Andrea Mqondiso Buka*
Department of Continuing Professional Teaching Development, Faculty of Educational Sciences, Walter Sisulu University, Mthatha, South Africa.

Nomzi Florida Matiwane-Mcengwa
Education Development Officer, Department of Basic Education, Mthatha, Eastern Cape Province, South Africa.

Maisha Molepo
Department of Continuing Professional Teaching Development, Faculty of Educational Sciences, Walter Sisulu University, Mthatha, South Africa.

*Corresponding author: mbuka@wsu.ac.za

Sustaining good management practices in public schools: Decolonising principals' minds for effective schools

Abstract

While there are perspectives on how to approach decolonisation and transformation of education in schools, the reality is that all rests with individuals and ways that they change their attitudes and mind-set. In the midst of mismatch in the minds of teachers and principals about these two concepts, another confusing term is "democracy" that comes with human rights. The connotation of democracy causes the mind to revert back and propagate the principles of colonisation where individual laxity overwhelms the duties or responsibilities, even accountability to society. In the battle of emancipating individuals' mind, special reference can be drawn from the general assumption that imperialism aspects, including apartheid, profoundly affected the mind of the oppressed negatively in that during the post-apartheid era the oppressed still entangle themselves tightly. This article attempts to report on the qualitative findings from a pragmatic paradigm study conducted in one education district in the Eastern Cape of South Africa, where face-to-face interviews were carried out with 10 participants (5 chairpersons of school governing bodies and 5 principals) from 5 public schools with document analysis. Thematically analysed findings portray that some school principals enjoyed being "big baas" (bosses) and displayed unprofessional conducts such as absenteeism or lack of punctuality where nepotism and corruption prevailed.

Keywords: Afrocentric, corruption, Eurocentric, learning and nepotism

1. Introduction

While there is a cry for basic service delivery, free equal and quality education for all, the education system in public schools seem to collapse into a crisis. This prominent crisis can be seen by low grades obtained by Grade 12 students, despite a huge investment by both ministries of education in South Africa (Nytimes, 2016). The isiXhosa saying *"ukufa kusembizeni",* literally translated as, "the cause of death is inside", seems to be true when one considers the deterioration of the learning and teaching culture in public schools, especially in rural and township schools. According to Chisholm and Vally (2006), the features of a poor culture of learning and teaching in schools include the following: weak/poor school attendance and personnel who lack the desire to teach. Generally, institutions today,

more than ever, need leaders whose qualities can be positively regarded by or impact on the lives of the communities and students. However, despite being the custodians of policies and rules, currently principals and most teachers are taken to court on various accounts or charges of contravening the same laws (Maistry, 2014). Tensions among school governing bodies (SGBs) and various elements of the school communities increase daily and escalate to violence.

The governance of institutions is predominantly assumed to be based on principles of democracy. This concept of "democracy" emanates from Eurocentric epistemology. In its various definitions or meanings, it also literally implies inclusion of larger members of society to governance with the purpose of best serving their concerns or interests by those leaders they have chosen. As authors, without attempting to charge Eurocentric perspectives in this regard, we wish to bring to point the fact that democracy in most African states complicates to dictatorship, where the ruling elites often clings to power (Mbembe, 2015). Features such as nepotism and corruption cause the decline of governance and management on state organs including schools. In such instances, the purpose to serve people might be forgotten and leaders and managers are obsessed with power for personal enrichment (Bacal, 2014; McCann, 2014). Often masses would resort to protests and strikes, which are brutality suppressed by authorities. Thus, democracy seems to adopt imperialistic features or colonial practices where only loyalists were appointed to leadership and management positions to safeguard the ruling elites while ignoring the complaining oppressed.

Since 2015, South African schools have been characterised by protests that intensified to violence involving students and communities in higher education institutions and schools (eNCA, 2016). While there are structures equipped with democratically instituted policies and rules, unaddressed issues from the complaining oppressed prevail. Leaders and managers at all levels were challenged; with all fingers pointing towards the failure to fulfil promises in their precepts or mandates (Maistry, 2014). In all circumstances, delivery of free quality education for all can be an arguably far-fetched concept than can be realised sooner, especially when learning and teaching is negatively affected during violent times in schools. Authors, therefore, argue that there seems to be an impasse of democracy in state organs, particularly in schools that are reflected by poor leadership and management practices in one way or another.

