



UNIVERSITY OF ZULULAND

**EXPLORING AN INTEGRATED MANAGEMENT APPROACH TO ADDRESS
LEARNER DISCIPLINE IN THE CONTEXT OF MULTIPLE DEPRIVATIONS. A
CASE OF KING CETSHWAYO DISTRICT SCHOOLS.**

BY

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2021

DECLARATION

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DEDICATION

This dissertation is dedicated to my late sister, Nokwethemba Samkelisiwe Ndunakazi, for her selflessness, her love, the sacrifices she made for my benefit, and the encouragement, passion about education and inspiration she instilled in me to achieve my goals. Without her sincere love and support, I would not have gone this far.

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ABSTRACT

The United Nations Conventions on the Rights of the Child (UNCRC) has located the safety and the protection of the child as the global priority. Therefore, the South African government, citing the Bill of Rights, made it clear that in all matters of the child, 'the best interests of the child' were dominant. Moreover, this led to the democratisation of South African education, particularly the learner discipline system. Innovative directives on how to handle discipline were provided in the Constitution: among other things, the abolition of corporal punishment. However, it is believed that the banning of corporal punishment has led to a resurgence of learner indiscipline in schools. This study aimed at exploring an integrated management approach to address learner discipline in the context of multiple deprivations. A qualitative study embedded in the interpretivist paradigm was employed, and especially, the case (King Cetshwayo District) study design was adopted. Data were elicited through interviews (individual and focus group), observation and document analysis. Using purposive and convenience sampling, two SMT members, two educators, one SGB member (the parent component) and one RCL member were the participants that were interviewed in four schools, which made a total of 16 participants. Data were analysed using inductive and content analysis. The findings revealed that in an integrated management approach, learners' voices are hardly heard by the other stakeholders. This study has also revealed that teachers themselves are not good role models for the learners as some come late to school, and classes are left unattended. They are also not performing their duties as stated in the Schools Act of 1996. The findings have also revealed that the Discipline, Safety and Security Committee was not appropriately instituted, and therefore its functionality and effectiveness were inadequate. Based on the findings, the study recommends that the Department should organise ongoing workshops for SMTs, SGBs, educators and RCLs to capacitate them about their roles in discipline and in education as a whole. The study further recommends that the principals should ensure that all stakeholders are represented in the Discipline, Safety and Security Committee, and ensure decentralisation of decision making so that more suitable disciplinary measures are taken, bearing in mind the social context of the school.

ABBREVIATIONS AND ACRONYMS

ABBREVIATION / ACRONYM	FULL MEANING
ATCP	ALTERNATIVES TO CORPORAL PUNISHMENT
CHH	CHILDREN-HEADED HOUSEHOLDS
COC	CODE OF CONDUCT
DBE	DEPARTMENT OF BASIC EDUCATION
DP	DEPUTY PRINCIPAL
DSSC	DISCIPLINE SAFETY AND SECURITY COMMITTEE
ELAA	EDUCATION LAWS AMENDMENT ACTS
ELRC	EDUCATION LABOUR RELATIONS COUNCIL
HDS	HISTORICALLY DISADVANTAGED SCHOOL
HOD	HEAD OF DEPARTMENT
KZN	KWAZULU-NATAL
NCES	NATIONAL CENTRE FOR EDUCATION STATISTICS
NGO	NON-GOVERNMENTAL ORGANISATIONS
NICRO	SA NATIONAL INSTITUTE FOR CRIME PREVENTION AND THE REINTEGRATION OF OFFENDERS
PAM	PERSONNEL ADMINISTRATIVE MEASURE
RCL	REPRESENTATIVE COUNCIL FOR LEARNERS
RSA	PUBLIC OF SOUTH AFRICA
SA	SOUTH AFRICA
SACE	SOUTH AFRICAN COUNCIL FOR EDUCATORS
SANCA	SOUTH AFRICAN NATIONAL COUNCIL ON ALCOHOL AND DRUG DEPENDENCE
SAPS	SOUTH AFRICAN POLICE SERVICES
SASA	SOUTH AFRICAN SCHOOL ACT
SBM	SCHOOL-BASED MANAGEMENT
SBVR	SCHOOL-BASED VIOLENCE REPORT
SGB	SCHOOL GOVERNING BODY
SMT	SCHOOL MANAGEMENT TEAM

SSC	SCHOOL SECURITY COMMITTEE
SWPD	SCHOOL-WIDE POSITIVE DISCIPLINE
UK	UNITED KINGDOM
UNCRC	UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD
UNESCO	UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANISATION
USA	UNITED STATE OF AMERICA
ZT	ZERO TOLERANCE

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

This is the introductory chapter to a study that focuses on an integrated management approach to address learner discipline in the context of multiple deprivations. The study was conducted in four secondary schools in the King Cetshwayo District in KwaZulu-Natal, South Africa. The first chapter provides an orientation to the study, presenting the background to the study, the statement of the problem, the purpose of the study, the research objectives and research questions, the definition of operational concepts, and the organisation of the thesis. This chapter concludes with a summary.

1.2 BACKGROUND TO THE STUDY

Schools face a multiplicity of challenges associated to unruly and rebellious students, and non-cooperating staff. Indiscipline has become a cankerworm that has eaten too deep into learners' morality. The behaviour of these learners interferes with learning, diverts administrative time, and contributes to teacher burnout (Osher, Bear, Sprague, & Doyle, 2009). Disruptive student behaviour is one of the most serious constant problems confronting schools nowadays. Research suggests that such behaviour badly affects classroom learning and the school climate (Gottfredson, 2001). It is also highlighted in the study made by Ngwokabuenui (2015) that indiscipline has exacerbated dropout levels of learners in urban and rural areas. These learners become burdens to the society. The new dispensation in South Africa (SA) was foreshadowed by the Constitution of the Republic of SA, Act No. 108 of 1996, and when corporal punishment, which was mainly used to instil discipline, was abolished in schools. Nowadays, it is seen to be a contravention of a person's human rights, particularly learners', in terms of Section 10 of the South African Schools Act, No. 84 of 1994. Given this illumination, the researcher was left in no doubt that

for discipline to occur there is a need for all stakeholders to join hands and work collaboratively.

To establish and maintain a safe and respectful learning environment, school systems must seek effective disciplinary programmes with the commitment and input of all school personnel, including the School Governing Body (SGB). Safety in schools can be maintained if an integrated approach is used to address learner discipline. An SGB should by policy be designated as a neutral and resourceful consultant, mediator and student supporter. It is therefore impossible for schools to deal in isolation with disciplinary problems that include horseplay, rule violation, disorderliness, glass breaking, cursing, bullying, sexual harassment, refusal to obey, defiance of authority, fighting and vandalism. It is not known to what extent this misbehaviour emanates from the perspectives of their peer group, their parents' poor socioeconomic position, their parents' attitudes, their teachers' attitudes, the school culture, the environment, or the influx of foreigners due to globalisation.

Failure to deal effectively with this low-level aggressive behaviour contributes to poor individual school and community outcomes (Conoley & Goldstein, 2004). It is therefore believed in this study that if an integrated management approach is used where all stakeholders are involved, it can assist in addressing learners' indiscipline in schools in the context of multiple deprivations. Townsend (1979) defines deprivation as people's unmet needs. In his report, multiple deprivation occurs when "people lack the types of diet, clothing, housing facilities, fuel, and environment, educational, working and social conditions, activities and facilities which are customary" (p. 140). In the school context it occurs when there is a lack of facilities such as teaching materials, staff, a library, classrooms, funds and health care services.

1.3 STATEMENT OF THE PROBLEM

The literature reviewed has revealed that the learners' indiscipline is a global phenomenon. Danso (2010) confirms that an act of indiscipline enacted by

teenagers of primary and secondary schools is reported daily. Learners' indiscipline is not only disturbing, but threatening to the existence of society. The future of any nation depends on the young people who constitute the potential human resources required for the society. Development of a society will only be achieved through discipline. However, apart from the fact that schools have to deal with the epidemics of indiscipline which disrupt teaching and learning, some schools have to deal with learner discipline in a challenging multiply deprived context. The Department of Basic Education expects schools to perform in the same way as those schools where there is no evident deprivation in the domains such as Income and materials, employment, the living environment; and education (Barnes, Wright, Noble, & Dawes, 2007).

The researcher's experience as a secondary school learner and as a teacher has enabled her to observe many occurrences of indiscipline that learners have perpetrated. In addition, all media platforms (electronic, television and print) report regularly about incidents of violence and indiscipline that are persistently taking place on school grounds where we find that teachers are being attacked by learners in front of other learners (Mazibuko, 2010). A report by Makwakwa (2015) concurs with this statement when he states that in one of the schools in Port Dunford, near Empangeni, a boy of 20 was shot in front of the teacher and the entire class. The researcher has noted that females are more vulnerable to indiscipline and violence since they cannot defend themselves, unlike their male counterparts.

Safety in schools could be maintained if an integrated approach is used to address learner discipline. Many disciplinary challenges that schools face can only be combatted if the school management and educators work with other stakeholders as a team. Thus, this study focuses on the integrated management approach to address learner discipline. It is clear that the battle of indiscipline cannot be fought by principals alone; they need their SGB, educators and learners in their tug-of-war. This study intends to bridge the gap in addressing learner discipline by focusing on the context of multiple deprivations which has been ignored in many studies that literature provides.

1.4 AIM OF THE STUDY

This study sought to understand how an integrated management approach addresses learner discipline in the context of multiple deprivations.

1.5 RESEARCH OBJECTIVES

In examining an integrated management approach to address learner discipline in the context of multiple deprivations in King Cetshwayo District, the study aimed to:

- Explore the role of SMTs and other stakeholders in an integrated management approach to address learner discipline in the context of multiple deprivations.
- Determine the challenges encountered by SMTs and other stakeholders in using an integrated management approach to maintain good discipline in the context of multiple deprivations.
- Investigate the integrated management strategies implemented by SMTs and other stakeholders to combat learner indiscipline in the context of multiple deprivations.
- Analyse the relevance of DBE policies on addressing issues of discipline in the context of multiple deprivations.

1.6 RESEARCH QUESTIONS

This study focused on answering the following key questions:

- How do SMTs and others understand their role in an integrated management approach to address learner discipline in the context of multiple deprivations?
- Do SMTs encounter any challenges in maintaining good discipline using an integrated management approach in the context of multiple deprivations?

- What integrated management strategies are implemented by SMTs and other school stakeholders to combat learner indiscipline in the context of multiple deprivations?
- How do DBE policies address issues of maintaining learner discipline in the context of multiple deprivations?

1.7 DEFINITION OF OPERATIONAL CONCEPTS

1.7.1 Integrated management approach

This concept refers to the collaboration of key performers who are responsible for the supervision of school programmes like safeguarding that learners uphold positive discipline in a school. These performers could include the SGB, the parents, the school principal and top management, educators, prefects and the learners (Bagama, 2000). Furthermore, Chartered Quality Institute defines integrated management approach as a system which combines all components of a school into one coherent structure to achieve the school's purpose and mission (Olaru, et al., 2013).

1.7.2 Discipline

Discipline is the ability and willingness to do what one ought to do without external control (Abubakar, 2000). In this study discipline means the maintenance of an orderly organisation that produces the environments in which learning takes place, and allows the aims and objectives of the school to be attained.

1.7.3 School discipline

Lwanga (2009) defines school discipline as a punitive sanctioning or retributive justice. Kasibante (2002) and Otten (2000) describe it as behavioural instructions given to learners, or the enforcement of school rules and guidelines (Mohapi, 2007). It is also viewed by Joubert (2010) as a remediation method or

restorative justice that educators convey to the neurotic learners. However, Skiba and Peterson (2000) define school discipline as a strategy to foster school order to address barriers to learning. Some educators have defined discipline as a means of social control (Millei, 2010), but others see it as rules with punitive disciplinary measures established to discourage misconduct or deviant behaviour (Onyechi, Okere, & Trivellor 2007). Wolhuter and Steyn (2003) contend that sometimes the terms “learners’ discipline” and “school discipline” are used interchangeably in the literature. In this study the researcher believes that school discipline will occur if learners comply with the rules and the expected behaviour within the guiding principles of the teacher, and where the learners have acquired procedures for monitoring and guiding their own behaviour.

1.7.4 Multiple deprivations

Barnes et al. (2007) posit that a deprived context refers to unmet needs, and poverty to the lack of resources required to meet those needs. On the other hand, Maringe and Moletsane (2015) indicate that the concept of multiple deprivations suggests a combination of various factors which weaken learning and have distinctive challenges to leadership. In this study, multiple deprivations also means the lack of resources required to meet the needs of learners, which could hinder school stakeholders from instilling accepted behaviour among learners. This is of particular concern because of their extent and depth, and the many forms they take which impact on education.

1.7.5 Leadership

Bush (2007) defines leadership as the process of influencing others’ actions in achieving desirable ends. Kotter (1990); Kouzes and Posner (1989) and Senge (1990) posit that it should adapt to the culture of the community in which the leader works. Leadership in this study refers to those who have a vision, a goal, and effectively influence people towards the group’s goal (Bush, 1995; Leithwood, 2005, p. 35; Grant & Singh, 2009).

1.7.6 Management

Management refers to maintaining efficiently and effectively current organisational arrangements (Bush, 2007). It involves the processes that embrace functions such as planning, organising, controlling and directing an institution's resources to attain set objectives (Bush, 1989, 2006; Sergiovanni, 1991; van Deventer & Kruger, 2003). It is also regarded by researchers as an effectiveness supervision, which consists of sub-components such as planning and leadership utilised by leaders to facilitate the accomplishment of the organisational goals and objectives (Mullins, 2005, p. 55). In this study the concept of management also refers to planning in order to establish the goals of preserving optimistic discipline, enforcing such discipline, and assessing learners' conduct at the end of the day.

1.7.7 Cooperative ability

Senge (1990) defines cooperative ability as the knowhow that is achieved by an individual from working hand in hand with others for the success of a shared goal. It is referred to an instructional use of small groups to promote stakeholders working together to maximize their own and each other's goal (Brame & Biel, 2015). In this study it is regarded as the foundation for the spirit of collegiality which is the hallmark of any quality institution.

1.7.8 Indiscipline

This concept is referred to as an act that diverges from tolerable societal standards and values (Ngwokabuenui, 2015). Indiscipline is also referred to an act of wrong doing either inside or outside school locations which is not in conformity to lay down rules and regulations of the school; an act, habit or behaviour which is a disregard to lay down standard of behaviours (Ampofo, 2016). In this study, indiscipline refers to the violation of school rules and regulations which is capable of hindering the smooth and systematic functioning of the school system.

1.7.9 School management team (SMT)

According to the Department of Basic Education (2011), a school management team refers to leaders of the school comprising the principal, deputies and heads of department (HoDs).

1.8 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

The next chapter reviews international and national literature related to the study focus. The theory that underpins the study is also explained.

1.9 INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE

This study is intended to bridge the gap of addressing learner discipline by focusing on a multiple deprivations context. It focuses on finding out what schools in multiply deprived contexts do, and understanding what informs their choices that may contribute to national and international learner discipline in action.

It is hoped that gaining a better understanding of the challenges confronted by leaders and managers in multiply deprived contexts, and the solutions that appear to have worked in SA and elsewhere, is important in order to improve quality basic education. The new model will be implemented to address discipline in the context of multiple deprivations.

1.10 RESEARCH DESIGN AND METHODOLOGY

The research design and methodology of this study is briefly discussed in this section; the complete discussion is provided in Chapter 3.

1.10.1 Research paradigm

A research paradigm is a working framework that defines what is acceptable and what is not, and how social scientists perceive the world (Mertens, 2006). An interpretive paradigm was appropriate for this study, given the study's purpose which is to explore an integrated management approach to address learner discipline in the context of multiple deprivations. It focuses on how integrated management makes sense of reality, and on in-depth perception and understanding of addressing learner discipline in the context of multiple deprivations.

1.10.2 Research design

This study employed a qualitative approach. Qualitative researchers believe that the duty of qualitative research is to obtain insight and develop understanding by getting close to the data in order to intensely comprehend participants' points of view (Clark, 1999).

As this research project was conducted as a case study it provided the researcher with unique examples of real people in real situations, allowing her to explore and report the real-life, complex, dynamic and relating interactions of proceedings, human relationships and other factors in a unique occurrence, as contexts are unique and dynamic (Niewenhuis, 2007; Yin, 2009; Cohen, Manion, & Morrison, 2011). The use of a case study design articulated well with the purpose of the study, which was to explore the understanding and complexities of addressing learner discipline in a challenging multiple deprivation context.

1.10.2.1 Target population, sampling techniques and research sample

Sampling is described by Dawson (2009, p. 49) as a process of "selecting a smaller, more convenient number of people to take part in the research." This study was conducted in the King Cetshwayo Education District. King

Cetshwayo consists of four circuits, where among these four circuits the study was conducted in the uMhlathuze circuit for convenience. Four secondary schools were involved. The study used a purposive sampling procedure to look for desirable participants (Henning, van Rensburg, & Smit, 2004), who will provide the desired information and represent diverse perspectives of the integrated management approach to address learner discipline.

According to Bertram and Christiansen (2014), purposive sampling means that the researcher makes specific choices about which group or groups of people or objects to include in the sample. In this study the participants that were purposively selected were: two teachers from each of the four schools (eight); two SMT members from each school (eight); one learner per school from the RCL (four); and one SGB member per school (four).

1.10.2.2 Data collection instruments

This study used a variety of data collection instruments to triangulate. Structured observation, document analysis, in-depth semi-structured interviews, and focus group interviews were used in order to understand the situation that is described by participants (Blaxter, 2006).

1.10.2.2.1 Observation schedule

This instrument was used to address research question one, which is as follows: How do SMTs and others understand their role in an integrated management approach to address learner discipline in the context of multiple deprivations?

The following control measures in addressing discipline were observed: late coming and absenteeism for both learners and teachers, involvement of the RCL at the gate, security at the gate, a display of the vision and mission statements of the province and the school, prevention of vandalism, a ground roster and a substitute timetable.

1.10.2.2.2 Interview schedule

This instrument was used to address research questions two and three, which are as follows: Do SMTs encounter any challenges in maintaining good discipline using an integrated management approach in the context of multiple deprivations? What integrated management strategies are implemented by SMTs and other school stakeholders to combat learner indiscipline in the context of multiple deprivations?

The participants were interviewed on the challenges they encounter in their endeavour to maintain good discipline in schools, and strategies implemented by SMTs to combat learner indiscipline. Semi-structured individual interviews were used for SGBs and learners, and focus group interviews were used for SMTs and educators.

1.10.2.2.3 Document analysis

This instrument was used to address research question four, which is: How do DBE policies address issues of maintaining learner discipline in the context of multiple deprivations?

This data collection schedule was used to check department and school policy on discipline, and codes of conduct for learners and educators.

1.10.2.3 Data analysis

Miles and Huberman (1994) define data analysis as comprising of three movements of activity: data reduction, data display and conclusion-drawing confirmation.

Qualitative data arising from administration of the interview schedule were based on thematic analysis; it allowed one to focus on the text shaped according to the question asked as an expression of the participants' personal

experiences and accepted values (Rule & John, 2011). In analysing data using a thematic approach, information can be obtained at multiple levels and from different points of view. Interviews were used to answer research questions two and three. As thematic analysis is interpretative in nature, data analysis is reiterative, on-going, recursive and dynamic, evolving from data rather than based on existing or prior notions (Merriam, 2009). Lastly, an inductive approach was used to analyse data collected from the observation schedule to answer research question one, and content analysis was also used to analyse data from document analysis to answer research question four. Using content analysis in this study assisted the researcher to summarise and report on the written data. The inductive approach enabled the researcher to observe and measure raw data.

1.11 ETHICAL CONSIDERATIONS

Ethics is defined by Cohen et al. (2007, p.58) as a “matter of principled sensitivity to the rights of others, and . . . while truth is good, respect for human dignity is better.” This study is centred on the perceptions of educators, learners and parents as principal sources of data. Therefore, the necessary permission from learners and their parents and educators was secured. The researcher requested the University’s Ethics Committee and the provincial Education Department to grant clearance before fieldwork could begin.

The researcher complied with the University’s policy and procedures on research ethics and on managing and preventing acts of plagiarism. The various levels of authority affected by this study were approached for their permission, namely, school principals, and district and circuit managers.

Participants were informed verbally of their rights to confidentiality and anonymity, and about their voluntary participation, making them aware that they could withdraw at any time. The purpose of the research, procedures used in research and the benefits of the research were explained to the participants. Their right to privacy was acknowledged, and their identity would be protected

by using pseudonyms. The researcher also explained the nature of the study to potential participants and other role players in order to ensure that their participation in or assent to the study in any other way, was out of full understanding of what the study was about. The researcher acknowledged other researchers' works as required by the etiquette of academic writing.

1.12 KNOWLEDGE DISSEMINATION

This research intended to give back to the community. A complete thesis will be kept in the Unizulu Institutional Repository. Findings will be presented at local and international conferences. The researcher also intends to publish the results of this study as an article in accredited journals. The findings of this study indicating how an integrated approach is used to address learner discipline will be presented to SMTs and educators through workshops that will be conducted in the uMhlathuze Circuit.

1.13 LIMITATIONS OF THE STUDY

This qualitative study operated on a small-scale, and its findings were not generalised to represent the views of all stakeholders involved in maintaining discipline. Owing to time and distance the researcher could not fully participate in some of the activities which may have enabled her to draw correlation between what participants said in interviews and what and how things actually happen. She could not use the entire King Cetshwayo District to get enough data because of time and financial constraints.

1.14 INTELLECTUAL PROPERTY AND INNOVATION

Other than the usual copyright issues, the researcher does not expect any particular intellectual property rights to radiate from this research.

1.15 ORGANISATION OF THESIS

This research comprises five chapters, and these are briefly outlined below:

Chapter 1: Background to the study

This is an introductory chapter which provides the background to the study, statement of the problem, purpose of the study, research questions and objectives, definitions of operational terms, and finally the summary of the chapter, which includes brief information about the organisation of the thesis.

Chapter 2: Literature review and theoretical framework

This chapter provides a detailed discussion of the literature that was reviewed, and the key theories that framed the study.

Chapter 3: Research methodology and design

This chapter presents and discusses the research design and methodology that are followed to conduct this study. It covers the design, paradigm, targeted population and sampling procedures, with detailed information on instruments used for data collection and data analysis.

Chapter 4: Data analysis and presentation of results

This chapter presents and discusses the data that were generated from the interviews, observation and document analysis. It concludes by presenting the summary of the main findings of the study, which is done in accordance with qualitative research necessities.

Chapter 5: Synthesis, summary of the research findings and recommendations

This chapter provides a synthesis of the whole study, the study's findings, and recommendations based on the findings.

1.16 CHAPTER SUMMARY

This chapter serves as a summary of the whole thesis. It provides an overview of the various chapters to follow. The next chapter seeks to review the literature on the integrated management approach to address learner discipline in the context of multiple deprivations, and the theories that frame the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The previous chapter presented the introduction and orientation of the study, a statement of the problem, the significance of the study and its objectives, the research questions, definitions of operational concepts, and the organisation of the thesis. The main aim of reviewing literature is to find the body of literature that exists within the same knowledge and debate (Henning, van Rensburg, & Smit, 2004). Peer (2001) states that the aim of reviewing literature is to gain a deeper understanding of and support for the investigation. This chapter is written in the belief that in order to curb learner indiscipline one needs to understand the importance of an integrated management approach in the context of multiple deprivations. Gaps in the literature about the involvement of all stakeholders prompted this study to take the integrated management approach. Literature is reviewed under the following headings guided by the objectives: the role of SMTs and other stakeholders in an integrated management approach to address learner discipline in the contexts of multiple deprivations; the challenges encountered by SMTs and other stakeholders using an integrated management approach; the integrated management strategies implemented by SMTs and other stakeholders to combat learner indiscipline in the context of multiple deprivations; the relevance of Department of Basic Education policies addressing issues of discipline in the context of multiple deprivations.

2.2 THE ROLE OF SMTs AND OTHER STAKEHOLDERS IN AN INTEGRATED MANAGEMENT APPROACH TO ADDRESS LEARNERS DISCIPLINE IN THE CONTEXT OF MULTIPLE DEPRIVATIONS

The South African Schools Act, No. 84 of 1996, suggests that there should be collaborative contribution in school undertakings by all stakeholders, including parents, educators, learners, the state and the community. An integrated management approach is used where there is involvement of the whole-school's personnel, students and parents to work collaboratively to articulate policies and develop protective strategies to address the issue of discipline in schools, and work towards their collective objective (Botha, 2015). However, the new education dispensation demands that the leaders in an organisation should understand their management roles. This could enhance their ability to address learner discipline in the context of multiple deprivations. It is clear that the SMTs as leaders do not work alone; they work with all stakeholders in joint enquiry, and they should provide opportunities for every stakeholder to take a variety of leadership roles in order to improve the performance of the learners.

It is against this background that educational policy makes provision for decentralisation of educational management and democratisation of school management in South Africa. Indeed, reforms are gaining momentum, as is suggested by most researchers (Caldwell, 1992; Fullan & Watson, 1999). When decentralising and democratising the school management one needs not to forget the devolution of decision-making authority from a higher central level to the lower level. Mncube (2005) avers that shared decision making and all stakeholders' participation in the school context lead to more effective and democratised schools. However, the decision-making power is then shifted from the Department of Basic Education to the schools level. Countries such as Britain, Australia and the USA have developed decentralisation policies where school-based management (SBM) strategy is used.

The decentralisation of management policies through SBM has created diverse types of schools with diverse degrees of authority where the state does not

control the school alone, but shares power with other stakeholders (Botha, 2015). Decentralisation of school management refers to power-sharing in order to safeguard that school rules are established democratically by all stakeholders involved, the principal and all the democratically elected representatives of the school governance. Those are the SGB, learners, educators and other stakeholders. The use of this decentralisation has brought school effectiveness. This has led to Section 21 schools in SA (Marishane, 2003). It is therefore imperative to understand that in the context of an integrated management approach, leadership is not basically about what is known and done by school principal or any other individual or group of leaders. Rather, it is about the actions engaged in by leaders, in collaboration with others, in precise contexts around specific tasks (Spillane, Halverson, & Diamond, 2015).

According to Ibhukun, Oyewole and Abe (2011), the SMTs are regarded as the main agents in maintaining good discipline. The SMT comprises of the principal, deputy principal(s), and departmental heads (PAM, 1999). An SMT in South Africa has the day-to-day obligation of professional and operational management of the school (DoE, 2002). They are the pillars of the education system in safeguarding a positive learning environment and learner discipline. On top of all that, they have to ensure that they involve other stakeholders in maintaining discipline. The same view is held by Carr and Chearra (2004), who indicate that the overall responsibility of discipline rests with the SMT. However, Watson (2009) comes with the different view that despite the collaborative effort that is expected to be shared by the SMT, the principals bear the pressure of working in a "fishbowl", being observed by the parents and media. It is clear that such principals have not realised the importance of working hand in hand with their school stakeholders. Nevertheless, if the SMT and all stakeholders understand their roles in a school to address learner discipline, there will not be any spectators. Instead, they will all be joining hands to address the issue. Thus the buck stops at the principal's desk to ensure that everyone understands his or her role. Belle (2018, p.45) avers that a leader should be like "a conductor or a principal performer in an orchestra". It is therefore imperative to pave a way

as a leader so that your subordinates can follow you. As this study is embedded in the integrated management approach, all the stakeholders should understand and perform their roles in addressing learner discipline.

The school ethos created by an integrated management approach can make a school more conducive to attaining the aims expected of any school, including good discipline. Robertson (2008) declares that leadership development by the SMT should follow certain principles that underpin effective teacher development. The correlation between good school results and good school discipline is positive when everyone joins hands. Robertson suggests that an SMT's role has been expected to change direction from authoritarian to democratic management. He suggests that these new expectations of an SMT's role have been necessitated by the inevitably continuous changes in education. As educational leaders, SMTs are expected to focus on democratic educational leadership that improves learning. One path towards this is an integrated management approach. A similar sentiment is expressed by Mncube, Naicker and Nzimakwe (2010), who state that the responsibilities of SMTs have changed from bureaucratic to democratic since South Africa became a democracy in 1994. In contrast, Mloi (2002), Gunter (2005) and Grant (2005) state that South African schools' leadership is still bureaucratic, with principals maintaining the old status quo by controlling schools in an autocratic way. It is clear that even after two decades of democracy in South Africa, some SMT members are still attached to their autocracy in controlling their schools.

Middlewood, Parker and Beere (2005); and Hord and Hirsh (2009) argue that SMTs' roles have changed since many countries are engaging in major educational reform in order to meet the needs of the economy and society. These needs will only be satisfied if schools are conducive to teaching and learning. The idea of "good schools" entails an integrated management approach with good discipline, among other things. In the South African context, the report made by the Minister of Basic Education, Angie Motshekga (2010), on the importance of the role of leadership and management in schools

indicated that schools face a variety of challenges of which ill-discipline is one. An SMT in South Africa is expected to be democratic. Leaders have to participate in programmes that permit them to meet the challenges of the 21st century (Mncube et al., 2010). Many challenges that they face can only be combatted if they work with other stakeholders in the school as a team. It is clear that the battle of indiscipline cannot be fought by an SMT alone; their victory rests on collaborative effort with the SGB, educators and learners in their tug-of-war. It is therefore important for the SMT to create for the school a shared vision, and to ensure that they facilitate individual and group efforts in accomplishing such a vision, irrespective of the location of the school.

Bhengu and Mthembu (2014) conducted a qualitative study in South Africa's Umlazi Township where they identified a huge learner achievement gap between two schools that are located in the same poverty-stricken community. The findings of that study discovered that the SMT plays a fundamental role in shaping and supporting school cultures that promote effective teaching and learning, which included collaborative management and teamwork. Van der Merwe (2011) claims that it is the responsibility of the SMT to articulate structures within their schools and inspire team-work, but this should begin with the SMT itself. Similar views are held by Ngcobo and Tikly (2010). Drawing from their research findings, they advocate that the task of the SMT is pivotal to changing the influence of the schools. However, if the SMT is not effective it will harm the school. The study emphasises the importance of the SMTs in providing environments where effective learning can happen through an integrated management approach in addressing learner discipline. Gunter (2005) suggests that genuine leadership requires that the SMTs create safe and secure spaces for people to connect and learn from each other. However, school leadership necessitates the distribution of power among SMT members and also post level 1 teachers (Madondo, 2016). This has been echoed by Grant and Singh (2009) when making a suggestion that any educators have the potential to lead, even if they are not in managerial positions at school. In this regard, educators have a huge role to play in ensuring discipline in schools.

2.2.1 The role of educators in an integrated management approach to address learner discipline in the context of multiple deprivations

Educators are regarded by the South African Council for Educators (SACE) as professionals; they are responsible for managing discipline in schools. The code of professional ethics emphasises that educators need to be disciplined themselves to be able to manage learner discipline. According to Hunter (2004) and Jones and Jones (1998), learners learn a great deal through imitation, so it is vital for every educator to be a good role model as learners will mirror their behaviour. Badenhorst and Scheepers (1995) aver that a role model generally lives in such a manner that his or her way is worthy of imitation in both lifestyle and the underlying value system. They further state that when they think back to the great educators, it is not so much the skills these educators imparted – they were respected for their entire style of living. Mabeba and Prinsloo (2000) posit that educators who have bad conduct have a damaging influence on managing discipline in schools. Educators should therefore inculcate acceptable morals in all the learners by providing guidance and cautioning them against wrong activities.

Among other things, it is the responsibility of educators to guarantee that they control their learners, so that teaching and learning can be undertaken without disruption caused by ill-disciplined conduct. The classroom environment should be conducive to good conduct. To ensure that education takes place, educators should maintain order. Educators exercise authority over learners by controlling them (Reeler, 1988). Without authority effective control in the school situation is impossible (Badenhorst, Calitz, van Schalkwyk, & van Wyk, 1987). It is therefore the responsibility of educators to reinstate a culture of teaching and learning in schools, where appropriate. Crumbled discipline causes difficulty in accomplishing the objectives, vision and mission of the school. Section 8 (1) of the South African Schools Act, No. 84 of 1996 (RSA, 1996), indicates that discipline should be upheld in the classroom situation so that the education of the learner's flourishes without any disruptive behaviour. Section 7 (5) of this Act, the Guidelines for the Consideration of Governing Bodies in Adopting a

Code of Conduct for Learners, endorses this and states that educators have a responsibility to maintain discipline.

