar structures responsible for the discipline of teachers except for a few schools which also have a disciplinary committee in addition.

5.2 Challenges faced by school authorities in enforcing disciplinary measures in teachers

The second finding is that school authorities face a large number of challenges in enforcing teacher discipline. The first challenge is their educational background which is similar to those of teachers in most cases or even higher in other cases. They claim that it becomes a challenge to discipline a

teacher whom one is at the same level of education with. This supports Bush (1986:6) who purports that the managers and teachers in schools are from a common professional background with shared values, training and experience hence teachers as professionals, claim a measure of autonomy in the teaching and learning process. A confirmation of this point is illustrated in table 1. Board members used for purposes of this study are teachers' representatives in the school hence the table 2 indicates that they hold mostly similar qualifications with their principals and heads of departments.

The second challenge that school authorities face is non acceptance of the misconduct by teachers. The SMT's indicated that it becomes more easier to deal with a case when the transgressor acknowledges that there is a misconduct in question because if they don't they refuse to listen to the principal when trying to issue out verbal warnings or even to sign after being given written warnings. The inference that can be made from this challenge is that teachers are aware that when they deny the misconduct then the principal decides not to deal with the misconduct as indicated in table 6.

It was also found that the legal framework is another challenge that faces school authorities in enforcing discipline. The SMT members argue that the laws governing Lesotho's education system are overprotective and not easy to interpret in some areas to an extent that principals resort to informal measures when dealing with misconduct cases hence the possibilities that inconsistencies will occur. This supports what Mendez (2009:172) in a similar study about teacher incompetence in Mexico found that principals often ignore the aspects of the implementation of the law and their likelihood of committing errors is high because of the complexity of paperwork related to the implementation of the formal measures. Motheman's (2004:63) finding is also backed-up by this finding because he indicated that procedural steps of dealing with misconduct cases are mostly not followed by principals because of the perception that if they follow formal steps their working relationships will be affected. For this reason, Motsamai (1994:63) argued that there is no way the headteachers could solve administrative problems without practicing the administrative skills on a regular basis.

Another challenge that the SMTs posed is that the school governing board members are not paid hence they do not take their work seriously. They cited examples of board members from private

sectors that for a single formal meeting that the board holds, such board members are given a substantial amount of money which generally boosts their morale. They argued that they are not necessarily saying that they have to be paid on a monthly basis but for every meeting that the board members sacrifice their time for, they need something to make them realize their importance in the school. This finding supports the idea of the Scottish Minister of Education Wilson Brian who recognized that education authorities should each year consult School Boards in their area and then to make available to each Board the funds reasonably required by the Board to meet its administrative, training and other expenses and to carry out functions delegated to it.

The SMTs also claimed that they are challenged by the other types of misconduct themselves. They stated that sometimes the teacher dodges a class passively. That is, such a teacher have actually went to class but only to find that what they are doing in the class is totally what is not expected of them. Some tell stories while some sleep in class. They also complained about the lame excuses for misconduct which lead them not to deal with some cases appropriately. They stated that they think that it would be much easier for them to handle the challenging misconduct cases if the teachers can be sent for disciplinary workshops by the ministry of education more especially during school vacations so that by the time the teachers go back to school, they are so refreshed in terms of the expected conduct at work. The meaning held by this is that school authorities acknowledge that they fail to discipline teachers and they believe that the Ministry of Education could come to their rescue through trainings and workshops for them as well as for teachers. This corroborates what was indicated by Motsamai (1994:65) in a study based on workshops for headteachers where it is contended that catering for school managers and teaching staff would mean that the workshops are considering the social context in which headteachers work. Motheman (2004:69) also highlights the importance of workshops for teachers in purporting that educators need to be trained on labour related matters for the reason that it is vital that they know the expected standards, the role of the principal, and the sanctions in case they commit misconduct.

5.3 Roles played by SMTs in dealing with teacher misconduct in post primary schools.

Another finding of this study is that the SMT members play different roles in teacher discipline. The HODs ensure that the teachers in their respective departments do their work as expected. It

was also indicated that they have an obligation to advise the teachers regarding their behavior whenever they realize a change in the behavior of a certain teacher. Another role as observed by the SMTs is that the HODs work hand in hand with the principal in the discipline of teachers in that sometimes they are the ones who are able to recognize the misconduct in teachers as a result they will advise the teacher first. If for one reason or the other, the HOD fails to convince the teacher to change the behavior, that is, when the HOD will forward the matter to the principal who will deal with the case with the help of some information provided by the HOD. This finding justifies the provision of the manual for principals of post primary and high schools where the duties of the HODs are specified (MOET, 2006:10-11).

