

CHAPTER 1

ORIENTATION TO THE STUDY

1.1. INTRODUCTION

Political and social instability over many years led to a crisis in the South African education system. One of the crucial changes and challenges that the new democracy faces is to reconstruct a society and an education system that will be able to establish a culture conducive to learning, teaching and services in schools (Lethoko, Hystek & Maree, and 2001:311). It should be noted that after ten years of democracy most black South African schools are still characterized by poor learner school attendance, high absenteeism, learners' lateness for classes and irregular attendance of classes (Nxumalo, 1995:55). As a result educators feel disempowered and principals have lost their control in maintaining discipline in schools.

The researcher, as an educator and a deputy head of a school has frequently been frustrated by learners late coming in the morning, during period intervals, after breaks and when they are to submit their work. When sharing work experiences with colleagues from other schools, the researcher became concerned that late coming is a serious problem, which inhibit effective facilitation of learning and that it warrant investigation.

The researcher became aware that also in most principals meetings, education officials complained about learners late coming, school children wandering on streets during school hours wearing their school uniform (Mgimeti,1994).Smith and Schalekamp (1997:4-8) are clear on the fact that learners lack motivation to learn, ability to concentrate in class, self discipline and punctuality. They dodge lessons and cheat during examinations. They are supported in their statement, by Mnisi and Shilubane (1998:6) who indicated

that the school environment lacks discipline and respect for educators. These factors impact negatively on effective teaching and learning. In Hystek's words (1999:56) principals find it difficult to implement certain policies outlined by the department, or where such policies are implemented there is no mechanism to monitor and assess the results.

Prior to 1993, in the South African schools' system supervision was done by issuing commands / instructions where school managers (principals) gave orders (to learners) to carry them out. When they were late, they were locked outside the school gate or subjected to corporal punishment as a corrective measure. On the contrary, current policies emphasize on the locking of school gates for the security of the school community and not late comers (Whole School Evaluation Policy, 2002), the reason been that learners were not involved in the formulation of decisions and policies that would determine their effective learning (Engelbrecht & Lubbe, 1980:143). Now the South African Schools Act No. 84 of 1996 asserts that the learners should be part of decision making, formulation of rules and drawing of school policies, from grade 8 and above. When learners contravene the rules, parents are also informed to help in guiding them towards the right behaviour.

In view of the above, learner supervision in primary schools must be seen as an important programme to ensure the development of the foundation of effective teaching and learning and orderly progress of the school. The smooth functioning of the school depends largely on learner supervision. It is, therefore, the responsibility of the school principals, educators and parents to ensure that learning and facilitation complies with the schools' stipulated times, rules and regulations (Engelbrecht & Lubbe, 1980:143).

1.2. EXPLANATION OF BASIC CONCEPTS

Concepts that constantly feature in this study are defined, below, in order to enable the reader to understand the context in which they are being used.

1.2.1. Management

Mahoney (1961:1) define management as the unifying and the co-ordinating activity which combines the actions of individuals into meaningful and purposeful group endeavour. Gray (1985:17) views management as the facilitation of the learning process, not the frustration of it. Hall (1979:2) describes management as an activity which is primarily concerned with the determination of the overall policy of the company. According to Fields (1993:56) management relates to things and equipment and the people controlling them. Squelch and Lemmer (1994:10) are of the opinion that management is essentially the process of planning or organizing, motivation and leading.

Reynders (1977:19) maintains that in management, leading and guiding are universal human activities where tasks are carried out by a person in control of other peoples activities and include the making of decisions and various steps to achieve certain goals. This is supported by Van der Schroef (1968:17) when he point out that management is leading and guiding, with the care being the directing of the common activities of people and the activation for achieving set goals. Botes (1975:110) also says that management is the all encompassing activity of leading.

Menz and Smith, (1990:41) also point out that management is a process of planning, organizing ,actuating and controlling an organisation's operations of human and material resources essential in the effective and efficient attainment of objectives. According to Liphan and Hoeh (1974:60)

management involves the making of decisions in all the complex dimensions of the school in short it is the core of the principals' work. Van der Westhuizen (2003:55) conclude that management can best be described as" a specific type of work in education which comprises those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area or regulation, so as to allow formative education to take place".

Gorton (1983:40) refers to management as the methods employed to effectively perform the functional task of the institution / school through the optimal use of all available resources, both human and material resources. In support of this view reference can be made, for example, to Trewatha and Newport (1976:22) who define management as the process of planning, organising, actuating, controlling the organisation's operations in order to achieve a co-ordination of human and material resources essential in the effective and efficient attainment of objectives. They are backed by De Wet (1981:42) who regards management as the social process through which the manager co-ordinates the activities of a group of people by means of planning, organising, guiding, supervising and controlling in order to achieve specific goals.

Thus, broadly speaking management encompasses all the structural and functional aspects of the school. In this context, many of the important management areas have been identified and discussed in the literature review. Marx and Van Aswegen (1984:160) defines management as a process whereby persons in leadership positions use human and other resources as efficiently as possible to satisfy particular needs to achieve the organisation's stated objectives. Keith and Girling view management as a relation between the principals, staff and learners involving power, vision, and influence, central the principal's success in daily work roles. Marx (1981:112) views management as a particular kind of activity which could even be a full-time career on its own. To be able to manage effectively, specialised knowledge is

necessary which must continually be brought up to date and applied in a practical manner.

Explicitly management is the sum of all activities necessary for an institution to function effectively (Van Schalkwyk, 1998:74). Tulloch (1993:926) regards management as a process of "...having executive control of authority... fond of controlling affairs, etc. while on the other hand" Rue and Byars (1991:29) view management as a way of leading and motivating learners and all staff members, delegating effectively, being able to deal with both learners and staff members' problems and having knowledge of relevant legislation. Badenhorst (1988:7) understands management as a functional task to be performed in order to achieve the set objectives. He further indicates that in the management of learners' supervision, encouragement, inspiration and motivation is of significant importance, while Bush and West-Burnham (1994:12) stress values, vision and mission.

In this study management refers to an on-going process where the principal assists, guides and influences learners to attain or realize their goals and objectives, and making sure that things happen and the role of managing being to organize the school so that the process of learning and facilitation become a model of how responsible people behave. Management should be seen as all the activities or management tasks of the school principal in collaboration with his management team, within specific management fields, which are aimed at achieving educative teaching.

Through management activities the principal also has to encourage and motivate learners, educators and parents so that the educational objectives are achieved. In management, principals have to make the right judgements so that they can lead and manage appropriately. This is backed up by Bush and Westburnham (1994:67-68) when they bring to the light that management is not all about skills, rules or procedures but about the person and quality of

the relations with others. Learner supervision and control of punctuality is aimed at school effectiveness and school improvement.

1.2.2. Learner supervision

Learner supervision can be understood clearly if its components parts “learner” and “supervision” are defined separately.

Kruger and Van Schalkwyk (1993:5) define a learner as a child who must learn, who develops and is moulded in the teaching and learning process. A learner depends on the help and support of educators and has the need to feel safe and secured in order to effectively participate in the teaching and learning situation. Van Rensburg et al (1979:250) see a learner as a child or youth hence a non-adult becoming an adult and dependent on the educative support of a fellow human being without whose aid potential humanization cannot be realized. This is supported by Steyn et al (1987:147) when indicating that a learner is any young human being, a boy or girl who is capable of being educated.

Haines (1996:476) defines supervision as a way to direct, control or to be in charge. Kruger and Van Schalkwyk (1998:87) offer a closely related definition by indicating that supervision is the work educational managers perform to assess and regulate work in progress and to assess the results secured. This is supported by Lovell and Wiles (1983:11) when defining learner supervision as a process performed by formally designated persons by an organisation to improve curriculum and instruction in order to improve the quality of leading. According to Engelbrecht and Lubbe (1980:214) learner supervision refers to the monitoring of learners’ written work, performance, class attendance, progress made and behaviour by the principal. Tulloch (1993:569) perceives learner supervision as a process performed by principals to oversee, overlook, watch over or keep an eye on learners. Bell and Rhodes (1996:20) define

learner supervision as the process of ensuring that appropriate actions are taken at the right time, checking that control and co-ordination are working effectively.

Du Toit and Marx (1980:254) regard learner supervision as the shaping of learners behaviour to motivate them to act in a particular way in order to ensure the achievement of the set goals.

In this study, learner supervision refers to the setting of standards, implementing and monitoring of activities and effecting corrective measures where serious deviations occur.

1.2.3. Principals control of punctuality

Bell and Rhodes (1993:50), Doverton (1991:47), Kruger and Van Schalkwyk (1993:50) are of the opinion that principals' control of punctuality refers to the tasks performed by principals in order to determine whether their planning organizational and leadership functions are successful in realizing the aims and objectives that have been set.

In this study principals control of punctuality refers to the monitoring of performance, aiming at the achievement and completion of tasks. Principals' control of punctuality is very important to learners at schools since learners can not be left alone to carry on without being supervised. Control is the basic principal function through which the execution of school functions, plans and instruction is controlled and regulated in order to make sure that the working plan is being followed. It has in view to the achievement of objectives. Failure to reach objectives must always be followed by corrective action. As a result the managing of principals' control should not be perceived as negative in the sense of laying down rules, but also as definite, with a positive meaning. Anyone who attaches a negative meaning to principals' control of punctuality

does so from a personal stand point because it could cause such a person inconvenience and reflects negatively on him or her.

Tulloch (1993:1236) refers to punctuality as being observant of the appointment time meaning that one must neither be early nor late. Haines (2002:831) offers a related definition by describing punctuality as a point of exactness as to time of appointments that is to respond promptly.

Seen in this light, principals' control of punctuality refers to being firm with the time and doing everything at the right time and being able to set limits. And of course, not only Principals, educators and all stakeholders must learn to improve on their daily effectiveness and efficiency through better time management for effective learner supervision.

The best use of time begins with work planning. Good work planning begins with the setting of objectives and priorities, as well as the best possible methods of attaining them. Learners, educators and principals must put their own use of time in order and efficient for effective management of learner supervision.

1.2.4. Primary Schools

According to Van Schalkwyk (1988:123) primary schools are institutions which provide for the educational needs of the six to twelve year old children and lay the foundation and are of preparatory nature. These schools introduce the learners to the skill of reading and writing as well as Arithmetic. Mabeba (1986:32) in his research work indicates that primary school education has been divided into two phases, namely the lower primary phase (sub standard A to standard 2) and the higher primary phase (standard 3 to standard 5). He further asserts that these divisions have been done for economic and organizational reasons. Tulloch (1993:1206) on the other hand, sees a primary

school as a school where young children are taught, especially children below the age of eleven. Du Toit and Kruger (1994:105) maintain that primary school is a beginner learning and teaching phase where learners are taught to master the first principles of reading, writing and mathematical calculations and the learners ages range between six and thirteen.

In this study, a primary school means an institution which caters for learners of the age group of between six and thirteen years. Primary schools are divided into:

- The foundation phase which caters for the age group between approximately five and half (5 1/2) and nine years (i.e. from grade one to grade three).
- The intermediate phase which caters for the age group between approximately nine and thirteen years (from grade four to six).
- Due to the lack of infrastructures, most primary schools are still following the old system, i.e. some primary schools (junior primary) caters for grade one to grade four, while the senior primary caters for grade five to grade seven and the combined primary schools caters for grade one to seven. The above arrangement is not compliant to the new educational system. As a result learners who are in grade 7 and are kept in the primary school become misfit at grade eight when they should be enjoying their second year of secondary schooling. This frustration also contributes to the loss of interest in being punctual and staying in class.

Children are deliberately brought together with the aim of facilitating mental and skill development by suitably qualified educators.

1.3. PROBLEM STATEMENT

Learners' late coming in primary schools of Mopani District has become a problem to principals, educators, parents, district and circuit official staff and the communities. The problem is exaggerated by the fact that learners are in most cases not co-operating with the manner in which supervision, especially, that of controlling late coming, management of classrooms, written work and assessment is done (Kruger and Van Schalkwyk, 1993:63-70). The non-compliance to punctuality, to a large extent, disorganizes educators and their planned programmes. Learners themselves fail to complete their syllabi and as a result they do not reach the required set standards of particular grades.

Also, the comments made by education officials (education managers) in principals meetings on late coming became a concern to the researcher. Shiluvane (Ritavi Area Manager) in the principals meeting held on 17 January 1995 in the Ritavi Area Office hall commented that it hurts to see school children going to school late , doing as they like and neglect their future. He further indicated that teaching a child to do what is right is not a favour, but a right and that we are obliged to guide our youth.

The problem of learners' late-coming manifests itself through low pass rate, high drop-out from school and the high percentage of students who must repeat a grade. According to Saunders (1996:18) "...the crises in black education has ... become something that no one takes seriously anymore. As we drive around the townships and villages, we see children, either in school uniform or ordinary clothes, roaming the streets during school hours".

1.3.1. Research question

The following question guided the empirical research:

- What is the role of principals in the management of punctuality in primary schools in the Mopani District?

1.3.2. Sub questions

- Why do learners come late to school?
- In which way can principals ensure punctuality?
- How can principals and the school community ensure that punctuality is valued in schools?
- How can control of punctuality be used to manage learner supervision?
- How can learner supervision be managed through principals' control of punctuality?
- Which strategies can be employed by principals in addition to control of punctuality for managing learner supervision?
- How can management of learner supervision improve control of punctuality?
- What are the perceptions of parents, educators and learners about late coming?
- Why should learner supervision be managed through principals' control of punctuality?

To answer these questions a qualitative investigation was undertaken. It consisted of structured questionnaires for twenty principals, forty educators and forty learners.

1.4. AIM AND OBJECTIVES OF THE STUDY

- To investigate ways in which school principals manage learner supervision.
- To find out how control of punctuality can be used to manage learner supervision.

- To find out how learner supervision can be managed through principals' control of punctuality.
- To identify strategies which principals can employ in addition to control of punctuality for managing learner supervision.
- To investigate how management of learner supervision can improve control of punctuality.
- To find out the causes of late coming
- To find out how parents and educators perceive late coming.

1.5. SIGNIFICANCE OF THE STUDY

The focus of this study was on the management of learner supervision through principals' control of punctuality in primary schools in the Mopani District and:

- the research indicated how principals' control of punctuality can be employed for effective learner supervision;
- revealed how control of punctuality can be used to manage learner supervision;
- identified strategies, which can be employed in addition to control of punctuality for managing learner supervision;
- indicated how management of learner supervision can improve if control of punctuality is employed;
- indicated the causes of late coming; and
- also reflected how principals, educators and learners perceive management of learner supervision.

1.6. SCOPE OF THE STUDY

A sample of one hundred participants has been drawn from Giyani, Bolobedu, Ritavi, Thabina and Ba-Phalaborwa areas that form the Mopani District in the Limpopo Province. The sample consisted of twenty school principals, forty

educators and forty learners. Four schools from each area have been selected at random. This simply means that each member of the population from which the sample was drawn or selected had an equal chance of being included in the sample (Booyse et al.1993:53).

1.7. RESEARCH PROGRAMME

This study comprises of six chapter arranged as follows:

CHAPTER 1: Background to the study that also reflect the statement of the problem, aim and objectives of the study. Concepts that are frequently used in the text of the study are also fully defined.

CHAPTER 2: Literature review on management of learner supervision

CHAPTER 3: Policy initiatives with regards to the management of learner Supervision.

CHAPTER 4: Research methodology.

CHAPTER 5: Data analysis and interpretation of findings.

CHAPTER 6: Overview, recommendations, suggestions for further Research and concluding remarks

CHAPTER 2

LITERATURE REVIEW ON MANAGEMENT OF LEARNER SUPERVISION

2.1. INTRODUCTION

Booyse, J.J.; Dednam, A.; Du Toit L.; Landsberg, E.I and Van Wyk, P.C (1993:41) regards literature review as familiarisation with literature sources that already covered the topic pursued by the research. Before a researcher undertakes a project of any study, it is essential to review literature relevant to the topic under investigation. According to Struwig and Stead (2001:38) for an example, no research work has to be seen as an entity into itself, but as a continuation of already completed research of the same type of related research. McMillan and Schumacher (1993:113) assert that knowledge from the literature is used in stating the significance of the problem, developing the research design, relating the study to previous knowledge and suggesting further research. De Vos, A.S.; Strydom, H.; Fouche,C.B. and Delpont, C.S.L. (2002:127) offer a related explanation by stating that a review of literature is aimed at contributing towards a clearer understanding of the nature and meaning of the problem that has been identified by the researcher.

Mouton (2001:87) emphasizes that the researcher ensures that nobody else has already performed what is essentially the same research. Literature review saves time and avoids duplication and unnecessary duplication. De Vos et. al (2002:128) indicate that the researcher may identify a gap in previous research and argue that the proposed study will meet a proven need. This is supported by Neuman (2000:446) when stating that literature review shows the path and prior research and how the current project is linked to the former. It also provides the framework of the research and identifies the area of knowledge that the study is intended to expand. Leedy and Ormrod (2001:70) are also of the opinion that the review describes theoretical perspectives and

previous research findings related to the topic at hand. The function of literature review, as stated by Leedy and Ormrod (2001:70) is to “look again” at what others have done in areas that are similar though not necessarily identical to one’s own area of investigation.

It is evident that some educationists have already carried out a number of studies on management of learner supervision in schools, and to a lesser extent, control of punctuality.

Lovell and Wiles (1975:1-22, 217 - 220) wrote about instructional supervision but not about learner supervision that is a problem in primary schools of Mopani District. The researcher’s focus is on management of learner supervision through principal’s control of punctuality because late coming is a problem in primary schools of Mopani district.

Suzzallo (1966:140-149) outlined guidelines of schools supervision and control of public education but silent about learner supervision and control of punctuality. However, the researcher focused on the fact that no school can be properly managed without proper control of learner supervision, and investigates how it can be improved by control of punctuality.

Engelbrecht and Lubbe(1980:123-186) wrote about how regular school attendance by each learner is essential, ways of supervision and the importance of keeping records, but the study is based on the South African Millieu in general, not specifically to Mopani district. The researcher focused on the importance of management of learner supervision and attempted to identify strategies which principals can employ in addition to control of punctuality.

Kruger and Van Schalkwyk (1993:50) wrote about the nature of control, as a basic and principal management function of the action by means of which the

execution of plans and instruction is controlled and regulated in order to ensure that the working plan is being followed. The researcher focussed on learners late coming and how it can be controlled.

It is the light of what has been stated above that the researcher is concerned with the current management of learner supervision through principals' control of punctuality in primary schools.

This chapter presents literature review on management of learner supervision through principals' control of punctuality. Particular areas in the school and activities, which require supervision, will also be discussed. The relevance of theory to management of learner supervision will also be highlighted. According to Bush and West-Burnham (1986:34) theory provides a rationale for decision-making. It helps the principals by giving them a basis for action. Without a frame of reference planning could become arbitrary. Theory provides the framework for understanding and interpreting events.

According to Musaazi (1987:165) the central purpose of learner supervision in any school is to co-ordinate the efforts of learners towards the achievement of the set goals. These goals relate to effective facilitation and learning. He further indicates that effective learner supervision in schools is essential in order to achieve these goals.

Various scholars (Bossert et.al. 1982:50 – 58, Murphy, 1988:70, Purkey and Smith (1983:81), Van der Westhuizen 2003:50) point out that the effective management of learner supervision is characterized by the quest for effective principals. These scholars highlight the importance of the principal in management of learner supervision as the initiator for change, for setting a positive school climate that will culminate in open communication channels among learners, educators and parents, a democratic leadership style and general supportive educational management.

Mintzberg (1973:73), Murphy (1988:120), Manz and Sims (1990:102) consistently point out that successful and effectively schools have effective principals who are able to define the goals or mission of their schools, supervise learner, monitor learners progress, and above all else act as public relations experts to be able to meet the constant demands made on their time by parents.

Du Toit and Marx (1983:254) indicate that management of learner supervision is essential, not only to know when things are going wrong but also to know when things are going right, and not only to tell learners that they have made mistakes, but also to tell them how successful they are.

Greenfield (1990:96) asserts that the aspect that the principals bears for the management of learner supervision require basic management functions such as organisation, direction, control, school policy-making, decision making, delegation, effective communication, learner motivation and setting a positive school climate and environment which is conducive to the learners development.

It is clear from the above that principals have a special responsibility when it comes to learner supervision. Principals and educators at school are expected to warn learners of the potential dangers and to take steps to prevent harm and injury as failure to do so can constitute negligence.