Educators cannot work in isolation –parents need to take responsibility for their children’s behaviour by supporting the promotion of sound discipline (Friedman, 1998). As educators are managers in their classrooms they need to ensure an integrated management approach for discipline to be preserved in the classroom environment. They should ensure that they articulate and maintain classroom rules in discussion with the learners so that learners can possess them. It will help them to do their professional work successfully, and manage their classes appropriately. Fontana (1994) asserts that it does not matter whether one is dealing with young or mature learners; frank rules will assist them to get a clear understanding of what is expected of them, and allow them to understand the significance of their behaviour, whether anticipated or undesirable. However, learners should be involved in the process of executing the classroom rules. If they are involved in the formulation and implementation of the rules, they will realise that they are shareholders in the management of the classroom environment, and not just subjects that are to be managed. In agreement, Lenman (1992) asserts that many authorities suggest that learners should be permitted to take part in the formulation of classroom rules. In so doing, the educators display self-assurance and confidence in their learners. Learners will adhere to the rules because they have assisted in their formulation. They have a sense of possession.

According to Msomi (1999), learners should have input in school affairs, including the disciplinary matters of the school, particularly in senior classes. Having realised the importance of including learners in disciplinary matters, it is therefore the responsibility of an educator to ensure the feasibility of the rules formulated. This claim is supported by McQueen (1992), who indicates that unsuitable rules are useless, and perhaps disastrous, because poorly chosen rules produce serious disciplinary encounters. In this regard, Lenman (1992) suggests that classroom rules should be written in such a way that both educators and learners know when they have been ruptured. However, Burden

(1995) contends that the rules should be written in broad, adequate language that embraces related behaviour. He indicates that classroom rules should focus on anticipated conduct. They should be encouraging accounts of how the learners should behave, rather than how they should not behave (Zabel & Zabel, 1996). Indeed, teaching and learning will be impossible without effective disciplinary measures in the classroom environment.

According to Hunter (2004), disciplining learners is the primary concern of educators, and is one of the least pleasant responsibilities of teaching nowadays. Yet, it's something all educators should do, because learning cannot be accomplished in an unmanageable atmosphere. Moreover, policy makers are unceasingly drafting and redrafting, adopting and readopting and reviewing disciplinary policies to safeguard discipline and good behaviour in schools (Mokhele, 2006). Bear, Cavalier and Manning (2005) contend that it is vital for both educators and parents to recognise that both the development of self-discipline and the use of discipline to correct misconduct play crucial roles in school discipline. Equally, schools should therefore adopt a firm approach to correct indiscipline and advance the expansion of self-discipline in all the learners. There is therefore a need for schools' codes of conduct which all stakeholders involved in teaching and learning should adhere to.

2.2.2 The role of SGBs and parents in a management approach to address learner discipline in the context of multiple deprivations

The stakeholders involved in teaching and learning, who are learners, parents and educators, should be aware of the consequences of the misconduct that disturbs teaching and learning (Lekalakala, 2007). This implies that the SGB has the responsibility to establish a Code of Conduct, sanctions or punishment for transgression of rules. Therefore, in order for the school to be well-organised it must be branded by decent discipline, a culture which is favourable to teaching and learning, professional behaviour by educators, respectable management practices and governance, and a complete absence of crime and misbehaviour (Mthiyane, 2013). In the South African context, and as part of

transformational procedure, the South African Schools Act indicates that all public schools in South Africa should have constitutionally voted SGBs encompassing parents, learners (in secondary schools), non-educator staff, and the principal of the school (Clarke, 2009). These members of the governing body are democratically elected, parents form the main component, and the Chairperson is a parent.

The SGB is expected to perform its roles by developing school policies which include learner safety and discipline (Joubert & Prinsloo, 2009); maintaining quality education for learners; promoting the best interests of the school, and policies regarding determination of school fees (Mncube, 2007). Joubert and Bray (2007) state that the SGB plays an important role in the establishment and maintenance of sound discipline. It is stipulated in Section 8(1) of the Schools Act that a public school governing body has an obligation to implement a learners' Code of Conduct after having consulted the learners, parents, and teachers of the school. Clarke (2007) suggests that the Code of Conduct should be consistent with existing laws of the country, and should be updated. It is clear that although the SGB is responsible for the Code of Conduct, they need to consider that learners have rights to education which is risk-free, and does not include actions that would cause physical and emotional harm.

Nieuwenhuis, Beckmann and Prinsloo (2007) suggest that the school Code of Conduct should be founded on human rights philosophies, contain school rules, measures, approvals and disciplinary action based on the rules of natural justice. However, as the SGB has the role of constructing the school Code of Conduct the definite execution of the Code is left with the principal, the SMT and educators, who are at the school on a daily basis. The Code is a tool that is used by the school to uphold learner discipline in a democratic manner, and all learners are expected to comply with it; but the school has a duty to provide a safe, fostering environment that supports and endorses learners' education and development.

In its endeavour to address learner discipline in the context of multiple deprivations, the school needs to inform all the relevant parties about learners' misconduct, especially parents, as they are regarded as partners in education. The legislation has made it possible for SGBs to become vigorously involved in supporting the professional management teams such as disciplinary committees to handle cases of discipline (van Wyk, 2001). Hence, the SGBs are involved in transgressions of their schools' Code of Conduct, where the learners who regularly disobey school rules are referred to them for a disciplinary hearing. According to Beckmann and Prinsloo (2009) disciplinary proceedings should conform with the following requirements: the presence of a valid reason for disciplining a learner (e.g. transgression of the Code of Conduct, or any other legislation); the learner to be given sufficient notice of the hearing, and to have access to care, protection and representation in line with the learner's legal status, where necessary; there should be sufficient proof of the misconduct, the evidence should be valid; and a decision impartial. The SGB has the responsibility to support the principal, educators and staff members of the school in the performance of their professional functions by providing a Code of Conduct to ensure good discipline.

Squelch (2000) asserts that a safe school environment is conducive for effective teaching and learning; thus it is the responsibility of the principals, educators and their SGBs to create and maintain a safe, disciplined school environment. The business of creating a safe school environment is considered by the Department of Basic Education as one of its priorities. A safe and happy learning environment in schools will occur if there is discipline. Joubert, de Waal and Rossouw (2004) aver that discipline in the school creates an environment that is conducive for effective teaching and learning, and ensures the safety of the staff and learners. Gaustad (1992) suggests that the safety of learners and educators should be a priority. In an environment where there is no order and discipline, learners may become demotivated and stressed, and the climate for learning is reduced, leading to underachievement (Hill & Hill, 1994). Effective functioning of the school depends on the availability of a Code of Conduct. This will result in the maintenance of school discipline, which is pivotal to effective

teaching and learning (Blandford, 1998). In the absence of a Code of Conduct, educators who are unable to manage their classes will be unable to teach properly. To uphold discipline and order, written policies should be developed with input from everyone who will be affected by them (Gaustad, 1992). Educators', parents', community representatives' and learners' contributions are important because their support is vital to a plan's success. Once established, the Code of Conduct must be communicated to staff members, learners, parents and the community.

Disruptive behaviour can be reduced by ensuring that the rules and the penalties of contravention are clearly stated and cascaded to staff members, learners and parents by means of newsletters, learner assemblies and handbooks. Managing discipline is one of the most critical responsibilities of management in a school (Elliot, Ebbutt, Bridge, Gibson, & Nias, 1999). Proper cooperation between all stakeholders in ensuring that discipline is shaped and upheld in their schools so that the schools are controllable and operative. Once the rules have been communicated, fair and consistent enforcement helps maintain learners' discipline. Schools have to follow the precise administrative measures when disciplining learners as prescribed in Section 8-10 of the South African Schools Act. Providing a hearing procedure for learners to present their side of a story and establishing an appeal process will also increase learners' and parents' perceptions of fairness (Gaustad, 1992). However, Ndamane (2008) suggests that discipline in schools should be the responsibility of everyone (all stakeholders). Not only the SMT, SGB and educators, but parents should also be involved.

Parents are obliged by regulation to partake in school activities. They have the responsibility and the right to govern in what is in the best educational interest of their children. However, effective school leaders understand the position of community power structures and upholding positive relations with parents. Ashkenazi (2002) suggests that the involvement of parents as much as possible in education of their children should be the schools' priority. In addition, Patrikakou, Wissberg Weissberg, Reeding and Walberg (2005) maintain that

every parent should sign a contract or agreement with the school, to safeguard parental support.

A written plan should be developed by schools together with parents that includes shared responsibility for high performance, and make the plan obtainable to parents of participating children to help schools to maintain good discipline. Schools should organise a parents' gathering yearly to inform them of the school's plan. Joubert et al. (2004) contend that parents hold the key to the creation and maintenance of the school's discipline. Ashkenazi (2002) suggests that as a significant partner, the parent should set the values in the upbringing of the child. This means that parents need to take responsibility for their children's conduct (le Roux, 2005). This formal power of parents to partner the schools is provided by Section 8 of the Schools Act. Therefore, parents need not be silent partners, but are expected to be meaningful partners in school governance (Singh, Mbokodi, & Matsila, 2004). In this regard, parents need to be empowered to be fully and vigorously involved in the education of their children. Singh et al., (2004) suggest the framework which could be used in schools to improve parental involvement in education. This framework is divided into five stages, which are: **Stage 1:** Convening level. Clarify leadership for outside stakeholders and partners in education; explain the status of parental involvement in education; make parents mindful that they can improve excellence in schools; deliberate change in education with them; produce chances for parents to become associates in education; and permit them to voice what they want education to embrace. **Stage 2:** Clarification level. Elucidate the role of parents in education; make parents aware of their role in contributing towards transformation in education; cooperatively draw up the vision and mission of the school; decide on aims and objectives; agree on strategic plans to achieve goals and objectives; notify parents about curriculum issues, and improve their knowledge accordingly; and clarify differential roles for parents with changing educational backgrounds. **Stage 3:** Commitment level. Educators and parents should have the determination to work together; plan together; improve relationships; lessen stress and unease; create a climate that is conducive for consensual decision making; and apply a shared

approach on policy matters. **Stage 4:** Attainment level. Coordinate and control activities; jointly deliberate on educational issues; adopt shared responsibility for resource use; and lastly, adopt a clear method in policy implementation. **Stage 5:** Evaluation level. Jointly evaluate educational results; provide feedback on cost-effectiveness; correct faulty communication channels; and adjust existing plans and consider alternative goals if needed.

This framework suggests that the SMT needs to involve all stakeholders and invite their inputs when implementing an integrated management approach to address learner discipline. It is clear that some parents do not understand their roles. However, if the SMT makes it a point that each parent knows his or her role, this can assist in curbing learner indiscipline. Educators and parents should create a relationship; this could be done by ensuring transparency in implementing policies. SMTs, educators and parents need to evaluate their educational outcomes to check if they are able to achieve their goals, and try to modify their plans if there is a need. School stakeholders need to adhere to these stages in order to enhance parental participation.

Effective SMTs should endeavour to become public relations specialists in their own right, whereby they are bound to regard people, communities and other stakeholders as their number one priority. The collaboration amongst the schools, communities and other stakeholders can lead to an improvement in the quality of education. According to Steyn (2002), all education systems are unavoidably linked to parents and communities. Communities value education for themselves and the future of their children. This means parents and communities need to comprehend what the schools are trying to achieve, and support these objectives. On the other hand, schools need to be more receptive to the desires and aims of the entire community. McLaughlin (2000) posits that schools do not and cannot conduct their effort in a vacuum, isolated from “external” inspirations like parents and the wider community. Therefore, if there is cooperation between the school and the community, that will yield better results. Communities are rich foundations of knowledge, expertise and information which are generally ignored by educators (Lemmer, 2002).

Information about the areas, public undertakings, occupations and professions of the community members, recreation activities and unique community strengths can be unified into the school's instructional programmes and can help to form solid relations with communities. However, the SMTs are expected to take into consideration the educational requirements of their communities, the diversity of human factors that influence the particular school, and forces such as religion, likes and dislikes and beliefs (Pretorius & van Wyk, 1991). Zuma (2009) maintains that successful SMTs work with their communities. For schools to be fruitful all individuals should be called on to support to outline future strategies and practices. The shared contributions of all individuals will be far better than any single person's effort.

2.2.3 The role of the Representative Council for Learners in an integrated management approach to address learner discipline in the context of multiple deprivations

The idea of shared contributions is supported by the South African Schools Act which orders that secondary school learners who are members of the RCL should be part of school governance through involvement in the SGB. The educational dispensation is becoming increasingly accountable to the public, and learners are expected to play a huge role as they constitute a major stakeholder group. This mechanism of learner involvement in school governance is utilised worldwide as a form of democratising education (Mncube, 2005). In South Africa before 1994, the apartheid government excluded the mainstream of the inhabitants from equally participating in education, as in everything else, and it used education to mingle young people into the status *quo* of disparities through conformity to authoritarian structures (Harber & Trafford, 1999). After 1994 the democratic South African government saw a need to address the turmoil of apartheid by involving learners in order to ensure equality in education.

In 1996 the government published a White Paper on the Organisation and Funding of the School, which was intended at fostering a democratic

institutional management that incorporated all the stakeholder groups in vigorous and responsible roles in order to motivate acceptance, rational discussion, and shared decision making (Department of Education, 1996). The South African Schools Act of 1996 emanated from this White Paper, and became operative in 1997. It mandated all the public state schools in SA to have democratically elected school governing bodies made up of teachers, non-teaching staff, parents and learners”, and made it obligatory for every secondary school to have an RCL, democratically elected by learners at the school. Learner representatives as members of the SGB are expected to execute their duties, of which discipline is one.

There is still an outcry from other SGB members as some of them feel that learners are immature, and thus unable to make comprehensive choices (Mncube, 2001). In contrast, Nongubo (2004) argues that learners took an active part in the struggle for liberation in South Africa, and they are supposed to partake in issues affecting education in South Africa in order that their needs be satisfied. Sithole (1995), too, avers that as learners took part in the liberation of South Africa; they deserve to be involved in all discussion of their education. The learners who participate in their SGB will benefit from a sense of personal control, increased confidence, and improved relationship with teachers and peers (Wilson, 2009). Mncube (2008) asserts that learner involvement in educational discussions will lead to improved functioning of the school and the promotion of the democratic values which are emphasised in an integrated management approach.

The participation of learners in the management of the school sharpens their insight, improves their cognitive skills, and encourages better appreciation of their school's values as they learn from other members of the SGB. Learners who are members of an SGB will be involved in solving disciplinary problems. However, Bischoff and Phakoa (1999) state that learners are prohibited from discussing financial matters unless they are 21 years of age. In this regard, schools need to be transparent to all stakeholders concerning financial matters to avoid conflict and misunderstanding which could lead to misbehaviour. If

learners are excluded this may result to lack of cooperation when it comes to matters affecting discipline. Mabovula (2009) suggests that the outdated notion of being too young dictates conduct during SGB meetings. Evidently, this can have detrimental implications for learners. However, if learners' representatives are treated fairly by the members of the SGB and educators they will understand their responsibility to ensure discipline in the school as a whole.

This suggests that there is a need for SMTs and those they lead such as learners, parents, SGB members, elected officials, businesses, agencies and all other stakeholders to be inspired and encouraged to roll up their sleeves and offer a supporting hand to address accomplishment gaps and shortages in the maintenance of good discipline (Jazzar & Algozzine, 2007). Thus, if these stakeholders work hand in hand they will be able to mitigate the learner indiscipline issues.

2.3 THE CHALLENGES ENCOUNTERED BY SMTs AND OTHER STAKEHOLDERS IN USING AN INTEGRATED MANAGEMENT APPROACH TO MAINTAIN GOOD DISCIPLINE IN THE CONTEXT OF MULTIPLE DEPRIVATIONS

Amongst other things that are elucidated by the school's Code of Conduct in section 8(2) of the South African Schools Act Republic of South Africa, 1996a) is the establishment of a purposeful and disciplined school environment which is devoted to the enhancement of the quality of learning and teaching. However, the quality of learning and teaching is disrupted by challenges that are encountered by SMTs and other stakeholders in their undertaking to maintain good discipline in the context of multiple deprivations. The multiple deprivations concept suggests a combination of various factors which are detrimental learning and constitute distinctive challenges to ensuring good discipline in schools (Maringe & Moletsane, 2015). As a result, SMTs leading in multiply deprived schools are often faced with the dilemma of exercising leadership and management responsibilities in virtuous ways as they attempt to make multifaceted decisions in the best interest of teaching and learning. These

challenges comprise a high rate of time loss in the school day; a high rate of educator and learner absenteeism; inadequate teaching and learning resources; ineffective use of obtainable resources; out-of-field and underprepared educators; and learner indiscipline (Moletsane, Juan, Prinsloo, & Reddy, 2015). However, the issue of multiple deprivations is affecting not only South African schools, but school stakeholders are experiencing such challenges globally (Jansen, 2005; Fleisch, 2008).

Despite the distinctive challenges of multiple deprivations, it is clear that the leadership position of an SMT is challenging in this era of transformation. SMTs have been deprived of their authority to give a final verdict as this has been shifted into the hands of SGBs as per the Schools Act, section 12, schedule E, "Suspension and expulsion"; and "Due process", sections 13,1; 13,2 (Republic of South Africa, 1996b). An SGB must conduct a disciplinary hearing in the manner expected in Section 8(1a) of the Schools Act against the learner within seven days after his/her suspension. However, an SGB can only endorse expulsion of the learner, which may be considered by the HoD of the province within 14 days as to whether or not to expel the learner. This creates challenges for an SGB and the school as a whole as it prolongs the instances of misconduct in schools.

Apart from enduring the stress of ill-disciplined learners, an SMT is also expected to work with the SGB, which possesses limited knowledge regarding legislation (Mestry & Khumalo, 2012). SGB members are not trained in what is expected of them, which hinders them from performing their duty efficiently. SGB members are not always available whenever they are needed in schools, which sometimes compels the SMT to draft the Code of Conduct and adopt it without any input from the SGB. However, Masitsa (2008) suggests that the SMT and the principal cannot take disciplinary measures independently; they have to involve other stakeholders like SGB members who are not always at school. This suggests that the school authorities are not allowed to use their own discretion in the absence of other SGB members. It is the responsibility of the principal to ensure that all members are capacitated about their

responsibilities in the SGB. In this regard, Brumley (2012) asserts that an effective SMT changes the lives of people in an optimistic way, through democratic policy, reliable relationships, and empowerment of people to become more human, more aware of others. By so doing, the SMT is deliberating that for their schools to be successful they need to foster a sense of community in their leadership. This will only be possible if those who are in charge of school management have an effective leadership style which capacitates them with knowledge and skills of an integrated management approach when dealing with learner discipline (Stanely, 2014).

Regardless of the SMT's turmoil in having to assume the responsibilities of the SGB, the principal is accountable for every task that takes place in the school; but the management part of the school is not the responsibility of the principal alone. It is also given to the SMT, which carries no final accountability. This claim is supported by Kanjere (2001), who maintains that the final accountability falls on the principal's head. In this regard, the focus has loosened to a collegial, participative/distributed leadership manner, with the principal leading with the SMT and teachers rather than as an autocrat. However, Bush (2007) writes that the growth of the SMTs in South African schools offers the potential for participative leadership, but there is little empirical indication to suggest that it is ousting or even supplementing the principal's singular leadership. It is impossible for the principal to meet the predetermined goals if the leadership of the SMT is not supportive. Among other things, principals are expected to lead with a transformational-collegial stance in post-apartheid South Africa, but it is evident that most SMT members have been professionally and academically trained as teachers in the long-standing apartheid education system, which did not capacitate them in the execution of an integrated management approach. Such education was branded by a top-down tactic with the government managing all education at school level, whether it was language policy, curriculum, discipline or even extracurricular activities. In reality, an SMT who were thrust into a new site-based management of the school would experience challenges. This is particularly the case with the two-fold quandary posed by the approach of the state. The collegial leadership stance is probably preferred

at schools, and yet accountability is carried only by the principal. The use of the collegial approach in leading necessitates a two-way or multi-way collaboration. However, Lethoko, Heystek and Maree (2001) claim that although the SMT has tried to refine the misplaced culture of learning and teaching service (COLTS), there was an absence of interest and assistance from both the teachers and learners. This increases the burdens of the SMT.

An SMT, like the other educators, are not trained in alternatives to corporal punishment (ATCP), and find it a challenge to advise or implement alternatives. Nene (2013) suggests that capacitation of teachers by SMTs in ATCP is very poor. Thus, the evidence on corporal punishment being used in South African schools is plentiful, and also exists with principals. However, the prevalence of corporal punishment is also worldwide. A study conducted by Gershoff and Font (2016) revealed that corporal punishment is currently legal in 19 US public schools. In a study conducted in Tanzania (2018), Lema found that corporal punishment is used as the mechanism for controlling pupils. Evidence exists that in South Africa, when everything fails, the deviant learner is referred to the principal's office where he/she is sanctioned with corporal punishment (Zulu, 2008). The principals are not trained to be post-apartheid principals, and they keep their grip on autocratic power, which limits the democratisation of education (Fullan, 2002). Therefore, when talking about an integrated management approach we may not overlook the situation of the principal and SMT not adopting the innovative policy of site-based collegial management, but one where the principal clings to power as it occurred in the apartheid era. Rossouw (2003) suggests that a political situation is to be blamed for learners' misbehaviour, which has escalated. He claims that this was caused by involvement of youth in the liberation struggle which ended in 1994, which instigated them to develop arrogance towards adults, both parents and educators. Nevertheless, the SMT is compelled to work hand in hand with such arrogant learners, and that creates a huge disciplinary challenge. The SMT at the same time is confused and scared of encroaching upon learners' rights because they may be accused of misconduct if they eliminate them from leadership positions (Mncube, 2008).

The physical environment of a school is another challenge to its SMT, as a teaching and learning place is vital to the physical and intellectual development of the learners (Quan-Baffour, 2006). A study conducted by Sekiwu (2013) in Uganda suggests that absence of funding is seen to be a main problem that creates overcrowded classrooms, in which incidents of indiscipline are possible. Naidoo (2019) asserts that overcrowded classrooms, a high learner-teacher ratio and a absence of resources hinder teachers from offering individual and quality attention to learners. The sentiment is shared by Thompson (2009), who asserts that the distribution of large groups of academically weak learners together perpetuates poor discipline. Learners in such classes are likely to feel estranged from their peers and suffer self-esteem issues resulting in behavioural glitches. Ssekasanvu (2009) claims that large class sizes make it difficult for educators to teach effectively because they make close monitoring of learners hard to accomplish. This suggests that it could be tough for a single educator to safeguard discipline and attentiveness in overcrowded classes. In support of Ssekasanvu (2009), Asodike and Onyeike (2016) confirm that big class sizes daunt an educator from providing equal academic chances like counselling to every learner. For instance, it may be difficult for educators to convey regular deliberations in large classes, correct every learner's assignment, and ensure appropriate and everyday feedback in order to facilitate active problem solving. Hence big classes could turn into acts of misbehaviour since close supervision can barely be provided (Chikoko, Naicker, & Mthiyane, 2015).

The US National Centre for Educational Statistics (2011) notes that schools with a thousand or higher learner population had twice the number of cases of student racial and ethnic tension than schools with a five hundred or fewer population (NCES, 2011). Idu and Ojedapo (2011) confirm that in laboratories without the necessary equipment, large and crowded classes are a contributing factor to indiscipline in schools. Nthebe (2006) points out that in South Africa the larger the class size, the greater the frequency of misbehaviour; while the poorer the school in providing resources, the more the indiscipline. Resources may be material, such as sporting facilities, or human, e.g. more personnel to

reduce the teacher-learner ratio, which in South Africa now stands at 1:35 in theory, but at a ratio of 1:40 plus in the lower grades in practice. Nthebe (2006) states that the shortage or complete absence of amenities for extracurricular activities, particularly in the light of inequalities between, in this case, township and rural schools, and the lack of learner assistance programmes such as peer mediation and counselling, are also contributing factors to indiscipline. It is clear that there is no correlation between school buildings making learners proud and schools (and homes) being to blame for the occurrence of verbal violence in the schools.

A study conducted by Preble and Gordon (2011), which focuses on transforming the school climate and learning beyond bullying, revealed that the neatness of the school correlates with the behaviour of learners. Idu and Ojedapo's (2011) study also indicates that government activities are causative factors to indiscipline amongst secondary school learners. Among other things, there is the non-provision of facilities required to make the learning environment conducive to students, which in turn contributes to indiscipline. Hence, the government's indifferent defiance against providing materials decidedly contributes to indiscipline among school students.

2.3.1 The challenges encountered by educators in using an integrated management approach to maintain good discipline

Teachers' conduct is also important with regard to ensuring an integrated management approach in addressing learner discipline, teachers are regarded as main participants in maintaining learner discipline, and they spend most of their time with learners. Van Breda (2014) posits that educators disregard the fact that their behaviour and approaches in the classroom may influence the learners' sense of belonging to the school, and hence the way they behave. However, Mutemeri and Gudyana (2008) suggest that educators are too lenient to learners who manifest a lack of discipline, as they do not have the qualities to manage the learners' behaviour. This is because educators feel disempowered, and they show their disengagement in their learner discipline

management (Belle, 2018). The learners observe teachers' behaviour, and they tend to capitalise on teachers' reprehensible actions, and therefore perpetuate delinquency in the school.

Subsequently, some learners encourage their peers to follow their resistance to discipline (Lukman & Hamadi, 2014). Some educators ignore their responsibility for enabling learner discipline as they perceive that power has been withdrawn from them. According to Rampa (2014), when educators disregard their duty for monitoring learner discipline, it produces a vacuum that encourages learners to partake in misconduct. However, if educators are dragging their feet, and not joining hands with the SMT to maintain learner discipline, an integrated management approach will be in vain. The South African Schools Council of Educators, Act 31 of 2000 suggests that teachers have to behave in a way that enhances the dignity and status of the teaching profession, and does not bring it into disgrace (SACE, 2000). Lethoko et al. (2001) aver that teachers' professionalism plays an important role; learners disrespect teachers who behave unprofessionally. Mokhele (2006) asserts that teachers who make sarcastic remarks and show no respect towards their learners provoke them into acting aggressively. Teachers are expected to use suitable language and behaviour in their interaction with learners. Thompson (2009) claims that learners are equally provoked to act defiantly when teachers are rude and display a "holier than thou" attitude. The same view is supported by Zondi (1997), who explains that if teachers reprimand learners and insult them or denigrate their capabilities, the learners may become insolent or violent toward them. Teachers should bear in mind that their goal is to instil discipline in learners so that teaching and learning is uninterrupted; hence discipline should be manifested in a positive manner.

Woolfolk (2004) states that the aim of classroom management is to maintain a positive and productive learning environment. Without discipline in the classroom, a harmonious environment for teaching and learning is impossible. He posits three goals of classroom management systems, namely: the maximum use of the allocated time for learning; greater access to involvement

in learning structures, and the expansion of self-management in learners. Nevertheless, teachers sometimes fail to construct a climate that is conducive to attaining these goals. According to Cullinan (2007), teachers are sometimes carelessly guilty of prolonging emotional and behavioural difficulties in learners.

There is a clear indication that teachers themselves create challenges to the maintenance of good discipline. A study conducted by Ngwokabuenui (2015) established that school-based indiscipline is caused by teachers' lateness to and absence from class, overcrowded classrooms, a non-conducive school atmosphere, unenforceable school rules and principles, poor teaching and poor leadership by school managers. Teachers now and again lack the skill to observe the individual needs of learners, and they may opt for a "one size fits all" approach to lesson delivery, which can be frustrating for the academically feeble learner, and unchallenging for the intelligent learner. Such instances may lead to indiscipline in class (Cullinan, 2007). Shalaway (2015) points out that the qualities of educators and other school staff are also vital school-level dimensions that influence school development in terms of academic achievement and building positive disciplinary communities. Meanwhile, the staff qualities in managing schools could be improved through using professional development programmes undertaken by the schools. Educators have long considered professional development to be their right, something they deserve as dedicated and hardworking individuals. Likewise, these professional development programmes must be effective and efficient in safeguarding that the right quality of staff for the schools is upheld (Guskey, 2002).

Teacher preparedness has a positive outcome for teaching and learning, and it also impacts positively on discipline in class. However, it is evident that some teachers do not give themselves enough time to prepare their lesson presentations. Simuforosa and Rosemary (2014) assert that the lack of commitment and poor planning of educators are contributory factors to disciplinary problems in the classroom. Strauss (2006, p.21) contends that misbehaviour may also transpire in classrooms with a "strict classroom regime".

Learners reportedly misbehave as a result of the way in which the classroom and the academic burden are managed. In this regard, Mabitla (2006) writes that inflexible implementation of the curriculum and the teacher's dependence on punishment to correct disobedient behaviour often leads to resentment from the learners. Hence Thompson (2009) maintains that sometimes teachers do not attend to their learners' concerns or requests, causing them to become uninterested, which affects their conduct. It is clear that educators who do not use an integrating approach in a variety of activities in their classrooms fail to sustain the attention of their learners. The integrated management approach should include rules that guide the standards of behaviour that are acceptable to both parties in the classroom, and must therefore be compiled in consultation with the learners (Mokhele, 2006). Teachers with unreasonable expectations do not offer support to the learners. Apparently, the attitudes of teachers impact significantly on the way they interact with their learners. An uncooperative, disaffected attitude will indicate that teachers are not motivated to do their work properly, which will impact on learner discipline. In other words, the collaborative goal of promoting good discipline is not achieved if teachers are not playing their part.

Mokhele (2006) suggests that discouraged teachers do not attend to class promptly, and/or are often absent from lessons. Such teacher-behaviour promotes apathy among the learners because of the lack of continuity in the lessons, and the failure of learners to be on a par with their peers in other classes. Demotivated teachers are unenthusiastic about recovering time lost, and such teachers are poor role-models for their learners. Teachers are expected to lead by setting right examples of appropriate behaviour to the learners, so they need to be consistent in applying rules. Learners behave poorly when teachers apply rules inconsistently (Strauss, 2006; Thompson, 2009). Teachers they are accused of favouritism by learners when they condone misbehaviour in some, but apply the rules rigidly to others. Consequently, Thompson (2009, p.43) claims, learners feel mistreated, and retaliate when the teachers "pick on them for no reason". However, Naidoo (2011) has a different view, that the teachers who are incapable of handling

individual stress may display aggressiveness in the classroom, which could evoke tension with the learners. This implies that teachers undergoing personal glitches have difficulty in balancing their school duties with their personal life. Such teachers are usually fanatical about correcting minor misbehaviour which they would otherwise overlook.

There are educators who put more focus on conditions of work; salaries and promotional posts rather than their daily responsibilities as teachers, and such attitudes worsen misbehaviour in schools (Cowen & Strunk, 2014). These day-to-day responsibilities will surely involve learner discipline problems besides the obvious teaching and learning activities that usually go on in a school. Cowen and Strunk suggest that educators' focus on political issues has reduced their sense of obligation to classroom management. Govender (2015) concurs with Cowen and Strunk's view in pointing out that nowadays educators do not focus on learner discipline in the schools, but concern themselves with teaching and learning, administration, and political issues, thus letting learner discipline go down in the pecking order of what educators see as significant. Social values which are controlled by a political spirit detract from learner discipline. In South Africa, the school curriculum after 1994 has concentrated on political and not educational projects. This means that discipline has been abandoned by some teachers. Learner discipline problems could also increase because when teachers in a school do not support the same political party, conflicts easily arise (Masondo, 2014). However, if teachers regard their work and the interests of their learners as their first priority, that might ensure the curbing of much ill-discipline in schools.