Poor management and leadership practices are not only confined to South African education institutions but are also manifested in world organisations. World and international organisations such as The Federation Internationale de Football Association (FIFA) for example, have been rocked by corruption and poor leadership practices (Time Live, 2017). MacBeath (2006), Eckman (2006) and Loder and Spillane (2005) are of the view that poor management and leadership practices are also prevalent in developed countries such as the United Kingdom (UK) and United States of America (USA). There are different factors that contribute to poor management and leadership in schools that can be traced as far back as 2005. In a study conducted by MacBeath (2006), findings show that most teachers in the UK were reluctant to take on a principal's position even though they were well qualified. He further states that the all-consuming nature of the job, which is confirmed in head teachers' comments, is a never-ending job, as one barely has time to switch off, eat, sleep or breathe. This is also in line with a study conducted by Sang (2005), which revealed that there were difficulties faced by head teachers in school management, which they attribute to the Board of Governors (BOG). Most school principals complained of a lack of proper induction and support regarding managerial skills. They felt that in most cases they fall victims where they

are not supported by teachers or the Ministry of Education. As schools and hospitals become battlefields for lawsuits (Timeline, 2017), individuals with much needed skills seem to shun away from them.

There are various challenges faced by teachers emanating from either internal or external forces, which all attribute to non-complacency of the educational system and consequently lead to teacher stress. The argument once posed by Sayed and Jansen (2001) seems relevant today; they opine that the government's corruptive stance, complacency, arrogance and inability to deliver basic services to people can lead to an education crisis. In the same stance, Buka and Molepo (2015) maintain that the Department of Basic Education (DBE) in South Africa only acknowledged challenges faced by teachers and parents in schools but fails to provide enough resources and support in time. More pressure and high expectations are posed to teachers for better results with less effort to meet their demands and necessary school needs. There are factors that might lead to school dysfunctionality as a failure on the part of government, which teachers may emphasise without solution. The authors of this article concur with Jansen and Molly (2014). Jansen and Molly (2014) argue that poor learner performance in public schools, high rate of school violence, teenage pregnancy, ever-low Grade 12 results and the current state of basic and higher education, corruption, weak governance and leadership indicate that the South African education system has reached a point that reflects an education crisis. Demotivating environmental conditions under which teachers work, especially in black schools, exacerbate, for example, as mentioned above, overcrowding and large classes, working in poverty-stricken communities, illiterate parents who provide minimal support to their schoolchildren, poor infrastructure and a lack of basic resources including human resources.

Despite the importance of leadership and management for effective or quality education delivery, most disadvantaged rural and township schools are regarded dysfunctional when analysing Grade 12 results in South Africa due to the principals' poor management practices (Heystek, 2006; Hanley, 2011). When analysing school performance based on Grade 12 results one cannot help but come to a conclusion that there are two types of education in South Africa, one for the poor (public schools) and another for the rich (private schools, which often have better resources and portrayed good performance).

UK research reveals that some schools were led by school managers below the age of 50 years of age who were unqualified and semi-professional (Eckman, 2006). Could under qualification of leaders or school managers in particular contribute to poor management practices? In South Africa, minimum qualifications for a school manager are Relative Education Qualification Value (REQV) 13 coupled with 8 years' experience in the teaching profession and management skills. In practice, a teacher with less qualifications or experience can be appointed as long there is high recommendation from the SGB (Department of Education [DOE], 1996).

Jago (2008) argues that leadership in practice cannot be understood by studying the practices of individuals alone but rather by distributed leadership and a systematic process. The authors of this article concur with the latter in that leadership is a process by which a person influences others to accomplish objectives and directs the organisation in a way that makes it more cohesive and coherent. Such perspective goes without defining leadership or even management.

However, there seems to be a paradigm or epistemological gap between the novice and experienced principal. In Kenya, Hallinger (2011) argues that there is a managerial gap in most rural public schools. The old school managers cannot cope with the rapid social, technological, economic and cultural changes. The authors of this article do not concur with the above author. While the old school principals might ascribe to high values regarding the professional standards held by the new generation of teachers, young principals find themselves trapped and hooked in social evils and crime busting (sex seduction or mismanagement of funds for example) despite their high qualifications or enthusiasm at the beginning of their career (Wilson, 2009). Furthermore, experience counts, as Hanley (2011) contends, that in South African schools, those school managers who lack experience and support are likely to be inefficient.

McLennan and Thurlow (2003) refer to an emerging paradigm as "a growing emphasis on building relationships in education". The development of SMTs in South African schools provides the potential for participative theory but there is little empirical evidence to suggest that it is supplanting or even supplementing the school manager's singular management. According to Bush and Heystek (2006), Karlsson (2002) and Harber and Trafford (2009), cooperation between principals and SGBs is required if governance is to be effective.