Seen in this light, principals ought to see to it that effective learner supervision is done in order to ensure that the learners performance corresponds to the planning (Engelbrecht & Lubbe, 1980:214) Learner supervision should strive to create a community of learners who are both physically and mentally healthy, efficiently responsible and whose behaviour is acceptable to the society (Squelch & Bray, 1996:106)

It can be deduced from the above that every school depends heavily on principals for the execution of their programmes. Maintaining and improving educational standards is only possible through effective supervision of the principal. The principal is regarded as the most indispensable piece of equipment at school. He is the greatest aid for effective facilitation and learning.

2.2. UNDERSTANDING LEARNER SUPERVISION

Perspectives on learner supervision are as numerous as the researchers engaged in its study. However, one common element, implicit or explicit, is that learner supervision has got to do with the process performed by formally designated persons by an Education Department to improve curriculum and facilitation in order to improve the quality of learning.

In chapter one, the concept learner supervision has already been defined as the monitoring of learners' written work, performance, class attendance and behaviour by the principal (Badenhorst, 1988:69, Bell and Rhodes, 1996:20, Bugly, 1917:10, Engelbrecht and Lubbe, 1980:214, Lovell and Wiles, 1983:11). It has also been mentioned that these scholars are also of the opinion that when supervision is carried out properly without misusing position and authority and it is executed consistently by those to which it has been entrusted, then those who are supervised will accept the supervision as well as the authority of the supervisors.

Du Toit and Kruger, (1991:4) view learner supervision as a process performed by principals to oversee, overlook, watch over or keep an eye on learners. Proper supervision or monitoring of what is being done in a school is required to ensure sufficient consistency and common purpose for learners to benefit from their education. Learner supervision should be managed in a

developmental way i.e. highlighting the agreed goals and planning ways of improvement.

Through effective learner supervision, the conditions that are essential to the orderly progress of the work for which the school exists could be created and preserved. In practice, the principal as a supervisor cannot afford to let those whom he supervises to depend upon him exclusively but can demonstrate some wholesome lessons, which they should have.

The researchers view is that through meaningful and motivational learner supervision, the learner will also strive to establish cooperative social relations in school. They will want to help and contribute, exhibit self-control and try to work hard for excellence in everything they do in their school. Under proper supervision, learners will seek greater responsibilities to demonstrate their imaginations, intelligence and creativity in improving their school.

The researcher is also of the opinion that learner supervision eases the burden of learners' needs towards self-actualisation. Good learner supervision gives direction to openness and expresses the certainty of security and gives perspective to expectations as expressing futurity. The supervisor should have some knowledge of the learner background, aspirations, needs and abilities. Problems that occur must be dealt with immediately. Schools have a set of rules, policies and procedures concerning the learners conduct and discipline. The significance of these rules is that if they are adhered to, learner management and supervision becomes successful. Participative supervision and control can prevent malpractice by learners and they can be made proud of their school.

2.2.1. Learner supervision before and after school

According to Allen (1964:319), Marx (1981:307), Squelch and Bray (1997:197) it is recognized that the school must provide learner supervision before and after school. For this reason, the nature and degree of supervision will depend on the circumstances.

Engelbrecht and Lubbe, (1980:181) point out that the principal must see to it that learners are punctual at all times, i.e. in the morning, after breaks and work submission. A learner who is not punctual often, misses much of the schoolwork and very seldom finds the opportunity to catch up with the outstanding work. By being not punctual, the learner misses the regular practice of daily learning activities. By missing bits and pieces of work done in the classroom, his work becomes a series of loose, meaningless units in his eyes, owing to the fact that because of his being late cannot see and establish the necessary meaningful relations between the different learning areas. The educator may not be expected not to proceed with the daily teaching and learning activities or repeat work that has been done for the sake of learners who are not punctual.

This study emphasises that it will always be necessary that learner supervision obviously has to be provided when learners are engaged in official school activities in the afternoon, after school. The principal is responsible for laying down a safe and adequate system of learner supervision before and after school.

2.2.2. Areas where greater learner supervision is needed

According to Massie (1964:66) there are various areas in the school, which require extra care and learner supervision. That the principal or educator is not expected to supervise learners every minute of the day but the degree of

learner supervision is influenced by the factors such as age of learners, number of learners involved and the nature of activity. However, there are situations where constant learner supervision and/ or additional care is needed.

2.2.2.1. Playgrounds and school breaks

Although the school grounds might be safe, the games learners' play may involve some danger. All schools are required to provide necessary learner supervision, which usually takes the form of educators doing playground duty on a rotation system. The degree of learner supervision depends on the circumstances, number of learners and the size of the school grounds (Squelch & Bray, 1987:178). For the above, the courts recognize that learners cannot be kept under constant supervision, but in some situations this may be necessary, for an example, an educator must be on constant supervision when learners are playing on potentially dangerous equipment.

2.2.2.2. Physical education

Van der Westhuizen (2003:348), Cawood and Gibbon (1981: 279-283) are of the opinion that it is not surprising that most accidents occur during physical education and school sports. Not only if dangerous apparatus are used, but the physical effort and bodily contact involved always presents dangers. The law recognises that accidents will happen and that risks must be taken but educators must be able to show that reasonable care is taken to prevent accidents.

It is therefore clear that during physical education lessons the educator must be present throughout, clear instructions must be given and safe routines for using dangerous equipment must be established. In addition, learners must wear appropriate clothes. No learner must be allowed to take part in physical

activities wearing potentially dangerous jewellery such as rings, bracelets and ear rings.

Pretorius (1979:67) Squelch and Bray (1997: 198) clearly indicate that there are certain conditions, which exclude learners from the most conventional type of sport, which involve physical exertion or contact. The brochure of the committee of heads of education entitled “prevention of accidents in schools” also contains a number of measures to be observed during sporting activities.

Squelch and Bray (1997:199) are of the opinion that no learner should be allowed to participate in physical exercises, games, sport or gymnastics if the principal of the school considers that the learner’s participation therein could have an adverse effect on his or her health. In the case of doubt, the learners’ parent or guardian should be consulted, and if necessary be asked to obtain a certificate of fitness in respect of the learner from a medical practitioner. Programmes of physical education and sport should be adapted to suit climatic conditions. It is advisable to obtain consent of a parent in writing for the participation of a learner in sporting activities. Particular care should be taken to ensure that competent educators supervise sporting activities (c.f. Van der Westhuizen , 2003:350)

2.2.2.3. Classroom supervision

According to Kruger and Van Schalkwyk (1996:37) classroom supervision is an important part on educators’ professional duties. When learners are engaged in specialist activities the amount of supervision is greater for an example, extra care should be taken in learning areas such as Science and Technology in which learners use dangerous equipment. Educators should be present at all times and clear rules and safety measure on the use of equipment must be given by the school’s management. Special care is also needed for learner supervision in science laboratories as they contain

dangerous substances, liquids and gases. Trained science educators should only conduct lessons wherever possible. Good care is also needed for storing dangerous substances.

It can be deduced from the above that legal action can be taken against an educator who leaves his/her class unattended for no good reason and a learner is injured in his / her absence. The principle of negligence will apply. Larger classes need closer learner supervision and more organisations. This means that the educator needs to be well organised to exercise good classroom management.

2.2.2.4. Dangerous Objects

Educators who are in control of dangerous objects, apparatus or substances must have certain knowledge of them and take the necessary precautionary measures to prevent learners from harm and injury (Squelch & Bray, 1997:200)

2.2.2.5. Release from school

Various scholars (Van der Westhuizen, 2003:416, Squelch & Bray 1997:200) outline that, learners should not be released from school early unless with parent or guardian's permission and supervision. If a learner is released early from school and is injured the school is not necessarily liable provided that appropriate procedures have been followed, for instance, it is important to obtain permission, preferably written permission from the parent or appointed person for the learner's early release. Information on the learner's early release and destination should be recorded in a book. The learner should report to the facilitator and the principal before leaving the school.

2.2.2.6. School Sport

Cawood and Gibbon (1981:274 – 293) see school sport as a critical area of concern because the possibility of personal injury is so very high. Although participation in sport is usually voluntary, the school is responsible for the safety of the participants and the spectators. School management must take the necessary steps to ensure the safety of learner. In this regard, during sports events and activities, learners must be properly supervised. In terms of learner supervision, the general legal principle for: 'reasonableness and foresee-ability' apply. When planning learner supervision, factors such as the age and maturity of learners, the nature of the activity, the activity setting and ratio of educators to learners should be considered. Failure to do so may lead to liability on the part of the school principals; for instance, it would be negligence to assign an educator to swimming duty if the educator cannot swim.

Learners need to ensure that the rules are clear and that they are followed. They should be aware of the consequences of infringing rules and regulations. Care must also be taken to ensure that all sports equipment is safe and that the learners wear suitable clothing, including protective clothing where applicable. The school has a duty to supply proper equipment. Learners must also be given proper instruction in the correct usage of the equipment. Equipment should be inspected regularly. The use of defective equipment may also lead to liability on the part of the educator and the principal (Van der Westhuizen, 2003:418).

2.2.2.7. School journeys

Every school journey or outing, which may range from one day to several weeks, form a valuable part of an education programme. However, with each trip, there is an element of risk involved. Before undergoing an educational

journey the parent or legal guardian must fill in and sign an indemnity form. When organising school trips, there must be adequate learner supervision, preparation and organisation (Kruger and Van Schalkwyk, 1996:43).

2.2.2.8. School transport

Squelch and Bray (1997:203) indicate that extra care must be taken when transporting learners although many schools expect parents to sign indemnities in respect of the transportation it should, however be remembered that if school transport is used an indemnity will not absolve an educator of responsibility or liability if he or she has acted in a reckless or negligent manner. If an educator is in charge of learners only and is not a driver of the vehicle, he or she is nevertheless responsible for their safety in respect of both their own conduct as well as dangers resulting from the reckless driving of the bus by someone else. In this instance, it would be expected of the educator to admonish the driver, and if necessary, order him or her to stop the vehicle to enable the learners to get off the bus for their own safety.

On the basis of the above, a parental waiver or indemnity does not prevent parent or learners from suing school officials in the event of an injury, which occurs as a result of negligence. If a school requires parents to sign a waiver or indemnity form, or a permission slip before allowing their children to participate in certain school activities such as field trips, this does not absolve educators or schools of liability for negligence.

2.3. WHAT LEARNER SUPERVISION IS ALL ABOUT

According to Engelbrecht and Lubbe (1998:212) “an organization involving many people in many different ways cannot be left to itself to progress in its own tempo and according to haphazard procedure” For this reason, the school cannot just be opened, educators appointed, learners admitted, syllabi worked

through without any measure of control and proper learner supervision exercised. Learner supervision does not imply guarding and watching individual learners' work and activities but the general control of the nature of the work its standard and the way in which it is done. This will ensure a continuous progress of school activities.

Learner supervision focuses upon the improvement of facilitation and learning. It is concerned with the redefinition of goals and wider realisation of the human dynamic for learning and for cooperative efforts, and with the nurturing of a creative approach to the problems of facilitation and learning. Supervision can be consciously understood as planned programme for the improvement and consolidation of facilitation (Musaazi, 1987:225).

The school principal is the key person in the total operation of the school. He is the general and power source from which the activities flow. Therefore, he must be a good organiser if his school is to function smoothly. His daily activities of the school have to be well organised and delegated. Thus the principal should reduce the amount of time he/ she spends on routine work that he may spend more time in learner supervision and improvement of facilitation and learning (Van der Westhuizen, 2003: 167)

The researcher's view is that the principal must at all times be in full control of his school. Good control implies that the minimum time is wasted, that the learner co-operate better, that a good atmosphere and discipline will prevail in the school, and that the daily school programme will progress smoothly.

In order to have supervision of learners at school to take place effectively, the principal must meet certain requirements such as the following a relationship based on trust must be creative between him and the learners and he must have certain personality characteristics such as loyalty, a sound leadership style, a positive attitude to life, fairness, honesty friendliness and

understanding. Above all, the principal must have the knowledge of learner's unique possibilities and shortcomings (Kruger & Van Schalkwyk, 1993:106). Learner supervision should be in accordance with the Departmental policy and regulations. The principal must give professional help and guidance to all learners.

Van Schalkwyk (1998:74) emphasizes that efficient facilitation and successful learning can only take place within a well-organised school. Facilitation and learning can hardly take place in a chaotic situation and in an environment where poor organisational and administrative arrangements are the order of the day. The smooth functioning of the school is determined by the supervision of the principal. The principal performs a wide variety of functions. Today the main tasks of the principal are interpreting the policy, executing curriculum programmes seeing to learners' welfare, equipment, physical facilities and maintaining effective school community relation (Musaazi, 1990:167).

Moreover the principal must know that he/she is an employee and that his/ her employer, the Department of Education expects from him/her good quality work, loyalty and integrity. The principal therefore has to maintain a strong liaison with the department. A responsible principal must keep the trust bestowed upon him / her by his employer. He/ she should not abuse the privilege of being appointed a leader of his/her school, but must be exemplary. He/she should be efficient and resourceful (Musaazi, 1990:168).

The principal must be a highly competent and skilled person in such things as modern techniques of instruction, human relation, the delegation of responsibilities and communication. But he has to ensure through constant supervision that each person is performing his / her duties satisfactory (Robbins, 2003: 304)

According to Van der Westhuizen (2003: 58) all persons in supervising posts perform management work irrespective of the hierarchical level of the nature and extent of the activities in which the person is involved. The principal has to formulate and strive towards objective in his institution, organise, make decisions and exercise control. The principal is not only an administrator or the one who carries out policy but he also has the authority in his own right. In every school there are variable factors, which cannot be accounted by external policy, but having to be taken into consideration by the principal himself as he formulates his school policy.

The researcher's view is that the primary aim of learner supervision is to motivate and help learners to be self-directive. For successful learner supervision, the principal must create sound mutual relationships and ensure that effective communication takes place. The principal must be willing and prepared to listen to the learners view.

According to Bush and West Burnham (1986: 35) there is a relationship between theory and the management of learner supervision. Theory helps managers by giving them a basis for action and provides a rationale for decision-making. It helps principals the framework for understanding and interpreting events.

2.3.1. Some theories about learner supervision

The school principals should be exposed to knowledge of educational management theories so that they may be able to select what is applicable to their specific problem. They should be conversant with various theories in education because there is no single theory that embraces all theories in the field of educational management (Bush an& West Burnham, 1986: 15).

The following are some of the most important theories about learner supervision:

2.3.1.1. The theory of qualities

According to this theory, the supervisor is a particular type of person with particular capabilities and his supervision is based on putting these characteristics or competencies into practice (Cunningham & Gelpart, 1973:2). This theory has practical value because supervision involves the application of specific expertise and makes demands of certain qualities.

2.3.1.2. The situation theory

According to this theory, the point of departure is that certain types of supervisors are the most suitable in certain situations. In this theory the situation is the most important factor, as it determines what the supervisor actions will be how the learner will act (Cunningham & Gelpart, 1979:13).

2.3.1.3. The group functions theory

This theory suggests that everyone who complies with the requirements of a particular group can act as its supervisor. According to this theory, supervision is the behaviour of any person in a group, which will help the group to achieve its goal. Learner supervision may be shared accordingly and the learners may also have a supervision role to fulfil (Cawood, J. & Gibbon, J. 1980: 138).

Learner supervision is the formal and regulative execution of policy already formulated by higher authority, i.e. Department of National Education, and is accompanied by procedures, arrangements and their execution.

There is no golden recipe for effective learner supervision. The principal will adapt his leadership styles as the situation or management area within the school requires.

2.4. DIFFERENT TYPES OF LEARNER SUPERVISION

According to Van der Westhuizen, (2003:316) learner supervision can be executed before the activity starts, during the execution of the activity, after completion of the activity or during all three stages or types of learner supervision, and not to an evaluation of the different supervision techniques.

2.4.1. Supervision before execution.

Marx (1981:290 - 291) sees learner supervision before execution, as the most desirable type of supervision. It is aimed at preventing anticipated problems, and occurs before the activity or project starts. It is thus future –oriented since it eliminates significant deviations as planned school activities before the deviations usually occur. In order to implement efficient learner supervision before execution management must pay pertinent attention to the formulation of policy and procedures, the establishment of standards and rules, scheduling and the deliberate collection of relevant and usable information.

2.4.2. Steering supervision

Van der Westhuizen (2003:218) emphasizes that steering supervision occurs while the work is done and concerns the supervision of current activities to ensure that objectives are worked towards. In this way, the management is able to rectify problems before they assume expensive and large proportions.

It can be deduced from the above that an important principle involved in steering supervision is that no activity may proceed to the following step before

the current step has been satisfactory completed. This occurs particularly by means of the principals' action. It includes the measurement and evaluation of performance as well as corrective action to rectify deviations.

2.4.3. Supervision after execution

According to Marx (1981:291) supervision after execution is the most popular form of learner supervision and concentrates on the performances which already been given. The only biggest disadvantage of this type of supervision is that the damage will often have been done by the time that principals have sufficient relevant information about the problem or deviation. Unfortunately, this type of supervision is the only possibility in various cases. Supervision after execution has two advantages. It gives the principals an indication of the efficiency of the total planning action and feedback on the performance of learners. Supervision after execution can rightly be regarded as an action where future activity is directed by historical results.

In summary, we can say that supervision before execution is directed at providing sources; steering supervision is directed to the activity itself and supervision after execution is directed at the results.

The researchers' point of view is that for successful and effective learner supervision the principal must have management ethics which concerns the treatment of the individual learner regarding honestly, love, respect, justice, reasonableness, truth and integrity. Being a school principal implies being a leader and a supervisor. The course of the supervision events in the school depends mainly on the principal's ability to take and to maintain it, create enthusiasm, initiate and motivate. There is no golden recipe for effective learner supervision. The principal will adapt his leadership styles as the situation or management area within the school requires.

According to Kruger and Van Schalkwyk (1993: 54) there are some guidelines for effective learner supervision. Supervision must be meaningful. It must be timely and principals must apply corrective measures where serious deviations occur. Learner supervision must be adaptable to the nature and needs of the activities to be supervised learner supervision must be flexible and adapt to changing circumstance. Learner supervision must lead to appropriate action; it must be either corrective or encouraging.

2.5. THE POWER OF PRINCIPALS IN LEARNER SUPERVISION

Van der Westhuizen (2003:518) sees the principal as the rightful person who can influence others because he has some type of power. A principal can exercise four types of power to persuade his subordinates and learners to follow a particular line of behaviour.

2.5.1. Rightful power

Robbins (2003: 404) states that this power is inherent in a person's hierarchical position. In this instance, the principal can give orders to his subordinates and learners and justifiably expect them to carry out the orders as a way to manage learner supervision and to control punctuality.

2.5.2. Power of reward or punishment

This is based on the principal's ability to reward learners who are doing well and punish those who deviate from school rules (Kruger & Van Schalkwyk; 1993:84). Those who do their work punctually are rewarded.

2.5.3. Expert power

Expert power refers to the power based on knowledge and expertise of the principal. If the principal knows most about learner supervision, he/she can find himself/ herself master of situation, in supervision (Schmuck & Runkel, 1988: 234) which enables him/her to control the learning process.

2.5.4. Referent power

According to Robbins (2003:406) reference power is also called personal power. In this situation the subordinates and the learners follow the principal simply because they like and respect him. The opposite can naturally happen if they don't want to accept his authority happen, if they don't want to accept his authority, his attempts to influence them will fail.

It is clear from the above that it is naturally possible for the principal to exercise various types of power simultaneously in learner supervision. The subordinates and the learners may carry out the principal's instructions because he rewards them for good work, or because he knows his work well and / or because they like him as a person. In such a situation, all four types of power are exercised and such a principal is naturally a very good strong leader.

The principal, as the management leader is thus a person who is simultaneously a good leader and a good manager, in other words he has the characteristics of a good leader but is also able to efficiently implement elements of the management task, namely planning, organization, command and control.

2.6. CONCLUSION

According to Sergiovanni and Starrat (1992: 105) the climate or spirit that exists between the principal and learners in learner supervision, is created or managed particularly by the principal where he / she can control punctuality. When it is sincere, warm and friendly everyone will be relaxed and experience a pleasant time together.

Through learner supervision, order and discipline will easily be maintained and effective facilitation and learning will take place. The principal must strive for punctuality by both learners and educators at all cost. Learner supervision should be distributed evenly among all staff members and or monitors/prefects where applicable, and then the principal must control whether supervision takes place according to the agreed and necessity agreement (Engelbrecht & Lubbe, 1980: 181).

Effective learning and facilitation can hardly take place in a chaotic situation where there is no proper learner supervision and control. Learners should be motivated to accept learner supervision as well as the authority of the supervisor. Learners must also learn to carry orders from those “in *-loco-parentis* or in authority. This will reduce late coming which causes under achievement and eventually dropping out from schools.