There is consensus that the teachers who disrespect the opinions and interests of their learners, and objectify them into controllable underlings' experience disciplinary problems (Masekoameng, 2010). However, another helpful skill in maintaining discipline in the classroom is the teacher's tone of voice and volume. According to Coetzer et al. (2010), teachers who usually raise their voices for minor misbehaviour in class often have noisy or restless classes, while teachers with low but authoritative tones of voice create a peaceful

environment. It is clear that teacher training fails to cover the problems of learner behaviour. Narain (2015) states that teachers are not qualified to handle difficulties at school, which explains why they are unintentionally participators in learners' misbehaviour. To assist educators to maintain discipline in class the SGB has to ensure that the school Code of Conduct is in place. Nevertheless, the SGB, like all other stakeholders, experience some challenges in their endeavour to ensure discipline, and those challenges are discussed in the next section.

2.3.2 The challenges encountered by the SGB in using an integrated management approach to maintain good discipline

In these 26 years of democracy the South African government has attempted to alleviate inequality. However, the scars of apartheid are still haunting their compatriots. Segregation still prevails in respect of the quality of education provided in rural and urban areas owing to a lack of resources and discipline. The problem is that the schools in rural areas have the majority of learners, which makes education in South Africa generally of low quality (Maringe & Moletsane, 2015). These rural schools endure the greatest forms of multiple deprivation owing to various forms of marginalisation (Thomson, 2009). In South Africa, most township and rural communities tend to experience multiple forms of deprivation comprising poor resources, and poor or lack of basic services such as transport, water, electricity, health, safety and security because of their geographical remoteness.

Learners are most likely to face multiple forms of deprivation which influence their schooling, and hence issues of their school governance. Learners who struggle with multiple forms of deprivation probably attend local schools which are themselves multiply deprived. Thomson (2009) suggests that the voices of rural people and, in particular, rural women and children are often silenced. This is one of the challenges encountered by an SGB in maintaining good discipline in the context of multiple deprivations. As rural women are silenced they are not brave enough to voice their opinions, even if they are chosen as members of

the SGB. The illiteracy problem is another issue that prevents SGB members in the context of multiple deprivations to undertake their duties. Maile (2002) contends that illiteracy among SGB members, especially parent governors, may contribute to their incompetence, and that this is possible because illiteracy averts parents from accessing relevant information. In this regard, van Wyk (2004) points out that many SGBs, particularly in the context of multiple deprivations; do not have the required skills and knowledge to exercise their authorities. The ability of parent councils to govern schools depends on their skills, knowledge and experience of governance, including maintaining good discipline.

Mncube (2010) believes that the absence of parents' interest in partaking in SGBs might be due to their lack of familiarity with the matters of South African school education policies, namely the South African Schools Act, No. 84 of 1996. Lack of SGB participation in maintaining learner discipline in the context of multiple deprivations is caused by principals who do not capacitate SGB members. According to Mncube (2008), parent governors are not contributing fully in governance matters owing to their lack of the required skills to accomplish the responsibilities allocated to them. Mthiyane (2013) concurs with Mncube (2008) by pointing out that it is asking too much to expect SGB members to execute their obligations efficiently if they are not inducted into and trained appropriately and timeously in their governance roles. Principals themselves feel threatened about sharing their authority with the members of the governing body. Mestry (2006) suggests that there is lack of partnership amongst the principal and other SGB members because principals are reluctant to share responsibility for school governance for fear of losing authority. However, some schools encounter challenges in discipline owing to some SGB members who do not find the time to attend meetings because of work. Still, it would be impractical to expect working parents (those who are SGB members) to fulfil that task. Wolhuter, Lemmer and De Wet (2007) mention that in various families both parents work outside the home, making it difficult, if not impossible, to attend to school gatherings.

Another governance challenge is that of adherence to constituencies. A study conducted by Xaba (2004) which explored school governance challenges established that some members of SGBs understand themselves as “watchdogs”, whose role is that of “fighting” for educators’ issues. Xaba states that SGB members’ roles are made difficult by how they gain membership to the SGB, that is, through an electoral support base. This suggests that they serve the interests of their constituencies, which makes it difficult to promote the best interests of the school whose learner discipline is compromised. However, it is the SGB’s role to ensure that discipline is administered in the school. Among other priorities of the SGB is to work closely with the community to ensure a good relationship between the school and the home. According to Merfat (2015), developing and promoting a resilient bond between the school and the home is observed as key in ensuring that schools’ challenges of indiscipline are controlled. However, the poor parental involvement is a serious issue that contributes to learner indiscipline (Chonco, 2019). Against all odds, good behaviour must be nurtured in children, and the family is the first institution which shapes a learner’s behaviour at school (Noum, 2015).

Bankston and Zhou (2002) suggest that parents should play an important role in modelling behaviour as well as arbitrating other issues such as poverty, school absence, and peer pressures which may increase the danger of school-based violence. The root causes of learners’ misbehaviour at school are found in the home. (Oloyede & Adesina, 2013). The assumption is that parents have a great impact on the upbringing of their children, and there is the possibility of reaping sour or sweet fruit at the end. Ward (2002) maintains that it is extremely challenging when parents are not good models and take part in violent and/or illegal action, as their children are likely to imitate their parents’ behaviour. Various children are exposed to indiscipline and violence in the home; to their caregivers’ delinquency, and to their families’ meagre management.

The family is the key micro-system in which a child is socialised; therefore, socio-economic factors in the family unit have a deep influence on the wellbeing of teenagers. A case study conducted by Tiwani (2010) which was based on

management of learner behaviour revealed that the impact of living circumstances that include, for example, council homes and informal settlements, unemployment and female- and grandparent-headed households may influence how a learner behaves. According to Petersen (2005), family poverty has long been well known as an important issue as to whether or not learners are scholastically successful, as well as a contributing factor in youth misconduct. Children tend to put the blame for their family's suffering on other people, and this tends to push them into crime, drugs and alcohol (SACE, 2001). Appropriate support structures and role models are inattentive to such circumstances; while the family's crucial preoccupation is with survival.

Multiple deprivations indicate a confluence of unmet basic human needs (Maringe & Moletsane, 2015). One of the needs of the children is being nurtured in a family where there is warmth and love. Divorce, separation, a single parent home and a poor-parent-child relationship are some of the factors that upsurge the potential for the abuse and abandonment of the children (Mishra, 2012). Le Roux and Mokhele (2011) and Edwards (2008) confirm that children from severely dysfunctional family structures encounter huge change difficulties which may lead to a variety of interpersonal, emotional and cognitive deficits and indiscipline. Edwards (2008) expands by suggesting that parents who are withdrawn and remote, neglectful and inactive, risk the likelihood of emotionally shutting their children down. Children who have been shut down by their parents tend to carry such stress to school, which creates disciplinary problems.

Idu and Ojedapo (2011) suggest that there exists a dearth of administrative knowledge of the problem, and these clues to the role of school leaders and parental effect constitute a contributing aspect to indiscipline among school learners (Jensen, 2009). The findings also concur with the remark of Coombs-Richardson and Tolson (2005), who maintain that differences in home background influence one's life, which in turn influence one's behaviour. According to Belle (2018), the problem is seen to arise from the structures of family and society, which failed to afford children with any constant set of guidelines. Apparently children nowadays have a lot of freedom and

unsupervised leisure. Some of these children have one parent at home, or alternate between different step-families and grandparents, who have diverse behavioural beliefs, while some are child-headed. As a result, they find it difficult to adjust to the disciplined environment of school. Although rules are statements that prescribe behaviour or a consequence for misbehaviour, some parents fail to inculcate them in their children.

Mugabe and Maposa (2013) suggest that parents have no idea of how to relate to their children because they themselves were not raised in cherishing environments. Some parents compensate for lacking love for their children by giving them money. However, Manning and Bucher (2013) argue that parents who apply discipline in a laissez faire method instil disorder, indiscipline and anti-social behaviour in their children. This means that learners who are exposed to regular arguments between their parents may act out such behaviour with teachers in order to vent their bottled-up anger and disappointment with their parents (Schoen & Nolen, 2004). It is clear that parents who are at odds with the school over discipline send variegated communications to their children. Poorly behaved learners rapidly learn to play off their parents contrary to the school.

A thoughtful and nurturing parent-child bond, matching with the standards and needs of the school, and living conditions that encourage self-respect are necessary if a child is to flourish socially, psychologically and academically. However, Watson and Bogotch (2015) assert that working parents have little time to support the academic and behavioural attitudes at school. Abidoye and Onweazu (2010) claim that parents are not worried with the ethical and academic performances of their children since they have inadequate time to undertake their parental role to discipline them. Joubert and Bray (2007) suggest that the parents must be accountable for the child's behaviour both at home and at school. Magwa and Ngara (2014) argue that children from dysfunctional families develop unsocial behaviour. Bandura's social learning theory adopts that children learn through observation and copying the behaviour of adults (Adigeb & Mbua, 2015). Therefore, parents should "bend

the fish while still fresh". Parents have the responsibility to enforce discipline in their children while they are still young.

Parents should undertake responsibility in disciplining their children as it now becoming a big challenge for schools to discipline learners (de Atouguia, 2014). There is a connection between family violence experience and consequent criminal violence. Children who demonstrate nonconformity in their conduct are often revealed to originate from homes where discipline is sloppy, over strict or inconsistent; parents are uncaring or even aggressive towards their children; the husband-wife relationship lacks intimacy; there is nonexistence of parental inspiration in the development of a child; inadequate maternal participation in the school; and an absence of parental supervision, and that absence may contribute to learner indiscipline and violence (le Roux & Mokhele, 2011).

In South Africa, school indiscipline and disruptions remain realities (Belle, 2018). Belle states that as an outcome of the historical culture of violence and disturbance in South African education, children have become accustomed to dealing with their difficulties in violent and destructive ways. For instance, the way in which students address their needs in universities, and how issues are discussed in the South African parliament perpetuate ill-discipline. Apparently these violent activities taking place in our society led to the formulation of the Constitutional Court's decision on 18 September 2019, which prohibits parents from spanking their children owing to an increase in gender-based violence, which is a contributory factor in learner indiscipline (Sibanda, 2019). Schools mirror society; they are regarded as a microcosm of society in that when problems of ill-discipline increase in the society they also increase in schools (Brumley, 2012). Therefore, it is clear that some parents make a huge contribution towards learner indiscipline.

2.3.3 The challenges encountered by learners in using an integrated management approach to maintain good discipline

Since the inception of democracy in 1994, the South African education system has put more emphasis on the importance of democratisation. This approach in schools indicates that there should be a distribution of power to all stakeholders involved in the school, including learners. The idea was reinforced by the Department of Education (DoE) which issued a set of guidelines for RCLs as part of its policy of promoting democratic governance in South African schools. Among other things, the guidelines suggest that learners must be given the opportunity to participate in decision making for the school. However, learners are being deprived of that opportunity by some of the SGB members; hence their rights in school are jeopardised. According to the literature in empirical studies, learners are deprived of their rights globally.

In Australia a study conducted by Groundwater-Smith and Mockler (2016), which was based on the shift from the students' voice to student-teacher partnership, suggests that students are not given opportunities to participate equally in decisions that affect them. However, a study conducted by Fielding (2011) in New York suggests that the learners' voice presents a real possibility in education for democratic fellowship. In a study that was conducted by Katambalutwa (2014) in Uganda the findings concur with Fielding's (2011) study by pointing out that all stakeholders are equally important when decisions have to be made in the school. Thus it is important to give all stakeholders equal opportunities in the school. The sentiment is shared by Mabovula (2009), who conducted a study in SA which was based on the role of the learners in the governance of Secondary schools. He states that the learners' role was so limited that their voices were unheard.

Mabovula claims that parents felt that learners should not be informed about everything that is going on, but they need to conform to rules and regulations stipulated by the members of the school governance. The study conducted by Phaswana (2010) revealed that the SGB used English to obstruct the learners'

opinions. According to Mncube (2008), SGBs exacerbate inequalities of power relations, race, socio-economic class and gender. Mncube suggests that girls were willing to surrender decision-making powers to boys. However, Wilson (2009) has a different view, that in England female learners are more engaged in discussions than their male counterparts. The challenges encountered by RCLs are not only caused by the reluctance on the part of school leaders to involve learner leaders in the governance of the school; the learners themselves may be the cause of indiscipline.

Mbatha (2008) asserts that peers often influence learners' behaviour. The peer group can demand sightless obedience to a group standard, which can result in socially disaffected teams with obsessive views. This idea is supported by Njoroge and Nyabuto (2014), who observe that many learners misbehave because of pressure from their peers. They suggest that disciplinary problems amongst learners at school are accessible by learner-on-learner bullying and sexual harassment. Victims of bullying often seek revenge to either stop the bullying or to achieve acknowledgment from their peers, which invariably worsens the problem.

Seegopaul (2016) suggests that students feel the autonomy to manifest a lack of discipline when they are with friends who shove them to show improper behaviour. One needs to understand that influence by peers may lead to disciplinary problems and misbehaviour in schools and in societies. According to Temitayo, Nayaya and Lukman (2013), delinquency is sociocultural learnt when peers interact in small clusters. Mbatha (2008) suggests that theft among peers causes behavioural deviations in the learners who have lost something. Obviously, while peer relationships are vital among learners, they may also have a bad influence on behaviour, which may impact on discipline in school.

2.4 THE INTEGRATED MANAGEMENT STRATEGIES IMPLEMENTED BY SMTs AND OTHER STAKEHOLDERS TO COMBAT LEARNER INDISCIPLINE IN THE CONTEXT OF MULTIPLE DEPRIVATIONS

The disciplinary methods that teachers have depended on are no longer permitted, particularly those that include demanding, bullying, admonishment, threatening, belittling and punishing as these strategies can keep behaviour partially under control only for a short period (Charles, 2007). Charles suggests that they can produce harmful side effects such as restlessness, crookedness, anxiety, evading, dishonesty, unwanted attitudes towards learning; overall dislike of school and teachers, disposition to react badly, and for many, the yearning to quit school as soon as possible. Mtsweni (2008) states that the authoritative style of leadership causes learners to resort to violence because they are irritated by not having a say in what concerns their happiness and wellbeing as compared to participatory decision making, whereby learners are in a position to partake in issues which affect them. The new system of education recommends a participative model of discipline, which is said to be on a par with the democratic values of the new South Africa. It also suggests a solid dedication to participative decision making whereby superiority is given to SMTs, and all schools see a need to have SGBs. Hence the study explores an integrated management approach in addressing learner discipline.

The most effective programme to ensure a balanced teacher and student relationship includes the practice of democratic management. Such a programme is recommended when an integrated management approach is used (Bird, 2017). Hallinger (2018) concurs with Bird (2017) in adding that democratic styles do not only contribute to better learner performance, but to fairness in relation to their socio-economic levels. Democratic leaders basically anticipate discouraging the monopolisation of power. Sharing power creates teamwork and collegiality among all stakeholders. Democratic leadership relates to participation, power sharing and clear communication of goals (Ngcobo & Tikly, 2010; Odeyemi, 2010; Veale, 2010; October, 2014). A

democratic leadership approach to discipline promotes participation and collaboration, which lead to trust and teamwork.

2.4.1 Democratic discipline approach

The South African Schools Act (84) of 1996 suggests that educators, learners and parents should become involved in the development and execution of a Code of Conduct, classroom rules, management rules and procedures. This guideline sets the context for learners and parents to become involved in managing discipline in the school context. Omete, Thinguri, and Moenga (2015) state that collaborative partnership among parents and other stakeholder is vital in order to inculcate values that enhance discipline among learners. Temitayo et al. (2013) state that disciplinary problems can be dealt with if authorities develop a spirit of teamwork and a Code of Conduct for all school stakeholders and learners to adhere to. However, the challenge for rural schools is that parental involvement in school matters is severe absent, and this jeopardises the procedures recommended by the Schools Act (Joubert, 2010).

Democratic procedures of setting up discipline are constructed upon the fundamentals of equality and involvement (Evans, 2000; Matseka, 2008). Matseka (2008) suggests that this method lessens the level of learners' indiscipline, and they become cooperative and participatory in almost every school activity they are involved with. The democratic classroom is one where educators and learners work in partnership in setting classroom rules and the penalties of undesirable behaviour. Evans (2000) contends that a democratic educator assists learners to appreciate that making choices is firmly linked to accountability. Thus learners are permitted autonomy, but they are expected to undertake responsibility for what they do. In this context, teachers are firm yet sympathetic, and they include learners in cooperative learning practices. However, Tungata (2006) contends that the majority of novice teachers have limited management skills as they are just settling down to the induction years of their teaching. It is also important to note that in the study conducted at King

Cetshwayo District, learner discipline is explored in the context of multiple deprivations.

It is evident that children are more likely to suffer multiple deprivations owing to their inadequate access to basic services such as clean water, and to unemployment and overcrowding (Hall, 2007). Maringe and Moletsane (2015) aver that the problem of poverty in schools emanates from the environment the children live in. However, studies by Ronfeldt, Loeb and Wyckoff (2013) and Ramatseba (2014) allude to the fact that some schools facing multiple deprivations showed resilience when against all the odds they were seen to be coping with issues of multiple deprivations and were succeeding in giving a high quality education to the deprived learners. A study conducted by Ramatseba (2014) on schools working in deprived contexts established that the SMTs created collaborative networks with their communities and other stakeholders. Ronfeldt et al. (2013) suggest that the success of the deprived context schools depended on the parental involvement in the school activities, and also on their being responsive and accommodative to community conditions.

2.4.2 Parental involvement

Parental involvement refers to the participation of parents in regular and meaningful communication on learners' performance and other school activities, so that parents partake in their children's learning, and take full responsibility, as appropriate, in decision making and in advisory teams to provide support in their children's education (DoE, 2009). This could be undertaken through consistent parent-educator meetings, resources sent home regularly, and parental involvement in class activities to help create a positive parent-educator partnership (Rimm-Kaufman & Sawyer, 2004).

School discipline is the responsibility of all stakeholders, not only the SMT and educators. Schools make it a priority to involve parents in the education of their children (Ntuli, 2013) to enhance learner discipline. Consequently, Mtsweni (2008) suggests that parents represent a significant community group with

whom schools maintain a relationship which results in school effectiveness and learner achievement. The Northeast Foundation for Children in the United States (US) states that when schools connect parents to the learning goals of their children, this produces an environment that endorses academic success (Rimm-Kaufman & Sawyer, 2004). Dhurumjai (2013) asserts that schools become effective when a solid and optimistic relation among learners, parents, teachers and the community has been established. The supportive home environment produces a successful learning environment. Accordingly, the SMT of the school is responsible for developing trust between teachers and parents. However, a trusting relationship will only be possible when there is mutual respect between teachers and parents, and a readiness to accomplish their duties (Ndamani, 2008). Involvement of parents in school is an influential weapon in learners' education which can have both an academic and a behavioural effect on learners. Joubert, de Waal and Rossouw (2004) claim that parents hold the key to the establishment and upholding of learner discipline in schools. Mogale (2013) concurs in pointing out that parental involvement has a major constructive outcome on the quality of learners' learning experience in the school. Hence, schools that do not involve parents in their activities are heading to a calamity.

According to the South African Council for Educators (SACE, 2013), absence of parental guidance inspires deviant behaviour. Better learner achievement in school will only be achieved through parent-school relationships. The new educational dispensation demands the involvement of parents in the management of the school. This suggests that parents' positive attitude towards education produces better achievement from the learners. Parental involvement, particularly in the form of values and ambitions demonstrated on the home environment, is a main power influencing pupils' success and change (Koenig, 2008).

Hence one can conclude that parents are the main resource for improving the quality of education and discipline. Gezani (2003) alludes to the fact that when parents are involved, learners behave better, thus fewer discipline

complications transpire, and school rules and regulations are easily applied. This is in line with the findings by Moloji (2005), who concedes that the involvement of parents in the education of their children improves home-school relations and learners' school attendance, and has a positive impact on learners' academic improvement. Therefore, to ensure effective parental involvement schools need to work hand in hand with their SGB.

2.4.3 Collaboration between the school and the SGB

The amended South African Schools Act was passed to support schools in order to combat disciplinary issues. Section 8 of this Act mandates the SGB of a public school to adopt a Code of Conduct for the learners. Amongst other things included in the Code of Conduct is the issue of security measures. The first priority in developing a school security plan is for the SGB to establish a subcommittee called the school security committee (SSC), which consists of all the members of the school community (learner leaders, educator representatives and community members) who are in charge of formulating, executing and observing the school's security plan. The SSC should categorise the school's priority misconducts and the most common disciplinary problems in the school. In order to create ownership among all stakeholders, schools are expected to have a safety plan that has undergone a consultative process by all members of the school community. The SGB should make accessible all the basic human and financial resources to solve the priority problems (de Wet, 2007), including training of the SGB members.

It is the task of the Head of the provincial Basic Education Department to ensure that the principal and other officers of the Department offer all the required support to SGBs in the enactment of their roles (Republic of South Africa, 1996a). Moreover, the principal and the SMT are liable for the enforcement of the Code of Conduct, since the SGB members (parent governors in particular) cannot be at school at all times. Hence, the SMT, the educators and the disciplinary committee are mainly in charge of carrying out the prevention, action and resolution measures of the Code of Conduct.

Section 9 of the Schools Act regulates the procedure that should be shadowed when a learner is suspended or expelled from a public school. The SGB must conduct a disciplinary hearing in the manner expected in Section 8(1a) of the Act against the learner within seven days of his/her suspension. However, the SGB can only endorse the learner's expulsion, which may be reconsidered by the HoD of the province within 14 days.

The expulsion system in Australia seems to be more effective as it is left to the discretion of the principal, and has a varied period of expulsion ranging from four to 10 weeks, a term or a semester, depending on the age of the learner and the severity of the indiscipline. A developmental plan is introduced to support the youth towards rehabilitation (Government of South Australia, 2007b). This seems to be a more effective system as it provides diverse sanctions, and offers the principal authority which in turn helps to offer more power to the teacher in the class. However, in the South African system the maximum sanction of suspension is one week without any compulsory, deliberate and monitored rehabilitative process.

2.4.4 Positive teacher-learner relationships

Positive teacher-learner relationships are likely to generate a conducive learning environment in the classroom, and an atmosphere that is devoid of disruptive behaviour in the whole-school environment, which will determine whether or not a learner can benefit from teaching-learning situations (Paul, 2009). However, teachers should be mindful of the desire for a positive, loving relationship if learning is to take place. The educator is in the position of command instead of authority where trust between both learner and educator is scarce (Oosthuizen, Wolhuter, & du Toit, 2003). Therefore, the educator could help in decreasing indiscipline in the entire school by behaving consistently and being open and amicable (Kruger & van Schalkwyk, 1997). Robertson (1996) argues that using humour, friendly greetings and non-verbal sympathetic behaviour may assist in cultivating relationships, but teachers should avoid humour embattled at the learners. However, while a positive

teacher-learner relationship is important, there should be clear guidelines and rules to ensure that everyone is within the boundaries.

2.4.5 Clear guidelines/rules

The setting of rules is regarded as the most elementary and common part of any old-style discipline structure (Deaukee, 2010). Rules identify overall attitudes and standards for behaviour. The study conducted by Nakpodia (2010) in Nigerian secondary schools suggests that every community should guide its members by providing rules and actions. If proper guidelines and rules are provided in the community, the schools will experience fewer cases of ill-discipline. However, teachers also have the responsibility to provide rules and guidelines to safeguard discipline in the classroom. Everton, Emmer and Worsham (2000) declare that giving learners a clear set of outlooks for what is right will be a good start towards creating a positive classroom and school environment that will be devoid of boisterous conduct from the learners. Torres (2014) suggests that clear expectations must be made to learners to be accountable for consequences and rewards. Indeed, rules are the basis for school conduct or behaviour. According to Deaukee (2010), it is vital that children understand precisely what behaviour is satisfactory in school and what is not, and that this is cascaded through clear guidelines and rules. However, despite providing learners with clear guidelines and rules to maintain discipline, schools may opt for behavioural contracting.

2.4.6 Behavioural contracting

It occurs when there is a development of conduct agreement which is used as an approach to control the boisterous behaviour of learners. This development contract embraces that behaviour which is strengthened is likely to be repeated, and that which is not reinforced will soon fade (Deaukee, 2010). The educator and learners commit themselves in a written agreement to behave more properly, and specify a reward for meeting the commitment. The subsequent penalties for not holding to the contract, rewards for meeting expectations and

the time frame are also indicated. According to Deauke (2010), this method endeavours to control behaviour that is not effectively controlled by normal classroom processes, to inspire self-control on the part of the learners, and to nurture the learners' sense of commitment to suitable classroom or school conduct. Behavioural issues are one of the most efficient means for collaboration and commitment to the client (Enea & Dafinoiu, 2009). While schools are working on correcting inappropriate behaviour, it is imperative for them to ensure that their corrective measures do not make learners feel worse about themselves. Maphosa and Shumba (2010) suggest that despite behavioural contracting, verbal warning can be used as an alternative to corporal punishment. Verbal warning is defined as the discipline administered by the educator on the spot, but it is regarded as a dangerous disciplinary measure (Tozer, 2010). It can trigger fear as it may be abusive, so educators are expected to be vigilant when applying it. However, good behaviour that is shown by learners should be reinforced through a praise and reward system.

2.4.7 Praise and reward system

According to Munn (1999), the majority of South African schools have structures for handling bad behaviour and for identifying the sporting and academic successes of learners. Nevertheless, few schools have systems in place that identify good behaviour. Semali and Vumilia (2016) claim that when learners are behaving well in class in relation to activities, acknowledgment must be made, with emphasis on reward systems such as star charts, badges, or classroom awards to inspire good behaviour. Carter (2011) states that rewarding desirable behaviour is more beneficial and effective than punishing undesirable behaviour. Smith (1999) observes that if schools discuss the basis sustaining this reward system clearly with learners, it can inspire learners to improve their behaviour and limit disciplinary glitches. Sonn (2002) considers that positive discipline is the central method of discipline as it centres on positive features of behaviour in the class, strengthening good behaviour through rewards and involving learners in decision making about rewards and punishment. He suggests that by identifying and rewarding good behaviour and

punishing bad behaviour, the decent behaviour will be stimulated. Hence, an offender may be allowed to acknowledge his/her bad actions and be given an opportunity to make amends and restore a sound relationship.

2.4.8 Non-traditional methods

According to Fields and Boesser (2002), learners can learn from their own experiences and make knowledgeable rational choices. This is the well-known constructivist approach to discipline which endeavours to prepare learners with the essential skills for self-reflection, and to be able to differentiate between desirable and undesirable behaviour. Through these method learners also develop caring and deferential relations with one another, and with the adults in their lives. They are fortified to think about the effects of their actions on other people, and channelled and imparted to make intelligent and informed decisions. Every time they choose to present unruly behaviour, they understand that they are choosing the unpleasant consequences that result from that behaviour. As the teachers enact rules which provide guidelines for good behaviour by the pupils, they are expected to “walk the talk” through modelling good behaviour themselves.

2.4.9 Modelling behaviour and teacher-preparedness

Davis-Johnson (2000) asserts that teachers do not always model positive behaviour. She suggests that the role of the teacher is to model positive self-concepts and respect for others, and to create the significance of academic achievement. Fields and Fields (2006) claim that positive teaching and parenting are productive methods of guidance and discipline. Mendler, Curwin and Mendler (2008) suggest that learners learn both morals and immorality founded more on what they see than what they hear.

It is vital that educators obtain training which capacitates them with skills of dealing with conflict and discipline matters in the school. Merfat (2015) suggests that SMTs should ensure that educators take training courses which will provide

them with strategies for dealing with discipline issues. However, the fact remains that they are role models to learners, which means that they are always expected to be exemplary (Ntuli, 2013). This means that they need to ensure that they come to class on time, and properly prepared to teach learners (Ferreira, Jacobs, Coetzee-Manning, & de Wet, 2009). Nevertheless, discipline should be intended to bring about a desirable change in behaviour and create a happy school community. Security measures and zero tolerance when disciplining learners will enable an environment which is not intimidating to the learner.

2.4.10 Security measures in schools and zero tolerance as a strategy to mitigate indiscipline

The report by de Wet (2003), which indicated that 73% of learners and staff felt insecure at school entrances, 69.44% felt unsafe in school cloakrooms, and 79.86% on the school premises, made it clear that there is a need for security in South African schools. The USA National Centre for Statistics revealed that schools took measures such as engaging full-time guards, restricting access and using metal sensors to support security. South African schools have taken some steps in providing security, but there is still a shortage of it.

Zero tolerance was initiated by President Clinton with the intention of instilling the idea that certain behaviour is not to be tolerated. From an administrative viewpoint, it seemed effective (Ackerman, 2003). However, there was no evidence of zero tolerance being able to reduce student misbehaviour. Teachers were extremely uncertain about the term ZT, and some obeyed very aggressively, and others implicitly rejected it (Ackerman, 2003). Mackey (2010) states that there is an absence of empirical evidence that zero tolerance policies decrease violence in schools, or improve school discipline. Robbins (2005) claims that ZT harmed African Americans. Grubbs (2008) claims that ZT came with the loss of student expression, preventing instructional initiatives and even discriminating against learners from dissimilar cultural communities. According to the American Psychiatric Association ZT Task Force (2008), there

was a need for a change in how ZT policies were applied towards alternative practices. There is an indication that an integrated management approach in addressing learner discipline per se is lacking in research studies. However, to safeguard the integrated management approach some schools have opted to use learners as a tool to alleviate indiscipline through peer mediation.

2.4.11 Peer mediation

The strategy of peer mediation was developed in the USA, and it spread to Australia, New Zealand, then to the UK (Narain, 2015). This strategy encourages trained learners to partake in mediating the less difficult inter learner conflicts (Blandford, 1998). According to Harper et al. (2005), learners can play a treasured role as mediators, peer counsellors and peer educators to address issues of ill-discipline in the school. Learners contribute their skills in curbing learner indiscipline, and that reduces pressure from teachers. Moreover, peer mediation develops learner's self-esteem and confidence, since other learners may view peer mediators as more empathetic than teachers. Harper et al. claim that mediators are not arbitrators or advice givers, but are regarded as non-judgemental concierges of the course, and the recorders of the trusted written agreement. It is clear that when learners are given the responsibility to deal with conflicts that will enhance their skills in solving conflicts without engaging in violence. Harris (2006) states that peer mediation helps the resolution process, and almost all disputants in his study claimed that they learned skills as a result of their input in mediation sessions. The researcher believes that this is one of the strategies that could be useful if an integrated management approach is used to address indiscipline.

2.5 THE RELEVANCE OF DBE POLICIES IN ADDRESSING ISSUES OF LEARNER DISCIPLINE IN THE CONTEXT OF MULTIPLE DEPRIVATIONS

This section is based on the fact that the state kept to the call of the international conventions on the child's rights by introducing laws and policy to abide by it.

The main aim of the government was to distance itself from the laws and policies of the apartheid regime.

2.5.1 The Constitution of the Republic of South Africa, Act No. 108 of 1996

This Act provides the relevance for disciplinary measures that are adopted by teachers in Chapter 2 Sections 12(1) (c), (d) and (e) of the Constitution (1996a, p.7). It provides clauses stating that violence, torture in any form, or the harsh, cruel or humiliating treatment or punishment of learners is forbidden. Therefore, teachers are liable to be charged if they give corporal punishment learners (violence); subject learners to lengthy squatting (torture), or embarrass or degrade learners. These clauses were directly responsible for the elimination of corporal punishment.

In terms of Section 28 of the Constitution (RSA, 1996a), every child has the right to be protected from abuse and mistreatment, and not to be detained except as a last resort. Hence, the child may be detained for the shortest period of time. According to Joubert et al. (2004), the founding values of the Constitution, such as dignity and fairness, are vital when introducing learner discipline in schools. Furthermore, the Constitution enforces constitutional obligations and responsibility on the educational system of the country to afford learners the right and access to quality public education. It is therefore the responsibility of the schools to ensure that all learners are protected against disruptive behaviour, and enjoy learning and teaching environment that is conducive to all learners at all times.