2. Leadership and effective school

Good management and leadership can be assumed to result in effective schools and ultimate delivery of quality education for all. Research indicates that there is a correlation between leadership style and school effectiveness (Robinson, 2007; Leithwood & Jantzi, 2006). A study by Nsubuga (2003) in Uganda confirms that leadership and its style influence student academic performance in one way or another. It can be asserted that effective schools need visionary leaders to create and sustain school climate or culture. There are several ingredients that are needed to maintain effective schools, which include resources, a healthy environment and teacher and learner motivation (Botha & Makoelle, 2012). While democratic, instructional or participative qualities are highly esteemed, basic skills such as communication, interpersonal, teacher-learner relations and active parent participation or partnership can never be emphasised (Potberg, 2014). Infrastructure pertains to skilled human resources, functional laboratories or libraries (Guloba, Wokadala & Bategeka, 2010; Mudulia, 2012).

Recently in the last 3 years, there seemed to be a trend of violence in schools and higher education institutions (HEIs), which manifested from various sources such as civil protests escalating to schools or HEIs workers' strikes and receiving students' solidarity (Timeline, 2017). In all circumstances, whether in schools or HEIs, teaching and learning processes were affected with teachers facing several challenges or becoming victims of stress in one way or another. With the burning of schools, teachers losing their properties or possessions and the loss of tuition time, the delivery of quality education is at stake. The continuous teacher resignation or early retirement can also be associated with unstable, unsafe environmental conditions under which teachers work in addition to other factors. In view of the above, and considering that the South Africa education system might be losing skilled and experienced teachers, one can maintain that the education system is at the brink of crisis. Buka and Molepo (2016:2) advise that if the South African government does not take drastic action to change social evils in school communities, the education crisis cannot be escaped since schools alone were unable to deal with several challenges successfully. The challenges such "as school violence, teacher burn-out, drug abuse and teenage pregnancy"

continue while civil protests for delivery of basic services escalate to public schools (Jansen & Molly, 2014).

While teachers are expected to play many roles and carry more responsibilities in their schools than ever before, other than core business, there were no effective teacher support programmes in place. With several unfolding phenomena such as learner pregnancy, school violence, learner sex changes or rape and murder on school premises, it can be argued that teachers find themselves needing to be midwife nurses, detectives and psychologists. These responsibilities overlap with the roles of other professionals and can be perceived as superseding the stated educators' roles such as assessor, planner, curriculum developer, information provider, role model, facilitator and resource developer (DOE, 1996). In an attempt to sustain or foster a teaching and learning culture, teachers are exposed to certain unwanted internal or external environmental challenges, which hamper their abilities and result in the development of feelings of exhaustion and strain or even frustration. As mentioned above, there are several factors that intensify conditions of stress including ill-discipline of learners, teaching in overcrowded/large classes, unhealthy working conditions, low wages and a lack of resources, to mention a few (Buka & Molepo, 2016).

Traditionally the role of school principals was restricted only to accept and implement instructions from their immediate superiors (Steyn, 2002). During the apartheid regime, they were expected to be loyalists assistant administrators who did not question policies or instructions. School principals' roles as leaders were not catered. The new democratic dispensation since 1994, posed as a sudden significant challenge regarding innovative leadership space in their mind set. This led to most principals applying *laissez-faire* styles to avoid criticism against unionist or site stewards in their schools. Some principals were confused of their roles in the introduction of school management teams (DOE, 1996). This kind of passive leadership had negative implications in the creation of effective schools. The meaning of the concept of democracy became volatile, confusing and abusive for selfish gain for different stakeholders in schools. Then schools became a battlefield and haven of turmoil as advent of democracy in the education system gave rise to education policies with extensive educational reforms. Some confusing concepts were equality, social justice and human rights (Republic of South Africa, 1996). Such educational reforms need principals to be leaders rather than ordinary school managers or dictators who are imaginative or creative to sustain a sound culture of teaching and learning in which effective quality education could take place (Steyn, 2002). To meet the challenging school environment and play their expected roles fairly, principals needed leadership skills to substantially exert their influence on the success of their schools for effective schools.

The calibre of principal leadership has ever been challenged as school violence is escalating despite the measures put in place to address the problem by the Department of Basic Education (DBE) and schools themselves (DBE, 2015). Under these circumstances, one can argue that quality education for all or effective teaching and learning cannot be realised unless there are intervention programmes that promote APP in schools. Equally important is the view of Makgopa and Mokhele (2013) who, in their study, state that teachers and parents need to work together to ensure that the child develops to the best of his or her ability. The Department of Education has invested a lot in schools through the South African Schools Act 84 (SASA) of 1996, which empowers parents to act actively in the governance of schools (DOE, 1996). It goes without dispute that community leaders and parents can play a significant role in assisting schools to be effective in their goals for quality education.