Each school should have a policy, which can serve, as guideline for the behaviour of learners. Learners must know what is expected of them in various situations. Learners' supervision policy must not be in conflict with the general policy of the school, the country's educational policy and the political policy of the country. By means of this learner supervision policy the principal will be able to use rules and procedures to regulate learners' actions and behaviour within the school. A supervision policy ensures harmonious cooperation and order so that learning and facilitation may take place effective

CHAPTER 3

POLICY INITIATIVES WITH REGARD TO MANAGEMENT OF LEARNER SUPERVISION

3.1 INTRODUCTION

The previous chapter presented a literature review on learner supervision. This chapter tries to integrate some educational policies, laws and regulations with regard to the management of learner supervision.

According to Badenhorst (1988:100) the department of National Education formulates policy in respect of general education affairs for the entire republic. Policy making in South Africa takes place in a democratic manner. The person who carries the main responsibility is the minister of National Education who is advised by various bodies and who is assisted by the Department of National education, which provides the necessary administration with regard to general education policy.

Pretorius (1988:31) states that management of learner supervision should be in accordance with the general stipulations of the law of the country. This is supported by Bray (1988:60) when mentioning that management of learner supervision does not occur in a legally free environment. A particular relationship exists between management of learner supervision and the law.

Hosten (1979:10) puts it clearly that in management of learner supervision the principal must continuously take the cognizance of the new legislation and the verdicts of the courts. This is supported by Van Wyk (1983:17:22) when indicating that Law of education should always be studied against the background of the country's legal, constitutional and educational system.

3.2 EDUCATIONAL POLICIES ADDRESSING MANAGEMENT OF LEARNER SUPERVISION.

The following are educational policies addressing management of learner supervision.

3.2.1. Employment of educators Act No. 76 of 1998.

The Employment of Educators Act No. 6 of 1998 Section 4 (2) indicates that the principal must “ensure that the education of the learners is promoted in a proper manner and in accordance with approved policies.” According to this Act, it is also the duty of the principal to control the work of the learners and give proper guidance.

This study suggests that the principal must guide, supervise and offer professional advice or help to all learners. Because of late coming and continuous absence of learners from class, the exercise becomes futile.

3.2.2. National Education Policy Act (NEPA) No. 27 of 1996 Section 40

According to the National Education Policy Act No. 27 “parents have an obligation to support their children to attend school regularly.”

This study puts emphasis on the importance of parents and guardians to take full responsibility in ensuring that their children are punctual and consistent with the school learning and facilitation program.

3.2.3. The South African Schools Act (SASA) No. 84 of 1996

SASA, Act No. 84 of 1996 Section 3(1) Stipulates that “Every parent must cause every learner for whom he or she is responsible for to attend school”.

SASA also clearly indicates that the use of corporal punishment in South African schools is no longer viewed as a legal means to control learner supervision (SASA, Act 84 of 1996 Section 10).

In this study, the principal, with the help of the educators, together with the parents or guardians should render all necessary assistance and guidance to learners improved progress and conduct.

3.2.4. The Constitution of the Republic of South Africa, Act 108 of 1996.

The Constitution is the country's most basic Act with regard to education and management of learner supervision. No other education Act may be in Conflict with the provision of the constitution nor, may existing education legislation be applied in conflict with the constitution. Numerous Acts are revised in accordance with the constitution (cf. Badernhost, 1988:131).

The constitution of the RSA, Act 108 of 1996 Section 10 stipulates that every child has a right to be protected from maltreatment, neglect, abuse or degradation.

This study emphasizes that the supervision of learners should prevent learners behaviour from degradation and neglect. Principals must read all the relevant documents thoroughly and if there is something not clear or have got a question, ask the circuit, District manager or other appropriate colleagues for clarification. Each school has school rules and procedures concerning learner behaviour. The principal must be very clear of what these are, so that he can discuss them with the learners. The principal must know the issues of education in his country and the objectives of the countries education (Musaazi, 1990:167).

3.3. PRINCIPLES OF LEARNER SUPERVISION

A principle is a point of departure from which people act. (Kruger & Van Schalkwyk, 1996:28) Principles for management functions in learner supervision are determined and influenced by the principals' philosophy of life and his attitude to life. Kruger and Van Schalkwyk (1996:28-29) are of the opinion that for effective management of learner supervision the principal must not favour some learners at the cost of others, i.e. there must be justice and fairness. He/she (principal) must act in the same way and in accordance with the same principles, i.e. there must be no consistency. The interest, needs and aspirations of all learners must be taken into account. Each of the learners is a human being or a person and may not be belittled or depersonalized, i.e. respect for human dignity of each learner must be maintained. Each action should be aimed at attaining the pre-determined goal. There must be a balanced task or human attitude to the work, which must be carried out but not with the goodwill and positive attitude of the learners and also flexibility and adaptability, depending on the situation.

Musaazi (1990:74) emphasizes that management principles in learner supervision implies application and regulation by means of procedures, instruments and techniques, laying down rules, directions and boundaries according to which one must act. No education or facilitation and learning can exist without some form of learner supervision. Systems of learner supervision vary from the simple to the most difficult, from the informal to the strictly formal, from the poorly organized to the highly organized forms (Musaazi, 1990:75)

In practice, every principal is responsible for formulating guidelines that must be followed as a basis for directing learner supervision of the school that he is leading. When policies are being made, the principal must think of means of implementing them and their aims and values.

3.4. SCHOOL POLICY AND LEARNER SUPERVISION

Bush and West-Burnham (1994:80) indicate that policies usually deal with general and specific procedures of what is to be done and how the various operations of the school will be carried out.

Each school must have a policy, which serve as a guideline for the behaviour of learners. Learners must know what is expected of them in various situations. Learner supervision policy must not be in conflict with the general policy of the school, the countries education policy and the political policy of the country. By means of learner supervision policy the principal will be able to use rules and procedures to regulate learners` actions and behaviour within the school. A supervision policy ensures harmonious cooperation and order so that learning and facilitation may take place effectively (Van der Westhuizen, 2003:239).

A supervision policy is a means of attaining learning and facilitation objectives inter alia, the characteristics of a good supervision policy are as follows:

- It must clearly reflect the objectives (long term) and aims (short term).
 - It must be consistent.
 - It must be acceptable to the majority.
 - It must be flexible, it must be able to adapt to the policy when circumstances changes.
 - The policy must be put in writing and pinned up on a notice board.
 - The policy must be explained to all learners, all the learners must be familiar with its contents.
 - It must facilitate decision making about certain matters.
 - The policy must make provision for school rules and procedures.
- (cf.Kruger & Van Schalkwyk,1996 ;64)

3.4.1 From policy to rules and procedures

According to Squelch and Bray, (1996:171) effective learner supervision does not happen by chance. It has to be planned and implemented in an organized manner. They further assert that planning for good learner supervision begins with a broad school policy empowering administrators and educators to deal with the multiplicity of behavioural problems faced in our schools on a daily basis.

A school policy that endeavours to ensure good order and single-minded behaviour in the school is implemented by means of certain school rules and procedures. (Kruger & Van Schalkwyk, 1993:64)

3.4.1.1. School rules and procedures

School rules and procedures ensure that the school policy is carried out. Rules and procedures represent what is expected and acceptable behaviour in the school. Rules represent acceptable and unacceptable behaviour, while procedures indicate the way in which specific tasks or activities in the school should be carried out (Van der Westhuizen, 2003:496)

When drawing school rules and procedures, one must remember to keep rules to the minimum, and that the process of defining rules is as important as the rules themselves.

Rules should be positive statements of how learners will behave rather than how the learners will not behave. They should be simple. It is imperative that learners are allowed to take part in formulating the rules and procedures. The learners own words must be used as much as possible (Zabel & Zabel, 1996:169).

During the academic year, rules may be added or dropped as needed.

3.4.1.2. Seeing the school from the learners' perspective.

Effective principals are able to predict the aspects of the school environment and procedures that might confuse the learners. It is good that before the learners arrive early in the year, the principal puts himself in the learners' shoes. This will help to prepare a welcoming, barrier-free environment that promotes rather than inhibits behaviour conducive for learning (Zabel & Zabel, 1996:169).

3.4.1.3. Supervising learners' behaviour and dealing with problems

Despite the careful planning, preparations, determinations and communication of the principals' expectation in the school rules and procedures, learners' misbehaviour that interferes with their own and other learners and with the principals set goals will sometime occur. Effective principals are effective supervisors of their learners' behaviour, and are aware of misbehaviour and quickly deal with the problems as they occur (Everstone, 1989:485-498).

3.4.1.4. Drawing up and becoming familiar with a school policy

The principal may already have made a decision on certain aspects of the school policy before the beginning of the school year. The principal may, for example, already have decided on general aspects of policy such as good behaviour, respect, punctuality, etc. and formulated a minimum number of rules. It is important, however, that the principal should give the learners an opportunity to take part in the formation of the school policy and school rules. Depending on their age, the participation of learners may vary from the

principal explaining the reasons for certain rules to allowing learners to decide on their own school rules (Kruger & Van Schalkwyk, 1993:66).

The learners should therefore be regarded as partners rather than as subjects that are there to be managed. After the rules and procedures have been formulated they must be explained to the learners. During the first week of the academic year the principal must ensure that all the learners are informed of the policy, rules and procedures of the school. However, the principal should not explain the policy once, but it should be clearly and visibly pinned up on the notice boards, and referred to at various intervals throughout the year.

3.5. LEARNER SUPERVISION IN ITS LEGAL PERSPECTIVE

According to Squelch and Bray (1997:7) South African law has been adapted in the course of time and influenced by local circumstances, needs, moral attitudes and the general pattern of civilization. The South African law has therefore its own characteristics, structure and content. They further indicate that the law consists of rules or regulations that facilitate and regulate human interaction. It also orders society and gives certainty and finally, rules are interpreted and applied by institutions of state, which also execute these rules where necessary and enforce a form of sanction where legal rules have not been complied to.

3.5.1 Constitutional Law

The Republic of South African Constitution Act 200 of 1993 is the cornerstone of our new democratic constitutional dispensation. In terms of section 4, the constitution is the supreme law of the country. It sets out the structure of the state and its organs and provides for its organization and determines the powers and functions. Chapter 3 of the constitution contains the bill of rights in which the state undertakes to guarantee and protect the individuals' basic

human rights such as life, dignity, the right to education, the right to administrative justice, etc. Among other things, section 35 provides interpretation of any law and the application and development of the common law and customary law; the courts shall have due to the spirit, support and the objectives of the bill of rights (Squelch & Bray, 1997:9).

3.5.2. Legislation

Legislation is a law made by an organ of the state rested with legislative authority. Provinces also have original and comprehensive powers to pass laws on matters of regional nature such as provincial education primary and secondary schools' South African Education law derives mainly from legislation.

The by-laws that are made by local governments may be found in the law libraries in the government gazettes.

3.5.3. Common Law

Squelch and Bray (1997:10) see common law as general legal principles that can be applied to various societal institutions, such as education, especially management of learner supervision e.g.

- The *Ultravires doctrine*, which is applied to determine whether an individual has exceeded his/her power.
- The *in-loco parentis* principal, which places the educator in the place of the parent or guardian.
- The test for negligence that requires the reasonable individual test.
- The rule of natural justice (*audi alteram partem*) that is incorporated in section 21 of the constitution.

3.5.4. Case Law

According to Squelch and Bray (1997:11) the courts define, interpret and apply the law to solve cases that are brought before them for instance, whether particular conduct justifies a finding of negligence in a civil case.

3.6 THE LEGAL STATUS OF THE SCHOOL PRINCIPAL

Various scholars (Gardner 1990 :40, Kanter 1989 :57 , Squelch & Bray, 1997:74) clearly state that a principal is usually seen as the most important or authoritative professional manager of the school which means that he or she will also be held responsible for managing the school, each teaching staff and learners. By virtue of the principal's legal status, various legal powers, duties and responsibilities are vested in the principal.

Amongst other things the principal is responsible for drafting a school policy and school rules, staff development, learner supervision, etc.

Various scholars (Musaazi, 1990:171, Squelch & Bray (1997:74), Bush & West-Burnham (1984:93) indicate that principals require knowledge of their legal position in the school and their legal requirements governing their management activities.

3.6.1. The Authoritative Position of the Principal in Learner Supervision

According to Squelch and Bray (1997:74) the school principal is vested with authority in terms of legislation. This simply means that the principal may compel learners to act in a certain manner and to be disciplined where rules have been infringed. However, the principal must also remember that the learners are entitled to the protection of the bill of rights.

For effective learner supervision, the principal, educators and learners must know that both are legal subjects and equal partners in a democratic education system, but there is a particular relationship in which authority is permitted within the bounds of the law within the parameters of the constitution and other education legislation.

3.6.2. Powers and duties of the school principal

Engelbrecht and Lubbe (1980:124) clearly indicate that the principal derives his position of authority from the law, (e.g. Constitution, legislation, especially provincial, common law principle. The common law principle as stated by Bossert, S.T.; Dyer, D.C.; Rowen, B. and Lee, G.V. (1982:50-58) related to the powers and duties of school principals and include the: *in- loco parentis* principle, *ultra vires* doctrine and the *delegates delegate non potest* principle.

3.6.3. Delegation of powers and duties by the principal

According to Van Wyk (1987:80) learner supervision is the duty and responsibility of the principal. He acts as a leader, supervisor and the head of his school and is therefore responsible for anything that happens there. Although he delegates certain of his duties and responsibilities to his members of his staff, he himself is in the last instance held responsible for all that takes place in his school. Bray (1988:26-29) emphasizes that since discretionary powers are powers conferred by law, the delegation of his powers must take place according to the provision of law.

Pretorius (1988:110) states it very clearly that when delegation takes place, there are two different legal basis on which the act of delegation may rest. If the principal delegates a task that is purely administrative and that pertains to the administration of school properly discretionary powers may not be delegated. In other words he /she must instruct the person he/she delegates

as to what should be done and how it should be done (cf. Squelch & Bray 1997:78).

On the other hand the principal may delegate a professional task that is related to management of learner supervision. These are according to Robbins (1980:240) that non-statutory, detailed tasks falling within the internal organisation of the Department and aimed at effecting the aims and objectives of the Act in management of learner supervision. Legally they may be freely delegated but the policy will determine to what extent. When delegating the principal must always remember that the legal principles of reasonableness and fairness play an important role in the administration of justice, common law and legislation in the Republic of South Africa (cf. Gorton, 1976:53, De Wet, 1981:170-171).

Bennett, Glatter and Levacic (1994:18) point out that today's principals who make things happen are transformational and that they revitalize the entire school. Handy (1981:87) offers a closely related explanation by indicating that the quality of the school is closely linked to the quality of the management supplied by the principal. Eyre (1993:189) suggests that for effective management of learner supervision, principals must know how to manage and to what extent they can improve their efficiency as managers. Consequently, principals should become acquainted with the various policies and theories of management of learner supervision.

Through effective learner supervision, the principal must maintain order and discipline and must strive for punctuality and tidiness at all times (cf. Wiechers 1984:201-291 & Bray 1988:59-72). Foster (1989:29) indicates that the relationship between the principal, educators and learners is essential for effective management of learner supervision. Squelch and Bray (1997:78) identify the following forms of delegation.

3.6.3.1. Directives

In case of directives, the person who carries out all the instructions of the person in authority does so without the direction of the latter being transferred to the person who carries out the instructions (Wiechers, 1984:35)

3.6.3.2. Decentralization

This form of delegation is mostly used in schools and is of significant importance. Certain powers and functions are transferred, not really delegated to another independent organ or body. However there is some form of supervision and control over the person whom the power has been transferred to (Engelbrecht and Lubbe, 1980:126).

3.6.4. Requirements for valid delegation in learner supervision

For effective learner supervision Squelch and Bray (1997:81) suggest that when delegating certain powers the importance and complexity of the task must be considered. Task that requires a high rate of expertise and responsibility should not be delegated to new inexperienced teachers. The delegation of tasks should be clearly explained and put in writing. Delegation should always be accompanied by jurisdictions and appropriate monitoring measures. It should be remembered that the person who delegates (the principal) is ultimately responsible, and that delegated powers can be withdrawn. Tasks should not be delegated to staff if they are not clearly compatible or qualified to do so. For instance, an educator may not be expected to supervise learners when swimming if he/she cannot swim.

It can be deduced from the above that delegation of powers is aimed mainly at the division of work. Principals have the discretion to delegate certain powers, but if it must be carried out with the due regard to legal requirements.

It is the researchers' view that since the appropriate legal rules and principles sometimes change, principals and educators should make an ongoing study of these matters.

3.7. THE LEGAL STATUS OF THE SCHOOL

According to Potgieter (1997:12), "a public school is a juristic person with the legal capacity to perform its functions in terms of the schools acts." In practice it is clear that in law, the term 'person' does not literally mean a person, but also refers to a group or association of natural persons forming a new kind of person that exists independently from its members, for an example, a public school. A public school as a juristic person exists separately from the school building, grounds, learners, educators, and parents. The school has rights and duties in its own name as if it was a real person, and not in the name of the people associated with the school.

3.7.1. The school acts through its governing body

The school may only perform its functions in terms of the schools Act. It can sue or be sued if anything goes wrong. The school performs all such actions through its governing body. The school governing body has decision-making powers concerning the school, and it may bind the school legally (Potgieter, 1997:12). The powers, functions and duties of the governing bodies are grouped according to a list of managerial duties that have to be done by all governing bodies and a list of tasks that may be given to governing bodies that have the ability or means to fulfil the tasks. The compulsory tasks are listed in section 20 of the South African Schools Act. Subject to this act, the governing body of public school must promote the best interest of the school and strive to ensure its development. It must adopt the constitution and the mission statement of the school. It must also adopt the code of conduct for learners at

the school and support the principal, educators and other staff in performing their professional functions. It must determine times of the schools day consistent with any applicable conditions of employment of staff at the school administer and control the schools property, buildings and play grounds which include school hostels. It must encourage parents, learners, educators and other staff at the school to render voluntary services to the school and discharge all other functions given to the governing body by the Schools Act and finally, it must discharge functions that are set out by the member of the Executive Council in the Provincial Gazette (cf. Bray, 1988:60).

3.7.2. Legally sound Learner Supervision

According to Squelch and Bray, (1997:73) “all managerial tasks have to be performed within the framework of the law, where law in our case, means educational law, with all its hybrid sources of the law.”

For effective learner supervision, the principal's management actions must conform to all relevant conditions for legal validity. The principal and the educators must practice transparency in their management activities and encouragement participation and comments by all the stakeholders involved. They must also remember that they will be held accountable for their conduct (Potgieter, 1997:14).

3.8. THE LEGAL STATUS OF THE LEARNER

It is very essential that educators have a form of understanding of children's constitutional rights in today's society. (Sametz: 1985:29) This knowledge will enable the principal or the educators to be more effective learner advocate and a more capable and competent professional.

3.8.1. Children's rights.

There are many documents dealing with children's rights, the most notable of these being the United Nations Declaration of Human Rights (1948) and the convention on the rights of the child (1991). The drafting of the latter document began in 1979 during the international year of the child. This draft was accepted by the United Nations in 1989 and came into force in 1990. (Squelch and Bray, 1996:156) These international documents on human rights (including children's rights) and the adoption of the 1993 constitution and Bill of rights in South Africa have far reaching implications for principals and educators in so far as they directly and indirectly affect various educational processes such as school policies, discipline health and safety, administrative procedures and curriculum matters.

The rights which are implemented at schools are derived directly from the South African Constitution and the bill of rights. In order for effective learners' supervision to take place, learners need to become part of the decision-making process and should be given the opportunity to make choices and voice their interests and concerns. (Van der Westhuizen, 2003:180).

3.8.2. The right to education

It has been clearly stated under section 32(a) of the bill of rights that: "every person shall have the right to basic education and equal access to educational institutions."

This simply means that schools may not discriminate against learners and deny them access on the basis of race, language, culture or religion.

3.8.3. Religious Freedom

Although religious education and worship form part of the formal curriculum, attendance is not compulsory. Squelch and Bray (1993:159) indicate that religious education has always been based and biased towards the ideology of Christian national education.

Section 14(2) of the bill of rights states that: “every person shall have the freedom of conscience, religion, thought, belief and opinion, which shall include academic freedom in institutions of higher learning.”

Squelch and Bray (1996:160) clearly indicate that educators need to be sensitive to the learner’s religious rights and freedom. It is very important for educators to develop programs and activities that recognize the rights of learners and that promotes religious diversity and the tolerance of different religious beliefs and practices.

The researcher has observed, for instance at Unicorn Preparatory School where, during religious education periods representatives from different church denominations come and conduct lessons for learners from their church groups.