2.5.2 The Employment of Educators Act, No. 76 of 1998

Teachers' incapacity and misconduct is addressed in Chapter 5 of the Employment of Educators Act, No. 76 of 1998 (ELRC, 2003a, p.9). The assault of a learner or employee constitutes serious delinquency according to clause 17 (1) (d). Clause 1 (k) prohibits all methods of discrimination against any member of the school; clause 18 (1) (r) refers to assault, efforts to assault and

intimidations to assault, and clause 18 (1) (u) forbids the bullying or victimisation of learners and teachers. Teachers may be charged or penalised under clause 1(k) if they discriminate against troublesome learners by requesting them to sit on the ground, or if unruly learners are continually reminded of their delinquencies. If such learners are always requested to answer questions, they may take this as oppression under clause 18 (1) (u). Clause 18 (1) (u) states that a teacher who tries to smack a learner or threatens to slap a learner, may be charged. These laws have abolished corporal punishment, which was broadly believed as an effective disciplinary measure. Corporal punishment was observed as ineffective because society at large and teachers in particular complicate discipline with corporal punishment. Professor Kader Asmal, in *The Alternatives to Corporal Punishment* (DoE, 2000), states that corporal punishment was preferred because it was quick and easy, whilst other approaches required time, patience and ability, which teachers often do not have.

2.5.3 The alternatives to corporal punishment (ATCP) (DoE, 2000)

The DoE acknowledges that schools are faced with undisciplined behaviour, and the implication of such behaviour for effectiveness of teaching and learning. On the ban of corporal punishment, the DoE issued the first *Handbook to Alternatives to Corporal Punishment*, which provides five levels of school misbehaviour (DoE, 2000). **Level one** deals with minor misconduct, and suggested alternatives to corporal punishment. **Level two** deals with misconduct regarded as somewhat more serious in nature, with matching punishment alternatives. The seriousness of misconduct is at its extreme at **level five**, which warrants suspension leading to expulsion. Naong (2007) suggests that banning corporal punishment has led to the growth of indiscipline in schools. The strategy called ATCP was then introduced to curb indiscipline (Moyo, Khewu, & Bayaga, 2014). Up till now, there is an indication that educators are still struggling with ATCP. However, a study conducted by Mthanti and Mncube (2014) suggests that the more learners, parents and staff are involved in school policy and decision making, the more the school can

resist indiscipline. The DoE provided schools with a handbook to ATCP; but there is still a need for an integrated management approach to address issues of discipline in schools.

2.5.4 The National Policy Act, No. 27 of 1996

This Act provides recommendations to the Minister of Education to regulate the national education policy in agreement with the Constitution, Section 3(1). In South Africa, the formulation of the South African Schools Act is one major outcome of the provisions of this Act. The Constitution stipulates the following aspects towards discipline policy: the development and protection of the fundamental rights of every person is assured in terms of Chapter Two of the Constitution (Section 4(a) (i); and every person is to be protected against unfair discrimination within or by an education department or educational organisation on any ground whatsoever (Section 4 (a), (i). It is against this background that the principles of democracy, equality and just administration came into being on learner discipline issues.

2.5.5 The South African Schools Act, No. 84 of 1996

According to Section 8 of the South African Schools Act, No. 84 of 1996 (RSA ,1996), stakeholders in education are given a chance to partake in the democratic governance of public schools through elected legislatures to establish SGBs. The elected representatives are given legal powers to act as “juristic persons”. The SGB is then required to adopt a Code of Conduct with the aim of establishing a disciplined school setting. The Code of Conduct makes provision for the creation of rules governing discipline and safety, disciplinary measures for those who break the rules, and disciplinary proceedings. This is done to address the issues of learner discipline. Hence, teachers must ensure that their disciplinary policies are embedded in the school’s Code of Conduct.

The Code of Conduct makes requirements for due procedure for enforcing discipline, which requires a fair hearing before a learner can be suspended by

the SGB, or expelled by the provincial HoD. The South African Schools Act recommends two kinds of suspension, either as a correctional measure for a period of up to a week, or pending a decision from the HoD of Education as to whether the learner is to be expelled or not. This law is relevant to the integrated management approach as it ensures that fairness when disciplining learners is important. Visser (2006) states that one of the central objects of the Schools Act is to uphold the rights of all learners, educators and parents, and to promote their acceptance of responsibility for their organisation in partnership with the government. The Schools Act has ensured that the schools observe human rights and the democratic systems to manage discipline in a democratic manner.

2.5.6 The Education Laws Amendment Acts of 2002, 2005, and 2007

The Education Laws Amendment Acts of 2002, 2005 and 2007 amended Sections 8 and 9 of the Schools Act to reinforce measures and procedures for controlling indiscipline in schools. The Education Acts safeguard that learners are accompanied by parents or a guardian during disciplinary proceedings, except if good cause is shown by the SGB for the continuation of the proceedings in the absence of the parent or the person chosen by the parent. The Education Laws Amendment Act of 2005 (RSA, 2005) also requires the SGB to suspend a learner who is suspected to have committed a serious transgression, after a just hearing. According to the Education Laws, carrying hazardous substances and illegal drugs during school activities or on the grounds are forbidden. In addition, the Education Laws Amendment ensure that a safe and conducive environment for teaching and learning is created in schools.

2.5.7 The South African Council of Educators Act, No. 31 of 2000

The South African Council of Educators Act, No. 31 of 2000 (in ELRC, 2003c, p.17) provides a Code of Professional Ethics for educators. Furthermore, it provides the boundaries within which a teacher must act to uphold discipline in

the classroom. It gives relevant clauses 3(4); 3(5); 3(6) and 3(10) on how to handle disciplinary problems at school. This Act stipulates that a teacher must act with sympathy; avoid any form of disgrace; abstain from any form of physical or psychological abuse; and desist from inappropriate physical contact with learners. Teachers are expected to engage with learners in an appropriate language and behaviour that elicits respect from learners. According to these clauses, disciplinary measures relating to mockery, name-calling, teasing or doing exercises for lengthy periods are prohibited.

2.5.8 The Tirisano Plan (“working together”)

The former Minister of Education, Kader Asmal, launched a nine-point education mobilisation campaign as part of the Culture of Learning and Teaching Service (COLTS) campaign. Disadvantaged schools in South Africa (Department of Education, 2000) were the reason for Tirisano to be launched. These schools were faced with the problem of “poor quality of learning”. According to Steyn (2002), poor learning is related to poverty, lack of facilities, underprepared teachers, non-existence of resources, and absence of determination and discipline in schools, usually recognised as a lack of a culture of teaching and learning.

Seven projects were prioritised. **Project 2** was on Leadership and Management. Its planned objectives were to ensure that all schools have management teams that establish a commitment to the improvement of a school culture that recommends quality; to encourage a joint vision and quality learning and teaching; to set high morals and prospects for learners and educators; and to produce a climate that is conducive to learning and the professional development of educators (Department of Education, 2000). **Project 3** was on Governance. Strategic objectives for this project were: to safeguard that all schools have governing bodies and all secondary schools have learner representative councils in accordance with the South African Schools Act; to make conditions for SGBs to share experiences and information; to enable the formation of training and development programmes

for governing bodies and learner representative bodies; and to enable the building of national governing bodies (Department of Education, 2000, p.11).

Project 6: School safety: The strategic objective was to create a harmless and tolerant environment by confirming that all schools were free from criminality, violence and sexual harassment (Department of Education, 2000, p.13).

2.5.9 Personnel Administrative Measure (PAM) document (1999) promotes leadership

The conditions of employment of educators are set out in the schedule by the Minister of Education in terms of Section 4 of the Employment of Educators Act, 1998 as follows:

The PAM document, *Government Gazette No. 19767 of 18 February 1999* as amended periodically up to *Gazette No. 24948 (21 February 2003)*.

This PAM document determines the requirements for educators, and spells out the awareness of the teacher being a leader “to take on a leadership role” in academic matters. It requires teachers to help the HoDs to detect aspects which necessitate special attention, and to assist in addressing them (section 4.5, e, ii). Section 4.5, e, i specifies that leaders should have a vision and get people anxious to work towards it. It also requests educators to “share in the responsibilities of organising and conducting extra and co-curricular activities”. This is an indication that the state requires that leadership should be developed from the lowest level of school personnel, which is now called ‘teacher leadership’ and goes hand in glove with the collegial position of leadership supported by the DoE, which supports the integrated management approach. However, of more interest is how this assists in alleviating learner indiscipline. The following section discusses the theoretical framework that underpins the study.

2.6 THEORETICAL FRAMEWORK

This study is underpinned by the following theories: The Adlerian model in positive discipline, and Dreikurs' model in positive discipline and whole-school discipline. The main founders of positive discipline thinking are Adler, Dreikurs, Glasser, Nelsen, Lott and Dinkmayer. The Positive Discipline Parenting and Classroom Management model was developed by Alfred Adler and Rudolf Dreikurs. Parenting education was first introduced by Dr Alfred Adler in the USA in 1920s. In his study he emphasised the importance of treating children with respect. However, he argued that when children are being spoiled, that results in social and behavioural problems. Vienna in the early 1920s introduced the classroom practices which were carried to the USA by Dr Adler's friend and student, Dr Dreikurs, in the late 1930s. Dr Adler and Dr Dreikurs mention the approach of being sympathetic and firm in teaching and parenting, thus regarded as a democratic approach.

Positive discipline is a conjunction of theories and models of discipline with a humanist and reason-based focus. It has at its basis the improvement of mutual respect at school and at home, and speaks to teaching children respect and discipline in a democratic way (Nelsen, 2012). The position of positive discipline is the one promoted by the DoE, and the researcher seeks to explore discourses around the DoE's stance, which promotes an integrated management approach to discipline. This theory holds that children must acquire essential social and life skills, and that discipline must be taught. It promotes respect, warmth and understanding for good discipline to occur, and it aims to make children successful, contributing members of their community. It speaks of disciplining children in a manner that encourages self-discipline and inner control with reason. This type of discipline is at the decisive end in the discipline arena, and is of value in our newly democratic country, where discipline should be approached in a positive manner rather than with punitive measures such as corporal punishment, which is seen as destroying learners.

Positive discipline is based on the following tools: mutual respect: adults who model both firmness by regarding themselves and the needs of the situation, and compassion by respecting the desires of the child, recognising the belief behind the behaviour; effective discipline that identifies the reasons children do what they do, and works to change those beliefs, rather than simply endeavouring to change behaviour; actual communication and problem-solving skills; discipline that is neither lenient nor punitive, focusing on solutions instead of retribution; inspiration (instead of praise): encouragement that notices effort and improvement, not just success, and shapes continuing self-confidence and empowerment; and, as noted with Dreikurs (1964), belief in encouraging the learners, even though they have not attained top marks, or are as yet not fully obedient of school rules, but are getting there. The UNESCO report, which encourages positive discipline in the schools, is presented below.

Two opposing schools of thought of human behaviour

	<i>Dominant and Traditional practice in American Schools</i>	The positive discipline (Solution focused approach)
<i>Who developed the theory?</i>	<i>Common practice Pavlov-Thorndike Skinner</i>	<i>Adler, Driekurs, Glasser Nelsen, Lott and Dinkmayer</i>
<i>What motivates behaviour?</i>	<i>At a moment of response to a specific behaviour</i>	<i>In an on-going relationship founded on mutual respect</i>
<i>What are the most powerful tools for adults</i>	<i>Control, reward and punishment</i>	<i>Empathy, understanding and perspectives of the student,</i>

		<i>Collaborative problem solving, kind AND firm follow through</i>
<i>Respect is...</i>	<i>Obedience and compliance in relationships in which dignity and respect of adults is primary</i>	<i>Mutual in relationship in which each person is equally of worthy and dignity</i>
<i>Response to inappropriate behaviour</i>	<i>Censure, isolation and punishment</i>	<i>Naming without shaming and blaming, focus on solutions, follow through addressing the belief behind the behaviour</i>
<i>Response to dangerous and destructive behaviour</i>	<i>Censure, isolation and punishment</i>	<i>Clear follow through without getting in a way of student experiencing the consequence of their action</i>
<i>Student learning is maximised when...</i>	<i>The adult has effective control over student behaviour</i>	<i>The student feel belonging and significance in the classroom</i>

Table 2.6.1 Schematic of Chadsey and McVittie (2006) showing traditional American practice versus positive discipline practice.

It is evident from the above table that inculcation of positive discipline leads to an on-going relationship which is founded on mutual respect compared to traditional practice, which responds to specific behaviour. Positive discipline encourages empathy, understanding and collaborative problem solving,

kindness and firmness, which oppose the punishment used in traditional discipline. Positive discipline assists in maximising student learning through the improvement of learners' sense of belonging in the classroom, which is encouraged in an integrated management approach to address learner discipline in the context of multiple deprivations.

2.6.1 The Adlerian model in discipline

Adler (1956) feels, earlier in his writing, that our personalities could be accounted for by the ways in which we do or do not compensate to overcome problems. He postulated that the "drive" or motivating force that lies behind our behaviour and experience was "striving for perfection". This is also linked to learner behaviour and points to our understanding the reasons for poor behaviour. Adler's focus is greatly on family dynamics, specifically parenting and family group, as a preventative means of addressing possible future psychological problems. He also emphasises the importance of nurturing feelings of belonging and striving for dominance. When adults change their behaviour in a school environment or at home, children will be motivated to change their behaviour accordingly. This theory focuses on positive strategies of addressing learner discipline. It is therefore used to answer research question 1, which is how to explore the role of SMTs in an integrated management approach to address learner discipline in the context of multiple deprivations.

2.6.2 The Dreikurs model in discipline

Dreikurs (1964) believes that the society has changed from the distant situation where a father had autocratic control over all, including the mother, and children were to be seen and not heard. He contends that the essential motivation of all humans is to belong and be acknowledged by others. Allen (2005) confirms that Dreikurs expanded on the idea that learners want to belong. However, the result is learners' mistaken belief that they will gain a sense of belonging through peer recognition. These mistaken goals could be attention-getting,

power-seeking, revenge, and displaying inadequacy. Dreikurs recommends taking positive steps against revenge-seeking behaviour. Thus school leaders have to engage the learners in developing them to a level of autonomy as in the RCL, and show them the need to take responsibility for their actions in maintaining discipline. Teachers should ensure that they model democratic behaviour by providing direction and control, and involving learners in the decision-making process. This theory suggests that there are numerous challenges encountered by SMTs when trying to maintain good discipline in school. It will therefore be used to answer research question two, which is how to determine the challenges encountered by SMTs in using an integrated management approach to maintain good discipline in the context of multiple deprivations.

2.6.3 Whole-school discipline – Durant’s model

Durrant (2010) has proposed a whole-school model for “Save the Children”, a world- renowned organisation with its base in Sweden. The model is based on the thinking and principles of UNO, and hence the UN Convention on the Rights of the Child (CRC). The Convention specifies several rights that are particularly relevant to education. These include the right to education, non-discrimination, human dignity and play, to express one’s views, and to be protected from all methods of violence. The second part of the Positive Foundations Discipline School is “pedagogical principles”. This is based on the beliefs and norms that underlie teaching. The whole-school discipline approach indicates the involvement of all stakeholders in maintaining discipline. This theory will be used to answer research question 3, which is how to investigate the integrated strategies implemented by SMTs to combat learner indiscipline in the context of multiple deprivations. The diagram below presents the school-wide positive level of maintaining learner discipline, which includes the individual, the classroom, the family and the community.

Building effective learning communities requires respectful relationships at all levels

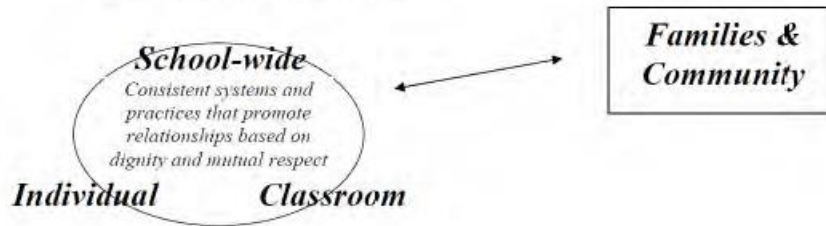


Figure: 2.6.2 Diagram on school-wide positive discipline model (Chadsey & Mc Vitte, 2006)

The three models of Adlerian, Dreikurs and Durrant were identified to have common ground on approaches to instilling and maintaining discipline in schools. They all emphasise mutual respect among learners, parents and teachers. They also contend that involvement of community and other education stakeholders is significant in the approach of integrated management with the aim of maintaining discipline in schools.

2.7 CHAPTER SUMMARY

This chapter has outlined the literature review and theoretical frameworks which underpin the study. A comprehensive discussion was undertaken of the latest literature with regard to the integrated management approach in addressing learner discipline in the context of multiple deprivations. Literature was tackled on the basis of the four objectives of the study. The next chapter provides a detailed discussion of the research design, and the methodology that was followed in carrying out this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In the previous chapter, the researcher presented and discussed the literature review on the integrated management approach in addressing learner discipline in the context of multiple deprivations. She also provided a detailed discussion of the theoretical framework that underpins this study. This chapter presents and justifies the research design and methodology that the researcher adopted for this qualitative study. The paradigmatic position taken about the nature of reality (ontology), the relationship between the knower and the known (epistemology), and assumptions about methodologies (Neuman, 2011) are also outlined. The discussion in this chapter includes the research (i.e. case study) design and methodology to describe procedures the researcher used to generate and analyse data in order to answer the research questions. This chapter also describes the positioning of the study, in particular, the interpretivist paradigm, the target population and sampling procedures, the data collection procedures, the instruments; and the data analysis and presentation. Lastly, the researcher discusses the issues of trustworthiness, credibility, transferability, dependability, confirmability, ethical considerations, and the limitations of this study. This chapter also discusses the literature related to the research methodology to explicitly justify its use and give direction in attaining the objectives of the study. The objectives of the study are outlined as follows:

- To explore the role of SMTs and other stakeholders in an integrated management approach to address learner discipline in the context of multiple deprivations.
- To determine the challenges encountered by SMTs and other stakeholders in using an integrated management approach to maintain good discipline in the context of multiple deprivations.

- To investigate the integrated management strategies implemented by SMTs and other stakeholders to combat learner indiscipline in the context of multiple deprivations.
- To analyse the relevance of DBE policies in addressing issues of discipline in the context of multiple deprivations.

3.2 RESEARCH PARADIGM

A research paradigm is defined differently by different researchers, although they seem to address the same issue. Jonker and Pennink (2010) define it as a set of fundamental beliefs and assumptions about how the world is understood, which also serves as a thinking framework that underpins the process of the research. Govender (2011) views a paradigm as a framework within which theories are created which affects how individuals view the world. A paradigm is a lens by which people make sense of the world. Indeed, researchers acknowledge that people have different philosophical orientations about the world and the nature of research (Cohen et al., 2011; Bertram & Christiansen, 2014; Creswell, 2014). A research paradigm can be viewed as a way of working framework that defines what is acceptable, and what is not, and how the world is perceived by social scientists (Mertens, 2006). Glesne (2006) defines it as a framework or guide for technical societies, describing significant glitches or issues for its members to address, and defining adequate theories or clarifications, approaches, and methods to crack distinctive problems. Bertram and Christiansen (2020) contend that a research paradigm signifies a specific worldview that defines, for researchers who hold this view, what is acceptable to research and how this should be completed. Leedy and Ormrod (2005) emphasise that a research paradigm monitors the course of inquiry, and forms the foundation for the practice of science by guiding the researcher towards suitable research methods and methodology. Barker (2003) points out that a paradigm is defined as a model or design comprising a set of legitimated expectations and designs for collecting and understanding data.

Mertens (2009) and Creswell (2013) define a paradigm as an approach that is composed of certain logical assumptions that guide and direct thinking and action. These views, together with the researcher's paradigmatic stance, show where and why the study took the path it did. The research paradigm sets the context for an investigator's study. Denzin and Lincoln (2005) state that the paradigm selected guides the researcher in philosophical assumptions about the research and in the selection of tools, instruments, participants, and methods used in the study. Crotty (2003) refers to these as "theoretical perspectives", which include the following, among others: positivism (and post-positivism), critical interpretivism (symbolic, phenomenological and hermeneutic), feminism, and post-modernism. This study is embedded in the interpretive paradigm, which is discussed below.

3.2.1 Interpretive paradigm

Interpretive paradigm refers to the development of better understanding of how people make sense of their worlds, the contexts in which they live in and work, and how they make connotation of their precise actions (Bertram & Christiansen, 2020). Interpretivists believe that knowledge is built not only by observable phenomena, but also by descriptions of people's meanings, beliefs, values, reasons, and self-understanding. Therefore, an interpretive paradigm aims to appreciate from within the individual world of human experience which focuses on action to determine the purposes of actors to segment their experiences (Cohen et al., 2018). Neuman (2000) views the interpretive paradigm as the most suitable paradigm in qualitative study because it assists in offering appropriate evidence for the researcher in order to understand and designate reminiscent of social action. Events are understood by psychological processes of interpretation, influenced by social contexts. The interpretive paradigm is interpretive of the social reality of the researched (Mertens, 2006). What drives society becomes the key role player in the studies underpinned by the interpretive paradigm, whose researchers interrogate texts to find the manner in which people make meaning of their lives. This goes beyond the notion that people simply make meaning (Henning et al., 2004).

The use of the interpretive paradigm in this study was based on Cantrell's (1993) view that suggests that interpretive investigators are keen to understand the meaning people make of regular incidences, and how they interpret them within their social and natural contexts. Tracy (2013) adds to this ontology by indicating that interpretivists view knowledge as socially constructed through language interaction, the truth is linked and known through society's cultural and philosophical categories, and human activity is measured to be a message that can be read, analysed, interpreted and deconstructed. Interpretivists regard people as mediators of the creation of meaning in their locations, and these meanings are appreciated and valuable for research.

Although people's perspectives and experiences are subjective, reality may transform them and can have a number of truths (Hennink, Hutter, & Bailey, 2011). This study sought to explore the integrated management approach in addressing learner discipline in the context of multiple deprivations. Using this interpretive paradigm has permitted the researcher to understand people's beliefs and attitudes through interacting and talking with them (Henning et. al., 2004; Wahyuni, 2012). The researcher understood that the interpretive paradigm promotes exploration of reliable data that could go a long way in addressing learner discipline in the context of multiple deprivations. Above all, this paradigm allowed the researcher to explore the integrated management approach, thus making sense and interpreting this approach in terms of how it is used to curb indiscipline in schools.

3.3 RESEARCH DESIGN

A research design can be observed as a plan or strategy that is drawn up for shaping the research and making it feasible, so that research questions can be answered grounded on evidence and warrants (Cohen et al., 2018). McMillan and Schumacher (2001) define a research design as a method used to conduct research, which includes answering the questions when, from whom and under what conditions data are generated or elicited. It is a general strategy or plan of how the researcher intends to collect and analyse the data that are needed

to answer the research questions (Bertram & Christiansen, 2020). Babbie and Mouton (2005) define a research design as a set of strategies and directives to be followed in talking to the research problem, similar to that of a map that assists you to get to your terminus. It is the orderly organisation of all the research activities that are related and consistent with each other to answer the research question and improve the validity of the study (Cohen et al., 2011; Creswell, 2013).

The research design designates the stages one has to follow in conducting one's study. A research design, therefore, refers to the holistic process of doing the research from the beginning to the end. It maps out the technique that the researcher is going to follow to generate and analyse data to answer the research question. Moreover, it provides the whole procedure of research from theorising a delinquent to writing research questions, and of data collection, analysis, interpretation, and report writing (Creswell, 2013). A research design includes being decisive on the research problem and related questions to be answered, determining what kind of data samples need to be accessed, the data generation methods, and the most effective strategies of data analysis (McMillan & Schumacher, 2001; Nieuwenhuis, 2007). According to Cohen et al. (2011), Bertram and Christiansen (2014) and Creswell (2014), there are three types of research approach, namely qualitative, quantitative and mixed method. This study used a qualitative approach, which is briefly discussed below.

3.3.1 A qualitative approach

A qualitative research is an inquiry procedure of understanding based on dissimilar methodological approaches to inquiry that explores a social or human problem (Creswell & Poth, 2020). It is also defined by Johnson and Christensen (2004) as a research study depending mainly on the gathering of non-numerical data such as words and pictures. According to Clark (1999), the qualitative researchers consider that the core of qualitative research is to obtain insights and advance empathetic data with the aim to comprehend participants' point of view. Burns and Grove (2009) argue that qualitative research is a review

envisioned to discover and understand participants' lived experiences and discover new insights.

Ary, Jacobs, Razavieh and Sorensen (2006) aver that a qualitative approach depends on the inductive scientific method, and the main objective of this kind of research is explorative or descriptive. Berg (1995), Merriam (1998), Welman, Kruger and Mitchell (2005), McMillan and Schumacher (2006) and Maree (2007) are of the view that the researcher becomes an instrument that gathers the data which will be authentic and useful for the study. The researcher opted for the qualitative approach because it offers an in-depth account of people in their usual setting. In this study, qualitative research provided understanding of the life-world of the individuals and groups, deliberated from their own frame of reference (Lemmer, 1992). The researcher sought to gain insights from the particular phenomena, and finally sought in-depth understanding of individual group experiences, such as those of the SMT, educators, learners and parents, on addressing learner discipline in the schools of King Cetshwayo District.

Qualitative studies are characterised by strengths that outweigh their weaknesses, namely, seeking to understand the way things are, why they are that way, and what insights of the partakers are (Gay, Mills, & Airasian, 2011). McMillan and Schumacher (2006) suggest that qualitative studies are collaborative, require face-to-face research, and provide for emerging processes as they transpire naturally. Qualitative studies are enacted in natural settings, using numerous approaches that take into account and admire the humanity of the participants. Qualitative studies are based on the fact that reality is subjective, as the social world focuses on the subjective views of the participants; social reality is what is apparent to and shaped by the participants (Basit, 2010). This is in line with Silverman (2013), who states that qualitative research studies focus on 'how and what' instead of how many, that is, focusing on depth instead of breadth by listening to participants' views. Wills (2007) states that qualitative studies are not only descriptive, but also analytical, because they provide answers to explain the attitudes and perceptions. Qualitative studies divulge the nature of certain situations, settings, procedures,

relationships and organisations (Leedy & Ormrod, 2005). These strengths of qualitative research encouraged the researcher to opt for it, in order to get in-depth information regarding ways of addressing learner discipline using an integrated management approach in the contexts of multiple deprivations.

The researcher was guided by Creswell (2007), who suggests that in order for qualitative researchers to study a human problem, the collection of data should occur in a usual setting where participants experience the issue or difficulty under study. Qualitative researchers become sensitive to the people and the sites under study; they become significant research instruments generating data themselves through examining documents, observing behaviour and interviewing participants. Creswell (2013) asserts that qualitative researchers are not inclined to use or depend on questionnaires or tools established by others. However, to enhance the quality of the findings of their studies, they use manifold sources of data such as interviews, observations and documents rather than depend on a single data source. Maree (2011) describes six types of qualitative research design: conceptual studies, historical research, action research, ethnography, grounded theory and a case study. For purposes of this study, the researcher believed that the participants' meanings could be accomplished by using a case study of schools in King Cetshwayo District.

3.3.2 A case study design

Blaxter (2006) defines a case study as an in-depth study of a single specific case, where the case may be an individual, such as a teacher, a learner, a parent; or a group of people, such as a family, or a class of learners and a school, or a community. Furthermore, Merriam and Tisdell (2016) suggest that a case study can be a single person who is a case of some phenomenon, an institution, a group, a programme, a specific policy or a community. Yin (2009) asserts that a case study is an experimental review that explores a current phenomenon in depth and within a real-life context, particularly when the limitations between phenomenon and context are not obviously evident. Therefore, Majola (2013) maintains that case studies are concerned with a

particular situation in its natural context. Case studies aim to describe what is likely to be in any precise condition. Cohen et al. (2007) assert that qualitative researchers aim to capture the reality of the participants' lived experiences and views about a specific condition. Nieuwenhuis (2007) explains case study research as a systematic inquiry of a problem with the aim of describing and explaining it. Case studies deliver an exclusive example of real people in real situations, allowing readers to comprehend ideas more clearly than by just presenting them with abstract theories or philosophies (Cohen et al., 2011). Creswell (2012) defines a case study as an in-depth inspection of a system grounded on a wide variety of data generation tools. This kind of case study is based on lived experiences.

In this study, the case study approach provided a strategy which assisted the researcher to gain an in-depth understanding of the situation and the meaning for those involved. Robson (2002) observes that case studies fall under the sunshade of "naturalistic" research, which is conducted in real world contexts. This explanation is expanded by Punch (2009) by indicating that a case study's main aim is to explore a case in depth and in its natural settings, noting its context. Rule and John (2011) contend that all case studies are likely to include some descriptive content. The researcher opted for a case study because she understood that such a study provides a unique example of real people in real situations, allowing her to explore and report the real-life, multifaceted, dynamic and unfolding interactions of events, human relationships and other factors in a unique instance (Nieuwenhuis, 2007; Yin, 2009; Cohen, et al., 2011). Picciano (2004) suggests, and Yin (2005) concurs, that a case study can be utilised to explore, describe and clarify a phenomenon. Rule and John (2011) differentiate between three types of case study in terms of their outcomes, namely: explanatory; descriptive and exploratory.

Explanatory case studies clarify the presumed unplanned links in real-life interferences that are too complex for the survey or experimental strategies (Maree, 2019). They are also regarded as instrumental case studies (Mark, 1996). This case study aims at both theory building and testing (de Vos et al.,

2011). On the other hand, a descriptive case study is known as an intrinsic study that describes analyses and interprets a particular phenomenon (Yin, 2003). Maree (2019) asserts that a descriptive case study intends to describe an intervention or phenomenon, and the real-life context in which it happened. It is an intensive study of one instance or a small number of instances assumed in order to produce comprehensive descriptions of these cases (Thomas, 2006). It aims to describe the case being studied rather than understanding a broad social issue (Mark, 1996). Explanatory and descriptive case studies were not suitable for this study because of their features. The researcher therefore selected an exploratory case study design because she understood that it was going to assist her to probe more deeply into understanding how an integrated management approach can be used to address learner discipline in the context of multiple deprivations.

3.3.2.1 Exploratory case study design

According to Maree (2019), exploratory case studies explore those circumstances in which the intervention being assessed has no clear, single set of results. This type of design is used when the researcher explores the topic using qualitative data (Creswell, 2013). Using an exploratory case study design permits the researcher to identify qualitative themes, generate theories, and measure the instrument based on qualitative results; the researcher can easily design, implement and report (Creswell, 2013). It can be used to generate hypotheses that are verified in other forms of research, for example observational (Cohen et al., 2018).

The researcher's choice of an exploratory case study design was made in the belief that it would articulate well with the intention and purpose of the study, which was to explore the understanding and complexities of addressing learner discipline in the context of multiple deprivations. The rationale for choosing an exploratory case study was grounded on the phenomenon that was going to be explored, the question it raised and the type of end product desired (Merriam, 2009). In addition, the researcher's choice of an exploratory case study was

based on the fact that, although a case study presents the difficulty of generalising from a single case, its uniqueness and its dimensions for understanding complexity in particular contexts constituted an advantage (Babbie & Mouton, 2005).

3.4 TARGET POPULATION AND SAMPLING PROCEDURES

The main aim of this study was to explore integrated management approach to address learner discipline in the context of multiple deprivations in King Cetshwayo District of KwaZulu-Natal Province, South Africa. Thus, the targeted population was from Secondary school SMTs, teachers, RCLs and the SGBs in the said district. Precisely the research population constituted two teachers from each school (8); two SMT members from each school (8); one learner per school (RCL) (4); and one SGB member (a parent) per school (4) from the four sampled schools. According to Bertram and Christiansen (2016) the population is about the entire set of subjects about which the researcher determines specific characteristics. In this study the researcher used the specific population of uMhlathuze Circuit in King Cetshwayo District secondary schools. Sampling is described by Dawson (2007) as a process of selecting a smaller, more convenient number of people to take part in the research. Maree (2011) defines sampling as the process used to identify the participants for the study. According to Dew, Hardman and Hosp (2008), it is vital for researchers to select participants who are relevant to the research question and the case. The study used two sampling methods, namely, purposive and convenience sampling. The purposive and convenience sampling procedures were used with the rationale that they would be information-rich, with informants who would improve the researcher's understanding of a precise phenomenon (Hesser-Biber & Leavy, 2011). The sampling procedures included the SMT, educators, learners and parents.