Involvement of APP can strengthen learner performance and educational outcomes determined by the school values and culture. Researchers have long considered the involvement of APP in their children's education as "a significant factor in positively impacting children's school success" (Parhar, 2006:1).

There are various aspects that community leaders and parents can assists schools with using their unique expertise. With the rise of school violence, HIV/AIDS, drug abuse, teenage pregnancy and teacher burnout in schools (Buka & Molepo, 2016), there is an accommodation for community members and community-based organisations to contribute towards combating these phenomena in schools and in the community.

The Ministry of Education recognises the reality, responsibility and influence of the education system within the community at large (DOE, 1996). It seems that the important role the school community has to play in the education system is inevitable and imperative. Despite the presents of various reforms, the primary tasks of schools are to act as institutions of teaching and learning and therefore they have to take into consideration and manage those elements that negatively affect their primary task.

One of the factors that influence the success of a school system is the involvement of its stakeholders (DOE, 1996). Active parent participation on learner support (APP-LS) is becoming more crucial than ever to sustain quality education and intensify effective learning at school and at home. Such involvement is a combination of commitment and active participation on the part of the parent to the school and to the student. While there might be many challenges concerning involvement and commitment, such a parent feeling unwelcome at school or a lack of knowledge and education, APP-LS, in almost any form, produces measurable gains in learners' achievement (Epstein, 2005).

While there might be different ways of defining effective schools, literature indicates that it relates to learner performance (Department of Basic Education, 2009; Christie, Butler & Potterton, 2007; Botha, 2010). Accordingly, innovative principals who use a variety of leadership styles create effective schools. Johannsen (2014) identifies leadership styles that include the following *laissez-faire*, autocratic, participative, transactional and transformational. A *laissez-faire* style, as already mentioned above, pertains to freewheeling without giving appropriate direction or supervision. Autocratic or authoritarian links management of schools by principals to dictatorship where instructions and commands are posed to others. All the other leadership styles are a comprehensive mixture of qualities such as communication, interpersonal skills, coordination, delegation, team building, including Batho Pele and Ubuntu principles, for example.

Good management practices include among other aspects, good leadership qualities (Bush, 2007). It embraces consciousness, accountability, transformation, transparency, development and support. It harnesses various aspects including collaboration, collegiality and creating space to work with other experts. Good leadership, as complimenting good management practices, values teachers, learners and parents while reaffirming democratic morals, social justice, equity, teamwork and commitment to the mandate or vision of the school (Mbembe, 2015; Buka & Molepo, 2016). In short, the principles of Ubuntu and Batho Pele are paramount for good management practices in school.

3. Theoretical framework

Education is a societal phenomenon and part of social sciences. It is acknowledged that educational epistemological practices including school managers' operational strategies in the process of social phenomenon is espoused from Eurocentric perspectives (Archer, 1995; Mbembe, 2015). This article is aligned with a social realism perspective as advocated by Archer with education ontology occurring in the context of a social phenomenon. Archer (1995) contemplates a social phenomenon through a tri-dimensional lens that includes social structures, culture and agencies. As the ontology of education unfolds, race, class and gender, systems that all form a social sphere, institutionalise epistemological practices. The second lens informs the perspectives of social structures (spheres), which is culture. The South African culture, according to history, was disintegrated and reformed in the foundations of Eurocentric imperialism (Biko, 1978). Culture includes ideas, discourse, theory, values, beliefs and ideology, elements that were clinically supervised by Eurocentric hegemonic traditions. It becomes a great effort for the third lens, which is made of agencies, not to operate according to imperialistic ideology, beliefs and values in their epistemological practices. In the same vain, Mbembe (2015) maintains that education institutions operate according to Western perspectives that seek to sustain a Eurocentric hegemonic culture.

In the context of the main study from which the article emanates, it was imperative to investigate the conducts of principals as to what extent they have budged from a Western point of view in their daily epistemological practices in their schools. How they would consciously strive to emancipate their minds from embedded imperialistic and cultural traditions of coloniality? Principals and SGBs as part of crucial agencies for education transformation and decolonisation, their contribution might, in a given time and context complement or contradict each other and thus may constrain the process of problem solving (Mbembe, 2015). The above dynamics maximise and deepen the process of transformation. It also leaves us with no authentic tools to stir decolonisation without manipulating from Eurocentric epistemology.