3.8.4. Freedom of speech and expression

Freedom of expression is a fundamental right, which is now protected in the bill of rights. Section 15(1) clearly states, “Every person shall have the right to freedom of speech and expression...”

Taking in that light, learners` right to freedom of expression can be limited in the school environment especially where their exercise would disrupt the education process. It is generally accepted that schools can legally limit

student expressions for instance, if it is highly provocative and likely to incite disorder or if it is of an unacceptable vulgar.

3.8.5. Corporal Punishment

Section 10(1) of the South African Schools Act states it clearly that no person shall administer corporal punishment at a school to a learner. Sub section (2) asserts that any person who contravenes subsection (1) is guilty of offence and liable to a sentence, which could be imposed for assault.

The South African Schools Act makes it clear that corporal punishment may not be used in public or independent schools to manage learner supervision. To add on that, Section 12 of the constitution of the Republic of South Africa states that everyone has the right not to be punished or to be treated in a cruel or inhuman or degrading way. It is therefore illegal for any person to apply corporal punishment, as well as formal corporal punishment.

None formal uses of force such as slapping and rough handling are also prohibited. Anyone who ignores this regulation and applies corporal punishment at a school may be charged with assault in a court of law and punishment.

3.9. CONCLUSION

In South Africa, and other countries public education is given a juridical basis through the creation of an education act. The first legal step is to actualize formal public education. The education policy is put into effect by an education policy and is put into effect by an education act. Through this education legislation, the state accept the tasks of ensuring by means of power at its disposal and guided by the rights of each citizen, that learning and facilitation will take place according to the provisions of the law inside its territory.

Through its educational legislation, the government determines the direction and the character of education in a democratic way with all the authority at its disposal (Van Schalkwyk, 1988:45).

Education legislation can determine the rights and responsibilities of all groups with an interest in education. It is the duty of the state to protect its level of civilization and to prevent the decline of civilization by means of education legislation (The constitution of RSA, Section 29 (1)).

According to Van Schalkwyk, (1988:45) the Education Act prohibits, commands, compels, protects guarantees, determines and indicates effective facilitation in and learning can never take place without educational legislation.

Finally, the principal is responsible for laying down a safe and adequate system for supervision before and after school. The vision which sets goals for the long-term development of learners through education is needed to provide the moral imperative that gives schools a clearer direction for effective facilitation of learning and teaching.

CHAPTER 4

RESEARCH METHODOLOGY

4.1. INTRODUCTION

This chapter describes the design of the study, including the selection and description of the site chosen by the researcher, the role of the researcher, the number of the participants and how they were selected, data collection and analysis strategies.

4.2. RESEARCH DESIGN

Leedy and Ormrod (2001:91) describe research design as the complete strategy of attack on the central research problem which provides the overall structure for the procedures that the researcher follow, the data the researcher collects and the analysis that the researcher conducts. This simply means that research design is planning.

Mark (1996:225) prefers the term methods when discussing the way a researcher goes out developing rich insights, while Neuman (2000:133) on the other hand prefers the term designs. Cresswell (1998:2) defines design in qualitative research as “the entire process of research from conceptualizing a problem, to writing the narrative”

Babbie and Mouton (2001: 72) define a research design as a plan or blue print of how the researcher intends conducting the research. According to their explanation a research design focuses on the end product, formulates a research problem as a point of departure and focuses on the logic of research. Mc Millan and Schumacher (1993:31) offer a closely related definition of research design as a plan or structure applied during the investigation in order

to answer the research questions. On the other hand, Booyse, et. al (1993 :23) define research design as a specification of the most adequate operations to be performed in order to test a specific hypothesis under given conditions.

In this research study, qualitative research design was used which generally refers to the selection of the appropriate research approach, techniques of obtaining relevant data, sampling, procedures instruments and respondents, the methods of data analysis and reporting.

This chapter details the manner in which data was gathered to find out how principals manage learner supervision through control of punctuality in the primary schools in Mopani District.

4.3. RESEARCH APPROACH

The researcher has chosen qualitative research approach with the aim of achieving the goal of this study. According to Bogdam and Biklen (1992:2) qualitative research is an umbrella term used to refer to several research strategies that share certain characteristics; the collected, analysed and interpreted data is rich in description of people, places and conversations, and is not easily handled by statistical procedures. The research questions which are formulated are aimed at an investigation of topic in all their complexity and especially in context. However, it is important to note that qualitative researcher do not approach their research with specific questions to ask or a hypotheses to test. They develop a research focus as they collect their data. Furthermore, qualitative researchers are primarily concerned with understanding behaviour from the research subject's point of view, from the subject's own frame of reference. External causes are of secondary importance. Qualitative researchers also tend to collect their data through sustained contact with people in settings where subjects normally spend their time.

McMillan and Schumacher (1993:372) maintain that "... qualitative research is based on a naturalistic phenomenological philosophy that views reality as multi-layered, interactive and a shared social experience". This means that, the qualitative researcher will use multi-method strategies such as structured and semi-structured (Informal) open ended interviews, participant's observation, questionnaires and sometimes grounded theory to study the problem from the participant's observation, questionnaires and sometimes grounded theory to study the problem from the participant's perspective.

Qualitative research refers to the research that produces descriptive data: people's own written or spoken words and observable behaviour. But it is also more than a set of data gathering techniques and also the way of approaching the empirical world (Bogdan & Biklen 1992:2).

Struwig and Stead (2001:10) view qualitative research as interdisciplinary, multi- paradigmatic and multi-method which is used by researchers to see through the eyes of the participants.

Given the reasons outlined above the researcher chose the qualitative research approach because it uses different methods which are concerned with life as it is lived, things as they happen, situations as they are constructed in the day – to – day, moment-to-moment course of events. The researcher also wanted to understand lived experiences in real situations in general and try not to disturb the scene and to be unobtrusive in the study methods. This is to try to ensure that the collected data and the analysis closely reflect what is happening in primary schools in the Mopani District.

Furthermore, qualitative researchers accept (Booyse, et. al 1993:25) that generalizing about human phenomena is impossible and can only be understood in its total context and that prediction and control are almost

impossible. The design is usually a gradually developing, extremely flexible design in which research decisions are made as and when more information becomes available.

This research study is descriptive in nature and included an emergent design. This implies that in the early stages of the study new information led to the purposes or methods, (i.e. sampling and data collection methods) being used.

4.4. METHOD

4.4.1. Setting

The study has been conducted in Mopani District. This education area comprises of Giyani, Bolobedu, Thabina, Ritavi and Ba-phalaborwa clusters of schools in the Limpopo Province.

4.4.2. Permission

Permission to conduct this research study in the primary schools of Mopani District has been obtained from the District Senior Manager (see addendum f). The purpose of the study has been explained verbally and in writing to the senior district manager, school principals and educators. The transcripts and interpretations have been made available to participants, circuit managers (inspectors) and the District Senior Manager.

4.4.3. Subjects: Population and sample.

Haines (1996:471) defines subjects as someone or something that is talked about, written about, etc while McMillan and Schumacher (1993:161) view

subjects as the individuals who participate in the investigation or a research study, it is from them that data is collected. As a group, subjects are usually referred to as sample. The sample consists of individuals selected from a larger group of persons called the population. It is difficult sometimes impossible for each person in the population to participate in research project therefore a sample is used. The sample provides valid information for the population if the sampling is done correctly.

According to Leady and Ormrod (2001:129) there are several sampling methods that can be used to draw a representation sample from a population. In this research study, two schools have been sampled to obtain a broad overview to determine if the participants will be useful. After the pilot study has been completed the initial sampling has been done. Twenty schools in the Mopani District have been selected at random. This implies the random selection of four schools from each cluster. Random sampling has been used since it is considered to be the best way to choose a sample. To McMillan and Schumacher (1993:160) sample selection is considered random if every member of the population has an equal chance of being chosen to be in the sample. In total, 100 participants were involved as follows:

- 20 school principals, one from each participating school;
- 40 educators, two from each school with at least 15 years teaching experience;
- 40 late comers in grade 5,6 and 7 (these are grades in which learners can be able to read and understand the questionnaire), two from each school with track record of late coming.

For the purpose of this research study, respondents have been purposefully selected as they are information rich for this research study. These samples have been chosen because the researcher has seen them as likely to be

knowledgeable and informative about management of learners' supervision through principal's control of punctuality.

4.4.4. Data collection methods

The emphasis here is on the research design and research techniques respectively. According to Lecompte, Milroy and Pressle, 1992:19-29) the range of data gathering techniques employed in qualitative research can be subsumed under three categories of activity as follows:

- Watching/observing/experiencing;
- Asking/interviewing/inquiring ;
- Reviewing/document analysis / archival / research/ examining.

The methods outlined above can be supplemented by various other methods. Leedy and Ormrod (2001:148) emphasize that qualitative research requires considerable preparation and planning. The researcher must be well trained in observation techniques, interview strategies and whatever data collection methods are likely to be necessary to answer the research question.

According to Leedy and Ormrod (2001:273) the qualitative research strategy differs from the qualitative research design in that it does not usually have or provide the researcher with a step by step plan or fixed recipe to follow. In qualitative determine the design or strategy. This simply means that during the research process, the researcher creates research strategy best suited to the research or even design the whole research project around the strategy selected.

McMillan and Schumacher (1993:372) indicates that in qualitative research the researcher study the participant's perspective- feelings, thought, beliefs and

actions in natural settings by using interactive strategies and non-interactive strategies to collect data.

The definitions of the research methods/ strategies mentioned above put emphasis on the actions taken by the researcher to perform an investigation on how primary school principals manage learner supervision through control of punctuality in the primary schools. The researcher has tried to plan the course of the investigation precisely and unambiguously before its actual execution.

The researcher has used survey method to collect data. Data has been gathered through the use of questionnaire as the instrument falling under survey. Survey method will be first explained.

According to Struwig and Stead (2001:41) the survey method of data collection requires the following:

- The application of questionnaires for data gathering. In this instance data are obtained from questionnaires completed by the respondents ;
- That the population being studied should be accurately described and that the sample should be the representative of the population;
- That the scientific character of the data should not be adversely influenced by imbalance or balance;
- Systematic organisations of the data gathered in order to make valid and accurate interpretations. (cf. Leedy and Omrod ;2001:280)

Mcmillan and Schumacher (1993:279-281) offer a closely related explanation by indicating that in survey research the researcher selects a sample of subjects and administers a questionnaire or conduct interviews to collect data. Survey is used in educational research to describe attitude, beliefs, opinions and other types of information.

Neuman (200:31) maintains that in surveys the researcher asks people questions in a written questionnaire which is mailed or handed to them or during an interview and then records answers. Surveys give the researcher a picture of what many people think or report doing. In this instance, the researcher used a sample or a small group of selected people but generalized the results to a larger group from which the smaller group was chosen.

In this research study, the researcher attempts to find first-hand knowledge of the social life unfiltered through concepts, operational definitions and rating scores. The emphasis continually is on how the participants experience, feel, interpret and structure their own world.

4.4.5. Ethical considerations

The participants (principals, educators and the learners) have been explained verbally and in writing (See Adendum D) that all performance is anonymous and assured that the information will be kept and treated as strictly and highly confidential. They were assured that the data collected will be used for this study only. It was also mentioned that the study is voluntary and that if at anytime during this study they wish to withdraw their participation they are free to do so without any prejudice. They have signed the consent form (see Adendum D) before participating and were allowed to contact the researcher if they had questions prior their participation.

4.5. RESEARCH INSTRUMENT

Leedy and Omrod (2001:112) view research instrument as tools or plan of action used by the researcher to collect data under a chosen topic to achieve the goal. Hoyle (1996:231) defines instrument as tools, especially if used for delicate scientific or medical work.

Denzin and Lincoln (1994:19) define research instrument as any plan of action that helps the researcher in gathering relevant data. Vockell (1983: 222) offers a closely related definition of research instrument as any sort of data collection device or technique.

In this research study, research instrument refers to strategies that the researcher employed to capture relevant information on how principal manage learner supervision through control of punctuality. The relevant instrument appropriate for the collection of data that is relevant to the main question of this study is the questionnaire. This instrument has been used to achieve the goal of this study. The research questions have only been used for this study and will now be dealt with.

4.5.1. Questionnaires

Haines (1993:367) defines a questionnaire as a written list of questions to be answered by a large number of people to provide information for a report. The question can be open or closed, with an option to respond either by 'yes' or 'no'. McMillan and Schumacher (1993:42) on the other hand, are of the opinion that questionnaires encompass a variety of instruments in which the subjects respond to written questions to elicit reactions, beliefs and attitudes. Questionnaires are usually structured or semi-structured.

Leedy and Ormrod (2001: 159) state that for data gathering through the use of the questionnaire the following may be asked in relation to the topic. Facts such as biographical information, people beliefs about the facts, feelings, motives, present and past behaviour, standards for behaviour such as what people think should be done in certain situations-related to the research questions, reasons for actions or feelings such as why people think that engaging in a particular behaviour is desirable or in desirable.

In this research study, questionnaires refers to the set of questions on the form which is completed in respect of the research project designed by the researcher in order to obtain biographical particulars , typical behaviour, opinion, beliefs and convictions on how primary school principals manage learner through control of punctuality.

According to Struwig and Stead (2001:98) different types of questionnaires can be identified, of which an overview is presented below:

4.5.2. Types of questionnaires.

4.5.2.1. Mailed questionnaires

A mailed questionnaire is a questionnaire that is sent to respondents by mail in the hope that they will complete and return it. (Leedy and Ormrod 2001:173) and (Booyse et.al 1996:70) offered related information by stating that a researcher compiles a questionnaire and it is accompanied by clear, carefully worded at the respondent's level of understanding. The appearance of the mailed questionnaire must encourage the respondent to complete it. It is the researcher's responsibility to raise the response rate.

The researcher did not mail the questionnaire being afraid that the non-response rate might be very high as the researcher and the respondents are physically removed from each other. The questionnaire is the only communication channel between the compiler of the questionnaire and the respondent. There is also no control to ensure that the right person in the setting completes the questionnaire (cf. Leedy & Ormrod 2001:201).

4.5.2.2. Telephonic questionnaires

A telephonic questionnaire is a questionnaire that the researcher and the respondents communicate with each other about the contents of the questionnaire. Leedy and Ormrod (2001:174) are of the opinion that telephone survey enables researchers to gather data quickly, allowing immediate investigation of an event. Though expensive, it cost less than field interviews. This method is said to be convenient as the researcher can gather data of widely dispersed population without leaving the office. (Booyse et.al. 1996:72) this type of questionnaire must contain comprehensive instructions.

The researcher did not telephone the respondents because complex, contentious and sensitive matters cannot easily be covered in telephonic questionnaire. Again, silence or stuttering may cause embarrassment and if the questionnaire is too long or too contentious the respondent may stop answering the questionnaire and simply put the receiver down. (Boyd et..al. 1981:113, Leedy & Omrod 2001:173) this is supported by Struwig & Stead (2001:91) when indicating that control of the sample selected for telephonic questionnaire can be poor, specifically in a country like South Africa where many people don't have telephones.

4.5.2.3. Personal questionnaires

A personal questionnaire is a questionnaire which is handed to respondent to complete at the presence of the researcher for clarity in case problems arise (De Vos et tal., 2002:174).

The researcher did not use personal questionnaire because it is costly and time consuming, i.e. long time elapses from the beginning of the fieldwork to the completion of the project (Struwig & Stead, 2001:87).

4.5.2.4. Questionnaires delivered by hand

These are questionnaires which the researchers deliver by hand so that the respondents can complete at their own time, and then collect them again later. If the respondents experience some difficulties, they clarify the matter with the researcher on his or her return. It so happens that the respondent has lost the questionnaire or simply did not complete it. In such cases the researcher must distribute a second questionnaire or complete it directly and personally in the presence of the respondent (Leedy & Ormrod, 2001:174).

In this study the researcher has chosen to deliver questionnaires by hand so as to save time. This made it easier to make appointment for collecting the questionnaire again. When using this type of questionnaire response rate are raised because of the personal contact. The researcher only distributed the questionnaire and did not bother the respondents in an inconvenient time (cf. De Vos et.al. 2002: 174). Respondents who experienced difficulties have contacted the researcher for clarity.

4.5.2.5. Group administered questionnaire

These are the questionnaires which the respondents who are present in a group complete on their own. Each respondent completes own questionnaire without discussing with the entire group. Sometimes the researchers conduct a discussion with the group and thereafter complete the questionnaire himself according to the indication of the group. This type of questionnaire is usually reserved for exceptionally situations (De Vos et. tal.,. 2002:174).

The researcher did not use group administered questionnaire in fear of that a highly verbal member as indicated by De Vos et.al.(2002:74) may view himself /herself as a spoke person for the group and expresses opinions that may not reflect those of the group. This can cause bias.

It can also be possible that even if each respondent completes his / her questionnaire independently some degree of mutual influence may occur among the respondents. It can also happen that some respondents experience difficulties but because they are too embarrassed to ask for clarification in the group ,they may answer the questions arbitrarily and this can also affect the validity of the data being collected (cf. Booyse et.al ,1993:70).

4.5.3. Pilot testing the questionnaires

A pilot study of two schools has been made to obtain a broad overview to determine if the participants understand the topic and questions and find them to be useful. After the pilot study has been completed and the necessary modifications have been made following the pilot test, questionnaires have been presented to the full sample.

4.5.4. Types of questions used in the questionnaires

In this research study, the researcher has used open-ended, closed and scaled types of questions. These are discussed below:

4.5.4.1. Open-ended questions

Struwig and Stead (2002:92) regard open-ended questions as the type of questions that the respondents are free to answer in their own words and to express any ideas they think apply. De Vos et. tal (2002:178) offer a related explanation by stating that these are the type of questions that give the respondents an opportunity to write any answer on the open space. McMillan and Schumacher (1993:243) also assert that the open-ended questions allow respondents to write in any response they want no choice or alternatives are offered. Struwig and Stead (2001:92) suggest that these questions are

appropriate for opening questions since they introduce the subject and elicit general reactions. These types of questions are also useful when further clarification is required. They are also advantageous because they influence the respondents less than the multiple-choice or dichotomous questions.

4.5.4.2. Closed-ended questions

These are the types of questions that offer the respondent the opportunity of selecting one or more response choices from a number provided according to instructions. These types of questions are said to be very valuable in that the result of the investigation (even in large samples) can become available fairly quickly. De Vos et. al (2002:180) regards closed questions as advantageous in that respondents understand the meaning of the questions better and that the questions can be answered within the same framework and responses can consequently be better with one another.

Schuman (1983:151) and McMillan and Schumacher (1993:243) indicate that the closed-ended questions are best for obtaining demographic information and data that can be easily categorized. It is much easier to score closed questions and the respondents can answer them more quickly.

McMillan and Schumacher (1993:243) suggest that it is best to use this type of questions when dealing with a large number of respondents or large number of items. When using closed-ended questions subjectivity is largely involved.

4.5.4.3. Scaled questions

According to Struwig and Stead (2002:92) these are multiple-choice type of questions that offer specific alternatives from which the respondents must choose one or more. De Vos et. al (2002:182) regard this kind of questions as a type of multiple-choice questions from which respondents will give their

answer. In this instance, the response categories are designed in such a way that the respondents mark a certain point on a scale. Although it is not easy to get intervals exactly equal since people don't assess the degree of differences between categories similarly, scaled questions, however, are useful to obtain information about non-exact and more subjective aspects.

McMillan and Schumacher (1993:244) view a scale as a series of gradations, levels or values that describes various degrees of something. They emphasize that these type of questions are used because they allow fairly accurate assessment of beliefs or opinions are thought of in terms of gradation. This simply or intently, or perhaps have a positive or negative opinion of something (McMillan & Schumacher, 1993:244).

4.5.5. Administration of the questionnaires

The permission to conduct research on how primary school principals manage learner supervision through control of punctuality in Mopani District has been obtained from the District Senior manager. The researcher has sent letters to the principals of selected schools requesting them to participate in this research study. The letters (Adendum D) clearly stated that if they agree, questionnaires will be delivered to them. A copy of permission letter from the Senior District Manager (Adendum E) to conduct this research study was delivered to all participating schools prior the investigation.

4.6. HOW DATA WAS ANALYZED

The collected data has been analysed qualitatively and is presented in chapter five. Data has been categorized, synthesized and interpreted to provide explanations on the management of learner supervision and punctuality processes. Tables have been used to illustrate the findings. The description used to illustrate the findings is clear and the researcher has

identified what is typical and atypical. According to Charles (1995:118) the analysis has brought to the light the differences, relationships and other pattern existing in the data.