3.4.1 Purposive sampling

Purposive sampling is described as a process of handpicking participants according to some defining qualities that make them possessors of the required data for the research problem (Cohen et al., 2011). Creswell (2008) explains purposive sampling as a method that permits the researcher to deliberately select participants, a learning site and a research technique to be used in the study. This study used the purposive sampling procedure to look for desirable participants (Henning et al., 2004) who could provide the desired information and represented diverse perspectives of the integrated management approach to address learner discipline. Denzin and Lincoln (2005) suggest that purposive sampling permits the researchers to choose the participants who demonstrate some topography in which they are interested in. McMillan and Schumacher (2010) aver that purposive sampling depends on the knowledge that the researcher has of the population. In this study the researcher purposively selected participants who were believed to have rich information to respond to the research question (McMillan & Schumacher, 2010; Maree, 2011). The selected participants were: two teachers from each school (8); two SMT members from each school (8); one learner per school (RCL) (4); and one SGB member (a parent) per school (4). Thus in the present study a sample of 24 participants was selected.

According to Bertram and Christiansen (2014), purposive sampling means that the researcher makes precise choices about which group of people, groups or objects to include in the sample. This method is preferred for its unbiased nature, and its familiarity to satisfying the major assumption of likelihood, namely that each component in the population stands an equal chance of being selected (Kumar, 2010). The researcher selected those participants in these schools whom she judged to be revealing, thoughtful, and experienced in the issues of learner discipline. She believed that the identified sample would be in a position to respond appropriately to research questions, and thus provide reliable research findings. The role of the researcher; when using purposive

sampling is to identify participants according to their level of information (Gulati & Taneja, 2013).

3.4.2 Convenience sampling

Convenience sampling is described as a non-random sampling procedure that involves the selection of participants according to certain criteria like easy access, availability, location near enough to participate willingly in the research study (Bertram & Christiansen, 2020). This type of sampling establishes the most common form of qualitative sampling, based on the misinterpretation that small sample sizes do not permit statistical generalisation (Maree, 2020). It entails choosing nearby individuals to partake in the study, and those who happen to be there in order to present themselves as the study progresses (Cohen et al., 2007). In this study the researcher's choice was informed by the schools' proximity as she was concerned with easy access to the targeted schools. This study was conducted in King Cetshwayo Education District, which is one of the 12 districts in KZN Province. It is located on the North Coast of KZN, along the uThukela River. King Cetshwayo consists of five circuits, and the study was conducted for convenience in uMhlathuze Circuit near the researcher's home. The uMhlathuze Circuit management consists of four wards, which are Esikhaleisenkosi, Ensingweni, Mthunzini and Ongoye, in which were the four secondary schools involved in the study.

3.5 DATA COLLECTION INSTRUMENTS

McMillan and Schumacher (2011) describe various ways of how data are generated in a qualitative study. These include data generated in a naturally occurring context, data generated in the form of text rather than figures, and a number of data generation methods in order to acquire a deeper understanding of the phenomenon that is studied. Maree (2007) suggests that using data generated from different sources helps the researcher to explore the findings of the study. A similar view is supported by McMillan (2012), who asserts that the use of multiple methods of data generation significantly improves the quality

of the study. To enrich the quality of the study and obtain deeper understanding, the researcher used four different data collection instruments, namely; individual interviews, focus group discussions, observations and document analysis. Using multiple methods to collect data is referred to as triangulation, which is briefly explained below.

3.5.1 Triangulation

Cohen et al. (2011) define triangulation as the use of two or more approaches to data collection in the study of characteristics of human conduct. Kelly (2006) defines triangulation as collecting resources in as many diverse ways and from as many sources as possible. This can assist researchers to home in on a better understanding of a phenomenon by examining it from several diverse viewpoints. Moore, Lapan and Quartaroli (2012) define triangulation as discovery agreement among evidence collected from multiple sources and using various instruments. The use of triangulation also increases the trustworthiness of the findings. Semi-structured individual interviews and focus group interviews, document analysis and structured observation were used in order to understand the situation that is described by the participants (Blaxter, 2006). Semi-structured individual interviews were used for SGB members, and focus group interviews were used for SMT members, educators and learners. Document analysis was used to analyse the relevance of DBE policies in addressing issues of discipline in the context of multiple deprivations. Semi-structured observation was used to observe the control measures in addressing discipline.

3.5.2 Interviews

An interview is defined by Matthews and Ross (2010) as a method of generating data. It also enables undeviating communication between two or more people where the interviewer is able to provoke data from and opinions and feelings of the interviewees through the use of questions and shared discussion. In the study the researcher considered an interview as the most appropriate method

which would assist the interviewer to elicit information from interviewees on the integrated management approach to address learner discipline in the context of multiple deprivations. The researcher used interviews to corroborate observation and document analysis that were carried out in the study.

There are three types of interview that may be used by qualitative researchers to generate data, namely, structured interviews, unstructured interviews and semi-structured interviews. A structured interview occurs when the researcher employs a set of questions in a prearranged order. Such questions necessitate closed responses. An unstructured interview arises when the researcher may basically introduce the topic, and leave the interviewee to respond the way she or he would like to (Bertram & Christiansen, 2020). In this study the researcher opted for semi-structured interviews to collect information from the SMT members, educators, learners and parents.

3.5.2.1 Semi-structured interviews

Cohen et al. (2007) define a semi-structured interview as an interaction among the researcher and the participants. Denscombe (2014) posits that researchers interview participants in order to explore their perceptions in some ways that cannot be obtained if other techniques are used. The researcher chose to employ semi-structured interviews because they provided an opportunity to probe the participants (Opie, 2004). Furthermore, semi-structured interviews enabled the researcher to modify the order of questions, omit some questions, and change the phrasing of a question, depending on the interview process. Leedy and Ormrod (2010) aver that semi-structured interviews involve a set of pre-designed questions, but allow an opportunity for additional questions, probing a participant's reasoning, and looking for clarification. Maree and Pietersen (2010) maintain that participants are likely to provide detailed answers when using semi-structured interviews. Face-to-face interviews yield the uppermost response rates (Leedy & Ormrod, 2010). According to Rule and John (2011), semi-structured interviews allow flexibility; the researcher may vary the way in which questions are structured in order to allow the participant

to respond freely. In this study, the participants were also allowed to code-switch, which encouraged freedom of expression. A semi-structured interview is the most critical data generation method used to collect in-depth data for a study (de Vos, 2002).

This study focused on exploring the experiences in and the insights of the participants on the integrated management approach, and using semi-structured interviews was deemed applicable for the study (Mertens, 2006). According to Cohen et al. (2007), an interview is a good data generating instrument that is used to find out what a person knows (knowledge and information), what a person likes and dislikes (values and preferences), and what a person thinks (attitude and beliefs). In this study, semi-structured interviews were conducted with the intention of examining the challenges encountered by SMTs in maintaining good discipline in the context of multiple deprivations, and to investigate the integrated strategies implemented by SMTs to combat learner indiscipline in the context of multiple deprivations. Interviews were conducted in schools at a time convenient to each participant. Separate individual interviews for SGB members and learners were used. The researcher interviewed one member of the SGBs and one learner (RCL) in each of the four selected secondary schools. This was done to safeguard that teaching time was not interrupted. Voice recorders were used during the interviews to record data. This was done after permission to record had been granted by the participant. Audio recording interviews guarantees the comprehensiveness of the verbal communication, and offers material for reliability checks (McMillan & Schumacher, 2006). For appropriateness, the researcher began with the pilot study.

3.5.2.1.1 Advantages of semi-structured interviews

The questions in an individual interview can be clarified since the researcher is present during the interview with the respondent; the researcher can ask more questions in order to obtain detailed information from the participant. It is more convenient for participants to respond to an interviewer than to write long

responses; the researcher is able to collect more detailed and descriptive data in an interview (Bertram & Christiansen, 2020). Individual interviews are a convenient method of obtaining huge amounts of data rapidly, and are especially effective for obtaining in-depth data (de Vos et al., 2011). They are regarded as useful instruments for gathering data from marginalised or stigmatised groups in society (Newby, 2010). Hartas (2010) suggests that individual interviews help the researcher to discover information that he/she would not find out through observation alone. Information validity may be able to be guaranteed as direct interaction with informants in the interview means that collected data can be verified for relevance and accuracy (Denscombe, 2014). However, despite the benefit of using individual interviews, they also have some limitations which need to be considered when the research is undertaken.

3.5.2.1.2 Disadvantages of semi-structured interviews

Participants may be reluctant to share, and the researcher may ask questions that do not provoke the anticipated responses from the participants. Some responses could be misinterpreted, or be even at times mendacious (de Vos et al., 2011). Power relations can influence the process of the interview. This may lead to false information provided by educators if the researcher is their principal. Data transcription could be overwhelming to novice researchers, since individual interviews generate large amounts of textual data. Interviews result in self-reported data, which need to be verified using other instruments (Bertram & Christiansen, 2020). The process of analysis may be biased by the views and experience of the researcher because of the intersubjectivity of an individual interview, hence making generalising the research findings impossible (Brundrett & Rhodes, 2014). Therefore, for interviews to be successful the interviewer should be skilful. Interviews were conducted at the school chosen by the researcher to minimise costs. Lichtman (2006) suggests that interviewing requires the researcher to be enduring, to have much time, enough energy, and be able to coordinate with the participants. On account of all these limitations, it is clear that interviews alone would not strengthen the

reliability of the study. It is against this background that the researcher adopted the combination of individual interviews and focus group interviews (Hesser-Biber & Leavy, 2011).

3.5.2.2 Focus group interviews

A focus group interview is a data collection method used in qualitative research which is defined as a prearranged discussion with a designated group of individuals to gather feelings, outlooks and sentiments about a theme of interest to both the researcher and the partakers (Arthur, Waring, Coe, & Hedges, 2012). These participants were selected for the study because of the common experience, characteristics and knowledge that they shared. De Vos (1998) defines a group as a number of individuals between whom a sole pattern of communication occurs. Steward and Shamdasani (1990) aver that the discussion that takes place in the group is restricted to the specific theme under exploration., Marshall and Rossman (2011) contend that the interviewer makes an atmosphere that is helpful to the interview procedure, with probing questions that are focused on the discussion, and the manifestation of different feelings, perspectives, conceptions and points of view, permitting the beliefs and attitudes of each participant to be socially constructed.

Krueger and Casey (2000) define focus group interviews as a prudently planned sequence of discussions intended to gain insights on a defined area of interest in a permissive, non-threatening setting. The responsibility of the researcher is to ensure that each participant is given a chance to build on each other's views and opinions, thus maintaining that the group's opinions and the individual opinions are equally significant. According to King and Horrocks (2010), focus group interviews are used for the following purposes: *exploratory*, when the researcher determines the initial conclusions in a new social context; *pretest*: the researcher examines questionnaire items; *triangulation*: the researcher aims to deliver additional data in an effort to bring methodological rigour to individual interviews, questionnaires or observation data; and

phenomenological: the data collected may be the only basis of evidence which offers detailed awareness about particular phenomena.

In this study, the purpose was exploratory: the researcher's intention was to gather rich information from SMTs, educators and learners to yield in-depth knowledge and explanations about the challenges encountered by SMTs in maintaining good discipline in the context of multiple deprivations, and to investigate the integrated strategies implemented by SMTs to combat learner indiscipline in the context of multiple deprivations. The researcher considered that it was appropriate to use the focus group interview findings to meet the aims of the research. Creswell (2003) states that when the researcher collects qualitative data, his/her aim is to explore the problem with the participants at the research sites.

The researcher used the focus group interview data collection method to maintain triangulation. Separate focus group interviews for SMTs and educators were used. The researcher interviewed one focus group of an SMT and educators in each of the four selected secondary schools. According to Topor (1997), a focus group interview contains a representative sample of a target. Barnard and Venter (1996) describe a focus group as a unusual type of group in terms of objective, size, composition and procedure. Kruger (1994) defines a focus group as being composed of six to 12 participants who are unfamiliar with each other, and who share a common denominator: for instance, a common contextual.

The study used homogeneous focus group interviews, in line with Hesse-Biber and Leavy (2011), who suggest that qualitative researchers use homogeneous focus groups for interviewing in order to acquire in-depth understanding about how the members of the group experience or observe the phenomenon under study. To ensure the free flow of significant information in terms of emotions, experiences and views, the researcher had to code-switch in order to be understood by everyone in the group.

3.5.2.2.1 The benefits of focus group interviews

Focus group interviews are cheap to conduct, and are not time-consuming. According to Buyers and Wilcox (1991), they are investigative in the sense that participants are able to express their ideas about a specific matter. Focus group interviews bridge the gap between the interviewees' initial awareness of a topic and later reports. De Vos (1998) suggests that focus group interviews allow the researcher to probe, generating flexibility for exploring unexpected matters. The flexibility of focus group interviews ensures the creation of an open, soothing setting whereby the interviewees are able to voice their opinions without disruptions or limitations. The researcher is at liberty to ask questions whenever necessary.

The advantage of the group interviews is that the researcher is challenged with the meanings and assumptions that the individual or group embraces in his/her/their own life-world. This view is supported by Brotherson (1984), who explains that the group interviews permit open, reflexive and independent discussion of a phenomenon. Brotherson (1984) contends that focus group interviews can lead to sympathetic attitudes and statements from different points of view. The researcher is able to gain insights that would otherwise be less achievable. Focus group interviews have an advantage over other data-gathering techniques in that the results are scrutinised and reported in a very short time.

3.5.2.2.2 Limitations of focus group interviews

Focus groups can be fairly expensive, and need researchers who are trained in group processes; bias may also be a problem (de Vos et al., 2011). The findings of a focus group cannot automatically be anticipated onto the population at large (Nyamathi & Shuter, 1990). If the group facilitator is inexperienced, the views of only the vigorous participants may be voiced, which creates the risk of having inactive participants. A focus group involves participants' social self-importance or desire to be well-mannered and fit with

the norm, or else their forced obedience (de Vos, et al., 2011). Sampling the right people to partake in a focus group is challenging. It is therefore the responsibility of the researcher to sample those people who will be able to discuss the matter at hand. However, a focus group is often problematic to assemble. Some participants have to travel to the agreed place and make the time to share their views with others. To mitigate the limitations of focus group interviews the researcher ensured that the group is firmly guided to its tasks.

3.5.3 Document analysis

According to Bell (2006), the term “document” is an overall term for an impression left on a physical object by human existence. Documents are categorised into primary and secondary sources. Primary sources are original transcribed materials of the author’s own experiences and observations, while secondary sources comprise of material resulting from someone else as the original source (Strydom & Delport, 2010). Borg and Gall (1996) contend that documents offer valuable cross-validation of other methods used to support or disconfirm them. For this study, subject to confidentiality considerations, the following official written documents were reviewed: departmental and school policy on discipline, punishment and discipline records, minutes of meetings held by staff to discuss discipline connected issues, minutes of the RCL where issues of discipline were discussed, minutes of the SGB where issues of discipline were discussed and recorded, Codes of Conduct for learners and educators. Communications with outside agencies in trying to enforce discipline, such as the police, and NGOs such as NICRO, Lifeline and other community organisations relevant to the curbing of indiscipline were also the focus of this study.

The documents were used to reveal aspects that were the focus of observations and/or the interviews. According to Glesne and Peshkin (1992), documents may even form new directions for observations and interviews. The researcher was aware that documents could be subjective, biased and selective (Cohen et al., 2011). For this reason, the interviews and observations

were used to improve the trustworthiness of the findings from the documents. This instrument was used to address research objective four, which is: To analyse the relevance of DBE policies in addressing issues of discipline in the context of multiple deprivations.

3.5.3.1 Advantages of document analysis

Document study is relatively more inexpensive and affordable than, for instance, a comprehensive survey (de Vos et al., 2011). A study of documents such as diaries, posthumously published autobiographies and suicide notes may be the way to obtain someone's confession (Bailey, 1994). The procedures of consulting documents do not necessarily forestall their analysis at a later stage. The contents of the documents are therefore not exaggerated by the actions of the researcher (Bailey, 1994). When using this instrument to collect data the researcher does need to make personal contact with the respondent/s (de Vos et al., 2011).

3.5.3.2 Disadvantages of document analysis

Reports, statistical annals and past documents are often imperfect, which means there are gaps in records that cannot be accomplished in any way. Documents may be influenced by objectivity issues as they were not intended for research purposes (Bailey, 1994), and fire, floods or storms may destroy written documents over time (Royse, 2004). In other instances, one may find that there is an absence of documents that one wants to access. A nonexistence of linguistic skill may complicate the contents of documents and their researchability. Documents such as newspapers appear in standard format, and such standardisation allows assessment over time with the same or different newspapers. However, mainly personal documents have no standard format. The origin or date of the documents may be difficult to determine. Official documents are provided in bulk. As they are kept in large volume over a period of time they may be incomplete and disorganised, which may hinder research (Bailey, 1994). The researcher requested only the

documents that were recorded in the document analysis guide with an aim of alleviating drawbacks of document analysis.

3.5.4 Observation

According to Bertram and Christiansen (2014), observation is an activity whereby the researcher visits the research site to witness what is taking place. Bertram and Christiansen claim that this method assists the researcher to gain understanding into situations by not relying on the opinions or perceptions of others. Creswell (2013) states that observation takes place when the researcher visits an institution and records notes without being involved in the activities. This study used a semi-structured observation schedule.

3.5.4.1 Semi-structured observation schedule

According to Bertram and Christiansen (2014), semi-structured observation means that all fieldworkers know what they are looking for, and also know how to record information. This instrument was used to address research objective one, which is “to explore the role of SMTs in an integrated management approach to address learner discipline in the context of multiple deprivations”. The researcher visited four schools to do observation as planned. According to Maree (2011), observation is an activity of personal experience that allows the researcher to intermingle with the situation. Robson (2002) claims that in observation the researchers do not ask people about their opinions, feelings or attitudes; they simply look out for what they do and attend to what they say. During observation the researcher looked at the real conditions of the schools.

The researcher observed the following control measures in addressing discipline: late- coming and absenteeism of both learners and teachers, involvement of the RCL at the gate, security at the gate, display of the vision and mission statements of the province and the school, vandalism, the ground roster and the substitute timetable. Bell (2006) states that observations can be convenient in determining whether people practise what they preach, or behave

in the way they claim to behave. Robson (2002) contends that observations can also be used as a supportive or additional method to generate data that may complement or put in viewpoint the data generated by other sources. In this study, semi-structured observations were used as the means to supplement and reinforce data that the researcher collected through interviews and document analysis.

3.5.4.1.1 Advantages of a semi-structured observation schedule

Observation is the technique of obtaining insight into situations where the researcher does not have to depend on the views or perceptions of others that she gets from interviews (Bertram & Christiansen, 2020). Observation assists the observer to test hypotheses by creating situations that are implausible to occur naturally (de Vos et al., 2011). It enables the observer to realise things that no one else has really paid attention to (Patton, 2002). Patton suggests that observation aims at in-depth investigation of a problem, and is of a qualitative nature. The problem can be redefined from time to time without necessarily detracting from the scientific qualities of the study, since observations are flexible and relatively unstructured (Grinnell & Unrau, 2005). Data are collected directly and are never of a reflective nature. Observation is therefore regarded as being ideal for collecting data on non-verbal behaviour.

3.5.4.1.2 Disadvantages of a semi-structured observation schedule

Bertram and Christiansen (2020) suggest that it is impossible to observe everything that is taking place in any situation, particularly one where there are diverse interactions going on amongst people. According to Denzin and Lincoln (2000), the researcher's presence in the situation will cause the participants to behave inversely, which is known as the "Hawthorne effect". Observation alone will not enable the researcher to gain the full data on what is being researched. The researcher may not be accepted by the respondents. Observations may be physically wearing as the researcher encounters different experiences on a day-to-day basis (de Vos et al., 2011). Ethical problems may arise with regard

to the specific community, if the researcher embarks on the study without the informed consent of respondents (de Vos et al., 2011). The researcher requested informed consent of respondents before the study was conducted to mitigate shortcomings of semi-structured observation.

3.6 DATA ANALYSIS

Miles and Huberman (1994) define data analysis as involving of three flows of activity: data reduction, data display and conclusion-drawing confirmation. Zide (2013) defines it as the way of constructing order by undertaking the process of data interpretation. Cohen et al., (2011) describe it as an effort to systematise, account for and provide clarifications of data so that some kind of sense may be made of them in terms of participants' definitions of the condition, noticing designs, themes, categories and regularities. There are usually two phases in qualitative analysis, and such an approach is known as a two-fold approach. De Vos (2010) affirms that the two-fold approach to data analysis in qualitative inquiry includes the first feature, which comprises data analysis at the research location throughout the data generation phase, and the second feature, which comprises data analysis away from the research location, following a period of data generation. Qualitative data arising from administration of the interview schedule (individual and focus group) were based on *thematic analysis*, data generated from the observation schedule were based on *inductive analysis*, and data generated from document analysis were based on *content analysis*.

3.6.1 Thematic analysis

Thematic analysis of data entails analysing transcripts, categorising significant themes and putting them together in accordance with their characteristics (de Vos et al., 2011). It allows one to focus on the text shaped according to the question asked as an expression of the respondents' personal experiences and recognised values (Rule & John, 2011). In analysing data using the thematic approach, information can be obtained at multiple levels and from different

points of view. Thematic analysis is interpretative in nature, thus data analysis is reiterative, on-going, recursive and dynamic, evolving from data rather than based on existing or prior notions (Merriam, 1988; Bertram & Christiansen, 2014). Clark (2006) contends that thematic analysis is a technique for finding and reporting data.

Reflective thematic analysis was used in this study to analyse data collected through individual and focus group interviews to identify challenges encountered by SMTs and other stakeholders in using an integrated management approach to maintain good discipline in the context of multiple deprivations, and to explore integrated management strategies implemented by SMTs and other stakeholders to combat learner indiscipline in the context of multiple deprivations. According to Braun and Clarke (2019), reflexive theme analysis refers to researchers' reflective engagement with their data, and their reflective and thoughtful engagement with analysis rather than following procedures. By using reflective thematic analysis, the researcher sought to reflect on data collected and identify the assumptions, and then interrogate whether those assumptions hold for the study. Data collected using interviews were digitally recorded. As soon as the data were generated, they were immediately transcribed, preliminary analysis was instigated, and categories that arose were identified.

To analyse data the researcher wrote a narrative for every participant, read it and observed the data in order to classify and code significant ideas. Henning et al. (2004) indicate that codes are segments or units of meaning. Maree (2007) proclaims that coding refers to the procedure where the researchers unceasingly read through the transcribed data and divide it into considerable logical components. In this study the researcher gathered codes into possible categories and merged them with related categories. In cases where there was a need for altering and adding to the data, the researcher had to interchange backwards to the categories and then to the codes and then to the raw data. Inductive data analysis was used to analyse data generated from the observation schedule to answer research question one.

3.6.2 Inductive data analysis

According to Neuman (2000), inductive explanations begin with detailed observations of the world, and move toward more abstract generalisations and ideas. Leedy and Ormrod (2010) posit that people use precise illustrations or occurrences to draw conclusions about whole classes of objects or proceedings. Inductive data analysis assisted the researcher to understand the complex relations between different aspects of people's circumstances, mental procedures, beliefs and activities (McMillan & Schumacher, 1993). In order to collect data on the role of an integrated management approach to address learner discipline in the context of multiple deprivations, the researcher had to observe the actions of the participants. Observation assisted the researcher to make inductive explanations on the actual role of the integrated management approach in addressing learner discipline, and thereafter make arguments and clarifications based on statements of the participants to draw alternative conclusions. Lastly, content analysis was used to analyse data generated from document analysis to answer research question four.

3.6.3 Content analysis

Maree (2011) defines content analysis as a systematic approach to qualitative data analysis that classifies and summarises message content. It is also referred to as a method of analysing data that can be carried out on transcribed data (Basit, 2010). According to Cohen et al. (2007), content analysis takes transcripts and analyses, and reduces and cross-examines them into summary form through the use of both pre-existing categories and emerged themes in order to produce or test a theory. The approach of using content analysis to analyse data was appropriate for this study as it is regarded by researchers as a systematic coding and categorising approach which leads to overflow of information from the text (Grbich, 2007). The content analysis in this study assisted the researcher to summarise and synthesise what was happening in the written data concerning the relevance of Department of Basic Education policies on addressing issues of discipline in the context of multiple

deprivations. The researcher allocated abbreviations of a few letters, and located them next to the themes and ideas. Afterwards, she jotted down notes on ideas that emerged for new interpretations and connections with other data. The following section discusses precautions that were taken by the researcher to safeguard the trustworthiness of the study.

3.7 ISSUES OF TRUSTWORTHINESS

Lincoln and Guba (1989) define trustworthiness as an effort to confirm and to ensure that the research is of good quality. McMillan and Schumacher (2010) define trustworthiness as a way to determine whether the study has moral integrity, is honest or worthy of being credible. Bertram and Christiansen (2014) define research as a systematic review which focuses on empirical evidence to understand the world. The systematic process and empirical evidence are interpreted differently according to philosophical and paradigmatic location.

Cohen et al. (2011); Bertram and Christiansen (2014) and Creswell (2014) contend that a systematic process of enquiry and empirical evidence for quantitative researchers are greatly dissimilar from those in qualitative research. Indeed, the world is described using different terminology and criteria. In the case of quantitative research, validity and reliability are measured, while qualitative research seeks trustworthiness (Rule & John, 2011; Creswell, 2014). To achieve this as a qualitative researcher, Lincoln and Guba's (1985) framework of trustworthiness was used, which comprises *credibility; transferability; dependability and confirmability*.

3.7.1 Credibility

According to Lincoln and Guba (1985), credibility entails assessing and checking whether data obtained are accurate enough to show the observed phenomenon. It also means founding that the findings of the qualitative research are trustworthy or authentic from research participants' viewpoints (Trochim & Donnelly, 2007). In this study, individual and focus group semi-

structured interviews, observation and document analysis were used as tools to measure the intended purpose of the study. The researcher adopted research approaches well established in qualitative study. She made preliminary visits to the sampled schools in order to be familiar with the culture of the schools and to form trust with their principals. The interaction with participants enhanced credibility, and such prolonged meetings in schools allowed both the researcher and the SMTs, educators and learners to establish confidence among themselves (Lodico, Spaulding & Voegtler, 2007). The sample of 24 participants was interviewed in this study to ensure credibility. They were encouraged to be frank, and the researcher made it clear to them that there were no wrong or right answers to the questions that were asked. Probes to provoke data and reiterative questioning were combined. Tape recordings of interviews, observation and document analysis were used for the purpose of credibility. Transcripts, field notes and data analysis were returned to the participants for checking. Mutch (2005) points out that member-checking permits the participants to check that what they have said is proper and precise, and allows them to change anything they consider to be improper in an effort to assure the reader that the study is valid and reliable.

3.7.2 Transferability

Morrow (2005) defines transferability as the magnitude to which the reader is able to generalise findings with regards to his or her context. Lodico et al. (2010) define it as a degree of similarity between the researchers' context and other contexts as perceived or judged by the observers. Lincoln and Guba (1985) indicate that transferability refers to the degree to which the result of the research can be applied in similar contexts.

Shenton (2004) contends that as the qualitative project comprises a small number of particular environments and individuals, it is therefore impossible to validate that the results are appropriate to other conditions and populations. Lincoln and Guba (1985) suggest that it is vital that an adequately dense account of a phenomenon under inquiry is provided to permit readers to have

an appropriate understanding of it. In this study, transferability was guaranteed by providing precise information about the number of schools that took part in this study, the number of participants involved, and the data generation method used. This was done to permit the reader to use his/her own judgement in terms of transferring the findings of this study to a similar context. Each step that was taken during the research process was explained in detail; thus ensuring that the thick descriptions of these processes were done.

3.7.3 Dependability

According to Yin (2014), dependability is a way of testing quality used during the data generation process. However, Lincoln and Guba (1985) claim that there are close links between credibility and dependability. These scholars argue that in practice, a demonstration of the former goes some distance in safeguarding the latter. Since the study is qualitative, to enhance dependability more in-depth details were provided to assist upcoming researchers to follow the same design. The research report was then given to the supervisor as a critical reader for proofreading.

3.7.4 Confirmability

According to Shenton (2004), confirmability focuses on descriptions and researchers' forecasts, but it is the outcomes of the ideas and experiences of participants. Lincoln and Guba (1985) contend that confirmability is a qualitative investigator's comparable concern to objectivity. A vital criterion for confirmability is the degree to which the researcher acknowledges his or her tendencies (Miles & Huberman, 1994). In this study, in order to improve confirmability a number of techniques were employed. The researcher ensured that her personal interpretation of what was emerging from discussion was not imposed. She also verified and rechecked the accuracy of data with all her participants through member-checking. This procedure involved transferring transcripts to participants to check if they were correctly represented. All the participants confirmed that the findings were correct. The researcher also used

the copies received from interviews to confirm the results of the transcribed notes.

3.8 ETHICAL CONSIDERATIONS

Ethics is defined by Cohen et al (2007) as a matter of honourable sensitivity to the rights of others, and that while truth is good, admiration for human dignity is better. This study was centred on the perceptions of SMTs, educators, learners and parents as principal sources of data; therefore, the necessary permission from learners and their parents and educators was secured. The researcher requested the University's Ethics Committee and the provincial Basic Education Department to grant clearance before fieldwork began.

The researcher complied with the University's Policy and Procedures on Research Ethics and its Policy and Procedures on Managing and Preventing Acts of Plagiarism. Ethical clearance was also sought from the University before embarking on data collection. The various levels of authority affected by this study were approached for their permission, namely; the KwaZulu-Natal Department of Basic Education, school principals, and district and circuit managers. The participants were assured by the researcher at all times that they had a right to confidentiality (Christiansen, 2005; Creswell, 2005; Parsons & Servage, 2005). In addition to the desire to pursue formal consent in research, the code of ethics stresses the importance of protecting the privacy and confidentiality of the participants (Christiansen, 2005; Parsons & Servage, 2005). Participants were informed verbally of their rights to confidentiality and anonymity, and about their voluntary participation, making them aware that they could withdraw at any time. The purpose of the research, the procedures used in research and the benefits of the research were explained to the participants. Their right to privacy was acknowledged, and their identity protected by using pseudonyms. The researcher also clarified the nature of the study to potential participants and other role players in order to ensure that their participation, or assent to the study in any other way, was out of full understanding of what the

study was about. The researcher acknowledged other researchers' works as required by the etiquette of academic writing.

3.9 LIMITATIONS OF THE STUDY

Qualitative studies operate on a small scale, and this one's findings were not generalised as representing the views of all stakeholders involved in maintaining discipline. According to Gay, Mills and Airasian (2011), qualitative researchers' findings are not context bound, and cannot make conclusions that can be generalised to a bigger population. To respond to this limitation, the researcher gave detailed descriptions of every aspect of data obtained from the participants. Owing to time, distance and financial constraints the researcher could not fully participate in some of the activities which may have enabled her to draw correlations between what participants said in interviews and what and how things actually happened. She could not use the entire King Cetshwayo District to get enough data. Hence, further research of the same nature could be conducted in other districts of the province of KwaZulu Natal.

3.10 CHAPTER SUMMARY

This chapter provided a detailed discussion of the research design and methodology the researcher used to explore the integrated management approach to address learner discipline in the context of multiple deprivations. The study discussed the research mechanisms that guided the researcher to generate precise data. Trustworthiness issues, ethical considerations, as well as issues of design limitation were also discussed. The next chapter will present data and discuss the results that were produced through the use of the individual semi-structured interviews, focus group interviews, observation and document analysis for data collection.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 INTRODUCTION

The previous chapter outlined the research design and methodology that were used to generate data that would answer the research questions driving the study. A qualitative approach was deployed to elicit data from the selected groups. The rationale for the choice of a qualitative approach, and the significance of analysing collected data were outlined in Chapter Three. This chapter presents and discusses in depth the analysis of data generated through semi-structured interviews, focus group interviews, observation and document analysis as discussed at length in the previous chapter. To ensure that participants' voices are not lost, verbatim quotations are employed in presentation of data (Henning et al., 2004; Creswell, 2009; de Vos, Strydom, Fouché, & Delpont, 2011; Maree, 2011). To hide research participants' identities, pseudonyms are used throughout this report. The results were analysed in relation to the research objectives and the research questions, with due consideration of the recent relevant literature. The four sub research questions that the researcher used to gather the relevant information are:

How do SMTs and other stakeholders understand their role in an integrated management approach to address learner discipline in the context of multiple deprivations?