Bush (2007) classifies theories of educational management as follows: formal, collegial, political, subjective, ambiguous, cultural, managerial, participative, transformational, interpersonal, transactional, post-modern, contingency, moral and instructional aspects. Some of these are relevant to the South African education context. In this article, the implication of the participative leadership theory, which assumes that the focus of managers and leaders ought to be on functions, tasks and behaviours were considered. Such perspectives, we believe, are crucial for principals to facilitate their organisational functions. Caldwell (2002) argues that managers and leaders of self-managing schools must be able to develop and implement a cyclical process involving seven managerial functions including: goal setting, needs identification, priority-setting, planning, budgeting, implementing and evaluating. Participative leadership theory is based on the assumption that "the decision-making processes of the group ought to be the central focus of the group" (Leithwood *et al.,* 2009: 167). This theory is underpinned by three assumptions such as: participation will increase school effectiveness, participation is justified by democratic principles and in the context of site-based management, leadership is potentially available to any legitimate stakeholder (Leithwood *et al.,* 2009). Authors of this article maintain that a participative theory can contribute successfully in bonding staff together and in easing the pressures on school managers. The burdens of managers decrease if management functions and roles are shared while democratic values are sustained (Sergiovanni, 2004; Bush, 2007; Leithwood *et al.,* 2009).

The establishment of school management teams in South African schools provides the potential for participative theory but there is little empirical evidence to suggest that it is supplanting or even supplementing the school manager's singular management (McLennan & Thurlow, 2003). Accordingly, such epistemological practices can promote and emphasise a paradigm of building relationships on democratic ethics and suppress autocracy in education. Bush and Heystek (2006) point to the need for cooperation between principals and SGBs if governance is to be effective.

4. The main research question

In view of all the turmoil in the education systems, one wonders whether principals consider the Afrocentric leadership perspectives in their pursuit for good school management practices, which can bring forth effective schools and delivery of equal quality education for all. The concept of good management practices in schools seems mystified by dysfunctional schools as portrayed by the burning of institutions, which was interrogated through this main research question:

> *How can school principals sustain good management practices in public schools and decolonise their minds for effective schools?*

5. Aims and objectives

In the context of leadership, governance and management, the concepts of Ubuntu and Batho Pele among others, are highly esteemed as fundamental principles for those entering leadership positions in South African state organs including school principals (Ngidi, 2013). This Afrocentric epistemological perspective needs to be explored on how the African leaders themselves are committed to employ such principles in practice. Both concepts (Ubuntu and Batho Pele) incarnate principles of considering views and values of others in your leadership while preferring the needs of those you serve. With regard to democratic principles, what is the mind-set of principals pertaining societal values and their given mandate by virtue of being school leaders. For this article, two priori themes (out of five from the main study) were central in the presentation of data, namely, nepotism and corruption as well as principals' absenteeism.

6. Methodology

One of the authors whose nature of her job relates to visiting schools and interacting with school principals, observed that management and leadership practices by school managers in public schools has been affected by school attendance, time management, nepotism and corruption. Although the main study adopted a triangulated approach with a pragmatic paradigm, the article bases its context on the qualitative part of the data (Maree, 2010). After analysing quantitative data and observing certain trends out of such data, 5 research sites were purposively selected and from each, one principal and one chairperson of the school governing body were also chosen to participate in face-to-face interviews. Document analyses of staff attendance registers were also observed. Collected data were thematically analysed.

7. Findings and discussions

Data revealed that school managers were frequently absent from school without valid reasons, and consequently, management tools were not manned accordingly. Document analysis revealed that the school managers exhausted their sick leave and family-responsibility leave.

In many instances, they would claim they visited district offices. Some SGB members would find a principal was often absent when they visited schools. One SGB chairperson reported in uttered frustration: *"Asihanjwa isikolo ziititshala nabafundi lonto iqhwalwlisa iziphumo".* (Teachers and students poorly attend school and that impact on results). Another SGB participant shouted: *"Xa iyintloko eyingxaki kuyiwaphi? … suka ath' umntu lilungelo lam sikwi democracy".* (If the head is the problem, where are we heading to?… then the person says it is my human right we are in democracy). One principal felt caught unawares when confronted with the reality of his absenteeism recorded in the register and stammered, "I don't think this register is marked genuinely". Another principal could not answer but felt upset when asked this question: How do you monitor teaching and learning or even support staff given your frequent absence record?