Another role of the HODs in schools with regard to the discipline of teachers is that they are synchronizers in the school. That is, they work as people who bring harmony among staff members in issues related to their work. When there are work related conflicts in the school among teachers of different departments, the HODs are expected to work together with the concerned teachers to bring about a solution. HODs work as mediators between the principal and teachers. This is justified in by the MOET (2006:10) in stating that the HOD is not only responsible in his/her subject area but must also act as a link between principal and members of staff.

The inference that can be made from these roles of the HOD in disciplining staff is that the members of staff are duty-bound to report to the HOD should there be any reason that calls them not to do their work or not to be at school when they are expected. The HOD is the mediator who will inform the principal about any problem that the teacher has. However, this does not indicate that the principal cannot, in his capacity as the overseer in the school, directly communicate with teachers.

Another finding regarding roles is that of the principal in disciplining teachers. Participants indicated that the principal is the highest in the authority of the school even though they are preceded by the school board of which they are part of. They indicated that the principal is the one who is present on daily basis hence they are entrusted for taking any action related to the discipline of teachers ranging from verbally warning them to taking the matter to the board when need arises. This is in line with the provision of the Education Act Vol. LV No.20 Of 2010 where it indicates

that the principal shall have the responsibility for discipline of teachers under his or her supervision in line with a disciplinary code of conduct as prescribed (MOET, 2010: 21).

Taking the unsatisfactory behavior of a teacher to the SGB involves even recommending demotion or dismissal of a teacher who has been involved in acts of misconduct. This observation justifies the conditions as stated in the manual for principals (MOET, 2006:9) that the principal should submit recommendations for the demotion and dismissal of any unsatisfactory teacher, but only after giving the teacher relevant assistance, time to improve and written warnings. It is important to note that the recommendation to dismiss a teacher is one of the most difficult tasks the principals are faced with. This is also argued by Bridges in Tucker (1997:105) in asserting that dismissal is the hardest sanction that can be imposed on teachers by a school system and it is rarely used. Nevertheless, the SMT members revealed that their staff members always doubt their manner of handling misconduct cases with the notion that they are doing nothing to discipline unsatisfactory behavior due to the period they take as a matter of following the procedure. Based on these findings, it appears that school authorities are under a lot of pressure from the staff members who are hardly satisfied with the measures that they take against teacher misconduct hence the need for training of both the authorities and staff members on issues of discipline in the school as indicated above.

Finally, the roles of the SGB come into place. The SGB being the body above the principal is believed by the participants to have few roles as compared to those of the principal and the HODs. To start with, the SGB is responsible for executing the recommendations of the principal regarding teacher discipline. They only do this after the principal have followed the procedure up to a point where the matter is referred to them. It is important to highlight that this rarely happens since principals opt for informal measures when handling disciplinary cases as argued above. According to the principals most teachers change for the better after being informally shown the misconduct, its implications and sanctions if it continues.

Furthermore, the SGB verifies that the policy provisions are followed exactly as they are. They do this through receiving information about the conduct of teachers from the principal and they take appropriate steps to deal with the misconduct. However, this is doubtful since they are not in the school on daily basis. It is only the principal and the teachers' representative. It is questionable

whether the principal and the teachers' representative really go to a point of informing the SGB of all the transgressions that they realize in the school.

From this information it can be concluded that much as the SGB is the superior structure in the school, it depends on the principal for execution of its duties as a result it becomes difficult to judge their effectiveness in the discipline of teachers.

5.4 Strategies that can be employed to address teacher disciplinary issues

The researcher found that the strategies that could be taken to address issues of teacher discipline include availability of manuals or teacher disciplinary guidelines, training for both school authorities and teachers, harmonious working relationships between staff and management, firm leadership, adherence to statutes and hierarchical awareness in schools.

Participants indicated that in their schools there are no guidelines designed for disciplining teachers except in one school where the guidelines are available but are not used adequately. The finding that manuals must be available in schools supports the statement by Lawrence and Vachon (1995: xvii) who asserts that to reduce the possibility of staff misconduct, school leaders must develop a list of proactive tips to be included in the staff handbook. In schools where there are no staff handbooks, it becomes difficult to discipline teachers since some will claim that they did not know that what they did was considered incorrect or inappropriate. Therefore the development of staff handbooks is recommended.