Do SMTs encounter any challenges in maintaining good discipline using an integrated management approach in the context of multiple deprivations?

What integrated management strategies are implemented by the SMTs and other school stakeholders to combat learner indiscipline in the context of multiple deprivations?

How do DBE policies address issues of maintaining learner discipline in the context of multiple deprivations?

4.2 PROFILE OF PARTICIPANTS: SMTs, TEACHERS, LEARNERS AND PARENTS

In line with the prescripts of research ethics, all the participants provided informed consent to participate in the research study before the interviews began. All the sampled participants – SMTs, teachers, learners and parents – agreed to be interviewed. The researcher was therefore able to collect data in the participants' natural setting. The four sampled schools were identified as School A, School B, School C and School D. The SMT focus group participants from each of the schools were referred to as Deputy Principal School A, HoD School A, Principal School B, HoD School B, Principal School C, HoD School C, Principal School D and HoD School D. The teachers focus group participants from each of the schools were identified as #T1 School A, #T2 School A, #T1 School B, #T2 School B, etc. The individual learner participants from each of the schools were identified as RCL School A, RCL School B, etc. Lastly the parents were referred to as SGB School A, SGB School B, SGB School C, etc. As has been mentioned, the selected participants were: two teachers from each school (8); two SMT members from each school (8); one learner (RCL) per school (4); and one SGB (parent body) member per school (4). Therefore, in the present study a sample of 24 participants was selected.

4.3 PRESENTATION AND DISCUSSION OF EMPIRICAL DATA

As was stated in Chapter Three, the research data were presented in three sections according to the research questions: observations for research question one; semi-structured interviews and focus group interviews for research questions two and three; and document analysis for research question four. For the purpose of reflecting on the trustworthiness of the research instruments, the researcher synthesised the triangulation of data collected through the use of emergent themes and categories. The data presented in this

chapter were elicited in relation to the integrated management approach to address learner discipline in the context of multiple deprivations. According to Bagama (2000), an integrated management approach to address discipline exists in any condition where there is collaboration of key performers who are responsible for the supervision of school programmes like safeguarding that learners uphold positive discipline in a school, and these actors can include the SGB, the parents, the school principal and top management, educators, prefects and the learners. While upholding positive discipline in a school these stakeholders should be aware that they are operating in a deprived context which is comprised of unmet needs; and the lack of resources required to meet those needs (Barnes et al., 2007). The literature that was reviewed in Chapter two is infused into the discussion.

4.4 QUALITATIVE ANALYSIS OF SEMI-STRUCTURED INTERVIEW AND FOCUS GROUP INTERVIEW DATA

The qualitative data analysis for this study arises from administration of the interview schedule (Individual and focus group) which was based on thematic analysis. Thematic analysis of data includes analysing transcripts, categorising significant themes and putting them together in accordance with their characteristics (de Vos et al., 2011). The approach of reflective thematic analysis was used in this study to identify challenges encountered by SMTs and other stakeholders in using an integrated management approach to maintain good discipline in the context of multiple deprivations, and to explore integrated management strategies implemented by SMTs and other stakeholders to combat learner indiscipline in the context of multiple deprivations. To analyse data the researcher wrote a narrative for every participant, read it and observed the data in order to classify and code significant ideas, then sort them into themes. Table 4.1 below presents the emergent themes and categories captured from semi structured interview and focus group interview data.

Table 4.1 Emergent themes and categories from semi-structured interviews and focus-group interviews

Research Questions	Themes	Categories
Do SMT and other stakeholders encounter any challenges in maintaining good discipline using an integrated management approach in the context of multiple deprivations?	1.1 The challenges encountered by SMTs and other stakeholders in maintaining good discipline using an integrated management approach in the context of multiple deprivations.	1.1.1 Inconsistency towards the implementation of a school code of conduct 1.1.2 Dysfunctionality of Discipline, Safety and Security Committee 1.1.3 Multifaceted interplay of substance abuse 1.1.4 Overcrowded classrooms and lack of resources 1.1.5 Lack of support from the Department of Basic education 1.1.6 Laissez-faire attitudes for both parents and teachers
	1.2 The challenges encountered by teachers in maintaining good discipline using an integrated management approach in the context of multiple deprivations.	1.2.1 Abolition of corporal punishment 1.2.2 Harmful effects on the morale of the teachers and learners

		<p>1.2.3 Absence of parental support in education of their children</p> <p>1.2.4 High rate of absenteeism</p>
	<p>1.3 The challenges encountered by learners in maintaining good discipline using an integrated management approach in the context of multiple deprivations.</p>	<p>1.3.1 Peer pressure</p> <p>1.3.2 Environmental background and familiarity in enforcement of Discipline</p> <p>1.3.3 Learners' bottled-up anger</p> <p>1.3.4 Inadequate pupils' voice in implementation of the school rules</p>

<p>What integrated management strategies are implemented by the SMTs and other school stakeholders to combat learner indiscipline in the context of multiple deprivations?</p>	<p>2. The integrated management strategies implemented by SMT and other school stakeholders to combat learner indiscipline in the context of multiple deprivations.</p>	<p>2.1 Parental involvement</p> <p>2.2 The school code of conduct</p> <p>2.3 SGB and school collaboration</p> <p>2.4 Learners' detention, suspension and the use of offence slips</p> <p>2.5 Teacher - learner relationship</p> <p>2.6 Holding meetings and proper communication</p> <p>2.7 Involvement of non-governmental organisation (NGOs) and other governmental departments</p> <p>2.8 Involvement of community traditional leaders</p> <p>2.9 Providing pastoral care and motivation</p> <p>2.10 Interaction between the SMT and the DBE</p>
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4.5 ANALYSIS OF INTERVIEW DATA

The broader themes that were identified were: *Challenges encountered by SMTs in using an integrated management approach to maintain good discipline; challenges encountered by teachers in using an integrated management approach to maintain good discipline; challenges encountered by learners in using an integrated management approach to maintain good discipline; challenges encountered by SGBs in using an integrated management approach to maintain good discipline; and the integrated management strategies implemented by the SMTs and other school stakeholders to combat learner indiscipline in the context of multiple deprivations.*

The first theme discussed below consists of six categories. It is based on the broader understanding of challenges encountered by SMTs in using an integrated management approach to maintain good discipline in order to ensure effective teaching and learning in the school.

4.5.1 Theme 1.1: The challenges encountered by the SMT and other stakeholders in maintaining good discipline using an integrated management approach in the context of multiple deprivations

When writing about the challenges, the researcher refers to the disruptions encountered by an SMT (the principal, deputy principal and HoDs) and other stakeholders (teachers, parents and learners) in maintaining good discipline. However, good discipline means that learners behave in concurrence with the rules of conduct. Therefore, an integrated management approach refers to the collaboration of key performers who are responsible for the supervision of school programmes to uphold positive discipline in schools; whereas multiple deprivations refers to the combination of various factors which weaken learning and teaching. These could be lack of education, lack of resources, high unemployment and poverty. It is important that the researcher reminds the reader about the fact that

the study sought to explore an integrated management to address learner discipline. What is evident is that all the stakeholders involved in teaching and learning have the responsibility to ensure that learners are disciplined in order for teaching and learning to occur. Because of these responsibilities it was crucial to ask all participants (SMTs, teachers, learners and parents) about the challenges they encounter when trying to maintain good discipline in the context of multiple deprivations. The responses from the participants suggested five challenges encountered by SMTs in using an integrated management approach to maintain discipline, and these are discussed in the next section.

Category 1.1.1: Inconsistency towards the school's Code of Conduct

Inconsistency towards the school's Code of Conduct refers to not keeping with the set of rules, norms and responsibilities of the organisation. All participants in the researched schools indicated that the schools have a Code of Conduct for Learners. All the schools allowed the researcher to gain access to it. The Code of Conduct for Learners made provision for possible acts of misconduct by learners such as bullying, stealing, selling drugs, carrying weapons at school and smoking at school. However, the findings from participants indicated that the schools did not adhere to their Code of Conduct. This is what the RCL from School A had to say in this regard:

Teachers tend to be lenient. They don't want to discipline learners, but they want to get to the point of what had happened. They don't want to just say 'No, you are wrong.' If there is a conflict and somebody bullies you sometimes you come to a point where you have to get out instead of the person who has wronged you. They won't suspend that person or do anything, and you have to forget. People know that they can bully someone, and they go to the office, and they will say "Forgive and forget".

This teacher's leniency indicates that they are not keeping to the rules and regulations of the Code of Conduct, thus proving inconsistency. Strauss (2006) maintains that learners behave poorly when teachers apply rules inconsistently. Agreeing with RCL School A's view of teachers being lenient to the bullies. RCL School D had the following to say:

There is lack of Code of Conduct enforcement in the school. I think as learners we have to understand the Code of Conduct because schools are governed differently, they have different regulations. What is acceptable in School A can never be acceptable in School B.

#T2 from School D mentioned that even if the policies are there in schools, they are hardly implemented, and the management tend to be biased when handling cases.

Sometimes we end up thinking that justice is not done, because if one learner is well known for being naughty around the school, that child becomes a victim. It was suspected that he was selling drugs, but there have been a lot of such cases which were not dealt with in the same manner. This learner was caught selling muffins. I have never heard that these muffins were checked whether they had drugs or not.

What is evident is that in the researched schools bullying is still a problem, even though the DBE has suggested that schools should have an anti-bullying policy. The teachers are biased when it comes to making decisions about disciplining learners, and such instances compromise the quality of discipline in schools and the learners' conduct. Thompson (2009) maintains that sometimes teachers do not listen to their learners' concerns or queries, causing them to become uninterested, which affects their conduct. Nieuwenhuis et al. (2007) suggest that a Code of Conduct should be grounded on human rights principles, should encompass

school rules, guidelines, sanctions and disciplinary procedures based on the rules of natural justice, and should be administered fairly.

Category 1.1.2: Dysfunctionality of the Discipline, Safety and Security Committee (DSSC)

The dysfunctionality of the Discipline, Safety and Security Committee refers to the condition where the DSSC is not performing normally or not doing what it is expected to do. Findings from the study indicate that the schools' Safety and Security Committees (SSCs) do exist, but they were created on paper at the request of the DBE, and many of the stakeholders were unaware of their existence. According to #T1 from School A, the disciplinary committee is not effective.

I think the committee is not effective enough. They don't have continual meetings, or they don't hold meetings at all. And I think if they had meetings they should report that to the staff. When there is a case which is held for the learner who has done something wrong, you find that it will be only the chairperson who will be present for the case, and the class teacher and I have never seen other members of the DSSC working together in discussing the case of a learner.

The views that were expressed by the principal from School D indicated that not all members of the school community were represented on the DSSC.

At times it becomes difficult to have all members at once when I call them for the meeting; then it becomes less effective. It would be the most effective body in maintaining discipline if all members were represented and being assisted by the school Code of Conduct, which is the important document in the school.

To confirm the above sentiments of ineffective representation of members of the school community, the RCL from School C had the following to say:

We are being excluded when there is judgement and revealing of sensitive information. The DSSC is where teachers freely express how they feel about the situation, and then they discuss the way forward. Some cases are sensitive, so it becomes difficult for the teachers to confide in our presence.

Contrary to the above views of ineffective representation and RCL exclusion, it was startling to discover that to this moment some schools do not have security guards. About that the SGB from School C said the following:

Ngingaqala ngithi nje la esikoleni asinayo isecurity egada egatini. Sizamile ukuthi ibe khona iqashwe kuthe kusaprocesseswa kwaqhamuka le Covid 19, eh khona amagama esasiwahambisile sithi kuzobuya ukuze sikwazi ukuba neseecurity esikoleni kodwa imizamo esiyizamile, njengoba kukhona ilambu eduze nesikole ukuze likwazi ukukhanyisa nasebusuku singagqokezelwa. Ngoba ezikoleni kuyagqokezwa ngenhlanhla asisagqokezelwa manje ngoba before besike sigqokezelwe. Bake basigqokezela la emnyango bangena, kodwa since safaka ilambu akaze kugqokezwe ngoba kuyakhanya, nomphakathi oseduze sawucela ukuthi usibhekele ukuthi kungabikho into eyenzekalayo esikoleni.

In this school we do not have a security guard at the gate. We have tried to find one, but we were disturbed by Covid 19. We have sent the names of people to the Department. However, we have improvised by putting on the big light to avoid burglary at night. We had burglary before we put the light on, but since then we have never experienced it. We have also asked the nearby community to assist by checking the school and reporting if they suspect something taking place in the school.

In the researched schools the issue of DSSC is still a serious challenge, which makes it difficult for the communities to work hand in hand with the schools. This indicates that the DSCC is dysfunctional as not all members are represented on it. However, Mthiyane (2013) suggests that the main phase in developing a school plan is for the SGB to establish a subcommittee called the school security committee (SSC), made up of all members of the school community (learner leaders, educators' representatives and community members) who would be responsible for preparing, implementing and monitoring the school's security plan.

Category 1.1.3: Multifaceted interplay of substance abuse

The multifaceted interplay of substance abuse denotes refers to the complicated interaction of substances which have an unwanted impact on the user such as drugs, dagga and nyaope. The data analysed suggest that there is an intricate interconnection between learners' drug abuse and their indiscipline. It is complex in the sense that the large numbers of learners who are abusing drugs are more likely to be involved in misconduct which invariably involves violence. Both teachers and learners became victims in these scenarios. The narratives that emerged from the participants' perspectives suggest that drug abuse is one of the hindrances towards maintaining good discipline in schools. Reflecting on the effect of substance abuse on schooling, the HoD from School D had this to say:

Substance abuse is one of the challenges that we are experiencing with learners. It is a very critical issue because when a learner is involved in substance abuse then automatically it becomes very difficult for him to concentrate on schoolwork. He will spend more time with his friends using those substances. In the end we find that the learner is not keeping up.

Concurring with the views that substance abuse disturbs learners' ability to concentrate expressed above; the HoD from School A argued that some drug

dealers were using the school as their trading place, where their potential clients are learners.

We get drugs coming to the school through the perimeter friends. They will come and sell them inside the school. These are all issues around the school which are making it difficult for us to be in total control of the school.

The SGB member from School C indicated that some thugs in the community stir trouble, and tend to become a bad influence on learners.

Indawo yethu ixube abantu, kunabantu abadla izidakamizwa emphakathini kukhona nalabo abahlulwa yisikole bese beinfluence into engekho right ezinganeni ezisafunda isikole. Igcine ingane iphenduke umdlwemba ingasafuni ukuqonda ukuthi kwenzakalani nayo ize nakho izokufaka lana esikoleni (SGB, School C).

We have different people in our community: we have those who are abusing. Those individuals, who are dropouts from the school, tend to influence learners badly. Some learners end up becoming thugs, and they then bring those drugs to school.

This view of the harmful influence of dropouts from school was corroborated by the SGB member from School B, who said:

Endaweni yethu kunezindawo eziningi ezidayisa utshwala, ngeke sikuphike ukuthi namadrugs ayatholakala khona. Ezinye zezingane zethu zingabangani nalababantu abadayisa amadrugs, lezizingane zifike seziwabhemile lawadrugs. Kuba yinkinga enkinga enkulu ukudiscipline lezizingane.

In our area we have more taverns; and we cannot deny that there are drugs being sold in these taverns. Some of our children are friends of these drug dealers, and they come to school under the influence of drugs. So it becomes a huge problem for educators to discipline such children.

It is evident that effective teaching and learning cannot take place in such an environment. Environmental influences such as liquor shops near school and easy access to the drug dealers may contribute to school indiscipline (Nieuwenhuis et. al., 2007). It is clear that influences that emanate from the community played a major role in fanning the flames of indiscipline in schools.

Category 1.1.4: Overcrowded classrooms and lack of resources

Overcrowded classrooms compromise individualisation and make it impossible to have enough resources for all learners. Individualisation can be possible when the teacher/learner ratio is at least 1:35. However, in most of the schools that is not happening. This has worsened learner indiscipline in most of the schools. Overcrowded classes pose a great challenge for teachers in terms of controlling learners. Among these challenges are high noise levels, learners who dodge educators' behavioural control measures, and sleeping in class because of the heat. Reflecting on the issue of overcrowded classes, the #T1 from School B had this to say:

Another thing is that we have many learners in our classes. We can't really identify them quickly in the classroom because there are so many of them. You can't identify learner's problems quickly. The school starts in January, but in February we keep discovering more learners with difficulty in writing. The only way one of those can do it is to copy something from the board as it is, and write it in his exercise book.

#T1 from School D pointed out that the SMT cannot assist in such situations because they also have their classes that they have to attend to.

We have a large number of learners in our classrooms, and many cases of learner indiscipline, and we find that it is difficult even for the management to handle more misconduct, and they themselves have their own duties that they have to perform. They have their own class periods, so they cannot keep on attending to these other cases of misconduct.

There is a connection between overcrowded classrooms, lack of resources and indiscipline in class. #T2 from School B commented:

On top of the overcrowded classes, our school does not have enough textbooks; learners are sharing books. They come to school not having written their homework. When you give them research work to collect information they don't do it. Some will tell you that there is no library in the area, so they have to travel a long distance to town to collect information. You find some of them do not have money to go to town. It is really devastating.

Work schedules are compromised when time is spent on trying to solve misconduct in class. This is what the RCL from School B had to say in this regard:

I would say, because it is a rural school, we don't have as many resources as schools in urban areas. We have overcrowded classes, so if you see that learners are beyond your control you report that to your teacher. Teachers have different characters, and some of them send the culprits out of the class, and those learners seem to enjoy it.

Some educators have opted for not attending classes promptly as they try to delay the stress they encounter in overcrowded classes: This is what an HoD from School D articulated:

Teachers find it a challenge to teach in overcrowded classrooms. and develop a tendency to attend the class very late. Sometimes you find them spending more time marking than teaching learners. Some teachers leave the learners unattended to avoid a high level of noise. Some would say they leave the class because they don't want to fall into the temptation of using corporal punishment.

These comments imply that the learners are deprived of the right to learn in a conducive environment. There are numerous behavioural problems that arise owing to mismanagement of overcrowded classes. It is evident that teachers fail to exercise their leadership role fully owing to the overcrowding pressures that they encounter in trying to maintain discipline. However, despite the challenges the educators are expected to ensure that classes are disciplined in order to improve teaching and learning. The literature suggests that educators leading teaching and learning in overcrowded classrooms need sustenance in terms of motivation and collaboration for teamwork to improve their self-esteem so as to create a positive school culture (Botha, 2015). Naidoo (2019) contends that overcrowded classrooms, a high learner-teacher ratio and a lack of resources prevent teachers from offering individual and quality attention to learners. Dreikurs (1964) points out the importance of teachers attending to students' views in order to maintain discipline in overcrowded classes.

Category 1.1.5: Lack of support from school leaders

Lack of support from school leaders occurs when there is a lack from the Department of Basic Education, the SMT and the SGB for the school community. Despite the fact that the DBE is expected to work hand in hand with the schools,

the views stated by the deputy principal from School A indicated that the DBE showed little if any support towards teachers in trying to curb indiscipline in schools.

In fact we are parallel – moving in the same direction, but we are not achieving the same goals. When teachers become involved in whatever the Department of Basic Education intends to do about teaching and learning, you will not have the problems because solutions will be there. Programmes will be the day-to- day programmes. But now we cannot spend all the time forgetting to teach and trying to make programmes, the government has realised that whatever laws they pass are not useful to the environment. So things have changed, but it is not something that is going to be solved now so it's learning along the way.

The Deputy Principal from School B mentioned that the issue of rights has made learners neglect their responsibilities. Even if those learners are known to have committed serious offences such as murder, the provincial government has refused to expel them since their power has been withdrawn from the school. This is how she put it:

We confiscated the knives from the children because they are not allowed at school, and the boys were fighting in groups. Sometimes when it is beyond our control we call the police. However, after two or three days the learner is back at school. It makes me think that the issue of democracy has come to destroy our kids. It is evident that the rights of these children supersede everything. Something must be done about this issue of rights.

While some SMT members are pointing at the DBE for not supporting them, the other finger is directly pointing at themselves. According to #T2 from School D, school leaders are reluctant to take action in support of teachers.

Sometimes we end up thinking that justice is not done because if one learner is well known for being naughty around the school, that child becomes a victim. For example, the learner was suspected of harassing the female teacher, and then the decision against him was taken immediately, while some learners have done horrific things and their cases are still pending.

Another view was shared by the RCL from School A, who stated that the school overlooked other matters instead of supporting them.

The boys will throw papers at me while I am making those announcements. There is that leadership of the girl – other girls are happy for you, but boys don't want to be led by a female. The teachers won't suspend those people or do anything, and you have to forget and forgive.

The participants' responses indicate that proper support by all stakeholders involved in teaching and learning is important. Discipline will not take place where support is lacking, so the DBE, SMT and SGB have to ensure that they undertake their roles in supporting school stakeholders. Bezuidenhout (1998) states that some teachers have complained that since 1999 the DoE has not supported their efforts to divest schools of troublemakers whom they have tried to expel on reasonable grounds. The whole-school discipline approach requires the involvement of all stakeholders in maintaining discipline.

Category 1.1.6: Laissez-faire attitudes of both parents and teachers

A laissez-faire attitude occurs when parents and teachers permit undesirable learner behaviour. It transpired from the interview data that laissez-faire attitudes threaten the maintenance of good discipline in schools and at home. The excerpt from #T1, School C below reveals her views.

Sometimes if we get their parents here at school we just see that they don't respect their parents (hhayi, hhayi, mama!). If these children do not respect their parents, do you think that child will respect you as the teacher? The parent would say "Ukhuluma nami kanje akangazi nokuthi ngiyini. That is what these disrespecting children here at school do."

The SGB from School D mentioned that some parents go as far as buying cigarettes for their children in the hope that they will change their behaviour.

Samubiza umzali ngenxa yengane yakhe eyayihlupha. Wakhuluma into ebuhlungu ethi I have tried ukuthi uma ethi angimvumeli ukuthi abheme, ngawuthenga ugwayi ngawubeka ekhaya ukuthi akabheme but still noma kunjalo 'one and the only son ekhaya' but umzali uyahluleka akukho akangakwenzanga ukuthi umntwana abuye azohlala ekhaya.

We as the SGB called a parent because her child was problematic at school. She shared a painful story about her one and only son. He deserted his home and decided to stay with his friends who are taking drugs. In trying to win him back home she agreed to buy him cigarettes so that he would stay home, but he would not come back home. These are the problems that parents are faced with.

The views uttered by the RCL from School B indicate that some teachers have contributed to poor discipline in schools.

The other thing is that different teachers have different characters. Some of them don't want to get to this whole thing of discipline. This makes the level of discipline differ according to the teacher's character. Learners will be disciplined by a certain teacher, but not by another teacher. Lenient teachers sometimes undermine other teachers because of their permissive attitude.

The learners tend to observe teachers' behaviour and capitalise on their poor behaviour, and therefore perpetuate delinquency in the school. Rampa (2014) states that when teachers ignore their responsibility for monitoring learner discipline, it creates a vacuum that encourages learners to be involved in misconduct. Manning and Bucher (2013) argue that parents who apply discipline in a laissez-faire manner instil lawlessness, indiscipline and anti-social behaviour in their children. Dreikurs' model in positive discipline suggests that when children are being spoiled it results in social and behavioural problems.

4.5.2 Theme 1.2: Challenges encountered by teachers in maintaining good discipline using an integrated management approach in the context of multiple deprivations.

From the focus group interview and semi-structured interview data, the theme was flagged in the categories presented below:

Category 1.2.1 Abolition of corporal punishment

Abolition of corporal punishment refers to the eradication of the use of physical punishment such as assaulting, spanking and asking the learner to sit on the floor.

The participants' interview data brought to light that even after 25 years of democracy there is still a belief that the abolition of corporal punishment is the main challenge in trying to maintain good discipline in schools: This was revealed as follows:

The abolition of corporal punishment has inculcated defiance in these learners. These kids do not fear anything, because they know very well that there will be no punishment. They don't write homework, sometimes they

don't wear uniform, and sometimes you will find that the rate of absenteeism is very high. (#T1, School A) #T2 from School B said that because corporal punishment had been abolished, some learners have developed a fearless attitude to everything.

I would say the abolition of corporal punishment has impacted a lot on discipline, because there is this fearlessness that children are practising in our community. When I am doing something wrong in the community I know I will be punished, but these children are not scared; they end up doing anything anyhow. That is why we get a lot of delinquency and rapists – because the child will just do anything that he feels like doing. It is because there is no punishment at all, be it corporal or whatever. All the same, it was a good idea to abolish corporal punishment, especially in schools, and I would not say it was introduced nathi sazalwa ikhona. Whoever started it had no policies at all on how to administer it.

However, the response of the HoD from School C indicated that the gap between the disciplinary strategy used at home and at school creates another challenge:

I think things would be better if we were still administering corporal punishment to these children. We were able to do things in the right way because we are the product of this corporal punishment. The only problem is when it is misused Just to spank a child to put the child in order is not wrong. This will make them aware that they need to do work so that they won't be punished. It is how we were brought up. You cannot expect a child who is used to being spanked at home to just listen to what you tell him, and obey you. There is a gap between the ways in which the child is punished at home and at school. When you talk to such children it becomes just a song that you sing to them.

The participants' views indicate that most teachers are inadequately trained in alternatives to corporal punishment. This can be found from the utterances of the #T1 from School B.

It is a problem because I don't know how to discipline these learners. I really don't know what to do with them; I can't keep them during break time because there is nutrition that they need to eat. I can't tell them 'Go and eat and come back' – they will take too long to do that.

Naong (2007) suggests that the banning of corporal punishment in schools has led to a growth of indiscipline. Narain (2015) points out that teachers are not trained to handle difficulties at school, which explains why they are inadvertently participators in learners' misbehaviour. However, the position of positive discipline is the one promoted by the DBE, and the researcher seeks to explore discourses around the DBE's stance, which promotes an integrated management approach to discipline. This theory holds that children must learn necessary social and life skills, and that discipline must be taught rather than administered by corporal punishment.

Category 1.2.2: Harmful effect on the morale of the teachers and learners

Harmful effect on the morale of teachers and learners refers to unpleasant influences on the self-esteem of teachers and learners. The persistence of learner indiscipline in the schools has harmful effects on the teachers' morale and that of the learners as well. Teachers will sometimes doubt their aptitude if the learners are disobedient. SGB from School C said the following:

Sidingida amacala amanye anzima, uma sibuzaba abanye bothisha ngezinkinga abahlangabezana nazo emakhaya abanye bavele bakhale, bayaye besho ukuthi abasazethembi. Ezinye izingane zihlangana ngabo,

abanye othisha bayaye besho ukuthi abasakwazi nokuthi bazibheke lezingane. Abasazethembi ngenxa yalezi zingane ezihluphayo.

We handle some cases which are very difficult when we ask teachers about the problems they face in class. Some even cry; they tell us that they doubt themselves. The learners gang up against them – they even confess that they don't feel strong enough to face these learners. Their self-esteem is being lowered by these misbehaving learners.

Indiscipline will manifest itself in such a way that learners will not show respect towards teachers, and teachers leave classes unattended because they feel they are not safe. This was highlighted by the RCL from School A:

Teachers have had enough of the indiscipline. Learners, and even the teachers themselves, have been bullied by these learners. You can't come to class when you are expecting people to disrespect you, but they don't give the thing that you expect from them. And the teachers will say: 'If you don't respect me I am not going to teach you.' You can't give respect if you don't get it. Sometimes they have to do this because as an adult you can't be bullied by a child. When the child has physically hurt the educator or another learner the teacher doesn't deal with it verbally. My previous teacher has been bullied verbally by my classmates in the class, and he only taught those who wanted to learn. The bullies were sent outside the class. The teachers will just send the child that is disturbing them outside.

Adding to RCL's view from School A about teachers being bullied by learners, the Deputy Principal from School A had the following to say:

Teachers are enthusiastic to teach, but the learners are absent, pregnant or not punctual, so we are pushing them. Learners are just like animals. Teachers are not very bold to respond to what is happening in the school,

only those tips of an ice-bag for that matter that can pride themselves and say I am a teacher. But we do not get a platform to share these challenges that we have, not only the challenges to teaching and learning, but the challenges for teachers as human beings in the teaching profession.

The majority of the participants seemed to agree that teachers have lost hope of ensuring that good discipline is maintained in schools, and they have ignored their responsibility for monitoring learner discipline. This is because they feel disempowered, and show their disengagement in their role of learner discipline management (Belle, 2018).

The participants believed that disruptive behaviour is perpetuated because learners lack the culture of schooling: This is what the #T1 from School C had to say:

Most of the learners who come late live near the school, which tells me that the culture of schooling in these learners is lacking. When you ask them they will tell you every time that they woke up late. They will give you trivial excuses. When they are sent back home we don't see parents coming to school to ask why they were sent back home when they were supposed to be at school. This shows that these people do not have that culture of schooling. If you keep seeing a child coming late the parents get a letter to say "You should come to school" – you should know that your child is supposed to be on time.

Lethoko et al. (2001) claim that although SMTs have tried to refine the misapplied culture of learning and teaching service (COLTS), there was an absence of interest and assistance from both the teachers and learners. In the context of positive discipline, school leaders have to engage the learners in developing them to a level of autonomy as in the RCL, and show them the need to take responsibility for their actions in maintaining discipline.

Finally, it transpired that learners' indiscipline has demotivated educators. This is revealed through an excerpt from the response of the #T1 from school D:

We as educators become demotivated, and it consumes some learners' teaching time when I have to spend time disciplining others. Those learners who are not involved in any mischief will be left out, and they will also be demotivated. And again as an educator you end up feeling that you are less respected, and you become demotivated yourself. For example, we had a class in 2018 of Grade 10E that was a very troublesome class. When I had to go to that class I would wish that I was not part of the educators in the school. Whenever you tried to motivate them they would just become sarcastic to you, and say good luck.

From the above comments it is clear that when educators become demotivated learner misconduct is escalated. Some educators will hardly attend their classes promptly. Mokhele (2006) suggests that demotivated teachers do not report to class promptly and/or are frequently absent from lessons.

Category 1.2.3: Absence of parental support in the education of their children

This is a serious challenge that contributes to learner indiscipline. Most parents are trying to earn a bare living, and have little time, if any, for parenting. Therefore, these learners lack guidance and responsibility, and this has had a bad effect on their behaviour at school. The HoD from School C lamented as follows:

The parents are working; they wake up early every morning and come in the evening, and they will not know whether the child did attend the school or not. So I think those are the challenges since we need to have good communication with parents. We have some parents who are not working. Some do come to school when we call them, but there is this issue of the

lack of discipline by the parents themselves. You find that some parents are failing to discipline their children.

The views about lack of guidance and support by parents shared by the HoD from School C were corroborated by #T2 from School C, who stated that some parents are not cooperative.

I have this child she does not do homework, and when I try to call the parent, the parent does not come to school. Others when they come, and when we talk to them, tell you that they do not know what they are going to do. It is not effective when the discipline is coming from one side, whereas it is supposed to be taking place at school and at home.

Watson and Bogotch (2015) assert that working parents have less time than others to support the academic and behavioural norms at school. The participation of parents plays an important role in maintaining learners' good conduct. However, it is evident that there is no collaboration between the home and the school, which creates more problems at school. A caring and nurturing parent-child relationship, matching with the standards and demands of the school, and living conditions that encourage self-respect are essential if a child is to flourish socially, psychologically and academically. This is consistent with Adler's model in discipline, which indicates that when adults change their behaviour in a school environment or at home, children will be motivated to change their behaviour accordingly.