The above phenomena were indicators of poor management and leadership practices. School managers' absenteeism had a negative effect on their efficiency, on the educational achievement of learners as well as playing a negative role in the morale of the educators at school.

Literature confirms that apart from the financial cost, absenteeism in schools has a negative effect on the quality of education by reducing achievement levels and student attendance levels (Bruno, 2013; Woods & Montagno, 2012). Absenteeism creates a chaotic school environment, creates room for unnoticed poor discipline and ineffective teaching and learning, all of which lead to poor school performance. Thus, absenteeism of school managers can render a school dysfunctional, unruly and out of control. Absenteeism is voluntary non-attendance at work, without a valid reason. Strugnell (2013) explains absenteeism as an employee's intentional or habitual absence from work.

Punctuality maintains order and discipline. It is time saving and has a positive impact on learning progress. A lack of punctuality refers to late coming at work or departure before the scheduled time (Shafritz, 2008). A lack of punctuality is a problem that contributes to a weak culture of teaching and learning and is likely to impact negatively on learner attitudes and discipline. It was revealed in this paper that a lack of punctuality in a school environment negates the proper running of school affairs. Document analysis using the time books showed punctuality or lack of punctuality by school managers. The school managers of schools B, C, E and I showed a lack of punctuality. The lack of punctuality issues were also revealed in the SMT minute books. When participants were asked, "What could be the reasons for late coming?" the principal from School C responded: *"Isenokubangelwa kukuhlala kude nendawo yokuphangela"* (It could be caused by staying far from work place). The principal from School E remarked: "It is my democratic right, nobody bothers when I leave this school late[r] than normal".

The word "democratic" seems to be misused. However, managers' absenteeism and lack of punctuality seemed to be caused by negligence and a lack of commitment by the school managers. According to Covey (2009), punctuality is a valuable asset in all managers. Time is one of the most valuable resources and without the proper management of time; we cannot see effective schools for quality and equal education for all. Once school managers are not leading by example, the school climate and culture deteriorates, and society is robbed of their rights. Teachers and members of the school community might feel oppressed as their rights are impinged.

Nepotism by school managers meant favouring their own relatives and friends for jobs, rather than selecting employees based on merit. Society suffers immensely due to this malaise and leads to conflicts in schools. Data showed that nepotism and corruption were considered unethical against principles enshrined in the South African Constitution. These aspects give rise to anti-social elements in society thus undermining the rule of law. Data revealed that principals were in the centre of this evil. The SGB chairperson of School A reported *"Usuke ubone kusithiwa nantsi itishala eqashwe yi SGB. Balungiselela izizalwane ngenxa yokungabikho kwengqesho."* (You only see when introduced to a teacher said to be employed by SGB. They only consider their families or acquaintances due to unemployment). Another principal accepted that, "We consider our former students, or those parents we know they once support the school as meal servers, even if they may be seen as our acquaintances". One SGB chairperson claimed, "Bribery is suspected when it comes to school vacancies and principals are not innocent".

Nepotism is an unprofessional phenomenon that benefits merely the family members or close friends. It is the practice among those with power or influence of favouring relatives or friends, especially by giving those jobs (Kathryn, 2006). Nepotism sets bad precedents and makes the new recruit a liability to the system rather than an asset. Nepotism and corruption are unethical and impede good public delivery. Data revealed that nepotism and corruption were synonymous and led to poor school management. Nepotism covers favouritism to members of the family or acquaintances (Huseyin, 2009). This selfishness leads to unstable and chaotic situations caused by these illegal practices in many schools where protests and stay-away have been reported (Lewis & Pettersson, 2009). In many instances, democratic processes are manipulated for corrupt motives and people are *legally* deprived of their rights. Nepotism erodes the value of competition, which is actually the essence of good public service. The study revealed that the effects of nepotism and corruption breed indolence, inefficiency and social tensions.

A lack of self-discipline on the part of individuals practising such evils escalates to depreciation of holistic school discipline and a loss of teaching and learning culture in schools. Literature reveals that among causes of lack of discipline in schools is a lack of communication and favouritism by principals (Dreikurs, Grunwald & Pepper, 2008). They further state that a lack of management (when the school manager does not fulfil his/her role as a manager) causes some teachers to lack motivation. Conflicts prevail with loss of teaching time while drug abuse, vandalism, and school violence prevails in dysfunctional schools (Buka & Molepo, 2016) while supervision, implementation of policies and monitoring of school programmes for progress becomes a challenge (Heystek, 2006). Discipline is regarded as a code of conduct that school managers, teachers and learners agree upon and cooperate in its enforcement (Bacal, 2014; McCann, 2014). Most school discipline policies set out a series of consequences or warnings for poor behaviour. A lack of discipline among school managers created a culture of unacceptable behaviour that contagiously affects teachers and learners.