4.7. CONCLUSION

In this chapter, the researcher dealt with how data was collected and analysed, on how primary school principals manage learner supervision through the control of punctuality. The kind of setting or sites and the type of questions to be used have been described. The permission to use sites and network of persons (principal, educators and learners) has been obtained from the District Senior Manager of the Mopani District. The researcher has developed a way to organise, code and to retrieve data for formal data analysis. After completion of data collection it was analysed. Data was analysed before the researcher could make any interpretations.

CHAPTER 5

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

5.1. INTRODUCTION

This chapter presents data analysis and interpretation of findings as presented in chapter four. Three population groups were used to obtain information. The population included the principals, educators and learners. As outlined in chapter four, the presentation of data is descriptive based on the description of frequency and percentages. The findings from the questionnaires distributed will be illustrated below. The scales have been used to obtain the desired data with maximum efficiency and minimum bias (cf. Chadwick et. al., 1984:23).

5.2. RESEARCH QUESTIONS FOR PRINCIPALS

Table 5.2.1 Respondents' gender

Gender	Frequency	Percentage
Male	15	75 %
Female	5	25 %
Total	20	100 %

Table 5.2.1 clearly indicates that the majority (75 percent) of the participants are male principals while (25 percent) are female principals.

Table 5.2.2 Participants' ages

Respondents' age	Frequency	Percentage
30-40	None	None
41-45	7	35 %
Above 45	13	65 %
Total	20	100 %

In table 5.2.2 the results indicate that the majority of the respondents (65 percent) are above the age of 45 while 35 percent are between the age of 41 and 45.

Table 5.2.3 Learners' enrolment in participating schools

Response	Frequency	Percentage
40-100	1	5 %
101-200	1	5 %
201-300	2	10 %
301-400	3	15 %
401-500	2	10 %
501-600	4	20 %
601-700	2	10 %
701 and above	5	25 %
Total	20	100%

Table 5.2.3 generally indicate that schools have reasonable and manageable enrolments. Only 25 percent of the sampled schools have learners that can be counted above 700.

5.2.4. Percentages of learners who attended school on the days of the week before completing the questionnaire were as below:

Response	Monday		Tuesday		Wednesday		Thursday		Friday	
	F	%	f	%	f	%	f	%	f	%
50-60	1	5							1	5
61-70	1	5								
61-80										
81-90			4	20	1	5	1	5	2	10
91-99	15	75	10	50	13	65	13	65	13	65
100			3	15	3	15	3	15	1	5
Uncertain	3	15	3	15	3	15	3	15	3	15
Total	20	100	20	100	20	100	20	100	20	100

Table 5.2.4 indicates that learner attendance on Mondays and Fridays is very irregular. About 15 % of the sampled schools did not have a record of attendance from Monday to Friday. This implies poor management of learner supervision by the principal.

The above is in line with table 5.2.5 and 5.2.7 where 20% of the respondents have indicated that their schools do not have a vision and mission statements. The researcher `s opinion is that where there is no vision and mission statement that are known and committed to by all stakeholders, learner supervision cannot be effectively conducted.

Table 5.2.5 Availability of mission statements

Response	Frequency	Percentage
Yes	16	80 %
No	4	20 %
Total	20	100 %

Table 5.2.5 indicates that 80 percent of the participating schools have mission statements while the other 20 percent are just operating without any mission statement.

Schools without a mission statement don't know that it serves as a unique purpose that sets the school apart from other schools of the same type and identifies the scope of the school's operations and determine its strategic postures. The mission statement contains broadly outlined or implied objectives and strategies rather than specific directives (Bennet et.al. 1994:18). These schools are not able to ensure anonymity of purpose within their schools in management of learner supervision and cannot be able to motivate the use of the school's resources.

Developing a basis or standard for allocating the resources and establishment of a general tone or school's climate is not possible since "they don't know" where they are going (Bush, 1986:5). These schools don't have directions and cannot deter those who cannot participate in school's activities in management of learner supervision and control of punctuality. Moreover, these schools are not able to facilitate the translation of the objectives and goals into work structure (Hoyle, 1986:102-103). The mission statement encompasses a vision of what management of learner supervision and effective facilitation of learning ought to be.

5.2.6. Summary of mission statements provided

The provided mission statements for the different schools included the following:

- To plan, manage and utilize the available resources efficiently;
- To ensure that the school environment is conducive for quality teaching and learning;
- To provide a curriculum that is technologically oriented;
- To encourage time management to both learners and educators;
- To maintain highest possible standard of learner supervision and discipline;
- To empower educators through in-service training;
- To promote healthy working relationships amongst all stakeholders;
- Working to raise support from the community members in the process of modernizing and developing the school;
- To give learners the opportunity to develop and improve their learning skills;
- To promote partnership with other schools and stakeholders;
- To preserve and maintain norms and values of their societies;
- To add value to the sustainability of the environment;
- To promote equal opportunity and social justice for all;
- To cultivate a sense of responsibility in the execution of daily school work.

The researcher's view is that schools with mission statements that are known, well communicated and upheld by all school community members are able to create happy, safe, stable and caring environments through mutual dignity and respect. Again, learners and educators in these schools are punctual; reporting regularly for school, follow school rules, procedures and code of conduct and the constitution of the Republic of South Africa.

Table 5.2.7 Availability of vision statements

Response	Frequency	Percentage
Yes	16	80 %
No	4	20%
Total	20	100%

Table 5.2.7 shows that 80 percent of the participating schools have vision statements while 20 percent do not have them.

Bush and Westburnham (1994:64-67) maintain that for effective management of learner supervision principals must have a vision of their schools and of their role in making that vision a reality. The schools without a vision statement are not able to communicate the vision so as to secure the commitment of learners, educators and parents, projecting ideas into images which excite people' (Bennet et.al. 1994:18). In management of learner supervision the principal must be able to translate the vision into practical action (Hodgkison, 1991:62-63) which will not be possible for schools without vision statements.

Beare et. al (1993:155) point out that through a vision statement, principals create new approaches and new areas to explore in management of learner supervision and control of punctuality. To be successful in learner supervision, the principal should look to the future and keep up to date, with new trends that are not possible for those schools without vision statement. The principal must retain his/her credibility in management of learner supervision and at the same time promote good public relations (Hoyle, 1986:102-103 & Bennet et.al, 1994:18).

5.2.8. Summary of the vision statements provided

The provided vision statements for various schools have been summarised as follows:

- Striving to provide quality education that will produce independent individuals, equipped with relevant knowledge, values, technical skills that will enable them to participate positively in productive roles and work towards economic, political, social and cultural development of the society.

The researcher's view is that schools with vision statements are able to create meaningful mission statements that form part of the engine that drives the entire school towards the attainment of the set objectives. This will take the mission statement and project it into a realistic picture of the future. It will show how the school will change to be different from and better than, that which exists today concerning management of learner supervision and control of punctuality (Bennet et.al. 1994:18).

5.2.9. Goals and objectives of schools

The goals of different schools are to maintain the disciplined and purposeful school environment and dedicated to the maintenance and improvement of the learning process through the refinement of the culture of effective learning and teaching as espoused by their mission statements.

The objectives of different schools have been summarised as follows:

- To maintain highest possible standard of learner supervision and discipline;
- To produce learners of outstanding quality;

- To reduce or eliminate the state of uneducated people;
- To protect and promote the rights of all learners to quality education;
- To come out with the school culture characterised by strong values, beliefs and expectations that members come to share;
- To urge the management to be visible, accessible and committed to good learner supervision and school management principles and ensure teaching job satisfaction.

The researcher's opinion is that the good ideals as reflected above are not fully committed to learners, educators and parents. This is clear from the attendance pattern by learners (table 4) and how the principals and educators manage learner supervision through control of punctuality.

Table 5.2.10 Availability of appropriate policies and procedures at schools

Response	Frequency	Percentage
Yes	20	100 %
No	0	0 %
Total	20	100 %

In table 5.2.10, the results indicate that the majority (100%) of the participating schools have policies and procedures in place.

The researcher's view regarding the 100 percent availability of appropriate policies and procedure is contrary to the attendance rate as per table 4. This can be interpreted as failure by school principals to implement the formulated policies.

Table 5.2.11 Availability of procedures that deal with absence, lateness and punctuality

Respondents	Frequency	Percentage
Yes	20	100 %
No	0	0 %
Total	20	100 %

Table 5.2.11 indicates that the majority (100 percent) of the participating schools do have procedures that deal with absence, lateness and punctuality contained in their school policies.

The researcher's view is that the fact that some principals (table 5.2.4) could not provide attendance statistics for the week preceding completion of the delivered questionnaires means that the available policies are not effectively managing the implementation of such policies.

Table 5.2.12 Learners' attitude towards punctuality rules

Response	Frequency	Percentage
Good	9	45 %
Fair	11	55 %
Bad	0	0 %
Total	20	100 %

Table 5.2.12 indicates that 45 percent of the participants asserted that the attitude of the learners towards punctuality rules is good while 55 stated that the attitude is fair. This is contrary to the information given in table 4 that reflects the high rate of absence and or lateness of learners on Mondays and

Fridays. In addition attendance between Tuesday and Thursday is far from the 100 percent mark.

Table 5.2.13 Learners acceptance of supervision rules

Response	Frequency	Percentage
Acceptable	19	95 %
Unacceptable	0	0 %
Uncertain	1	5 %
Total	20	100 %

Table 5.2.13 indicates that the majority 95 percent of the participants asserted that learners accept supervision rules while 5 percent are uncertain whether supervision rules are acceptable or unacceptable.

This implies that some school principals have a problem in managing the implementation of school policies and regulations.

Table 5.2.14 Behaviour of learners at schools

Response	Frequency	Percentage
Good	11	55 %
Fair	9	45 %
Bad	0	0 %
Total	20	100%

The results in table 5.2.14 indicate that the majority (55 percent) of the participants asserted that the behaviour of their learners is good, while 45 percent indicated fair behaviour.

For effective management of learner supervision, the learners need to have a framework that outlines the way in which they must conduct themselves within the school. Both the educators and learners should know the consequences of bad behaviour and that it will not be tolerated within the school.

Disciplinary procedures to be followed by the school in management of learner supervision must be set out in the code of conduct drawn by the SGB and must not contradict the constitution of the country and the South African Schools Act. Responsibility of learners, educators and parents must be clearly stated. Guidelines for conduct must be provided and a standard for moral behaviour be set, and finally it should be based on mutual respect and trust. (DoE, 2000:20).

This implies that basically the sampled schools are functional yet (table 5.2.4) reflected 15 percent of schools in the same sample to be without the required statistics.

Table 5.2.15 whether policies and procedures are helping the school to attain effective teaching and learning

Response	Frequency	Percentage
Yes	20	100 %
No	0	0 %
Total	20	100 %

Table 5.2.15 clearly indicates that the majority (100 percent) of the participating schools asserted that policies and procedures are helping the schools to attain effective teaching and learning.

This however, can be only possible where such policies are known by all stake holders and effectively implemented by management.

5.2.16. Having policies and procedures at schools

Generally, the respondents have pointed out the following: The behaviour of learners is guided by a set of laid down principles from which they hardly deviate;

- A very high acceptable pass percentage in all the grades through out the year;
- Educators give sufficient work to learners;
- Teaching and learning effectively commence from the first day of every term including the first term of every year;
- There is acceptable attendance and punctuality by both learners and educators; and
- Educators are trying their best to do their preparations.

The researcher's view is that the information provided above contradicts statistics as per table 4 that indicates irregular attendance by learners. The irregularity might be suggesting that there is no meaningful teaching and learning on Mondays and Fridays which result in learners either coming to school late. Skipping lessons or completely absenting themselves from school.

Table 5.2.18 Distribution of policy documents to all staff members and learners

Response	Frequency	Percentage
Yes	15	75 %
No	5	25 %
Total	20	100 %

Table 5.2.18 indicates that the majority (75 percent) of the participating schools have distributed the school policies to all staff members while 25 percent did not manage to do so.

The principals must see to it that even if the school policies are not distributed to all staff members, their content must be fully discussed and known. Each and every staff member must be conversant with all the policies used at school.

5.2.19 Reasons for distributing school policies and procedures to all staff members and learners

Generally, the respondents have pointed out the following: they should be accessible at all times and everyone should know them to serve as a reminder of school rules and procedures. To make sure that everyone knows what to do and what not to do.

The researcher's view is that most schools are acceptably transparent. The problem of continued late coming could be the result of failure by the school principal to manage the implementation of such policies.

5.2.20. Reasons for not distributing school policies and procedures

The reasons given by various respondents are as follows: Lack of funds and schools located in deep rural areas where doing fundraising is also not possible due to high rate of unemployment.

The researcher's view the above as a result of ineffective planning and communication skills, not the poverty level of the school or its location.

Table 5.2.21 Presence of the discipline policies

Response	Frequency	Percentage
Yes	18	90 %
No	2	10 %
Total	20	100 %

In table 5.2.21 the results indicate that the majority (90 percent) of the participating schools have discipline policies, while 10 percent don't have such policies.

The researcher's opinion is that no school should operate without a discipline policy because school governing bodies are mandated by the South African Schools Act, No.84 of 1996 to develop a code of conduct for all schools.

Table 5.2.22 People who designed the school policies

Response	Frequency	Percentage
Principal alone	0	0 %
Principal & Educators	3	15 %
All Stakeholders	17	85 %
Total	20	100 %

Table 5.2.22 indicates that the majority (85 percent) of the participating schools involves all stake holders to draw up school policies, while 15 percent indicated that only the principal and educators are responsible.

The researcher's view is that more workshops should be conducted for training school managers and school governing bodies on how to develop school policies that can be owned by all stake holders.

5.2.23. Communicating information to learners

The means/ways in which information is communicated to learners by various principals have been summarised as follows: Through announcements during morning devotions. By making use of notice boards, handing over of quarterly progress reports. Media (Radio) is used if there are urgent matters during the Holidays.

Table 5.2.24 Presence of committees that deal with late coming

Response	Frequency	Percentage
Yes	14	70 %
No	6	30 %
Total	20	100 %

In table 5.2.24, the results indicate that the majority (70 percent) of the participating schools have committees that deal with late coming while 30 percent don't have such committees.

This is contrary to the information given in table 17 where all sample schools indicated that they have code of conduct for learners and table 34 where 92,5 percent indicated that their school principals are very much willing to delegate duties for effective management of learner supervision and punctuality.

It can be of significant importance for schools to have committees that deal with late coming. It is a dynamic means of developing educators by affording them the opportunity to carry responsibility, to take initiative, to apply their own ideas and to unfold their abilities (Kruger & Van Schalkwyk, 1996: 73).

Table 5.2.25 Presence of code of conduct for learners

Response	Frequency	Percentage
Yes	20	100 %
No	0	0 %
Total	20	100 %

The results in table 5.2.25 clearly indicate that the majority 100 percent of the participating schools have code of conduct for learners.

The availability of code of conduct in all the sample schools is in line with the South African School Act 84 of 1996. SASA indicates that subject to any applicable provincial law, a governing body of a public school must adopt a code of conduct for learners after consultation with the learners, parents and educator. The code of conduct is aimed at establishing a discipline and purposeful school environment and the maintenance of the quality of the learning process. Learners are obliged to comply with the code of conduct, that is, they do not have a choice. The code of conduct must include provision of due process safeguarding the interest of learners and any other party in the management of learner supervision and control of punctuality.

Table 5.2.26 Views towards the abolishment of corporal punishment

Response	Frequency	Percentage
Acceptable	12	60 %
Unacceptable	5	25 %
Not certain	3	15 %
Total	20	100 %

Table 5.2.26 indicates that the majority (60 percent) of the participating school principals accept the abolishment of the corporal punishment while 25 percent don't accept it and 15 percent not certain about its use.

In learner supervision, the principals who don't accept or are uncertain about the abolishment of corporal punishment contravene the constitution of the country (RSA). Section 12 of the South African constitution states it very clearly that everyone has the right not to be treated or punished in a cruel, inhuman or degrading way. This is backed up by the fact that South Africa is a signatory to the convention on the rights of the child which compels it to educational and administrative measures to protect the child from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation ([www. Child advocate. Org.htm](http://www.Childadvocate.Org.htm)).

The African charter on the rights and welfare of the child states it clear that children must be treated with humanity and respect for their inherent dignity. The National Education Policy Act no.29 of 1996 also point out that no person shall administer corporal punishment or subject a learner to psychological or physical abuse at any school. SASA brings to the light that any person who applies corporal punishment is guilty of an offence and liable on conviction to a sentence which could be imposed for assault.

It is the researcher's view that for effective management of learner supervision, principals must act as agents of change or change drivers. i.e. the removal of corporal punishment and other dehumanising practices at schools and stepping towards the development of a culture of human rights in our country (RSA).

The legislation (NEPA) provides the basis for changing from the old education laws to those of the new government (DoE, 2000:54). To be successful in learner supervision, principals must show their commitment and concrete

support to learners. Principals must monitor the change progress and attitude and behaviour of learners. When the principal and the staff fall back in old behaviour (in this instance corporal punishment to control learner supervision) it will affect the system and procedures, the school culture and the management style. It can be of great significance for principals to organise the inclusiveness of the change in the whole school.

5.2.27. Dealing with misbehaviour and late coming

The ways in which various principal deal with misbehaviours and late coming have been summarised as follows: Late comers are locked outside the school gate. Learners are given work to do such as cleaning of toilets, cleaning of classrooms and windows, picking up of papers or working in the school garden. Communication with parents about their detention after school, talking to the learners and showing them the negative side of coming to school late is done. Learners who misbehave or come late to school are warned, if it continues parents are called to come to school.

Table 5.2.28 Knowledge of the constitution and education legislation in the new South African education system

Respondents	Frequency	Percentage
Yes	18	90 %
No	2	10 %
Total	20	100%

Table 5.2.28 clearly indicates that the majority, (90 percent) of the respondents are conversant with the constitution and the legislation in the new South African education system while 10 percent are not conversant.

The South African Schools Act No 84 of 1996 puts it clear that every school should have a copy of the constitution and all other policy documents. The purpose of SASA is to provide a uniform system for all schools. It is the researcher's view that such documents must be time and again discussed by the principal and staff. This will make management of learner supervision and control of punctuality much easier.

5.2.29. Policy documents which deal with management of learner supervision and punctuality

The following are policy documents listed by participating school principals: South African schools Act and National Education Policy Act.

The researchers view is that despite that the respondents are aware of the existence of such policies 35 percent of them could not mention even a single policy Act which implies that they have never read through them.

Table 5.2.30 Specialisation of educators in various activities

Response	Frequency	Percentage
Yes	5	25 %
No	15	75 %
Total	20	100%

In table 5.2.30 the results indicate that the majority (75 percent) of educators supervising different activities at schools are not specialists while 25 percent are specialist.

It is the researcher's view that educators supervising various activities should be specialists for proper guidance in all aspects. For instance, an educator who cannot swim will find it difficult to conduct a swimming lesson or supervise

learners during a swimming lesson. Alternatively, schools should engage themselves on in-service staff development to improve service. Educators within the school can help each other, working in pairs or teams. Educators can also participate in learning area (Subject) associations. Visiting other schools and reading different text books, educational magazines and journals can also help improve learner supervision in various activities. Finally principals must see to it that educators participate in programmes offered by the education department.

Table 5.2.31 Knowledge of educators about the learning areas they facilitate

Response	Frequency	Percentage
Yes	18	90 %
No	2	10 %
Total	20	100%

The results in table 5.2.31 indicate that the majority (90 percent) of educators of the participating schools are knowledgeable about the learning areas they facilitate while 10 percent are not knowledgeable.

The principals must see to it that educators attend workshops or seminars for different learning areas offered by the department of education. Participating in learning area associations can also help educators to be more knowledgeable in the learning areas they facilitate. Educators can also make professional connections through internet web-sites to improve the quality of learning and teaching at their schools. It will also help educators to strengthen their learning area knowledge and to develop a positive attitude and response to a fast changing and challenging world. Finally, the school's in-service staff development programme will help educators enjoy a greater sense of personal and professional growth and fulfilment in their management of learner supervision and control of punctuality.

Table 5.2.32 Operational and constitution of SGBs

Response	Frequency	Percentage
Yes	19	95 %
No	1	5 %
Total	20	100%

Table 5.2.32 clearly indicates that the majority (95 percent) of the governing bodies of the participating schools are properly constituted and fully operational while 5 percent are not.

Principals must remember that the South African Schools Act (No. 84 of 1996) stipulates that every public school must set up a school governing body which includes the principal and the representative of stakeholders at school. DoE (200:32) states it clearly that the SGB should be the main partner (of the SMT) in leading and managing learner supervision. The SGB has to give moral and practical support to the school staff to manage learner supervision. The principal must see to it that the SGB is involved in drawing up of school documents such as a vision and mission, code of conduct and the school development plan. The principal and staff must consult with the SGB when there are problems in the school.