A further analysis of data relating to the last research question indicated that the school authorities and staff need to be trained so that they can have a clear understanding of what is expected of them, what constitutes misconduct and sanctions for transgressions. This will be quite helpful because according to Tucker (1997:105) taking a proactive stance with a teacher who is not performing satisfactorily requires courage, honesty, knowledge and hard work on the part of the principal. All these attributes that are needed in disciplining teachers will be enhanced through training workshops. Disciplining a teacher who has had training on the discipline of teachers becomes an easy task because both the discipliner and the teacher being disciplined will agree on issues relating to the procedural fairness to be used in handling the misconduct case.

Another strategy that participants believed could be taken in issues relating to discipline is the harmonious working relationship between management and staff members. It was indicated that there is a tendency in schools that management do not listen to the staff members hence why they sometimes end up in misconduct. They indicated that factors that cause teachers to be involved in misconduct include management related factors, personal related factors, work related factors and out of the job context factors. This corroborates the finding of Bridges (1992:34) in stating that incompetence is caused by managerial or organizational shortcomings, a problem with the employee and outside or non-job related influences that affect the employee. Communication should be enhanced in schools by all staff members. From this issue, the conclusion that can be reached is that in schools there has to be a sense of social interaction for one purpose. Even though it can be believed that working harmoniously entails reckless behavior of staff, it is important to highlight that a firm leadership in schools is recommended for objectives to be met as planned. Harmony can also be reached through awareness of hierarchy in schools whereby every time when schools reopen after long vacations, principals can briefly remind teachers whom they are answerable to. This could reduce the possibility of misconduct cases caused by reporting to wrong people.

Some participants believed that the legal documents issued by the ministry of education to help the school leaders in handling misconduct are essential because they provide the way to be taken in addressing misconduct cases. They however felt that there is a problem of adherence to statutes in this country and as a result the legal framework is considered by other school leaders as inadequate because they are not used to it. This finding supports Mothemane's (2004:68) view that principals need to adhere to procedures detailed in the legal documents when dealing with misconduct cases. It also confirms the finding of Spetch *et al* (2004:28) where they reported that there is persisting difficulty of administrative adherence (or non-adherence) to the principles of natural justice in the implementation of legislation and regulations, with the consequent impact upon teachers. Some of these SMT members even go to an extent of recommending that the legal documents be reviewed. This is doubtful since some of them claimed that they are still awaiting the new Education Act of 2010. Therefore for them to say that the law needs to be reviewed is questionable.

The inference that can be made from the finding above is that school leaders need to spare themselves time to read through the legal documents for them to be accustomed with their provision. This could enable them to be able to deal with misconduct cases appropriately. The SMT members however admitted that the factors that cause teacher misconduct can be controlled through harmonious working relationships, division of work and trainings for both teachers and management and finally adherence to statutes.

5.5 Recommendations

Teacher discipline does not only entail taking formal or informal steps after transgressions but preventive measures can also be used. The following are recommended strategies that SMTs can employ in disciplining their teachers:

- Every post primary school must have legal documents supplied by the MOET.
- Legal documents should be adhered to as they are to ensure their authenticity.
- Post primary schools should develop their own local school policies guiding the discipline of teachers with input from teachers in that particular school.
- School authorities should hold workshops for teachers on teacher discipline related matters annually.
- Novice teachers should be briefed on the expected conduct of teachers before they begin their work.

5.6 Conclusion

It is concluded that that teacher misconduct is a reality in schools and it impacts on school performance. There are dynamic measures to tackle these challenges that schools face. The SMTs really need help regarding the disciplining of teachers. Their perception is that teacher misconduct hinders them from performing some of the administrative tasks adequately since handling misconduct is time consuming and frustrating. Most SMT members know the legal documents by names but they are not really familiar with the contents of such documents. Unfortunately, for misconduct cases to be dealt with appropriately, the school authorities need to be well accustomed

with the legal provision. School authorities need to practice what is expected of them in order to come to an understanding of how the expectations of the law works and also to make the transgressing teachers aware that the law is authentic.

Furthermore, the disciplinary measures that are adopted by SMTs in dealing with teacher misconduct cases include sending teachers for rehabilitation, advising teachers to resign, demotion, issue of warnings (both verbal and written).