Category 1.2.4: High rate of absenteeism

A high rate of absenteeism refers to the large percentage of learners who are not attending school daily for teaching and learning. Conversations with the participants indicated that absenteeism has led to a lack of learner discipline in the context of multiple deprivations. The participants' utterances reflected on different

contributory factors to absenteeism in the schools. This is evident from the extract below:

The other challenge is social standing. Some learners come from a very poor background, so we cannot discipline them for not coming to school because sometimes they have to go out to hustle and have something to eat. Because they cannot survive with the one meal they can get from school, some of them over the weekends don't get time to do schoolwork because they go out and hustle. (HoD, School A)

It could be derived from data analysis that absenteeism is caused by parents' lack of education. This was made transparent by the following extract.

Where the community is not so well educated, or they are unemployed, depending on the social condition of the society, they don't feel the need to push their children to come to school. We experience a high rate of absenteeism, and call the parents to come to school, but they don't see the need to come until you prohibit the learner from coming to school. The parent does not see anything wrong when the child is not coming to school, because most of parents are not educated. They do not investigate why the child is not going to school. (Principal, School C).

Singh et al. (2004) suggest that parents need not be silent partners, but are expected to be meaningful partners in school governance. Parents need to be empowered to be fully and actively involved in the education of their children.

Absenteeism has badly affected learner performance and school results. This is evident in this remark:

If you come to school as an educator to teach, only to find that half of the class is absent, then what is it that you are going to teach? Absenteeism

hinders the process of teaching and learning. If learners are absent they will affect the results of the school. (#T1, School A)

The Deputy Principal from School B was concerned that absenteeism increased the rate of pregnancy:

Absenteeism leads to a high rate of pregnancy, and we don't expect that. I think in 2018 we had 21 pregnant learners, you see, and most of them were in matric. How do you expect teaching and learning when you have to do revision in October when it is hot, and the learner is pregnant?

To corroborate the views about absenteeism leading to a high rate of pregnancy shared by the Deputy Principal from School B, #T2 from School A highlighted that most learners come from a state of cohabitation.

The challenges that you come across when you exercise discipline! You find that some learners do not stay with their parents. When you call the parent the child will bring a false parent. So now we have to resort to checking their forms that they sign at the beginning of the year.

These excerpts suggest that the rate of absenteeism has been caused by lack of collaboration between the schools and the parents. Ashkenazi (2002) suggests that it should be a priority for schools to involve parents as much as possible in the education of their children. Patrikakou et al. (2005) maintain that every parent should sign a contract or agreement with the school, to safeguard parental support. The parents need to take their responsibilities in discipline seriously, as specified in the Schools Act.

4.5.3 Theme 1.3: Challenges encountered by learners in maintaining good discipline using an integrated management approach in the context of multiple deprivations

This theme focused on the challenges encountered by learners in trying to maintain good discipline in the context of multiple deprivations. The responses from participants through the focus group interview data and semi-structured interview data flagged the categories presented below:

Category 1.3.1: Peer pressure

Peer pressure refers to the undeviating inspiration in individuals to follow their peers by changing attitudes, ethics or conduct to adapt to those of influencing individuals. The participants' responses suggest that peer pressure poses a great challenge in terms of learner discipline in the context of multiple deprivations. This is due to the environments some learners come from. Sometimes, in order to be accepted by other groups, they tend to behave in an unacceptable manner. The peer group can demand blind obedience to a group norm, which can result in socially disaffected gangs with obsessive views. This is clearly captured by the statement of HoD from School A, who said:

You will find that there are learners who come from a normal background where both parents are available. But when that child comes to school, he/she will be influenced by friends, and do something that he/she does not do at home, which becomes very difficult. Peer pressure is the main challenge we encounter with these learners.

The SGB from School D had a similar sentiment about peer pressure – that some learners opt to desert their homes and stay with their friends.

Bashiya amakhaya bahambe bayohlala emijondolo ukuze bezokwazi ukwenza umathanda. Kulemijondolo benza zonke izinto badla amadruqa babhema nensangu. Abazali bagcina sebesaba nokubabuyisa emakhaya.

They leave their homes and stay in shacks with their friends so that they will be able to do whatever they please. In that shack they do a lot of things, such as drug abuse and smoking dagga. They are so busy with those substances that the parents are scared to take them back home.

The data given by the SGB from School C indicate that learners who come to school under the influence of intoxicating substances do unusual things, like victimising teachers.

Uma abafundi sebebheme amadruqa ababesalawuleka bese beba nodlame. Babuye baphathe nezikhali ezinobungozi imimese, baphuze notshwala othisha yibona ababasenkingeni.

When the learners are under the influence of drugs they become aggressive since drugs increase the level of violence. Learners bring drugs and dangerous weapons such as knives to school; drink alcohol, and then teachers become victims.

Finally, it emerged that some learners, as they grow up, behave in a different manner: The #T2 from School A said:

When learners reach the stage of being teenagers; they face difficulties as they are growing up. You may find one wanting to prove to other people that he is now a man. He will start to behave in a different manner, and try to challenge some things, like the disciplinary measures that are used.

These comments about learners leaving their homes, bringing weapons to school and abusing drugs imply peer pressure on learners' discipline that gives rise to disobedience, general resistance to authority, and gangs. This is consistent with Mbatha's (2008) assertion that learners' behaviour is often influenced by their peers. Njoroge and Nyabuto (2014) confirm that many learners misbehave because of pressure from their peers at school.

Category 1.3.2: Environmental background and familiarity in enforcement of discipline

Environmental background refers to the environmental atmosphere in which someone is understood to operate, such as communal and educational contexts, while familiarity in enforcement of discipline refers to awareness about implementation of discipline. The research findings revealed that environmental background and familiarity in discipline enforcement are other challenges that contribute to indiscipline in schools. It was apparent from the participants' responses that the environmental background plays a major role in moulding a child's behaviour. This is how the RCL from School B responded:

It is hard for us to address learners as RCLs in the school. Children come from different backgrounds, and everybody has a different concept of where they come from. A person comes from home to school and just tells himself/herself that 'I am in control of my life and I am going to do this at this time.' Some people don't understand that you have a routine, and don't want to divert from your routine.

This view about children coming from different backgrounds and having different concepts about discipline was corroborated by the RCL from School D, who highlighted that learners come from different environments where discipline is enforced differently.

We come from different environments as learners, from different homes, where discipline is enforced differently. We have different conceptions about discipline, so whenever we are disciplined based on the school's Code of Conduct, for some people discipline does not ring true to them because they are not taught at home exactly what discipline is.

#T1 from School C suggested that there is a difference between the school environment and the home environment, but learners fail to understand that, which poses a huge challenge.

We give and explain to them the Code of Conduct, but they fail to differentiate between the school environment and the home environment. To me it is a big challenge. Let us say you are going to address the late coming of the learners, for example. Some of them will just think that you are harsh because they are late by 10 minutes – they think 10 minutes is very little time. They fail to understand the formality and the context of the school.

From the data discussed above it is clear that the home environment is the micro-system where the child is socialised. However, his/her living conditions may influence how a learner behaves (Tiwani, 2010). This finding is congruent with the views of Oloyede and Adesina (2013), who posit that the root causes of learner misbehaviour at school are found in the home. This is consistent with positive discipline theory, which has at its basis the improvement of mutual respect at school and at home, and speaks to teaching children respect and discipline in a democratic way (Nelsen, 2012).

Category 1.3.3: Learners' bottled-up anger

Bottled-up anger refers to hiding annoyance instead of speaking to somebody about it. The analysed data suggest that bottled-up anger is one of the challenges

encountered in trying to maintain good discipline in the context of multiple deprivations. The emerging narratives from the participants' perspectives indicate that there is a variety of contributory factors to this bottled-up anger. Reflecting on that the SGB from School B had this to say:

Izinkinga ezinkulu abasuka nazo emakhaya uthola ukuthi omunye yingoba uphila nomzali owedwa, mhlampe umama noma ubaba akasekho. Kwesinye isikhathi uhlala nomama kuphela njengoba ehlala nomama uyafisa ukwazi ukuthi ubaba kwenzakalani ngaye. Umama akafuni ngisho ukuyikhuluma indaba kababa. Lento imubangela ulaka nenzondo. Ugcina engasenzi kahle emsebenzini wakhe wesikole.

Among the problems that learners bring to school is that some live without parents. Maybe their parents have passed on. Some of them live with only their mothers, and want to know the whereabouts of the father, but the mother does not want to talk about it. This makes the learner aggressive and angry. Such a learner ends up not concentrating well on schoolwork, and this affects his performance.

Agreeing with these views about learners' bottled-up anger, the SGB from School D mentioned that sometimes learners find it difficult to accept their parents' separation, and they tend to victimise the parent they live with.

Abanye abafundi bayahluleka ukwamukela ukuthi obaba abekho empilweni yabo. Uthola ukuthi abazali bonke bayaphila kodwa umama is in separation nobaba. Ezimeni ezinjalo ingane izokhiphela ukucasuka kwayo kulomzali ehlala naye. Okubuhlungu ukuthi abazali baba emotional ngoba akasazi ukuthi uzokwenzenjani ukuze umntwana amukele isimo.

Some learners fail to accept that they have lost their fathers. You find that both the parents are alive, but they have separated. In such instances the

child will vent his anger on the parent he lives with. What is painful when we deal with these issues is parents becoming so emotional just because they have tried everything to assist their children to accept the situation.

The views about learners' bottled-up anger and denial expressed by SGBs from School B and School C respectively were corroborated by #T1 from School A.

The problem is that their parents have divorced, so now they don't share many things. Sometimes we find some cases where the father works in Mpumalanga and the mother is staying here, but the father does not know where his child is schooling. When we call that father, sometimes we can't even reach him.

Besides indiscipline caused by bottled-up anger, it emerged from the participants' responses that hopelessness may make the child aggressive. This is how #T2 from School B explained the situation:

The mother or father is sick, and the child knows that the parent is about to die. That is stress on its own. You find this child aggressive most of the time, because there is nothing that is going to comfort her. Therefore, to fight her emotions about the situation, she becomes aggressive and not taking orders from anyone, because according to this child the future is blank. When she is trying to look at the future without this person who is sick she sees that there is no need to go to school anymore because the mother is going to leave her. Because of that the child loses hope.

It is evident that learners hide their annoyance instead of speaking to somebody about it. However, they tend to victimise the wrong people because of their frustrations. In most cases their classmates, teachers and parents become victims. What emerged from the excerpt above is consistent with views in the School-based Violence Report (SACE, 2001) which suggest that children tend to put the blame

on other people, and this tends to push them to crime, drugs and alcohol. Schoen and Nolen (2004) suggest that learners who are exposed to regular arguments between their parents may act out such behaviour with teachers in order to vent their bottled-up anger and disillusionment with their parents.

Category 1.3.4: Inadequate pupils' voice in implementation of the school rules

The participants stated that the pupils' voice was not considered in the implementation of the school rules and regulations. The absence of learner leadership in the crafting and implementation of school rules may lead to learners not establishing ownership of the rules, therefore refusing to comply with them. This is revealed in the following excerpt:

We are not involved in drafting school rules. When we become RCL members we are given the policy and we have to read it, understand it and preach it to the learners. We never had an input into the school's Code of Conduct. Learners are not allowed to change the policy, or to come with new ideas, or to implement new strategies for the policy. We normally verbalise our ideas, but that is the end of it – they are never documented in the school's policy. No matter how good they are, our ideas are never drafted, because we are not allowed to change the Code. (RCL, School D).

The general perspective of the RCL from School C was that learners were excluded the DSSC because some cases are sensitive, so the teachers feel they are not at liberty to discuss such cases in the presence of learners.

Learners are not part of the DSSC. We are usually there when a matter is being explained, but we are excluded when there are judgements to be made, and revealing of sensitive information. The DSSC it is where teachers freely express how they feel about a situation, and then they

discuss the way forward. Some of the challenges are so sensitive that it becomes difficult for the teachers to work in such an environment, so the DSSC is usually one strategy that is used, and it has resulted in some learners being expelled from school, and told to stay at home for two weeks.

The Deputy Principal from School A raised a concern about the safety of RCLs in the DSSC, and suggested that if they are involved in the committee their lives would be in danger.

RCLs are more concerned about what is happening in the classroom. If we involve them in such committees we would be putting their lives in danger. It is very risky – that is why the school Safety and Security Committee will have to do whatever they can to smooth operations inside the school. Bigger things than that will need people who are well trained, well protected. In the school we do the little that we can, informed by the prescripts and the legal framework that are in the school.

These excerpts imply that learners involved in the committees are neither protected nor empowered by the school. Glanz (2006) suggests that SMTs seem to be practising “contrived collegiality”. According to Lane et al. (2013), contrived collegiality is a system of positive discipline which provides learners with chances to make choices about school discipline policy, amongst other significant school matters.

4.5.4 Theme 1.4: Challenges encountered by SGBs in maintaining good discipline using an integrated management approach in the context of multiple deprivations.

Four categories comprising shortage of good role-models in the community; prevalence of social ills; inadequate training to deal with discipline and related

issues; and dysfunctional families and social behaviour emerged regarding the challenges, and are discussed below:

Category 1.4.1: Shortage of good role models in the community

A shortage of good role models means that in the community there is a scarcity of good people that can be emulated by young people. The participants' responses suggest that in the communities there is a shortage of good role models which badly affected learner discipline in the context of multiple deprivations. This was revealed in the following excerpt:

The community itself, the social standing of the community, disadvantages the school. Most of them come from very poor backgrounds, and seem to be against the Code of Conduct of the school. (HoD, School A)

To confirm this, the Principal from School D indicated that despite the shortage of good role models, learners have their own perspectives on them:

For instance, the child will lack concentration because he or she is concentrating on the things that are not important. As I said before, at times they have their own role models, role models of the time who will not lead them anywhere, but then because they want to be looked at by their peers they end up concentrating on the things that do not help them. When the teacher is teaching a child, that child will not concentrate on what the teacher is saying.

The views expressed by the Deputy Principal from School A indicate that some learners choose the wrong way to make a living.

Because they cannot survive with one meal that they can get from school, some of them over the weekends don't get time for schoolwork because

they go out and hustle. And in the community it looks as if you become more popular when you are trying the wrong ways of making a living, like selling dagga, and stealing, and these learners come with such influence into the school.

Contrary to the apparent shortage of good role models; the Deputy Principal from School B perceives that they still have good people in the society who make the school their first priority.

In the community we have people who are assisting us. They usually come to the school riding bicycles, and they come at any time even in the mornings. They search learners at the gate, and even get inside the school to search learners' bags. They tell all the learners to move out of the class. If they find anything, the child concerned will be taken for questioning and disciplinary measures will be taken against him or her.

Effective SMTs understand the importance of community power structures and upholding positive relations with parents. Ashkenazi (2002) suggests that it should be a priority for schools to involve parents as much as possible in the education of their children. Zuma (2009) maintains that successful SMTs work with the community.

Category 1.4.2: Prevalence of child-headed households and poverty

A child-headed household refers to a household where there are no adult carers available. Thus a teenager under the age of 18 will take care of siblings. Poverty refers to a condition where the community or an individual lacks the financial means to provide for basic needs. According to the views of the participants, it seems that another challenge contributing to learner indiscipline is the prevalence of child-headed families and poverty.

The challenge that we experience here in our school is that some of the learners are orphans, and they are angry because there is no one who is helping them. They discipline themselves, no one is responsible for disciplining them, and they fail to understand that as teachers we are also parents to them since they do not have parents. These learners end up not listening to teachers because of these challenges (Principal, School C).

The HoD from School B was concerned that learners who are orphans do not get parental guidance, which makes them rebellious when it comes to taking instructions.

It is very difficult to discipline someone who is a father or mother at home because such a child does not see himself or herself as a child, and it is not easy for him/her to take instructions as a child. So you find that taking instructions from somebody who is older is not something that she/he is used to. It's as if he/she only finds that in a school situation, whereas when it comes to discipline it must be first applied at home before the learner comes to school. So we as educators are doing something that the learner is not familiar with.

Learners who head their families sometimes find it difficult to balance the responsibilities of the family and those of the school. This was highlighted by the HoD from School D:

The challenges of leading the family, coming back from school and cooking, taking care of the young ones at home, like seeing that they have eaten, and their clothes are washed, do not leave the parental learner enough time to do his/her schoolwork, and you find that at school the level of achievement drops.

Adding to these views about the learners being orphans and the parents of their families, the HoD from School A stated that they sometimes do not come to school because they have to go out and hustle for something to eat.

There are learners who come from very poor backgrounds, and sometimes we cannot discipline them for not coming to school because they have to go out and hustle to have something to eat. They cannot survive on the one meal that they get from school.

It is evident that learners who head their households have to endure being orphans, providers at home, and hustlers to have food on the table for their siblings. They must also ensure that they and the others keep up with school. These responsibilities are overwhelming especially for a person who has to give his/her full attention to the schoolwork. Petersen (2005) states that family poverty has long been well-known as an important issue in deciding whether or not learners are scholastically successful, as well as an arbitrating factor in youth misconduct. Tiwani (2010) suggests that the impact of living conditions that include, for example, council homes and informal settlements, unemployment and female- and grandparent-headed households may have an influence on how a learner behaves.

Category 1.4.3: Inadequate training to deal with discipline and related issues

Inadequate training means that there is insufficient training to equip stakeholders to be able to deal with issues of discipline. Participants' views indicate that most SGB members have inadequate training to deal with discipline and related issues. This can be found from the utterances of RCL from School A, who said:

I haven't attended any training. I just talk to other RCLs from other schools. At first I did not believe that I could be elected as the leader. I had doubts because of what was happening in the school. When I talked to RCLs from

other schools they gave me courage and told me that in order to make them listen to me I need to stand up and be firm in what I say, and take decisive action. I mustn't sweet-talk them, or make them force things. I must tell them things which are straight, and not take sides.

Despite the point of not attending training shared by RCL from School A, the RCL from School C believes that being born a leader has assisted him.

I have not attended any training. I think I am a born leader. I used my own strategies, and they are working.

Agreeing to the views about not attending training and being born a leader shared by the RCLs from School A and School C, the SGB from School C had this to say:

Ngiyafisa ukuthi uma kungase kuthiwa iyahlelwa ngingajabula kakhulu. Ngingakujabulela ukuthi ngelinye ilanga ngike ngiyihambe ngoba sengingathola nemiqondo ehlukeni kubantu abahlukene. Mina ngingumuntu osebenza nomphakathi kakhulu, ngicabanga ukuthi yikho okungilekelelayo. Nokuba umzali ekhaya kuyangilekelela.

I wish I could have attended training on discipline. I would be pleased to attend the training one day; this would assist me in getting different ideas from different people. I am a person who works closely with the community. I think this really helps me in instilling discipline, and being a parent assists me a lot.

These quotes indicate that there is a strong feeling that most SGB members have developed poor discipline management strategies owing to lack of training. Maile (2002) contends that illiteracy among SGB members, especially parent governors, may contribute to their own incompetence and claims that this is possible because illiteracy prevents parents from accessing relevant information. Van Wyk (2004)

points out that many SGBs, particularly in the context of multiple deprivations; do not have the required skills and knowledge to exercise their powers.

Category 1.4.4: Unstable societal behaviour and dysfunctional families

Unstable societal behaviour refers to the behaviour of people who are mentally disturbed or poor, while a dysfunctional family refers to a family in which there is conflict, disobedience, and children are often neglected or abused. The participants divulged that indiscipline in schools is caused by unstable societal behaviour, and dysfunctional families. This is revealed in the following excerpt:

The problem in maintaining good discipline is the fact that there is no integration between the school and the community. Learning and discipline do not only happen in school. What is practised in the school, the society should also practise as well in the form of integrated relationship. In other words when in the school we try and maintain discipline right, we are saying we are going to do A, B and C to try and maintain discipline. The parents sometimes do not meet us halfway. (#T2, School C).

The Deputy Principal from School A, shared the sentiment about the lack of integration between the school and the community by stating that ill-discipline emanate from what is happening in the community: This transpired from his comment:

We have interrelated issues: what is happening outside the school is what we get here. We are receiving the product of what is happening in the community. What is happening out there is so chaotic that we even go to the extent of calling the police.

#T2 from School A indicated that some parents do not even know the whereabouts of the schools being attended by their children as they live separately.

When we call the parent, the parent does not know that the kid is attending school here. The problem being that the parents have divorced, so now they don't share many things. Sometimes we find that the father works in Mpumalanga and the mother is staying here, and the father does not know where his child is schooling. When we call the father, sometimes we can't even reach him.

Finally, #T2 from School B reiterated by pointing out that a child needs a support system to be disciplined, which is the family.

The child needs a support system, which is a family, a family where there are both parents and siblings. If a child finds himself or herself in that situation where there are no parents at home who are going to tell him or her that what he or she is doing is wrong, that child ends up making distorted choices in his or her life forever. A young child is unable to differentiate between what is right and wrong, if the parent is not there to guide the child this might affect him or her.

These excerpts imply that a stable society and functional family has a positive impact on the behaviour of the children. However, if the society is unstable and the family is dysfunctional that may badly affect the children's behaviour. Magwa and Ngara (2014) argue that children from dysfunctional families develop antisocial behaviour. Edward (2008) confirms that children from severely dysfunctional families face huge adjustment problems, which may lead to a variety of interpersonal, emotional and cognitive deficits and indiscipline.

4.5.5 Theme 2: The integrated management strategies implemented by the SMT and other school stakeholders to combat learner indiscipline in the context of multiple deprivations

The integrated management strategies implemented by the SMT and other stakeholders refers to cohesive management plans that are employed by the SMT and other stakeholders (teachers, parents and learners) to fight against learner disruptiveness in the context where there is a combination of various factors which weaken learning and teaching, such as lack of education, lack of resources, high unemployment and poverty. The question was posed to all participants about which strategies they implement in maintaining good discipline. Their responses reveal the following strategies that are mostly implemented by the SMT and other stakeholders.

Category 2.1: Parental involvement

Parental involvement refers to the full participation whereby parents become partners in the teaching and learning of their children. The participants' responses suggest that high parental involvement in the education of their children can assist in curbing ill-discipline. However, there is a lack of parental involvement which has severely detracted from learner discipline in the context of multiple deprivations. This was revealed in the following excerpt:

If a learner has misbehaved a number of times, then we keep the record in the exercise book. That is when we call the parent. Before we call the parent we use all the channels that we have in school. If the learner does not change, then we call the parent. The parent will deal with the class teacher concerned, and the principal and the social worker. (#T1, School A).

The SGB from School C indicated that as the governing body they call the parent in order to find out what makes the child ill-disciplined:

Ekugcineni siye sithi umntwana akabuye nomzali ukuze sizothola ukuthi yini inkinga yakhe. Siye sibhale phansi konke bese sibiza umzali. Sithole ukuthi yini inking ngoba singathi inkinga isenganeni kanti inking isekhaya. Uma sesiyitholile inkinga siye sizame ukuyixazulula.

We tell the child to bring the parent in order to find out the root cause of his problem. We record the case, then we call the parent. We want to get to the child's problem because it might emanate from home. When we discover the problem we then try to solve it.

However, #T1 from School D was concerned about parents who do not come to school when they are invited. This transpired from her comment:

Some parents do not like teachers. The problem started when the teacher was trying to discipline the child in class. The parent was invited, and refused to come, and then came very late to school. There was that conflict between the parent and the teacher. The parent started writing negative things about the school and the teacher.

The HoD from School C indicated that there is lack of discipline by parents themselves.

There is this issue of the lack of discipline by the parents. You find that some parents fail to discipline their children. It is a big problem at school when a child cannot be disciplined at home. So even if we call the parent, the parent cannot discipline his or her child.

Current research has revealed that the participation of parents plays an important role in the scholastic achievement of learners (Crosnoe, 2004). The responsibility

of parents in disciplining is specified in the Schools Act. However, the schools still have the challenge of the lack of parental support to manage tribunal processes.

Category 2.2: The school Code of Conduct

The school Code of Conduct refers to the set of rules, norms and responsibilities of the organisation. Most of the participants indicated that in order for their school to safeguard discipline they use the Code of Conduct for learners. This was highlighted by the HoD from School A:

Everything is provided in the Code of Conduct. We can't just operate as we feel – we must operate from the position of being informed of the resolution by parents, teachers and learners. The multifaceted approach to indiscipline is what we operate. The school's Code of Conduct is very much in line with the policies that are provided by the Department. We don't just write the Code of Conduct from nowhere, but ensure that it is in line with Departmental policies, which means that we cannot do something to learners that is not allowed.

Agreeing with using the Code of Conduct to safeguard discipline, the SGB from School A said:

Ingane uma inenkinga sibiza umzali wayo, kune Code of Conduct esiyilandelayo esivezela ukuthi uma ingane yenze ukuthile kuba yini isigwebo sayo. Kukhona nokuthi sizimise 2 weeks kuya ngohlobo lento ingane esuke iyenzile. Inye ingane uma sihlale 2 weeks ekhaya ibuya iqondile iphila.

When the child has a problem we call the parent. We adhere to the Code of Conduct, which indicates the penalty for misconduct. The learner may be

suspended for two weeks depending on the misconduct. Sometimes, after the learner has been suspended, he/she changes his/her behaviour.

The HoD from School D indicated that the Code of Conduct categorises offences according to their weight. He said:

There is first a warning, second suspension, and third expulsion. Under each category there are a number of offences. When it comes to a learner who, for example, has stabbed another learner in a class, there is no room to go through the first or second step because the learner has committed a very serious offence.

The above finding is in congruence with the views of Nieuwenhuis et al. (2007), who suggest that the school Code of Conduct should be founded on human rights, include the school rules, and specify disciplinary action based on the rules of natural justice. Beckman and Prinsloo (2009) suggest that disciplinary proceedings should comply with the following requirements: the existence of a valid reason for disciplining a learner (e.g. transgression of the Code of Conduct, or any other legislation); adequate notice of the hearing; access to support, protection and representation in line with the learners' legal status, where necessary; sufficient proof of the misconduct, and that the evidence is valid; and an impartial decision. This positive discipline model indicates that the Code of Conduct should be a tool that is used by the school to uphold learner discipline in a democratic manner.

Category 2.3: SGB and school collaboration

SGB and school collaboration means that the school works hand in hand with the SGB to address issues of indiscipline. It transpired from the participants' responses that in order to curb ill-discipline the schools work collaboratively with the SGB. This was revealed in the following excerpt:

We are fortunate to have working SGB members who are fond of the school. They love the school very much; they are always there for the school. During their election they were told about the duties of the SGB and how often the SGB members were going to meet, and they do it exactly. (Principal, School D).

The HoD from School D indicated that despite having working SGB members, they go the extra mile by accompanying learners to maintain discipline when they undertake trips.

They leave all they're doing and prioritise the school. Some of our SGB members work far away, as my colleague has said, but if our learners have to undertake a trip, some SGB members leave their work to accompany them for the sake of discipline.

The above view about SGB members who prioritise the school was corroborated by the SGB member from School B, who indicated that as the SGB they often come to school during registrations to maintain discipline at the gate.

Ngiyafika ngizolekelela egatini, ngamaregistrations ngiyafika futhi, lokho ngikwenziswa ukuthi mina ngingumuntu womphakathi, abantu bomphakathi bayadelela, bazodelela othisha ngoba ababazi. Abasazi isivumelwano esisuke sisenzile njengomkhandlu nabazali, so kufanele ngibe khona. Ngispend isikhathi esiningi esikoleni njengelunga leSGB.

I often come to assist at the gate during registrations. I do this because I am the community member, the community members are disrespectful, and they disrespect educators because they do not know them. They don't know our agreement that we have made as the SGB and parents. I need to be in the school and spend more time as an SGB member.

The SGB from School C indicated that they even request the nearby community members to come and assist in maintaining discipline in the school. He said:

Siyakwenza ukuthi siqhamuke sizochekha randomly ukuthi kusahamba kahle yini esikoleni noma sinayo imisebenzi yethu esiyenzayo eceleni. Kodwa noma yimuphi umuntu oyilungu lomkhandlu wesikole uvumelekile ukuthi afike azochekha ukuthi kusahamba kahle yini esikoleni. Siye futhi sicele umphakathi oseduze kwesikole ngoba isikole esomphakathi, uma kukhona okwenzakalayo la esikoleni bekwazi ukukureporter.

We usually come to school to do random checks, even though we have our jobs. However, anyone who is a member of the SGB is at liberty to come to school and check whether things are going accordingly. We also request the nearby community to overlook and report to us if they suspect something.

Mbokazi (2014) suggests that working in deprived contexts established that the SMTs created collaborative networks with their communities and other stakeholders. Ronfeldt et al. (2013) suggest that the success of the schools in deprived contexts depended on parental involvement in the school activities, and their being responsive and accommodative to the community condition.

Category 2.4: Learners' detention, suspension and the use of offence slips

Learners' detention refers to the punishment of being kept after school hours, while suspension refers to the correctional measure for a period not longer than one week when a learner will not attend school. Offence slip refers to the piece of paper given to someone who is in prohibited action. The participants' responses suggest that the use of detention and suspension can mitigate learner indiscipline. This was revealed in the following excerpts:

*It is only detention that we are using at the moment. (Principal, School C)
Detention periods, cleaning – you know how learners hate cleaning the school – so you can discipline a learner by so doing.” (RCL, School B).*

According to the SGB from School D, when learners are suspended most of them are able to change to positive behaviour.

Umntwana siye sivume ukuthi akahambe ayohlala ekhaya mhlampe ipunishment esiyenzayo as SGB a decide ukuthi ufuna ukuqhubeka yini nempilo yakhe or what. Lapho ke kusuke sekuwukumethusa not ukuthi sisuke sesimxosha esikoleni. But uke uthole ukuthi umntwana uma eqala ukwenza icala uyethuka uma simbizile as SGB ngaphakathi esikoleni. Ahambe umntwana ayohlala ekhaya abuye esebuya nomzali. Akuphinde kube necase ngaleyo ngane uma kwenzeke kanjalo iyethuka.

We agree as SGB members that the learner must stay at home as part of the punishment. This gives a child enough time to decide about his life. It is one way of scaring that child, not by expulsion. If it is a first transgression, the learner becomes terrified when called by the SGB. He/she is then suspended, and thereafter will come back with a parent. The child changes – we hardly encounter the same problem with that child.

The participants indicated that teachers bring offence slips to classes to record the troublesome learners. The HoD from School D had this to say:

Before the teacher can report the learner he/she must ensure that he gives the learner the offence slip. It will be written so that the child must sign. So those offence slips will keep on piling up, and once there are three offences the child should get a verbal warning, but if the child continues the educator will have to take that case to the disciplinary committee, and the learner will meet the committee, but not the tribunal.

The comment about issuing an offence slip was corroborated by #T2 from School D, who indicated that after signing the offence slip the troublesome learner is referred to the class teacher:

What I have done in the past, maybe when I identify a learner who is giving me more trouble, I will sign the offence slip and refer the learner to the class teacher. Some class teachers can resolve issues because we find that a learner is more attached to his class teacher. When the class teacher speaks to the child you will see some changes. As a subject educator you find it is not easy to get that understanding if the child is naughty, but usually you see a child changing.

Section 9 of the South African Schools Act determines the procedure that should be followed when a learner is suspended or expelled from a public school. The SGB must conduct a disciplinary hearing in the manner expected in Section 8(1a) of the Schools Act against the learner within seven days after his/her suspension.

Category 2.5: Teacher-learner relationship

Teacher-learner relationship refers to a bond between the teacher and the learner.

Drawing from the views of the participants, it transpired that a teacher-learner relationship has a positive impact in mitigating ill-discipline. #T2 from School C said:

One of the strategies that I use is to call such a learner aside and talk to him. Sometimes when you try to discipline a learner in front of other learners 'ayifiki lemessage kuyena', because he is trying to show that the he is 'zikhokho' or whatever, so one calls that learner aside and talks to him. Some are able to change, so they no longer disturb me in class. One

approaches them politely and tells them that they are not supposed to be doing whatever they are doing. One-on-one is more effective than reprimanding them in front of other learners. When you reprimand a learner in front of other learners he tends to retaliate to show that 'uyibhoza' to other learners, so it is better when you talk to the learner outside the class. You are not shouting at the learner, but you trying to show him the right way.