5.2.33. Communication with parents

Response	Frequency	Percentage
Yes	18	90 %
No	2	10 %
Total	20	100%

The results in table 5.2.33 indicate that the majority (90 percent) of the participating schools are able to effectively communicate with parents while 10 percent are not able to do so.

Table 5.2.34 Involvement of parents in the management of the school

Response	Frequency	Percentage
Yes	15	75 %
No	5	25 %
Total	20	100 %

Table 5.2.34 indicates that the majority (75 percent) of parents' learners at the participating schools are involved in the management of the school while 25 percent of the parents are not involved.

The National Education Policy Act No. 27 of 1996 emphasizes the importance of parents and guardians to take full responsibility in ensuring that their children are punctual and consistent with their school learning and facilitation program.

This is supported by Dinkmeyer and Mckay (1982:11) when indicating that the involvement of parents in their children's education is of vital importance in management of learner supervision and control of punctuality because it improves the parent, learner and school mutual respect, it makes time for fun, the child receives encouragement from the parent and communicative love is developed.

Engelbrecht et.al (1993:63) offer a closely related explanation by indicating that management of learner supervision and control of punctuality requires commitment, knowledge, understanding and skill on the part of parents. The

principals must see to it that there is a good link between parent, educators and learners in order to be successful in the management of learner supervision and control of punctuality.

Table 5.2.35 How well parents respond and contribute to learners learning

Response	Frequency	Percentage
Good	2	10 %
Fair	17	85 %
None	1	5 %
Total	20	100 %

The results in table 5.2.35 indicate that (10 percent) of the parents at the participating schools are good and 85 percent are fair in responding and contributing towards the learning of their children at school while 5 percent are non-committed.

In management of learner supervision and control of punctuality it is of great importance that when parents become involved in the school activities it must take place in a purposeful and functional manner. The principal and educators must know why and how to involve parents. This requires careful planning (Kruger & Van Schalkwyk, 1993:170).

It is common knowledge that parents are usually concerned mainly with their own children's education. For effective management of learner supervision and control of punctuality there must be mutual trust between the principal, educators and parents. The parents, educators and the principal must also arrange how they will communicate and maintain regular contacts. Parents must be encouraged to check assignments and homework of their children.

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5.2.36 Principals' views on management of learner supervision and punctuality

Summary of findings from the principals:

- Learners should be encouraged to be punctual in the morning and after breaks when they go back to their classrooms;
- All educators in various classes should supervise their return to classes after breaks;
- Late coming committee should always be responsible at all times;
- Unsupervised learners tend to get involved in unacceptable behaviour instead of doing school work – thus, educators should lead by example in as far as punctuality is concerned;
- Learner punctuality is still a problem since corporal punishment is abolished-it is always hard to find alternative means;
- Punctuality and learner supervision can be a success if parents can involve themselves in the education of their children;
- Most learners are walking \pm 5 kilometres to school- during winter and rainy days they are always late for school.

- Some of the learners are uncontrollable and don't accept supervision. Some learners lack parental control, guidance and encouragement to come earlier to school.
- Some of the learners are badly mannered and disrespect the authority of their educators at all time.
- There should be workshops addressing management of learner supervision and control of punctuality for all stake holders.

5.2.37. Researcher's view point

It can be of great significance if principals can truly follow the rules, procedures and codes of conduct of the school, government and the South African Council for Educators. They should lead by example by being punctual and reporting regularly for school and all activities to be done – above all, principals should respect all learners and encourage an atmosphere of effective teaching and learning. The purpose of learner supervision should be constructive and not destructive, educative rather punitive, finally, learner supervision should be aimed at educating and nurturing values of tolerance, respect and self-discipline. Principals and educators have a key role to effectively manage learner supervision.

5.3. RESEARCH QUESTIONS FOR EDUCATORS

Table 5.3.1 Educators' gender

Gender	Frequency	Percentage
Male	20	50 %
Female	20	50 %
Total	40	100 %

In table 5.3.1 the results indicates that 50 percent of the participants are male educators. Gender was used to balance the opinion of the respondents.

Table 5.3.2 Educators age

Respondents	Frequency	Percentage
25 – 30	0	0 %
31 – 40	21	52,5 %
41 – 45	11	27,5 %
46 and above	8	20 %
Total	40	100 %

In table 5.3.1 the results indicate that the majority (52 percent) of the respondents are between the age of 31 – 40 while 27.5 percent are between the age of 41 – 45 and 20 percent are above the age of 46.

Table 5.3.2 Educators' teaching experience

Respondents	Frequency	Percentage
1 – 5 years	2	5 %
6 – 10 years	5	12,5 %
11 – 15 years	18	45 %
16 – 25 years	8	20 %
Over 25 years	7	17, 5 %
Total	40	100 %

Table 5.3.2 indicate that 5 percent of the educators at the participating schools have 1 to 5 teaching experience, 12, 5 percent have 6 to 10, the majority 45 percent have 11 to 15, 20 percent have 16 to 25 and finally 17, 5 have over 25 years teaching experience.

Table 5.3.4 View on leadership styles of the principals

Response	Frequency	Percentage
Autocratic	1	2,5 %
Democratic	33	82,5 %
Liaises-fair	1	2,5 %
All of the above	5	12,5 %
Total	40	100 %

The results in table 5.3.4 indicate that the majority (82,5 percent) of the participating school principals use democratic style while 2,5 percent are autocratic, 2,5 percent use liaises faire and only 12,5 percent utilize the combination of all leadership styles.

Van Wyk and Van der Linde (1997:18) point out that educational leaders, differ, so do leadership styles. No single style is effective for all situations.

However, although specific qualities distinguish styles from one another, a watertight differentiation is not possible in practice. Although a principal may generally adopt a particular style of leadership in management of learner supervision and control of punctuality in fulfilling hi/her task, he/she may exhibit qualities belonging to a different style at different times or in particular situations.

The principal may use variations of styles over a period of time in managing learner supervision and control of punctuality. Most principals, however, depend primarily on one style for the management of learner supervision and control of punctuality.

Table 5.3.5 Work relationships with principals

Response	Frequency	Percentage
Good	31	77,5 %
Fair	9	22,5 %
Bad	0	0 %
Total	40	100 %

In table 5.3.5 the results indicate that the majority (77, 5 percent) of the participating schools' educators have good relationships with their principals while 22 percent have a fair relationship with theirs.

In management of learner supervision and control of punctuality the relationship between the principal, educators and learners is basically determined by his / her assumptions about the nature of the people he/she supervises. Whether the principals are aware of it or not, most of them have a philosophy that influences their style in working with learners (cf. Mosley et.al. 1993: 261).

Table 5.3.6 Presence of the discipline policy

Response	Frequency	Percentage
Yes	32	80 %
No	8	20 %
Total	40	100 %

Table 5.3.5 indicates that the majority (80 percent) of the participating schools have discipline policies while 20 percent don't have such policies.

In management of learner supervision, discipline does not happen by chance. It needs to be planned and implemented in an organised manner (Squelch & Lemmer, 1994:42). Table 5.3.6 is contrary to the information given in table 7 where 100 per cent of the participating schools indicated that they have school policies and procedures in place. Planning for a good discipline in management of learner supervision begins with a broad school policy empowering principals and educators to deal with all possible behaviour problems.

Amongst others, the aims of school discipline policy will include the explanation of good behaviour, encourage good behaviour, promote positive learning environment, encourage good cooperation by learners, determine rules and standards of behaviour for common activities and finally instil self-discipline and self-control.

Table 5.3.7 Involvement in determining or formulating of school policies

Response	Frequency	Percentage
Yes	37	92, 5 %
No	3	7,5 %
Total	40	100 %

Table 5.3.7 clearly indicates that the majority (92, 5 percent) of the respondents take part in determining or formulating of school policies while 7.5 percent don't take part in the formulation of such policies.

DoE (2000:33) clearly indicates that the principal must see to it that educators at school are considered as the most important partners in the management of learner supervision through the challenges of change. Without the cooperation of the educators there is very little that principals can do to manage learner supervision and control of punctuality.

SASA (Act No 84 of 1996) stipulates that the principal must regularly consult with educators on everything to do with running the school and management of learner supervision. All information must be shared with educators and they must also be involved in a team or committee that has responsibility for some part of managing the school and control of punctuality. For effective management of learner supervision the principal must encourage educators to be innovative and to take risks.

Table 5.3.8 Principals' attitude towards learners' offence

Response	Frequency	Percentage
Is not interested in the learners side of the story	0	0 %
Usually listens to the learners side of the story	20	50 %
Does not consider the learner guilty until he listens to his / her side of the story	18	45 %
Don't know	2	5 %
Total	40	100 %

In table 5.3.8 the results indicate the attitude of the participating schools principals as follows: 50 percent of the principals usually listens to the learner's side of the story while 45 percent don't consider the learner guilty until they listen to the learners' side of the story and finally 5 percent don't know the attitude of their school principals towards learners' offence.

The above information clearly indicates that school policies and code of conduct for learners are not effectively used at schools. It must be known by all stakeholders at school that the main aim of the code of conduct and discipline procedures for learners is to ensure that effective learning and teaching at schools happens in a safe and orderly environment. In management of learner supervision and control of punctuality, learners must be encouraged to have self-discipline. All stake holders must know all the steps and processes to be taken if learners break the code or the rules.

Table 5.3.9 Principals attitude on delegation of duties

Response	Frequency	Percentage
Willingly	37	92,5 %
Unwillingly	0	0 %
Uncertain	3	7,5 %
Total	40	100 %

The results in table 5.3.9 indicate that the majority (92, 5 percent) of the participants asserted that their principals are very much willing to delegate duties while 7, 5 percent are not certain whether the principals are willing or unwilling to delegate duties.

Baxter (1984:80) brings to the light that delegation offers the principal the opportunity to extend or broaden his/her own abilities, his philosophy, views and attitudes towards management of learner supervision and control of punctuality.

It is the researcher's view that when principals delegates duties, it increase the rate at which decisions can be made because the authority is vested closer to the point of execution.

Table 5.3.10 Involvement of parents in the school management and governance

Response	Frequency	Percentage
Yes	37	92,5 %
No	3	7.5 %
Total	40	100 %

Table 5.3.10 indicates that the majority (92, 5 percent) of the parents at participating schools are involved in the school management and governance while 7.5 percent are not involved at all.

For effective management of learner supervision and control of punctuality all parents, whether in the SGB or not must work hard in a way that will help to run the school well. Every parent of every school must be prepared to play his/her part actively and all should reach an understanding of what it means to be a responsible parent.

Parents must be interested in their children's education and be open-minded about decisions and actions taken in their supervision. Parents must be prepared to learn to participate fully in parents meetings and to make contributions. Finally, parents must promote and support the school values, principles and programmes (DoE, 1997:10).

5.3.11. The climate of the school

Response	Frequency	Percentage
Good	28	70 %
Fair	12	30 %
Bad	0	0 %
Total	40	100 %

In table 5.3.11 the results indicate that the majority (70 percent) defined the climate of their schools as good and 30 percent defined it as fair.

The above information clearly indicates that school principals are successful in creating healthy climate for their schools. A good climate for the school is essentially positive group spirit which turns a group into a strong, happy and effective working team (Sacred Heart College; 1998: 49).

5.3.12. Education policy Acts which are used at schools.

Although 55 percent of the respondents wrote nothing, 45 percent included the following:

- South African School's Act;
- Employment of Educators Act;
- Education Labour Relation's Act;
- National Education Policy Act.

The researcher's view is that most educators in primary schools are not conversant with the recent operational guidelines. This probably is the result of the continuation of the application of corporal punishment as a means to control learner supervision. This is contrary to the response given in 4.3.18 where 87.5 percent indicated to be knowledgeable of the policies.

Table 5.3.13 Acceptance of the abolishment of corporal punishment or not

Response	Frequency	Percentage
Yes	29	72,5 %
No	11	27,5 %
Total	40	100 %

In table 5.3.13 the results indicate that the majority 72.5 percent of the participating educators support the abolishment of corporal punishment while 27, 5 percent are against it.

For the management of learner supervision and control of punctuality, the South African Schools Act 84 of 1996 introduced changes in schools in terms of discipline and punishment .Corporal punishment has been outlawed at schools and some principals and educators find it difficult to manage

discipline. Even if there are some principals and educators who do not accept the abolishment of corporal punishment, they have no choice but to obey the law for the country.

Principals and educators must try to understand the modern approach taken by the South African Schools' Act. It must be understood that discipline and punishment are aimed at educating and correcting learners' behaviour where serious deviations occur.

Table 5.3.14 Ways of learner discipline

Response	Frequency	Percentage
Corporal punishment	1	2,5 %
Suspension	1	2,5 %
Warning	29	72,5 %
Detention	3	7,5 %
All of the above	0	0 %
None of the above	6	15 %
Total	40	100 %

Table 5.3.14 indicates that the majority (72 percent) of the respondents prefer warning in disciplining late comers while 2.5 percent use corporal punishment, 2, 5 percent suspend learners 7, 5 percent detain them, and finally 15 percent apply none of the above disciplinary measures.

Now that corporal punishment has been outlawed, schools must develop clear and consistent ways for the management of learner supervision and control of punctuality. Sacred Heart College (1998:107) puts it clearly that in a learners' life the ultimate responsibility for his/ her behaviour rests with the parents or guardians. It is very important for parents to work closely with the school. The parents and the school must support each other in educating and disciplining

the child and building self discipline. SASA, section 6(1) stipulates that “it is expected that parents will support the school, and require learners to observe all school rules and regulations and accept responsibility for any misbehaviour on their part”. Section 7(5) indicates that “... Every educator is responsible for discipline at all times at the school and at school-related activities. Educators have full authority and responsibility to correct the behaviour of learners whenever such correction is necessary at school”

5.3.15. Reasons for not using examples given

The following are educator’s views regarding management of learner supervision and punctuality. Learner supervision must be taken as the first priority for the smooth running of the school. Learner supervision should be the responsibility of all staff members. Records for the late coming and late submission should be kept. Parents must be encouraged to see to it that their children are punctual and to supervise their school work. Supervision should be done in and outside the classroom. Educators must see to it that learners are always in the school yard. Educators should be exemplary by being punctual. Learners copy late coming habit from some of their educators.

Both, educators and learners should be punctual in getting to classes. Proper supervision helps the educators and principal to know individual learner’s problems. Time management should be included in the school curriculum. There is a need for learners to improve on punctuality. Most learners don’t even respond to the bell, they want to be told what to do, for an example, after breaks they want to be told to get inside their classrooms. Also in the mornings educators have to stand at the gate so that they can walk faster or run.

Summary of findings from educators:

- After consultation with parents late comers are given certain duties to do, such as cleaning the toilets, classrooms and school yard.
- If the misbehaviour or late coming does not stop, the matter is referred to the school governing body.
- If the governing body see it to be serious, they even take the learner to the police station.
- The gate is locked for late comers and stay outside for two hours.
- Parents of continuous late comers are called to come and account why their children are late for school.
- An attempt to talk to learners to find out if they are having problems is made and if there are problems they are helped.

5.3.16. Reasons for using all disciplinary measures

No respondent indicated the use of all the above disciplinary measures.

Table 5.3.17 Attendance of workshops on learner discipline

Response	Frequency	Percentage
Yes	11	27,5 %
No	29	72,5 %
Total	40	100 %

The results in table 5.3.17 indicate that the majority of the respondents (72,5 percent) have never attended workshop(s) on learner discipline while 27, 5 percent did attend.

For effective management of learner supervision the principal must see to it that there is a report back for all the workshops or seminars attended by him/her or other educators. Educators who did not attend the workshops / seminars must be trained by those who attended on their return. It can also be of great significance if the principal workshops his/her staff on learner discipline and various departmental policies so as to improve their general knowledge and to promote their professional growth. All important documents should be photo-copied and distributed to all staff members.

Table 5.3.18 Knowledge of the constitution and education legislation in the new South African education system

Response	Frequency	Percentage
Yes	35	87,5 %
No	5	12,5 %
Total	40	100 %

In table 5.3.18 the results indicate that the majority (87 percent) of the respondents are conversant with the constitution and education legislation in the new South African education system while 12,5 percent are not conversant. Principals must see that all educators at their institutions are conversant with the constitution and education legislation in the new South African education system so as to be able to manage learner supervision and control of punctuality. Contents of these documents must be discussed and each educator must be provided with copies.

5.3.19. Basic functionality of their schools (rating 5 – 1)

Rating 5 = outstanding

Rating 4 = good

Rating 3 = acceptable

Rating 2 = needs improvement

Rating 1 = needs urgent support

Table 5.3.19.1 The smoothness with which the school runs

Response	Frequency	Percentage
5	8	20 %
4	17	42,5 %
3	11	27,5 %
2	3	7,5 %
1	1	2,5 %
Total	40	100 %

In table 5.3.19.1 the results indicate the following ratings about the basic functionality of schools: 20 percent of the respondents rated their schools to be outstanding 42,5 percent good, 27, 5 percent acceptable, 7,5 indicated that their schools need improvement and finally 2,5 percent showed that their schools needs urgent support.

In management of learner supervision and control of punctuality the principal need to define the goals or mission of the school, promote instructional and supervision climate, supervise educators and monitor learners' progress and communicate with parents or legal guardians. Educators, parents and learners must know what is expected of them for the smooth management of learner supervision and control of punctuality.

Table 5.3.19.2 Learners attendance rate

Response	Frequency	Percentage
5	7	17,5 %
4	22	55 %
3	8	20 %
2	2	5 %
1	1	2,5 %
Total	40	100 %

Table 5.3.19.2 clearly indicate the following ratings concerning learner attendance rate, 17 percent of the respondents rated their school attendance to be outstanding, 55 percent which is the majority rated their schools to be having good attendance rate, 20 percent acceptable, 5 percent indicated that their schools need improvement and lastly 2,5 percent showed that their schools need urgent support.

The South African Schools' Act 84 of 1996 urges parents to see to it that their children attend school regularly. A learner who is often absent misses much of the school work and very seldom finds the opportunity to catch up with the outstanding work. As a result of being absent, the learner misses the regular practice and revision that homework and class exercises offer. Apart from this, the work becomes a series of loose, meaningless units, owing to the fact that due to his/he absence he/she cannot can and establish the necessary meaningful relations between the different learning areas. As a result it cannot be expected of the educator not to proceed with his/her daily plans or to repeat work that has been done for the sake of learners who have been absent or late for school.

Only in cases of illness and other unforeseen circumstances may learners be allowed to be absent from school. Regular absence and late coming must be investigated by the principal. When learners are absent they must obtain letters from their parents, explaining the cause of absence. This will make it easy for the principal to manage learner supervision.

Table 5.3.19.3 Learners punctuality

Response	Frequency	Percentage
5	2	5 %
4	14	35 %
3	11	27,5%
2	12	30%
1	1	2,5%
Total	40	100%

In table 5.3.19.3 the results indicate the following concerning learners punctuality 5 percent of the respondents rated their schools as having outstanding attendance rate, 35 percent good attendance rate, 27, 5 percent acceptable, 30 percent showed that their schools need improvement while 2,5 percent need urgent support.

The information above clearly indicates that principals are trying their level best to strive for punctuality. Registers for late comers in the mornings, after breaks and period intervals should be kept for future reference. The principal and educators should encourage learners to make decisions concerning their own behaviour. For instance, one could point out the consequences of misbehaviour being late for class means that you will miss the first part of the lesson and will have difficulty in understanding the rest of the lesson.

Table 5.3.19.4 The effectiveness of the school procedures for dealing with attendance, truancy and lateness.

Response	Frequency	Percentage
5	6	15 %
4	19	47,5 %
3	10	25 %
2	5	12,5 %
1	0	0 %
Total	40	100 %

Table 5.3.19.4 indicates the following ratings concerning the effectiveness of the school procedures for dealing with attendance, truancy and lateness: 15 percent of the respondents rated their schools as outstanding, 47,5 percent good, 25 percent acceptable and finally 12, 5 percent indicated that their schools need improvement.

In management of learner supervision and control of punctuality the principal must also control and manage the learners' behaviour in order to ensure that the goals of the teaching-learning events are achieved.

The manner in which learners behave has an influence on the degree of success of the situation. An acceptable level of learner's behaviour is a precondition for successful teaching and learning . School policies and code of conduct for learners must be strictly adhered to. Learners must always know what is expected of them. The principal must hold learners responsible for their own behaviour, acknowledging that they have a choice of ways of behaving. Learners must be allowed to learn, not only from restrictions imposed on them, but also from the natural or social orders of events and focus on present and future behaviour. Learners must also be encouraged to look for solutions to problems rather than result in being forced into submission.