8. Conclusion

In conclusion, personnel in leadership and management positions seem to abuse their powers and suppress democratic values. Their epistemological perspectives and expression of democracy undermines their envisaged mandate and detrimentally affect the education process. This is manifested by poor management practices, which risk and leave evidence of dysfunction schools. While corruption and nepotism are becoming a chronic blight in

government and state organs, the concept of democracy is misused and abused at the expense of the beneficiaries. All people in places of trust or public offices should immediately consider the revival of Ubuntu and Batho Pele principles. In schools, this can be achieved through the adoption of *imbizo* concepts. The *Imbizo,* as parliament of the community, involves all conspicuous and respected or influential leaders in a community. In addition to its transparency and accountability, it possesses legal powers to execute resolutions. The *imbizo* principles go beyond parent general meetings held in schools. This kind of public parliament can be one of monitoring organs of the schools through collaboration with district offices as it can appoint some task teams or subcommittees for special tasks or projects. In this way, the SGB and the principal can be held accountable to this parliament of the community.

References

Archer, M. 1995. *Realistic social theory.* London: Cambridge University Press. https://doi.org/10.1017/CBO9780511557675

Bacal, R. 2014. *Managing employees discipline.* Briefcase Books Series edition-illustrated. Publisher-McGraw Hill Professional. ISBN 0071421734, 9780071421737.

Biko, S. 1978. *I write what I like.* Available at www.takealot.com/Books. [Accessed 21 June 2017].

Buka, A.M. & Molepo, J.M. 2016. Socio-pedagogic Approach in Diverse Class Environment with Caregivers: What are teachers' Perspectives? *Paper presented at 2nd Univen-WSU International Research Conference in Polokwane* (5-7 October 2016).

Bruno, F.J. 2013. *Psychology: A self-teaching guide.* John Wiley & Sons, Inc. Illustrations copyright. North Market Street Graphics.

Bush, T. 2007. Educational leadership and management: Theory, policy and practice. *South African Journal of Education*, 27(3), 391-406.

Bush, T. & Heystek, J. 2006. School governance in the new South African. *Compare,* 33(2), 134-136.

Caldwell, B.J. 2002. Autonomy and self-management concepts and evidence. In T. Bush & L. Bell (Eds.). T*he principles and practice of educational management*. London: Paul Chapman Publishing.

Chisholm, L. & Vally, S. 2006. *Report of the committee on the culture of teaching and learning Gauteng*. Ministry of Education.

Covey, S.R. 2009. *Habits of highly-effective leaders*, 3rd revised edition. New York: Simon and Schuster.

Department of Education. 1996. *South African Schools Act 84 of 1996*. Pretoria: Government Printers.

Dreikurs, R., Grunwald, B. & Pepper, F. 2008. *Maintaining sanity in the classroom: Classroom management techniques.* New York: Harper & Row.

Eckman, E. 2006. Co-principals: characteristics of dual leadership teams. Leadership and policy in schools. *Leadership and Policy,* 5 (2): 89-107. https://doi.org/10.1080/15700760600549596

eNCA, 2016. *Violence breaks out at Tuks*. Available at www.enca.com. [Accessed 13 September 2017].

Epstein, J.L. 1987. Towards a theory of school-family connections. In K. Hurrelmann, K. Kautmann & F. Ovel (Eds.). *Social intervention: Potential and constraints.* New York: DeGruyter.

Epstein, J.L. & Van Voorhis, F.L. 2001. More than minutes: Teachers role in designing homework. *Educational Psychologist*, 36(3), 181-193. *https://doi.org/10.1207/S15326985EP3603_4*

Friend, M.P. & Cook, L. 2003. *Interactions: Collaboration skills for school professionals.* New York: Longman.

Guloba, M.M., Wokadala, J. & Bategeka, L. 2010. *Does teaching methods and availability of teaching resources influence pupil's performance: Evidence from our districts in Uganda.* Research Series No. 77. Economic Policy Research Centre. Available at http://ageconsearch. umn.edu/bitstream/127537/2/series77.pdf. [Accessed 15 March 2016].