Moreover, the SMT members in schools which took part in the study believe that holding teachers workshops in issues relating to discipline is likely to make their work of disciplining teachers easy in that at least teachers would be aware of the expected standards, their rights as teachers and also the roles of those in authority in dealing with misconduct.

5.7 Research suggestions for further study

Since the research was based on misconduct in a general sense, one would like to suggest that for future study misconduct can be studied from the classroom perspective, which is teacher incompetence and how it is handled in Lesotho schools. This would help in the correct measures to be taken to professionally develop teachers for strengthening their classroom teaching capabilities in Lesotho post primary schools.

5.8 Summary of the study

The study was conducted in five post primary schools in the Maseru City whereby principals, HODs and SGB members were interviewed on the topic disciplinary measures adopted by school management teams in Maseru City post primary schools. Some loopholes and weaknesses were identified in the manner in which authorities handle teacher misconduct. As a result, there is need for prompt action by school authorities to curb it.

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Faculty of Education

From the Desk of the Senior Assistant Registrar

22nd February 2011

The Principal Secretary
Ministry of Education and Training
P.O. Box 47
Maseru
100

Dear Sir,

Re: Permission for Ms. Nthati Lesaoana (Student No. 199701007) to Carry Out Some Research in the Selected Post-Primary Schools Around the City of Maseru

The above-mentioned is a Master of Education 2nd Year student in this Faculty. She is pursuing a Mode II type of this programme, which is, course work and a research project.

Ms. Lesaoana's interest is mainly around the disciplinary measures adopted by school management teams in dealing with teacher misconduct in the Maseru City post-primary schools. Her request is, therefore, that she be granted permission to interview some of the principals, some heads of departments and some members of the school governing boards (SGBs) and to have access and a look at the records, if any, of cases of teachers' misconduct.

We shall be very grateful if you could assist her in that regard.

Yours sincerely,


J.M. Hlalele

Senior Assistant Registrar (Faculty of Education)

The National University of Lesotho

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P.O. Roma 180
Lesotho
Africa



Faculty of Education

From the Desk of the Senior Assistant Registrar

22nd February 2011

The Principal

.....

.....

.....

Dear Sir/Madam,

Re: Permission for Ms. Nthati Lesaoana (Student No. 199701007) to Carry Out Some Research in the Selected Post-Primary Schools Around the City of Maseru

The above-mentioned is a Master of Education 2nd Year student in this Faculty. She is pursuing a Mode II type of this programme, which is, course work and a research project.

Ms. Lesaoana's interest is mainly around the disciplinary measures adopted by school management teams in dealing with teacher misconduct in the Maseru City post-primary schools. Her request is, therefore, that she be granted permission to have some interview sessions with you, one head of a department and one member of the School Governing Board (SGBs). Interviews will be conducted both separately and jointly. She would also like to have access and a look at some of the records, if any, of cases of teachers' misconduct and how they were dealt with.

We shall be very grateful if you could assist her in that regard.

Yours sincerely,


J.M. Hlalele
Senior Assistant Registrar (Faculty of Education)



LESOTHO

Ministry of Education and Training

Our Ref: ED/X/2

Your Ref:

9 March, 2011

Senior Assistant Registrar (Faculty of Education)
The National University of Lesotho
P.O. Roma 180
LESOTHO

Dear Mr. Hlalele

**RE: PERMISSION FOR MS NTHATI LESAOANA TO CARRY OUT
SOME RESEARCH IN THE SELECTED POST-PRIMARY SCHOOLS
AROUND THE CITY OF MASERU**

Your letter on the above subject is acknowledged and appreciated. The Ministry of Education and Training is always happy to support and give assistance in areas related to the future enhancement of education provision; research is one such area.

Permission is therefore gladly granted to your student, Ms Lesaoana, to conduct her research in the chosen area.

Yours sincerely,

R. MAJARA
CEO - SECONDARY

Appendix 4

RESPONDENTS' INFORMATION LEAFLET

March 2011

Dear Participant,

My name is Miss Nthati Lesaoana (*Student Number: 199701007*), a Masters student in the Faculty of Education of the National University of Lesotho. I am requesting your permission to use your school to collect data on my proposed research. The topic is "*Disciplinary Measures adopted by school management teams in dealing with teachers' misconduct in Maseru City Post Primary Schools*". The specific objectives of this study are to:

- Identify school disciplinary measures against teacher misconduct in post primary schools.
- Determine the challenges faced by school authorities in enforcing disciplinary measures in post primary schools.
- Examine the role played by school management teams in addressing the issues of teacher misconduct in post primary schools.
- Suggest strategies that can be adopted by management teams to deal with teacher misconduct in post primary schools.