Table 5.3.19.5 Learners in their work

Response	Frequency	Percentage
5	4	10 %
4	13	32,5 %
3	13	32,5 %
2	9	22,5 %
1	1	2,5 %
Total	40	100 %

In table 5.3.19.5 the results indicate the following ratings concerning learners in their school work: 10 percent of the respondents rated their learners to be outstanding 32, 5 percent good, 32,5 percent acceptable, 22,5 percent indicated that their learners need improvement and finally 2,5, percent indicated that urgent support is needed.

Duminy (1985:144) states it very clearly that the educator is in control of the situation in the classroom. For effective management of learner supervision though the educator must be strict and demand diligence, neatness, obedience and honesty he / she must also be sympathetic, friendly and trustworthy. Learners are not always obedient and clever, but are sometimes naughty. Their naughtiness is a sign that they need a strong hand to show the way.

Table 5.3.19.6 Learners' application in relation to studies

Response	Frequency	Percentage
5	3	7,5 %
4	10	25 %
3	16	40 %
2	11	27,5 %
1	0	0 %
Total	40	100 %

Table 5.3.19.6 indicates the following ratings with regard to learners application in relation to study: 7,5 rated their learners to be outstanding 25 percent good 40 percent acceptable while 27,5 percent showed that their learners need improvement.

In management of learner supervision and control of punctuality, educators must always remember that not all learners are under all circumstances ideal learners. They are ordinary human beings with unique potentialities and specific faults with an inquisitive and exploring attitude; the learners are motivated intrinsically to benefit from the educative teaching situation.

The ideal learner in the classroom situation is a dynamic participant who exercises and works on his own to make the learning content presented to him/her his / her own. Some learners are creative and imaginative, cooperative, responsible, thorough and accurate, enthusiastic, well-mannered, friendly, sociable and respectful. Educators should guide, motivate and supervise learners irrespective of their uniqueness.

Table 5.3.19.7 Learners' behaviour during lessons

Response	Frequency	Percentage
5	6	15 %
4	18	45 %
3	12	30 %
2	2	5 %
1	2	5 %
Total	40	100 %

In table 5.3.19.7 the results indicate the following ratings concerning learners' behaviour during lessons: 15 percent of the participants rated their learners to be outstanding, 45 percent good, 30 percent acceptable, 5 percent to be in need of improvement and lastly 5 percent showed that their learners need urgent support.

For effective management of learner supervision the educator must encourage active participation by learners to create a pleasant classroom climate. Through active participation the interest of learners is more effectively aroused and maintained. When learners are actively participating, it promotes independent thinking initiative and responsibility. Learning and teaching becomes more meaningful for the learner and the educator finds it easier to manage learner supervision.

Table 5.3.19.8 Learners around the school

Response	Frequency	Percentage
5	5	12,5 %
4	15	37,5 %
3	16	40 %
2	4	10 %
1	0	0 %
Total	40	100 %

Table 5.3.19.8 indicate the following ratings concerning learners around the school: 12 percent of the respondents rated their learners to be outstanding, 37, 5 percent good, 40 percent acceptable and finally 10 percent showed that their learner need improvement.

Good management of learner supervision and control of punctuality around the school depend to a large extent on the principal. An effective principal ensures acceptable disciplinary objectives by means of educationally justifiable behaviour. The principal must see that the school is comfortable, efficient and inviting. A variety of positive disciplinary measures must be used. For effective management of learner supervision the principal must be able to make quick and correct decision, always try to act preventatively, constantly offer learners positive guidance , show concern for and trust in the learners, encourage learners to participate in school activities and finally, allow them to participate in certain school or classroom management aspects and encourage self – discipline.

Table 5.3.19.9 School discipline procedures

Response	Frequency	Percentage
5	5	12,5 %
4	18	45 %
3	13	32,5 %
2	3	7,5 %
1	1	2,5 %
Total	40	100 %

The results in table 5.3.19.9 indicate the following concerning school discipline procedures: 12 percent of the respondents rated their schools to be outstanding, 45 percent good, 32,5 percent acceptable, 7, 5 percent indicated the need for improvement and finally 2,5 percent showed that their schools need urgent support.

This information clearly indicates that even though some schools do have policies and procedures they are not used. The principal and staff must establish certain standards which they expect from learners, and according to which they will evaluate their behaviour and work. It is of significant importance that learners know what is expected of them.

If however, things go wrong, corrective steps must be taken. In management of learner supervision and control of punctuality corrective steps are aimed at rectifying mistakes and deviations as soon as possible.

Table 5.3.19.10 Links with parents

Response	Frequency	Percentage
5	9	22,5 %
4	14	35 %
3	4	10 %
2	12	30 %
1	1	2,5 %
Total	40	100 %

In table 5.3.19.10 the results indicate the following concerning the link of school with parents: 22, 5 percent rated their schools to be outstanding, 35 percent good, 10 acceptable, 30 percent need improvement and 2,5, percent need urgent support.

In management of learner supervision and control of punctuality school principals must see to it that their schools are warm and inviting so as to make good-links with parents.

MANCOSA (2004:105) brings to the light that parents often feel intimidated and threatened by schools because the schools might not convey a welcoming and inviting impression. For instance, parents are often told to make appointment if they have a problem. This is hardly an encouraging and inviting message. Principals must see to it that the schools they manage are places where parents feel comfortable and accepted as part of the school community.

5.3.20. Educators' viewpoint regarding management of learner supervision and punctuality.

A summary of findings from the educators has been dealt with in paragraph 5.3.15.

5.3.21. Researcher's view

Educators must know that good learner supervision is an important feature of effective teaching and learning. Learners learn best in a well supervised and safe environment. Educators should conduct themselves in a professional and responsible way. They should always be punctual and report regularly for school and classes so as to set an example worth following by learners. They should strictly follow the rules, procedures and codes of conduct of the school. They should encourage parents to see to it that their children follow the rules and codes for the school. If parents can be encouraged to make sure that their children are punctual and go to school everyday learner supervision can be simpler and punctuality can improve.

5.4. RESEARCH QUESTIONS FOR LEARNERS

Table 5.4.1 Learners gender

Gender	Frequency	Percentage
Male	12	30 %
Female	28	70 %
Total	40	100 %

In table5.4.1the results indicate that the majority (70 percent) of the respondents are female learners while 30 percent are male learners.

Table 5.4.2 Learners' grade

Respondents	Frequency	Percentage
Grade 5	1	2.5 %
Grade 6	11	27,5 %
Grade 7	28	70 %
Other (specify)	0	0 %
Total	20	100 %

In table 5.4.2, the results indicate that the majority (70 percent) of the respondents are grade seven learners while 27,5 percent are in grade six and 2,5 percent grade five learners.

Table 5.4.3 Repeated grades

Respond	Frequency	Percentage
Yes	4	10 %
No	36	90 %
Total	40	100 %

Table 5.4.3 clearly indicate that the majority (90 percent) of the respondents have never repeated a grade, while 10 percent did repeat other grades.

This information is supported by table 66 .which indicated that 70 percent of the sample learners are not staying with both parents: 45 percent is staying with mothers only 17 percent with grannies, 5 percent with brothers and sisters and finally, 2,5 percent are staying with relatives.

This is in the line with what Waxman et.al (1992:2) pointed out that living conditions in the community do not motivate the learners to be punctual and to

achieve. Learners from the poor socioeconomic conditions also lack sufficient mental stimulus in their homes. Children are often left without supervision, with no one to monitor their school attendance, punctuality or homework. Reglin (1993:5) indicates that very often their houses are overcrowded and extremely noisy. Because of the routines given by their parents they therefore have limited time for school matters.

Table 5.4.4 How well learners know the school procedures

Response	Frequency	Percentage
Very well	19	47,5 %
Just a little bit	11	27,5 %
Not sure	10	25 %
Total	10	100 %

Table 5.4.4 indicate that (47,5 percent) of the respondents clearly know the school procedures while 27,5 percent just know a little bit and finally 10 percent are not sure of them. The researchers view is that school rules are not clearly communicated to learners.

It is the researcher's view that for effective management of learner supervision and control of punctuality, after the rules and procedures have been formulated, they must be explained to the learners. Some procedures may even have to be practiced by learners. During the first week of the school year the principal must ensure that all the learners are informed about policy, rules and procedures which apply in the school. However, the principal should not only explain the school policy only once, but it should be clearly and visibly pinned up in the classrooms and notice boards and referred to at various intervals throughout the year.

Table 5.4.5 Knowledge of how to behave

Response	Frequency	Percentage
Yes	36	90 %
No	4	10 %
Total	40	100 %

Table 5.4.5 clearly indicates that the majority (90 percent) of the respondents are told on how they should behave while 10 percent are not told. This information is contrary to the information in table 7 where 100 percent of the respondents indicated that their schools have policies and procedures in place and table 9 where a 100 percent indicated that they have procedures that deal with lateness, absence and punctuality.

In management of learner supervision, school rules and regulations have to be made to guide learners' conduct. Where there are no proper rules and regulations there is chaos and confusion. Rules and regulations must be clearly communicated to learners so that they may know what is expected of them. Rules, however, should not be looked upon as negative controls. In learner supervision and control of punctuality whenever rules are set up to govern the learners` rewards and penalties are necessary to support the rules.

Table 5.4.6 Knowledge of what to do if learners are absent or late for school

Response	Frequency	Percentage
Yes	34	85 %
No	6	15 %
Total	40	100 %

The results in table 5.4.6 indicates that the majority (85 percent) of the learners at the participating schools are told what to do if they are absent or

late for school while 15 percent are not told. This is a clear indication that the school policy, rules and procedures are not clearly communicated to learners. This means that in some schools, policies are just drawn and filed but not implemented.

Table 5.4.7 Where to go for help

Response	Frequency	Percentage
Class teacher	30	75 %
Principal	10	25 %
Don't know	0	0 %
Total	40	100 %

Table 5.4.7 indicates that the majority (75 percent) of the sample learners at the participating schools go to their class teachers when they need help while 25 percent go to the principal.

By means of a school policy, rules and procedures the learners will be able to follow the correct channels when they seek help. If the policy has been explained to learners, and they are familiar with the contents it will serve as a general guideline for behaviour at school when problems arise, they will know whom to contact for help.

5.4.8. Things which learners consider to be problems at their schools.

According to the views of the participants it appears that learners do not respect their educators and as a result they make noise or fight while being taught. Over – age learners don't accept supervision and usually do nasty things. Stealing is also regarded as a major problem. Most learners have developed a habit of coming late to school and bunking lessons. Poor

infrastructure, such as water supply fence and toilet facilities encourage learners to report late for lessons after breaks.

The researchers view is that the above could be the result of learner having lost interest in school –thus coming late or leaving early from school.

Table 5.4.9 Relationship between learners and principals

Response	Frequency	Percentage
Good	40	100 %
Fair	0	0 %
Bad	0	0 %
Total	40	100 %

Table 5.4.9 clearly indicates that the majority (100 percent) of the respondents at the participating schools have good relationship with their principals.

This information is a clear indication that principals try their level best to create the relationship which is sincere, warm and friendly to such an extent that all learners are relaxed and experience a pleasant time at school. This gives the learners strength to open up and become involved in school activities and the management of learner supervision and control of punctuality becomes a success, however, if the relationship is rigid, cold and clinical the learners will be tense, stern introverted and not be prepared to open up and as a result, management of learner supervision and control of punctuality will never be a success.

Table 5.4.10 Involvement on matters concerning school management and governance

Response	Frequency	Percentage
Yes	14	35 %
No	13	32,5 %
Not sure	13	32,5 %
Total	40	100 %

Table 5.4.10 indicates that (35 percent) of the learners at the participating schools are allowed to say their views on matters concerning school management and governance while 32,5 percent are not allowed, and finally 32,5 percent are not sure whether they are allowed or not.

DoE (200:34) indicates that learners must be treated with respect and showed an interest in what they have to say about the school. One of the aims of management of learner supervision and control of punctuality is to develop responsible future citizens. SASA puts it very clear that even young learners at primary school level can be encouraged to take responsibility for some areas of running the school. It is very important not to make mistake of identifying a few learners who seem to have a leadership potential and to then develop them at the expense of others. For effective management of learner supervision, everyone should have the opportunity to develop leadership potential (DoE, 200:34).

Table 5.4.11 Learners' involvement in the formulation of discipline policy

Response	Frequency	Percentage
Yes	19	47,5 %
No	21	52,5 %
Total	40	100 %

Table 5.4.11 indicates that the majority (52,5 percent) of the participating schools' learners don't participate in the formulation of discipline policy while 47,5 percent participate in the formulation of such policies. Principals must take note of that according to SASA, Act 84 of 1996 learners should form part of decision making, formulation of school rules and drawing of school policy. When learners contravene the rules, parents are informed to help in guiding them.

Table 5.4.12 Communication of school rules to learners

Response	Frequency	Percentage
Yes	36	90 %
No	0	0 %
Uncertain	4	10 %
Total	40	100 %

Table 5.4.12 indicates that the majority (90 percent) of the respondents indicated that school rules are clearly communicated to learners while 10 percent are uncertain of how rules are communicated.

Effective management of learner supervision and control of punctuality take place by means of communication. Kruger and Van Schalkwyk (1993:74) point out that if communication of school rules is not effective, the objectives cannot

be attained. The principal must know exactly how to communicate, and also know the principles for effective communication and factors which might impede it.

Table 5.4.13 The use of corporal punishment as an effective disciplinary measure in schools

Response	Frequency	Percentage
Yes	22	55 %
No	18	45 %
Total	40	100 %

The results in table 5.4.13 indicate that the majority (55 percent) of the participating schools use corporal punishment as an effective disciplinary measure in their schools while 45 percent no longer use such a means.

The above information is in line with table 18 where 25 percent of the respondents indicated that they do not accept the abolishment of corporal punishment while 15 percent are not certain about its use. Table 37 also indicates that 27,5 percent of the participants don't accept the abolishment of corporal punishment.

Principals and educators who are still using corporal punishment as an effective means to manage learner supervision and control of punctuality are violating the basic human rights upheld in the South African Bill of Rights. These principals and educators must revisit the South African Schools Act and the Constitution of the country. According to DoE (200:6) the abolishment of corporal punishment is part and parcel of a national programme to transform the education system. These principals and educators may be found guilty of an offence and liable on conviction to a sentence which could be imposed for assault.

Table 5.4.14 Treatment of learners by principals

Response	Frequency	Percentage
Yes	35	87,5 %
No	5	12,5 %
Total	40	100 %

The results in table 5.4.14 indicate that the majority (87.5 percent) of the participating school's principals treat all the learners equally while 12,5 percent don't treat them equally well.

The constitution of the Republic of South Africa, Act 108 of 1996 stipulates that all children have the right to be treated equally. For effective management of learner supervision and control of punctuality the principal must show respect for the learners' opinions to strengthen the relationship. The researcher's view is that the principals must avoid conflict and arguments at all times and let the learners feel important. Principals who want to succeed in management of learner supervision and control of punctuality must always listen to learners and show an honest feeling of pity for those who suffer and being glad for others who are happy. This must be backed up by practical deeds of love.

Table 5.4.15 Availability of principals for answering questions which affect learners

Response	Frequency	Percentage
Yes	30	75 %
No	10	25 %
Total	40	100 %

Table 5.4.15 indicates that majority (75 percent) of the participating schools' principals avails themselves for answering questions that affect learners while 25 percent don't avail themselves.

For effective management of learner supervision and control of punctuality the principal must always avail himself and adopt an open door policy towards learner so as to be able to deal with grievances speedily, know the problems of learners and all what is happening.

Table 5.4.16 Parents' involvement in the learning of the children at school

Response	Frequency	Percentage
Yes	33	82,5 %
No	7	17,5 %
Total	40	100 %

In table 5.4.16, majority of the participants (82,5 percent) indicated that their parents are effectively involved in their learning at school while 17,5 percent indicated that their parents are not involved.

The researcher view is that this is in line with table 66 where 45 percent of the participants are staying with mothers only, while 25 percent are staying with their mothers only, while 25 percent are staying with grandparents, brothers and sisters as well as relatives.

Sello (1995:11) indicates that in terms of parents' involvement in the learning of their children, three factors are important, namely illiteracy, poverty and the structure of school management. This is supported by Chambers (1983:113) when indicating that illiteracy prevents many parents from being involved with school activities and the education of their children. Again, poverty causes lack

of parental participation in schools. Another factor is the type of treatment parents receive from the educators of unclear messages (Sello, 1995:139).

Parents should be motivated to take part in the learning of their children. According to Squelch and Lemmer (1994:93) schools that work closely with parents and encourage active involvement are more effective in management of learner supervision and control of punctuality than those that do not.

Table 5.4.17 Adults staying with learners at home

Response	Frequency	Percentage
Mother	18	45 %
Father and mother	12	30 %
Grand parent(s)	7	17,5 %
Brother(s) and Sister(s)	2	5 %
Relatives	1	2,5 %
Total	40	100 %

Table 5.4.17 indicates that the majority of the respondents are not staying with both parents 45 percent are staying with mothers only, 17 percent with grand parents, 5 percent with brothers and sisters while 2,5, percent are staying with relatives. Only 30 percent of the participants have both parents.

This information is in line with what McCall et.al (1992:21) has indicated that most late comers come from single parent families and unstable homes. The single parent often has too many responsibilities to cope with and as a result their children often feel emotionally neglected. This parents sometimes overreacts in strictness, but otherwise the children are allowed to do what they want (Van Wyk, 1991:133).

Table 5.4.18 Like or dislike of schooling

Response	Frequency	Percentage
Yes	40	100 %
No	0	0 %
Total	40	100 %

Table 5.4.18 indicates that the majority (100 percent) of the participants like schooling.

The researcher view the above as a proof that children like schooling despite various factors that make them to engage in truancy and late coming.

5.4.19. Reasons for liking schooling

Generally, the respondents have indicated that through constant learner supervision their individual differences are cared for and they enjoy how they are being guided.

5.4.20. Reasons for hating schooling

Despite the fact that the respondents had various reasons for coming late they indicated that they liked schooling.

Table 5.4.21 Knowledge of parents for their children's late coming

Response	Frequency	Percentage
Yes	19	47,5 %
No	21	52,5 %
Total	40	100 %

Table 5.4.21 indicates that the majority (52.5 percent) of the respondents are usually late without their parent's/ guardian's knowledge, while 47,5 percent indicated that their parents know that they are usually late for school.

The researcher's view is that children whose parents know that they are usually late for school even encourage them to do so.

These parents might not having much education themselves and do not regard it as valuable sometimes the parents willingly arrange for a child to be late or to miss school for the sake of the parent or other member of the family, for instance, the child taking the granny to the pension pay point. Sometimes children are late for school without any particular reason even with their parents' knowledge. In this case, the parents do not take enough interest in the school to think it worth commenting.

5.4.22. The causes of learners late coming for school

Summary of findings from the learners:

- Waking up late;
- Their parents leave very early for work and they have to bath feed and take the young siblings to the day care centres or preschools;
- School buses arriving late;
- Doing homework in the morning and misplacing stationery causes them to be late for school;
- Daily routine such as sweeping and fetching water before going to school also makes them to be late for school.
- Walking slowly and waiting for friends also causes them to be late for school.
- Shifting of school starting time according to seasons;
- Learners must be always punctual so that they may not miss announcements and lessons;

- Educators must also be punctual to set good example;
- Each classroom must have rules;
- Corporal punishment to control learner supervision to be no more(abolished)
- Educators who visit classes of their friends during lessons to gossip while teaching and learning is in progress should be transferred – it disturb learners in the classroom – over-age learners must be removed from primary schools.
- Learners should be encouraged to come to school everyday and to be punctual.

The researchers view is that most parents do not encourage their children to be punctual or attend school regularly. It seems these children are often left without supervision with no one to monitor their school attendance or homework.

Table 5.4.23 Learners views on the safety at school

Response	Frequency	Percentage
Yes	36	90 %
No	4	10 %
Total	40	100 %

Table 5.4.23 indicates that the majority (90 percent) of the respondents feel happy and safe at school while 10 percent feel the same.

The researcher’s view is that learner supervision should strive to maintain the disciplined and purposeful school environment at primary schools. Schools should also strive to promote a professionally maintained educational environment which upholds the principals of consensus, cooperation and tolerance.

5.4.24. Changes learners would like to effect at schools

The summary of findings that causes learners' late coming have been dealt with in paragraph 5.4.22.

The researcher's view is that the learners really don't know the role of each stake holder at a school level and that facilitation of teaching and learning is not an intellectual process only but also process which are also linked to the emotions, attitudes and values of educators and learners.