Grolnick, W. S., Benjet, C., Kurosvoki, C.O. & Apostoleris, N.H. 1997. Predictors of parental involvement in children's schooling. *Journal of Educational of Psychology*, 89, 538-5348. https://doi.org/10.1037/0022-0663.89.3.538

Hallinger, P. 2011. Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125–142. https://doi.org/10.1108/09578231111116699

Hanley, K.T. 2011. *Guerrilla project management. Management concepts*, Inc. 8230 Leesburg Pike, Suite 800. Vienna, VA 22182.

Heystek, J. 2006. The contribution of teachers' unions in the restoration of teacher effectiveness. *South African Journal of Education,* 21(4), 216–222.

Henderson, A. & Berla, N. (Eds). 2004. *A new generation of evidence: The family is critical to student achievement.* Columbia: National Committee for Citizens in Education. Columbia, MD; National Committee for Citizens in Education.

Hildebrand, V. 1995. *Parenting and teaching young children, 2nd* edition. New York:

McGraw-Hill Book Company.

Huseyin, D. 2009. T*he performance of reduction of total ownership cost (RTOC). Pilot Programs. Naval Postgraduate School 2009.* Monterey: Storming Media.

Jago, A.G. 2008. Leadership perspective in theory and research. *Management Science*, 28, 315-336. https://doi.org/10.1287/mnsc.28.3.315

Kathryn, K. 2006. *South African Concise Oxford Dictionary*. Cape Town: Oxford University Press Southern Africa (Pty) Ltd.

Leithwood, K., Day, C., Sammons, P., Harris, A. & Hopkins, D. 2009. *Successful school leadership: What it is and how it influences pupil learning*. Available at https://www.education. gov.uk/publications/eOrderingDownload/RR800.pdf [Accessed 10 April 2010].

Lewis, M. & Pettersson, G. 2009. *Governance in education. Raising Performance.* University of Sussex and World Bank.

Loder, T. & Spillane, J. 2005. Is a principal still a teacher? US women administrators' accounts of role conflict and discontinuity. *School Leadership and Management*, 25 930, 236-279. https://doi.org/10.1080/13634230500116348

MacBeath, J. 2006. Leadership as distributed: A matter of practice. *School Leadership and Management,* 25, 349–366. https://doi.org/10.1080/13634230500197165

Mbembe, A. 2015. Decolonizing knowledge and the question of archive. Available at www. google scholar.co.za. [Accessed in 21 June 2017].

McCann, D. 2014. *Webster's new world college dictionary,* 5th edition. Forster City, CA: IDG Books Worldwide.

McLennan, P. & Thurlow, R.C. 2003. *Facility management risks and opportunities*. Oxford: Blackwell Science.

Maistry, S. 2014. *Education for economic growth: A neoliberal fallacy in South Africa.* Available at www.google scholar.co.za. [Accessed April 2017].

Maree, K. 2010. *First steps to research*. Pretoria: Van Schaick.

Mudulia AM 2012. The relationship between availability of teaching/learning resources and performance in secondary school science subjects in Eldoret municipality, Kenya. *Journal of Emerging Trends in Educational research and Policy Studies*, 3(4), 530-536.

Ngidi, T. L. 2013. *Impact of Batho pele principles on service delivery: A case study of Durban Regional Office of the Department of Home Affairs.* Available at www.za/handler/10321940. [Accessed 21 June 2017].

NyTimes.com. 2016. *South African universities on fire*. Available at www.nytimes.com. [Accessed 13 September 2017].

Republic of South Africa, 1996. *South African Constitution Act 108 of 1996.* Pretoria: Government Printers.

Sang, M.L. 2005. *Introduction to management science*. Chicago: Dryden.

TimeLive. 2017. *US judge to sentence first in FIFA scandal*. Available at www.timelive.co.za. [Accessed 21 June 2017].

Sergiovanni, T.J. 2004. *The life world of leadership: Creating culture, community, and personal meaning in our schools*. San Francisco: Jossey Bass.

Shafritz, J.M. 2008. *Essentials of government ethics.* New York: Meridian.

Strugnell, T. 2013. *Managing editor labour law for management.* Available at www.fspbusiness. co.za. [Accessed 29 July 2017].

Van Deventer, I. & Kruger, A.G. 2003. *An educator's guide to school management skills.* Pretoria: Van Schaik Publishers.

Wilson, E. 2009. New teacher learning: Substantive knowledge and contextual factors. *The Curriculum Journal*, 18, 213-229. https://doi.org/10.1080/09585170701589710

Woods, R. C. & Montagno, W. 2012. Determining the negative effect of teacher attendance on student achievement. *Journal of Personnel Evaluation in Education,* 118(2), 307-317.