I therefore seek your consent in collecting data for my study. The research will be conducted through the use of interviews. Your participation in this study is voluntary and you can decline to participate at any point. Responses could take a maximum of 30-40 minutes of your time (for participating in the interview).

All information obtained during the course of this study will be treated confidentially. Data that may be reported in the research report will not include any information that identifies you as the respondent. Your participation in this study will contribute to existing literature on teacher discipline in Lesotho. The research report will be made available for viewing at your request.

Thank you.

Miss Nthati Lesaoana

Student Number: 199701007

Respondent's

Signature.....Date.....

Appendix 5

CONFIDENTIALITY AGREEMENT

Respondents' Declaration.

I hereby willingly without coercion volunteer to participate in the research study entitled “**DISCIPLINARY MEASURES ADOPTED BY SCHOOL MANAGEMENT TEAMS IN DEALING WITH TEACHER MISCONDUCT IN MASERU CITY POST PRIMARY SCHOOLS**” undertaken by Miss Nthati Lesaoana.

Signed..... Date.....

Researchers' Declaration.

I, **Nthati Lesaoana (199701007)**, a Masters student in the Faculty of Education of the National University of Lesotho, hereby declare that I have explained the purpose of the study to the respondent. I have also informed him/her that the information provided will be kept under strictest conditions and will only be used for purposes of the current research study. The interview will therefore be strictly confidential and anonymous. Names of respondents will not be revealed.

Signed..... Date.....

Appendix 6

Interview Schedule for School management team’s members.

Interview date:.....**time taken:**.....

From:..... **To:**.....

Personal profile:

- a) Position in the SMT.....
- b) Highest academic achievement.....
- c) Period in position.....
- d) Gender
- e) Age.....

Section 1 School disciplinary measures against teacher misconduct

a) Which structures does this school have to enforce teacher discipline?

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.....
.....

b) Which legislative documents do you normally refer to when preparing to deal with a misconduct case?

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.....
.....
.....

c) Does your school have a teacher disciplinary policy?

.....

-If Yes, Who formulated it?

.....

-Is it helpful in dealing with misconduct cases?

.....
-If No. What do you follow when disciplining teachers?

.....
.....

-Why is that you don't have a policy?

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.....
.....

- Don't you encounter problems of inconsistency in the measures that you use against teacher misconduct?

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.....

d) Do you ever initiate workshops with your teachers within which you discuss teacher discipline related matters?

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.....

-If yes, do the workshops yield positive results with regard to misconduct of teachers? How?

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.....
.....

-If no, how do you ensure that the teachers become familiar with the education laws?

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.....
.....
.....

m) What do you suggest should be done by SMT to curb cases of teacher misconduct in this school?

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.....

Section 2 Challenges faced by school authorities in enforcing disciplinary measures

e) What are the challenges that you experience in enforcing disciplinary measures in teachers?

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f) Which types of teacher misconduct are common in this school?

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g) Please narrate one of the disciplinary cases that you handled in the past two years, under the following:

- What type of misconduct was it?

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.....
.....

- Was it a female /male teacher?

.....

-What was the age range of the teacher? *Clue* 20-25, 25-30, 30-35, 40-50, 50-65.

.....

- Did the teacher accept that s/he has a problem?

.....

- How was the misconduct handled?

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Section 3 Strategies that could be taken to address teacher disciplinary issues

h) Which strategies of teacher discipline can be used in dealing with teacher misconduct that could best curb it?

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i) What are the factors that cause teacher misconduct in this school?

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j) How can the factors that cause teacher misconduct be controlled?

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k) How do you recognize when a teacher has a misconduct problem?

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.....

l) What role does each of the following bodies play in disciplining teachers? Please elaborate.

Principal.....
.....
.....

HOD's.....
.....
.....

School Board.....
.....
.....

m) Are the above roles in line with the expectations of the law?

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.....

-if no, what can be done to ensure that the roles of the bodies responsible for disciplining teachers conform to what is expected by the law?

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m) Please express your understanding of teacher discipline in post primary schools?

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Your participation is highly appreciated. Thank you.