5.4.25. Things which need to be improved at schools.

The following are things which learners think they can be improved to make learning interesting:

- Love and care from their educators while supervising them;
- Punctuality by both educators and learners;
- Discipline of learners should be improved;
- Learner supervision during extra – curricula activities;
- Starting time and breaks to be improved;
- The school should be made a place of fun;
- Communication –on educators must not shout at learners but talk to them in a friendly manner;
- Corporal punishment should also be reviewed.

5.4.26. The researcher's view point

Learners should be motivated to be punctual and encouraged to attend all the lessons. Learner supervision should be used proactively and constructively – thus learners will experience an educative, corrective approach in which they will learn to exercise self-control, respect and accept the consequences of

their actions. Learners must make it a point that they follow school rules, procedures and code of conduct for learners. The code of conduct should be so that all learners should be familiar with it and comply with it.

5.5 CONCLUSION

The captured data demonstrates clearly that the management of learner supervision through principals' control of punctuality in primary schools is characterised by a myriad of problems. Despite that these schools consist of manageable enrolments and managed by principals who are relatively experienced there are very high rates of late coming, truancy and absenteeism. This brings one to a conclusion that the absence of vision and mission statements in 20 percent of the sampled schools and failure to communicate and implement same by the other schools makes it very difficult for principals to effectively control learner punctuality in primary schools in the Mopani District.

The latter is made worse by the inability to consult the provided rules and regulations for dealing with learners' conduct. It is also clear from the collected data that the abolishment of corporal punishment has left a number of educators disillusioned about the alternative ways that can be used to deal with the indiscipline of learners. About 25 percent of parents and or guardians are reflected by the research data not being helpful in assisting schools to be administered effectively.

About 90 percent of learners indicated that they depend on what they were told for their behaviour. This implies that principals exert less effort in sharing the vision and mission statements of the school that eventually have an influence on the shaping of the general behaviour of learners. The continued use of corporal punishment as a means of maintaining discipline could be contributing to the learners and educators low moral.

CHAPTER 6

AN OVERVIEW, RECOMMENDATIONS, SUGESTIONS FOR FURTHER RESEARCH AND CONCLUDING REMARKS

6.1. AN OVERVIEW

This study focused on the management of learner supervision through principals' control of punctuality in primary schools within Mopani District in the Limpopo Province.

The literature review revealed that learner supervision involves a variety of managerial tasks, viz. planning, organizing, guidance and control. It is, however, necessary to mention that these tasks do not necessarily follow one another in a strict hierarchical order. They are inseparably interwoven with each another mutually dependent and complementary (Van der Westhuizen, 2003:30).

It was also revealed that in learner supervision, the principal is expected to perform his functions with due consideration to the national Education policies and policy decisions of the particular education department by which he is employed. The principal also takes into account the educational needs of the local community.

Consequently, the law influences his management of learner supervision decisively. Law also changes continuously as society changes (Hosten et al, 19:10). The principal should, therefore, continuously take cognisance of the new legislation and the verdicts of the courts. In the Department of Education, for instance, the South African Schools Act was promulgated in 1996 to regulate the smooth running of both public and private schools. This policy document consists of subordinates and quasi-legislation that should be studied

meticulously by education supervisors. Cognisance should always be taken of the legislation that is readily available.

The empirical research has revealed that most schools still use corporal punishment as an effective means to manage learner supervision. In table 5.4.13 the majority of the learner participants (55%) indicated that corporal punishment is still used in their schools. Table 5.3.14 indicated that 25.5% percent of the educator participants don't support the abolishment of corporal punishment. Table 5.2.28 indicated that 25% percent of the participating principals do not accept the abolishment of corporal punishment while 15% percent are not sure about its use.

It can be deduced from the above that there is a resistance to change for better management of learner supervision. This must be construed in line with what Confucius, the Chinese philosopher and teacher said: "Only the wisest and stupidest never change". Toffler (1985:1) on the other hand, contends that some organisations "are beyond rescue" because of the resistance to change by the managers.

SASA makes it very clear that corporal punishment may no longer be used in public and independent schools as a means to control learner supervision. In addition, section 12 of the Constitution states that everyone has the right not to be treated in a cruel, inhuman or degrading way. It is, therefore, illegal for any person to apply corporal punishment in respect to any learner at any public or independent school. Parents may not authorize principals and educators to apply corporal punishment on their children. It must also be noted that non-formal corporal punishment such as rough handling and slapping are equally prohibited by law. Anyone who ignores this regulation and applies corporal punishment at a school may be charged for assault in the court of law and be sentenced to prison or for a fine.

It has been established, also, that some schools operate without a vision and mission statement, aims and objectives. For effective management of learner supervision, no proper planning can be done without vision, mission, aims and objectives. It means that such schools do not have proper work ethics. They leave everything to chance.

It is the duty of the principal and educators to ensure that management of learner supervision develop responsibility in learners. Learners should be encouraged to make decisions concerning their own behaviour and allow them to experience the consequences of misbehaviour. For instance, one could point out the consequences of misbehaviour being late for class implying the loss of the first part of the lesson which might result in a learner developing complications that could fail him/her to understand the rest of the lesson. Principals and educators should be consistent in the implementation of learner supervision measures so that learners can develop a thorough understanding of what is expected of them.

The empirical study has also brought to light that some principals and educators are not conversant with the recent operational guidelines. In paragraph 5.3.12 participating educators were requested to name the education policy Acts they were using at their institution for effective management of learner activities. Fifty-five (55%) of these educators could not mention a single such policy. In paragraph 5.2.29, thirty-five (35%) of the participating school principals similarly could not mention a single known policy that deals with the management of learner supervision. Some principals, as well as educators, were frank to indicate that they were not conversant with the constitution and education legislation that regulate learner supervision in the new South African education system.

6.2. RECOMMENDATIONS WITH REGARD TO MANAGEMENT OF LEARNER SUPERVISION.

To manage learner supervision in an acceptable way school principals must accept change and familiarize themselves with the constitution of the country and policies as determined or prescribed by the National and the Provincial Education Departments. For effective management of learner supervision, principals must act as agents or facilitators of change in their institution.

According to Clark (1994:117), change means that the principal or manager must work through four phases with his staff:

- Diagnosing the problem (truancy, misbehaviour, lateness, etc.);
- Planning for change;
- Implementing change; and
- Reviewing development.

It can be of significant importance that all principals see to it that their schools have policies which correlate with the set goals and objectives. The principal must communicate the vision of the school in order to secure the commitment of other stakeholders and translate the vision into practical action. The vision will be closely related to the mission statement that will take up and project into a realistic picture of the future. All staff members and learners should share in the creation of their school's mission.

To be successful in learner supervision, the principal must be willing to attend courses / workshops and acquisition of additional qualifications. As school managers, principals must have additional knowledge upon which they draw and they should keep up to date with the current additional developments. Knowledge on effective learner supervision can be read from books, professional journals, pamphlets, circulars, material handed out in courses,

and of cause, from news papers. A successful principal must allow himself time to read and study and this process has to be carried out constantly.

Principals must construct and manage the learning environment that encourage rather than coerce learners to learn. The school environment must be inviting, interesting and purposeful to motivate punctuality and effective teaching and learning. For effective learner supervision, discipline must be in a firm, but thoughtful manner rather than angrily and punitive. The following suggestions are recommended for effective management of learner supervision and control of punctuality.

- Investigate a learner who is always late for school and find possible reasons for his / her failure to be punctual;
- List strategies to ensure that learners of different backgrounds are all punctual;
- Find common reasons for late coming and misbehaviour at school;
- Manage the school in such a way that learners know what type of behaviour is expected of them;
- Draw a set of relevant, meaningful and attainable rules together with the learners (make sure they are agreed upon and understood);
- Let educators deal with minor and major disciplinary issues in their classrooms;
- Copies of “Alternative to corporal punishment documents” should be made available and accessible by both educators and learners;
- Policy documents supplied by the National and Provincial Education Departments must be collectively and constantly discussed for common understanding;
- Workshop and course acquired information related to learner supervision must be reported back and discussed with all parties concerned;

- Educators should have a copy of the Constitution and relevant policy documents that deals with learners and their welfare at school;
- The relevant contents of the constitution and policies that deals with learner supervision must referred to from time to time ;
- All stakeholders must be encouraged to comply and work as prescribed by policy documents and the constitution of the country.

To be successful in management of learner supervision, the circuit office and /or district office must keep the principals well informed about any changes to policy legislation or regulations which affect issues of diversity and about any new policy, legislation or regulations. If principals are experiencing problems in management of learner supervision they must seek help from the circuit or district officer because they may be having knowledge and experience that they don't have (DoE, 2000: 32).

Since the study mainly focussed on management of learner supervision through control of punctuality in Mopani District, it would be ideal if the research could be stretched to the entire Limpopo Province.

Education authorities should support schools in managing learner supervision. This should be done by statutory means and in-service support. It is the view of the researcher that although the schools are supported fully, intensive research will be needed to find the best strategies for dealing with lateness, truancy and misbehaviour.

Finally, schools must have clear visions for affective learner supervision. Without a clear vision there is no motivation for learners to be punctual. These visions must be broken down into specific and measurable and objectives with time lines and deadlines. Principals must support late comers to abandon their habits of coming late to school. Staff development is also of importance in that the objective being to ensure that school staff works together in a healthy

climate of collaboration for the improvement of learners learning and behaviour. When this happens, the school becomes more effective. Principals must always remember their roles as managers, instructional leaders, disciplinarians, human relations facilitators, change agents and conflict mediators to be successful in management of learner supervision. It is desirable that the principal tries his level best to become competent in each role so that he can perform effectively as the situation requires.

6.3. SUGESTIONS FOR FUTHER RESEARCH

This study focussed on the management of learner supervision through principals` control of punctuality. The findings of the study show that principals are trying their best to manage learner supervision without success.

A further research could be conducted to investigate if the continued lateness and truancy by learners is the results of the ignorance of principals on what the constitution and education policies have to say about the management and supervision of learners.

A study could also be conducted to investigate if learner behaviour in schools that continue to implement corporal punishment is not instilling a spirit of defiance to learners. Also, it could be of great significance if a study could be conducted to determine factors that led to the decline and de-motivation of learners in our modern schools.

Finally, the same study can be conducted at a provincial level to provide a clearer and broader picture of the problems concerned with learner supervision through the principals control of punctuality, that were not revealed by this study.

6.4. CONCLUDING REMARKS

Effective management of learner supervision is a key factor in developing schools and managing change. The primary school principal needs to be a leader who can cope with the myriad of changes that are taking place in our society but that manifest on an educational and organizational level. An effective school presupposes an effective principal. Smith and Piele (1989:178) so aptly remarked that “I have never seen a good school with a poor principal...I have seen unsuccessful schools turned into successful ones and, regrettably, outstanding schools slide rapidly into decline... in each case, the rise and fall could readily be traced to the quality of the principal”.

Effective management of learner supervision and leadership go hand in hand. It is acknowledged that primary education form the very basis of any further education (Gardner, 1990:40 and Kanter, 1989:57). Literature on effective principal-ship highlights the importance of the principal as being the initiator for change, for setting a positive school climate that will culminate in open communication channels among learners, staff members and parents, a democratic leadership style and general supportive educational management (Bossert et al, 1982:50-58, Purkey and Smith, 1983:81 and Van der Westhuizen, 2003:41-84).

For effective management of learner supervision principals need to define the goals or the mission of the school, promote the instruction climate and oversee the curriculum from time to time, supervise educators and learners, monitor learners progress and above all, act as public relations expert to be able to meet the constant demands made on their time by parents (Mintzberg, 1973:73; Manz and Sims, 1990:102).

Together with an overall democratic leadership style these managerial tasks underlie all aspects of effective principal-ship. An added responsibility to the role of the primary school principal in managing learner supervision is surely the demand to support and render guidance to the learners, educators and parents than their counter parts.

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ADENDUM A

QUESTIONNAIRE FOR PRINCIPALS

The purpose of this questionnaire is to gather data from the relevant respondents for the purpose of attaining the goals of the study on management of learner supervision through principal's control of punctuality in primary schools. The collected data will be used for this study only.

Instructions

- Please answer all questions.
- Your name and school name are not required.
- Mark appropriate boxes with an x.
- Note that there are neither right nor wrong answers.
- All information will be kept and treated as strictly and highly confidential.
- Be honest with yourself when completing the questionnaire.
- Thank you for your cooperation / understanding.

1. Indicate your gender

Male	
Female	

2. Indicate your age

30 – 40	
41 – 45	
Above 45	

3. Total enrolment at school.

40 -100	
101 – 200	
201 – 300	
301 – 400	
401 – 500	
501- 600	
601 – 700	
701 and above	

3. Give the percentage of learners who attended school on the days of the week before you completed this questionnaire.

Monday	Tuesday	Wednesday	Thursday	Friday

4. Does the school have a mission statement?

Yes	
No	

5. If yes, write it below.

6. Does the school have a vision statement?

Yes	
No	

7. If yes, write it below.

8. Briefly explain the goals and objectives of your school. (At least 5)

9. Does the school have appropriate policies and procedures in place?

Yes	
No	

10. Does the school policy contain procedures that deal with absence, lateness and truancy?

Yes	
No	

11. What is the learner's attitude towards punctuality rules?

Good	
Fair	
Bad	

12. Do learners accept supervision rules?

Acceptable	
Unacceptable	
Uncertain	

13. How well behaved are the learners?

Good	
Fair	
Bad	

14. Are the policies and procedures helping the school to attain effective teaching and learning?

Yes	
No	

15. If yes, give the reason.

16. If no, give reason.

17. Are the school policies distributed to all staff members and learners?

Yes	
No	

18. If yes, what is the purpose of doing so?

19. If no, why?

29. Are educators who supervise different activities specialists?

Yes	
No	

30. Are the educators knowledgeable about the learning areas they facilitate?

Yes	
No	

31. Is the governing body properly constituted and fully operational?

Yes	
No	

32. Does the school effectively communicate with parents?

Yes	
No	

33. Are parents involved in the management of the school in anyway?

Yes	
No	

34. How well do parents respond and do they contribute to learners learning?

Good	
Fair	
None	

35. School manager's viewpoint regarding learner supervision and punctuality.

ADENDUM B

QUESTIONNAIRE FOR EDUCATORS

The purpose of this questionnaire is to gather data from the relevant respondents for the purpose of attaining the goals of the study on management of learner supervision through principal's control of punctuality in primary schools. The collected data will be used for this study only.

Instructions

- Please answer all questions.
- Your name and school name are not required.
- Mark appropriate boxes with an x.
- Note that there are neither right nor wrong answers.
- All information will be kept and treated as strictly and highly confidential.
- Be honest with yourself when completing the questionnaire.
- Thank you for your cooperation / understanding.

1. Indicate your gender

Male	
Female	

2. Indicate your age.

25 – 30	
31 - 40	
41 – 45	
46 and above	

3. Indicate your teaching experience.

1 – 5	
6 – 10	
10 – 15	
15 – 25	
Over 25	

4. What is the leadership style of the principal?

Autocratic	
Democratic	
Laissez-fair	
All of the above	

5. What is the working relationship of the principal with other stakeholders?

Good	
Fair	
Bad	

6. Does the school have a discipline policy

Yes	
No	

7. Do educators take part in determining or formulating of school policies?

Yes	
No	

8. What is the attitude of the principal towards learner's offence?

Is not interested in the learners side of the story	
Usually listens to the learners side of the story	
Does not consider the learner guilty until he listens to his/her side of the story	
Don't know	

9. What is the principal's attitude on delegation of duties?

Willingly	
Unwillingly	
Uncertain	

10. Are the parents involved in the school management and governance?

Yes	
No	

11. How can you define the school climate?

Good	
Fair	
Bad	

12. Which Education policy acts are used in the school?

13. Do you support the abolishment of corporal punishment?

Yes	
No	

14. What do you apply in disciplining latecomers?

Corporal punishment	
Suspension	
Warning	
Detention	
All of the above	
None of the above	

15. If none of the above, how do you discipline them?

	Basic functionality of the school	School rating				
19.1	The smoothness with which the school runs	5	4	3	2	1
19.2	Learners' attendance rate	5	4	3	2	1
19.3	Learners' punctuality	5	4	3	2	1
19.4	The effectiveness of the schools procedures for dealing with attendance, truancy and lateness	5	4	3	2	1
19.5	Learners' in their work	5	4	3	2	1
19.6	Learners' application in relation to studies	5	4	3	2	1
19.7	Learners' behaviour during lessons	5	4	3	2	1
19.8	Learners' around the school	5	4	3	2	1
19.9	School discipline procedures	5	4	3	2	1
19.10	Links with parents	5	4	3	2	1

20. Educator's viewpoint regarding learner supervision and punctuality.

ADENDUM C

QUESTIONNAIRE FOR LEARNERS

The purpose of this questionnaire is to gather data from the relevant respondents for the purpose of attaining the goals of the study on management of learner supervision through principal's control of punctuality in primary schools. The collected data will be used for this study only.

Instructions

- Please answer all questions.
- Your name and school name are not required.
- Mark appropriate boxes with an x.
- Note that there are no right or wrong answers.
- All information will be kept and treated as strictly and highly confidential.
- Be honest with yourself when completing the questionnaire.
- Thank you for your cooperation / understanding.

1. Indicate your gender

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. In which grade are you?

Grade 4	<input type="checkbox"/>
Grade 5	<input type="checkbox"/>
Grade 6	<input type="checkbox"/>
Grade 7	<input type="checkbox"/>
Other (Specify)	<input type="checkbox"/>

3. Have you ever repeated the grade?

Yes	
No	

4. How well do you know the school's procedures?

Very well	
Just a little bit	
Not sure	

5. Are you told on how you should behave?

Yes	
No	

6. Are you told what you should do if you are absent or late for school?

Yes	
No	

7. Where do you go if you need help?

Class teacher	
Principal	
Don't know	

8. Which things do you consider as problems at your school?

9. What is your relationship with the principal?

Good	
Fair	
Bad	

10. Are you allowed to say your views on matters concerning school management and governance?

Yes	
No	
Not sure	

11. Do learners in your school participate in the formulating of discipline policy?

Yes	
No	

12. Are school rules clearly communicated to you?

Yes	
No	
Not sure/uncertain	

13. Is corporal punishment used as an effective disciplinary measure in the school?

Yes	
No	

14. Does the principal treat all of you equally?

Yes	
No	

15. Does the principal avails himself/herself for answering questions, which affect learners?

Yes	
No	

16. Are your parents effectively involved in your learning at school?

Yes	
No	

17. Who are you staying with?

Mother	
Farther and mother	
Grand parent(s)	
Brother(s) and sister(s)	
Relatives	

18. Do you like schooling:

Yes	
No	

19. If yes, give reasons.

20. If no, give reasons.

21. Do your parents or guardians know that you are usually late for school?

25. Which things do you think can be improved or reviewed to make learning interesting at your school?

ADDENDUM D
CONSENT FORM FOR PARTICIPANTS.

Colleague

You are being asked to participate in a study investigating the management of learner supervision through principals' control of punctuality in primary schools in Mopani District. The aim of the study is to investigate ways in which school principals manage learner supervision (Attached is a copy of the permission letter to conduct this study from the District Senior Manager).

If you agree, a set of questionnaire will be delivered to you. All information will be kept and treated as strictly and highly confidential. All performance is anonymous. You will not incur any cost as a result of your participation in this study. Your participation is voluntary, if at any time during this study you wish to withdraw your participation, you are free to do so without prejudice.

Should you have any question, prior to your participation or at any time during the study, please do not hesitate to contact the researcher.

AUTHORIZATION: I have read the above and understood the nature of this study. I understand that by agreeing to participate in this study I have not waived my legal and human rights and that I may contact the researcher at the University of Limpopo [Mbalati B.V. at 083 532 5553] at any time. I agree to participate in this study. I understand that I may refuse to participate in this study. I understand that I may refuse to participate or I may withdraw from the study without any prejudice. I understand that if I have any concerns about my treatment during the study I can call the chair of research committee at the University of Limpopo (0152 268 3006)- student No: 200306616.

Participant's signature:.....

Date:.....

ADENDUM E

Enq: Mbalati B.V.
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Tel: 015 3030 730 (H)
015 3031 220 (w)
Cell: 083 5235 553

University of Limpopo
Private Bag x1106
Sovenga
0727
27 March 2003

The District Senior Manager
Mopani District
Private Bag x578
Giyani
0826

REQUEST TO CONDUCT RESEARCH: MYSELF (2003-2004)

1. I, B.V. Mbalati, a Masters student at the University of Limpopo (Education Management and Law) hereby request permission to conduct research at Mopani District Primary Schools.
2. My topic is: Management of learner supervision through principals' control of punctuality in primary schools in the Mopani District.

Thanking you in advance.

Yours faithfully

B.V. Mbalati

/tim

ADENDUM F