The view about calling a learner aside was shared by #T1 from School A, who asserted that violence cannot be solved by violence.

I have a belief that you don't solve violence with violence, so you need to be calm and call the learner outside in order to preserve his or her dignity, as some learners might lose some dignity, which leads to violence.

From the data given above it is clear that the teacher-learner relationship has the possibility of reducing ill-discipline in schools. Paul (2009) suggests that a positive teacher-learner relationship can generate a conducive learning environment in the classroom, and conveys an atmosphere that is devoid of disruptive behaviour in the whole-school environment, and this will decide whether or not a learner can benefit from the teaching-learning situation. Teacher-learner relationships can help in decreasing indiscipline in the entire school if the teachers are consistently open and approachable (Kruger & van Schalkwyk, 1997).

Category 2.6: Holding meetings and proper communication

Holding meetings means that the school organises gatherings to discuss matters affecting learner discipline, and proper communication means that in the school there is appropriate message dissemination to all stakeholders. It transpired from the participants' statements that holding regular meetings where they discuss matters of discipline in school is one of the strategies that works well for them: This was echoed by the Deputy Principal from School B, who said:

I would say that for us to work well we need to be on the same page, so we have to do things collectively through interacting with one another. If we have a problem we sit down as the SMT and analyse it, and we come up with a solution.

The Deputy Principal from School A mentioned that their meetings are informed by the year plan. However, when the need arises, they call an urgent meeting. He said:

We make use of the year plan, and it is made known to all stakeholders so that they know the operations of the school – that on this day, this month, this year, this will be happening. It is one of the strategies that we have. We also hold meetings as the need arises, but there are meetings that are planned in advance. Informing parents – it could be weekly, monthly just to keep close tabs on parents – is one of the strategies we use. As the need arises, amongst other strategies we ensure that parents are informed immediately of what has happened.

The SGB member from School A indicated that they hold regular meetings as the SGB where all the stakeholders are represented:

“Ukuhlangana kwethu sikwenza njalo kanye ngenyanga kwi SGB, kuhlangana othisha abamele abanye kwi Governing body, izingane nabazali. Yilapho ke esikhuluma khona nabafundi sibathume ukuthi bakhuze abanye kakhulukazi ngoba kulesisikole abafundi babhema kakhulu insangu nogwayi. Siye sigcizelele ukuthi nothisha ababahloniphe abantwana. Siye sibatshela ukuthi abangazishayi izingane ngoba uhulumeni uzozibopha.

We hold our meetings once a month as SGB members; it is where teachers, parents and learner representatives meet. We talk to learners and send them to reprimand others. Especially in this school we have learners who smoke cigarette and dagga. We also emphasise that teachers must respect learners. We also tell them not to use corporal punishment because they will be arrested by the government.

The above excerpts are in line with the DoE's (2002) statement that the SMTs in South Africa have a day-to-day responsibility for professional and operational management of the school. They are the pillars of the education system in safeguarding a positive learning environment and ensuring learner discipline.

The data from interviews indicated that proper communication is another strategy that can be implemented to mitigate ill-discipline. This view was articulated by the RCL from School D when he said:

We try to make sure that RCLs are more cooperative when it comes to learners. When they are more cooperative, we are able to find the concerns of the learners, and we are able to find ways to communicate with them and implement the discipline or strategies to enforce discipline. For instance, if you are able to find the root cause of indiscipline in the classroom, it is easy to find a strategy.

#T1 from School A pointed out that when talking to the learner the teacher might discover the problem that is bothering him/her:

Most of the time no one would like to be disciplined in front of others because you may not know the cause of the problem. Take the learner outside and talk to him in a very, very peaceful way. By doing so perhaps you might get the problem that is bothering that learner. Some learners come home without having eaten anything.

The RCL from School B argued that when teachers are talking to learners, the learners react differently depending on the teacher's character:

Teachers talk to those learners who are undisciplined, reprimanding a learner to stop what she or he is doing. Teachers try to discipline in a good tone. But it depends on the teacher. Some of them will just tell the learners to stop what they doing and they will just stop. Other teachers tell them to stop, but they will continue disturbing the class.

The code of professional ethics emphasises that educators need to be disciplined themselves in order to discipline learners. According to Jones and Jones (1998) and Hunter (2004), learners learn a great deal through imitation, so it is vital for every educator to be a good role model as learners will mirror their behaviour. Mutemeri and Gudyanga (2008) suggest that educators are too permissive to undisciplined learners as they do not have the qualities to manage the learners' behaviour.

Category 2.7: Involvement of non-governmental organisations (NGOs) and other government departments

Involvement of non-governmental organisations refers to the participation of non – governmental systems such as Star for Life and the Community Policing Forum to mitigate indiscipline. Other governmental departments refer to sister departments such as Health, Correctional Services, the SAPS, SANCA and Social Welfare. It transpired from the participants' responses that in order to curb ill-discipline the schools have involved non-governmental organisations and other government departments. This is clearly evident in the comments of the Principal from School D:

In our school we have an NGO which is very active called Star for Life. It not only conducts workshops for learners, but also workshops for educators

where it promotes good partnership and good social living behaviour and ethics so that there is harmony in the school, and no groups. So all educators within the school live as a family. I think Star for Life is helping a lot in that.

#T2 from School D indicated that in their school they have peer educators for learners sponsored by Star for Life.

We have peer educators where the group of learners are put together with the assistance of Star for Life, our NGO, and we have seen some changes because of these interventions. (#T2, School D).

The HoD from School A indicated that the educators work hand in hand with the social worker.

We have social workers that the Department provides to every school, so those social workers are working hand in hand with educators. When a child is behaving badly you will sometimes find that that particular learner has a background problem that makes him or her behave badly. So those social workers have a duty is to find out what causes the learner to behave in such an unacceptable manner.

Some of the participants emphasised the importance of networking with all the organisations in order to maintain discipline in schools.

We network with SANCA and SAPS, and use them just to highlight the disadvantages of ill-discipline to the learners. We have a programme where we invite them every year to come here. This is included when we do the year plan. We include all the developments in the year plan for teachers, learners and the SGB. (Principal, School A)

Here at school we work with Transnet, SAPS and the Social Welfare Department. They come here to educate learners about crime and its consequences. As a way of maintaining discipline they teach learners that they need to be disciplined in order to be successful in life. (#T1, School B)

McLaughlin (2000) posits that schools do not and cannot conduct their work in a vacuum, isolated from external inspirations like parents and the wider community. If there is cooperation between the school and the community, that will yield better results. This is consistent with Durrant's (2010) whole-school model of discipline for "Save the Children", a world-renowned organisation with its base in Sweden.

Category 2.8: Involvement of community traditional leaders

Involvement of community traditional leaders means working together with the community leaders such as the Chief, Councillor and Izinduna to curb indiscipline. The findings show that the plethora of indiscipline has not only been damaging to schools, but to the community at large. Schools mirror society; they are regarded as a microcosm of society. As problems of ill-discipline increase in the society they also increase in schools (Brumley, 2012). Schools have argued that the encumbrance of maintaining discipline is the responsibility of the community at large. However, schools have to ensure that they get the full support of their communities. This was articulated by SBG from School B, who said:

Ngonyaka odlule sibe nomfana edelele uprincipal phakathi kwabafundi laze lagcina icala seliya enkantolo yesizwe lapho elifike laxazululwa khona.

Last year we had a boy who was disrespectful to the principal in the presence of other learners. The case ended up being properly dealt with in the traditional court.

The SGB from School C expressed his approval of such a move:

Nenkosi yesizwe uma sesixakekile siwumkhandlu siye siyibikele ukuthi kukhona okungasahambi kahle esikoleni esithile, siyacela ukuthi nayo ilekekelele ngoba isikole esomphakathi.

Our traditional leader supports us if we as the SGB encounter some difficulties. We ask him to assist us because the school belongs to the community.

Contrary to the views expressed by the SGBs from School B and School C, the Deputy Principal of School C argued that the traditional leaders are the ones perpetrating indiscipline:

Elderly people such as izinduna themselves and their children are bringing weapons to school. If you take the matter to the tribal court they tell you 'This is my knife. I use it for slaughtering cattle.' We have confiscated the knife from the child because it is not allowed at school, and the boys are fighting in groups, and we need to involve the tribal authority. We then take those groups that are fighting to the tribal court, but when we get there we find that these are the very children of the izinduna. Everything is just nullified in that way. Then if we recommend that these children must be taken to learn in a nearby school where they live, we can't do that because these are the children of the very same nduna, and they can recognise their own weapons brought to school.

The involvement of the Community Policing Forum which addresses issues such as crime, drug abuse, violence and indiscipline among learners at school has the potential of alleviating the situation if properly managed. The participant #T1 from School B articulated the following:

There is a forum which is called the Community Policing Forum (CPF). It goes around to every school, checking the learners' bags at the gate before they enter the school. By their doing that the learners will be aware that a random search will be done any time, and that even if they want to carry dagga or knives to school they can't, because the search can be done any day.

Pillay and Ragpot (2010) suggest that human action does not develop in a social vacuum, but within a socio-historical and social context of meanings and relations. This implies that for discipline to take place schools should work hand in hand with NGOs and government departments.

Category 2.9: Providing pastoral care and motivation

Providing pastoral care means providing emotional, social and spiritual support, while motivation refers to living, emotional and community cognitive forces that trigger conduct. The interview data indicated that in order to curb ill-discipline the schools provide pastoral care and motivation to learners where they make use of morning assembly. #T1 from School D said:

Morning assembly helps us a lot in building this mutual respect and discipline. Beside morning assembly, teachers have prayers in classes. Our former principal used to encourage us by saying 'Before you start teaching, just take at least five minutes to motivate the learners.'

Similar sentiments about using morning assembly were expressed by the HoD from School A who indicated that they use the morning roster.

In our school every morning we meet in assembly. We have a roster where every educator responsible for that day will motivate learners, telling them about the good ways to life, i.e. what are do's and don'ts of life.

#T2 from School D indicated that they even invite spiritual leaders.

We call spiritual leaders (pastors) to come and motivate the learners and give messages which can work towards changing their behaviour.

The Deputy Principal from School B indicated that learners are also given an opportunity to deliver a slot in the morning prayers.

We are a school that is associated with Christianity, although we do not divide learners according to religion. We have learners of the Nazareth faith who are catered for, but most of the time we allow pastors to come to school and assist us. The learners are also given the opportunity to provide a slot in the morning prayers, which assists in teaching them discipline. It is where their social and life skills are cultivated.

However, the views expressed by the HoD from School D indicated that it is important to have separate talks for boys and girls so that they can freely disclose the challenges that they encounter.

I would say in our school we are very active in cultivating social skills because we have boys' talks done by male educators and girls' talks done by female educators. In these talks the educators inform both boys and girls about many social issues that they will encounter as they grow up. That awareness helps a lot.

According to Harper et al. (2005), learners can play a treasured role as mediators, peer counsellors and peer educators to address issues of ill-discipline in the school. They contribute their skills in curbing learner indiscipline, and that reduces the pressure on teachers. Adler (1956) postulated that the "drive" or motivating force that lies behind our behaviour and experience was the "striving for perfection".

Category 2.10: Interaction between the SMT and the DoE

Interaction between the SMT and DBE refers to the collaboration between the SMT and the DBE whereby the Department provides support to the school. SASA was passed to support schools in order to combat disciplinary issues. However, it is the duty of the SMT to ensure that they collaborate with the DBE in trying to curb indiscipline in schools. Nevertheless, the participants' responses revealed different opinions in this regard. This is what was articulated by the Principal from School D:

We make use of the officials that have been sent to schools such as social workers, and even the Circuit manager. At times every year they start calling workshops for the RCL presidents whereby they will be taught how to contribute to school discipline. When they come to school they will organise a meeting so that they pass that information to other RCL members in the school. The RCL members will then go to their respective classes to disseminate the information from the Circuit down to the learners. The Circuit does support us.

The view about using Departmental officials was supported by the #T2 from School B:

We call the district if we have a problem. They will bring their social worker. I am reminded of one time where there was this case of the learner who had not brought the school's textbook. When we told him that we were not going to give him his results because he had not brought the school's textbook, the parent shot straight to the District Manager to report the matter. The Manager told the parent that he was also a parent, the child was at school, and he had had the same problem with his child who lost the school's textbook; He had had to pay for the textbook so that all the other children next year would have their textbooks. He advised the parent to do

the same thing so that other children would have access to the resources of the school.

The Deputy Principal from School B held a different view:

The District is not supporting us; they will only phone to tell the school that a certain child has reported that he is being expelled. The parents have got this attitude of frog-jumping the school and reporting to the District when there is a problem between the child and the school. More especially, the community of uMhlathuze behave differently because of their different cultural background.

The SGB from School D confirmed this view of an uncooperative District. She indicated that when they report to the DBE, it delays in taking action.

Abasilekeleli ngokwanele. Uma singaphika nokulinda bona, uyabona yingakho kwesinye isikhathi sigcina sesilungisa udaba. Sibiza uthisha uma kuthiwa ingane ibuhlukumeze uthisha ngandlela thize. Sizame ke manje ukulungisa irelationship between uthisha nomfundi ukuze impilo yomntwana iqhubeke ngoba okusalayo simele abazali as iparent component, but at the same time we the parent component because of abantwana bethu so yikusasa labo leli.

They are not providing enough support. That is why at times we end up solving the problem. We call the teacher if the learner somehow disrespected the teacher. We try to mend the relationship between the learner and the teacher because we represent the parents.

According to SASA (1996b), SMTs have been deprived of their authority to give a final verdict as this has been shifted into the hands of the SGB as per the Schools Act, Section 12, Schedule E: "Suspension and expulsion", and "Due process",

Sections 13 and 13,1. An SGB must conduct a disciplinary hearing in the manner expected in Section 8(1a) of SASA against the learner within seven days after the learner's suspension. However, the SGB can only endorse expulsion of the learner, which may be considered by the HoD of the Province, who decides within 14 days whether or not to expel the learner. This creates a challenge for the SGB and the school as a whole as it prolongs the instances of misconduct in schools.

4.6 QUALITATIVE ANALYSIS OF NON-PARTICIPANT OBSERVATION

Non-participant observation data were collected and analysed to obtain first-hand information on what is taking place in the schools relating to discipline. Such observations form part of a significant instrument in qualitative research as it allows the researcher to observe the natural setting of the schools. Hence, observation focused on why things happen as they do, and how discipline is taught and applied. Observation took place in all the schools, and lasted for one hour at each school. The analysis focused on the observation sheet that was used during data collection (*cf.* Appendix 7) and the notes the researcher took.

What emerged in the non-participant observation is described in the following section, which presents the themes and categories from the non-participant observation data. The majority of the themes from the participant interview data were seen to be consistent with non-participant observation data. Table 4.2 below presents the theme and categories that emerged from the non-participant observation data.

Table 4.2: Emergent theme and categories from non-participant observation

Research question	Theme	Categories
How do SMTs and others understand their role in an integrated management	The role of SMTs and other stakeholders in an	1.1 Control of late coming for both

<p>approach to address learner discipline in the context of multiple deprivations?</p>	<p>Integrated management approach to address learner discipline in the context of multiple deprivations.</p>	<p>learners and teachers</p> <p>1.2 Involvement of RCLs at the gate and security at the gate</p> <p>1.3 Display of the vision and mission statements of the province and those of school</p> <p>1.4 Adhering to ground duty and substitute timetable</p> <p>1.5 Teacher/learner ratio per class and number of classes</p> <p>1.6 Fencing of the school and vandalism</p>
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4.7 PRESENTATION OF EMERGENT THEME AND CATEGORIES FROM NON-PARTICIPANT OBSERVATION

The researcher visited the sampled schools in uMhlathuze Circuit to observe the behaviour of the SMTs and other stakeholders involved in maintaining discipline. She observed if all stakeholders made themselves available to undertake their roles in maintaining good discipline. The researcher was able to take field notes, which allowed her to prepare data analysis afterwards. The following theme emerged from non-participant observations.

4.7.1 Theme 1: The role of SMTs and other stakeholders in an integrated management approach to address learner discipline in the context of multiple deprivations

The role of SMTs and other stakeholders in an integrated management approach refers to the part played by SMTs and other stakeholders (teachers, parents and learners) in a collaborative manner to uphold positive discipline in schools where there is a combination of various factors which weaken learning and teaching, such as lack of education, lack of resources, high unemployment and poverty. The emergent subtheme involved the descriptions of the role of SMTs and other stakeholders in an integrated management approach. The categories discussed below emerged from non-participant observation, and did not feature in the participant interviews.

Category 1.1: Control of latecoming for both learners and teachers

Latecoming refers to coming to school late because of circumstances such as transport to school, walking distance between the school and the learner's home, and truancy. The researcher observed serious anomalies at four secondary schools in uMhlathuze Circuit. Learners did not adhere to their starting time, which was 7h30 a.m., in four schools that she visited. Learners were coming late and some were dragging their feet even when they see saw their teachers waiting for them at the gate to indicate that they were late. They could not have cared less about that. While observing the late coming the researcher could see that the teachers had an exercise book where they recorded the names of the learners who were late. After 30 minutes most of the teachers left the gate to attend to their classes. Some learners came later than that, and the gate was locked, so they had to wait outside until it was break time for the gate to be opened. Some learners were unable to endure that, so they went back home, which led to a high rate of absenteeism. This was revealed by participants during their interviews (theme 1.2, category 1.2.2). The findings of this study are supported by Seegopaul (2016), who

suggests that learners' latecoming in the morning is caused by transport problems as some buses refuse to take learners at the bus stop, so schools cannot take any disciplinary measures as it is an external factor, and beyond their control.

Latecoming was not only a problem for learners; the researcher could witness some educators coming late to school. Some classes were not attended on time because of educators' latecoming and absenteeism. You could hear from the gate learners making a noise in class. Educators' latecoming was not attended to properly. One of the strategies for mitigating latecoming is to ensure that educators sign a late arrival register, but this was not done in three of the schools. Mabeba and Prinsloo (2000) posit that educators who behave wrongly disrupt discipline in schools. Ngwokabuenui (2015) suggests that school-based indiscipline is caused by teachers' lateness and absence from class, overcrowded classrooms, a non-conducive school environment, unenforceable school rules and regulations, poor teaching and poor leadership by school administrators.

Category 1.2: Involvement of RCLs at the gate and security at the gate

Involvement of RCLs at the gate means RCLs participate in controlling latecoming at the gate. Security at the gate refers to the availability of the security guard to ensure safety and security in the school. Non-participant observation in the four schools indicated that there is still an outcry on the issue of security in most schools. One of these four schools did not have security; the gate was always open, which was unsafe for both educators and learners. However, Gaustad (1992) suggests that the safety of learners and staff should come first. The researcher could observe dodgy-looking people moving into and out of the school. In the other three schools the researcher could observe that even if there was a security guard at the school, safety was not guaranteed as sometimes you would find that the security guard was not at the gate, but doing other chores in the school. One security guard was not enough for the sampled schools as they had a high enrolment. De Wet (2003) indicates that South African schools have taken

steps to provide security in some schools, but there is still a lack of security in others.

In one of the three observed schools the President of the RCL was involved at the gate in assisting educators in managing learner discipline. The RCL was checking if the learners were in proper school uniform, checking hair and even trousers. Surprisingly, in the other three schools learners were not involved at the gate. You could see that they were not highly regarded as discipline controllers in the school. Magadla (2007) states that the RCL do not know their role in school governance, and feel they were not listened to (owing to societal-cultural beliefs such as that a child is to be submissive), and were deprived of a voice by the timing of SGB meetings. Jazzar and Algozzine (2007) suggest that all stakeholders, including learners, should be inspired and encouraged to roll up their sleeves and offer a helping hand to address deficiencies in the maintenance of good discipline. However, it is evident that power relations in school governance are still dominated by adults.

Category 1.3: Display of the vision and mission statements of the province and of the school

Display of the vision and mission statements refers to the demonstration of the school's objectives and how the school aims to achieve those objectives. The researcher observed if the four schools made the vision and mission statements of the school and of the province visible in the entrance for everyone to read. Surprisingly, in all the schools the display was only visible in the principal's office. However, the vision and mission of the school serve as guides to the school's aims, to achieve which depends on the collaboration of all stakeholders. It is evident that reviewing and re-envisioning were not common in the schools. The researcher believes that the vision and mission of the school should be made visible to all members of the community in the school entrance; it should not be made visible only in the principal's office.

Category 1.4: Teacher-learner ratio per class and number of classes

The teacher-learner ratio per class refers to the relationship between the number of learners in a class and the number of teachers. The DBE recommended a ratio of 35:1 as the requirement for public schools. This has resulted in an excessive distribution of learners in classrooms. The researcher observed that in the four schools classes had between 60 and 80 learners. Because of overcrowded classrooms, the participant educators battled with unruly behaviour which adversely affected learner discipline and completion of tasks given to them. Teachers could not provide for individual learners as is suggested by the constructivist view. The overcrowding in classrooms therefore led to some educational needs for learners not being met. This observation supports the participant teachers' sentiments regarding the teacher- learner ratio and overcrowded classes (Theme 1.2, category 1.2.4). Hall (2007) suggests that children are more likely to suffer multiple deprivations through inadequate access of basic services such as clean water, and through unemployment and overcrowding.

Category 1.5: Adhering to ground duty and substitute timetable

Ground duty refers to the responsibility of supervising learners during mornings, break time and after school. Substitute timetable refers to the timetable which is used to replace the teacher who is not available for his/her duties. The researcher's observation reveals that although the ground duty roster and substitute timetable were available, the educators were not keen to adhere to them. The SMT had to go around looking for teachers who were supposed to be on duty, and members were highly involved in ensuring discipline during break times. The researcher could observe them reprimanding those learners who were overtly noisy and rough to other learners. She also observed the SMT members chatting with learners in an amicable manner. While observing how educators adhere to the substitute timetable the researcher could hear them complaining that some of them are not

considered for taking part in the substitute timetable – the SMT keeps on allocating the same people for this duty. Belle (2018, p.45) avers that a leader should be like “*a conductor or a principal performer in an orchestra*”. It is therefore, imperative to pave the way as a leader so that your subordinates can follow you. Robertson (1996) argues that using humour, friendly greetings and non-verbal sympathetic behaviour may assist in cultivating relationships, but teachers should circumvent humour targeted at the learners.

Category 1.6: Fencing of the school and vandalism

Fencing of the school means providing a rail for the school to keep invaders on the outside and children safely on the inside, while vandalism refers to malevolent damage to school property, equipment and grounds. To counter that the SGB in four schools has developed a maintenance plan which is in line with the budget of the school, and has attempted to maintain the school buildings. However, vandalism is still a problem in almost all four schools. The windows are broken, some doors do not have handles, and the ceiling board is damaged. The four schools are fenced, but learners have broken it; the researcher could witness some learners who were absconding during break time where they used the broken fence as their way out of school. Quan-Baffour (2006) indicates that the physical environment of a school is another challenge to SMTs, as a suitable teaching and learning site is vital to the physical and intellectual development of the learners.

4.8 DOCUMENT ANALYSIS

When the researcher asked for permission to collect data in schools, she also asked to analyse DBE policies in schools that are essential in addressing learner discipline in the context of multiple deprivations. Taking into consideration the fourth objective of this study, the researcher analysed the documents that were used in the schools to mitigate indiscipline. The following documents were requested for this study: school policy on safety of learners, Codes of Conduct for

learners, discipline safety and security policy, and the schools' log books and incident books.

4.9 PRESENTATION OF EMERGENT THEMES AND CATEGORIES FROM THE ANALYSIS OF DOCUMENTS

The researcher visited the sampled secondary schools to analyse documents on the relevance of DBE policies to addressing issues of learner discipline in the context of multiple deprivations. Themes that emerged from the analysis of documents differ from interviews (individual and focus group) and non-participant observation. A detailed outcome of the analysis is presented in the following section.

Table 4.3 Emergent themes and categories from document analysis

Research Question	Themes	Categories
How do DBE policies address issues of maintaining learner discipline in the context of multiple deprivations?	<p>1.1 The relevance of DBE policies in addressing issues of learner discipline in the context of multiple deprivations.</p> <p>1.2 Records kept in ensuring an integrated management</p>	<p>1.1.1 School policy on safety of learners.</p> <p>1.1.2 Code of conduct for learners.</p> <p>1.1.3 Discipline Safety and Security policy.</p> <p>1.1.4 School's log book and incidents book.</p> <p>1.2.1 Evidence of parents' involvement in meetings.</p>

	<p>approach to address learner discipline in the context of multiple deprivations.</p>	<p>1.2.2 Minutes of the SGB meetings.</p> <p>1.2.3 Minutes of the SGB meetings held by the staff which discuss areas related to learner discipline.</p> <p>1.2.4 Minutes of student council (RCL) or other students meetings, communication with outside agencies such as police, social worker and SANCA.</p> <p>1.2.5 Records of disciplinary hearing with the SGBs warranting suspension and expulsion records of misconducts per class.</p> <p>1.2.6 Records of punishment and Discipline.</p> <p>1.2.7 Records of matters related to multiple deprivations</p>
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		and its impact on school discipline
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The broader themes that were identified were: *The relevance of DBE policies in addressing issues of learner discipline in the context of multiple deprivations, and records kept in ensuring an integrated management approach in addressing learner discipline in the context of multiple deprivations.* More discussion of themes is given below

4.10.1 Theme 1: The relevance of DBE policies in addressing issues of learner discipline in the context of multiple deprivations

The relevance of DBE policies in addressing issues of learner discipline refers to the significance of DBE procedures in addressing matters of learner discipline where there is a combination of various factors which weaken learning and teaching. They could be lack of education, lack of resources, high unemployment and poverty. The concept of document analysis was broadened to take into account the relevance of DBE policies in addressing issues of learner discipline in the context of multiple deprivations. Categories on school policy on safety of learners; the Code of Conduct for learners; discipline, safety and security policy; and the schools’ log books and incident books are described below:

Category 1.1: School policy on the safety of learners

School policy is defined as the set of recognised prospects for detailed behaviour and norms within the school with the aim of protecting learners. The researcher scrutinised how the schools adhere to DBE discipline and safety policies to see how far the school went in creating, adhering to, revamping and remoulding the

discipline policies stipulated by the DBE to work for them. Only two of the researched schools were in possession of school policy regarding the safety of learners. This policy aims at protecting learners at schools where maintenance of discipline is the main priority. It also provides that learners should not be disciplined by means of corporal punishment; it suggests that alternative measures should be taken. The researcher believes that at the entry to the school signage should be strategically placed to assist in school safety and discipline so that all individuals on entry can see the school name and entry regulations. These include the rights of the school and conditions of entry. One condition is that any person may be searched if it is in the interest of the safety of the school and its learners. Other signage would help, too, and could be easily understood with nonverbal communication prohibiting smoking, drugs, weapons and other contraband.

Category 1.2: Code of Conduct for learners

The Code of Conduct for learners refers to rules and regulations regarding learner behaviour at the school, and designates the punitive system to be executed by the school concerning learners' misbehaviour. All the four sampled schools are in possession of a Code of Conduct for learners; however, in three of them the Code is not clear and not initialled and signed by the SGBs. The documents are therefore not considered authentic. There was evidence in all the schools that copies of the Code of Conduct for learners had been supplied to parents. All stakeholders were involved during the drawing up of the Code. The following sections were scrutinised:

Cover page

All four schools had their Code of Conduct with the cover page showing the school emblem, address and telephone number. While the researcher was scrutinising the cover page of the Code of Conduct what was evident in one of the schools was that they offered the researcher pages clipped together, which they called their

Code of Conduct. This did not show the researcher the dignity and the prominence of this booklet for the school.

School vision and mission

All the schools indicated that they are committed to produce well-disciplined, motivated and highly qualified individuals who will be marketable and able to run the country with efficiency and dedication to be the pride of the general community. Contrary to the vision and mission of the school of producing well-disciplined learners, the educators did not walk the talk; the researcher could observe them coming late to school, and some not attending classes, which caused learner indiscipline.

School rules

All the schools in their Code of Conduct emphasised that latecoming and absenteeism are prohibited by the school unless the learner has reported. However, the researcher's observation found that in spite of that rule there is a high rate of absenteeism in the four schools. The findings were corroborated by the participants' interviews (Theme 1.1, category 1.1.1). Substance abuse and weapons are prohibited in all the schools. They all indicated that a learner found using drugs and carrying a weapon will be expelled. Nevertheless, this document review is contrary to the participant teachers' sentiments regarding learners adhering to the school rules (Theme 1.1, category 1.1.2).

The research revealed that while there was some adherence to the main DBE policies, the schools used what they felt they practically needed. The proverb that 'practicality dictated and not the law of Bhengu' (2005) still prevailed. In terms of the Schools Act, article 8, the school has to create and use a Code of Conduct (COC) duly constituted by the SGB and approved by all constituents of the school. As Bray (2005, p. 134) stated, a Code of Conduct promotes "proper and good

behaviour and sets standards for positive discipline... it also deals with undesirable behaviour and provides measures to deal with such behaviours.”

Category 1.3: Discipline, safety and security policy

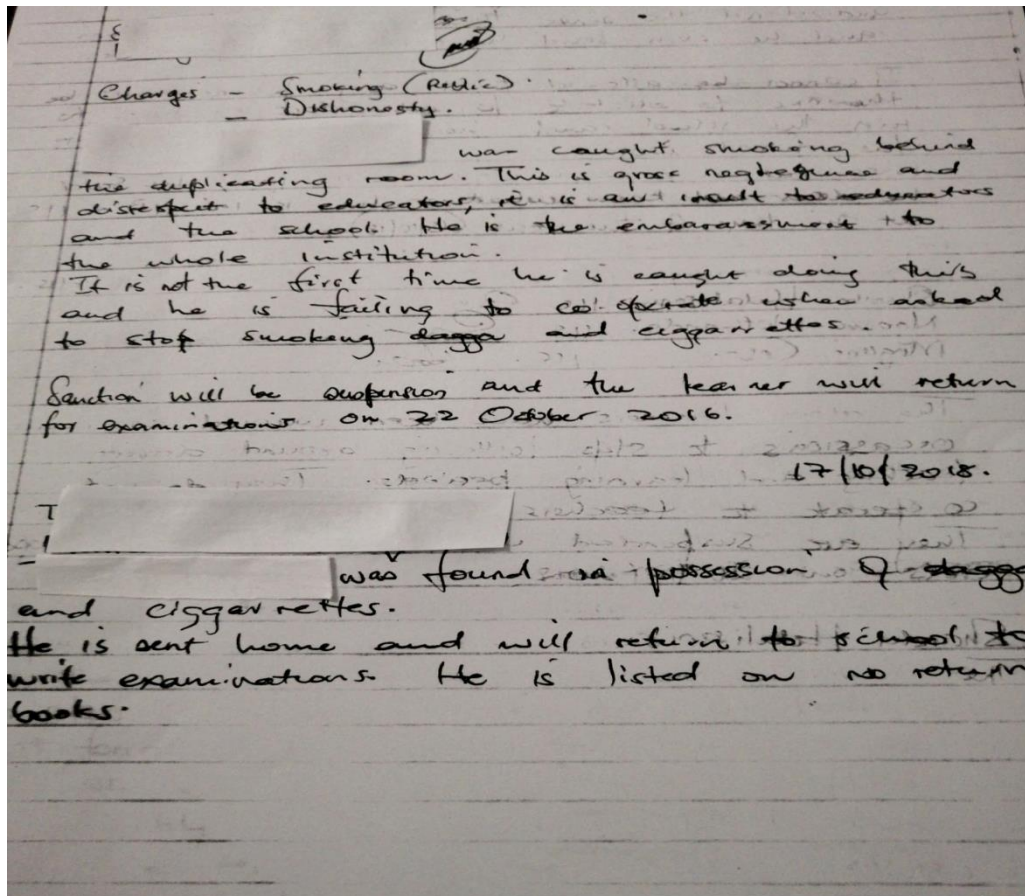
Discipline, safety and security policy refers to the policy that is used to control the behaviour of learners through providing precautions needed to prevent danger in order to ensure that schools are accident free. All four schools did not have a discipline, safety and security policy. The school safety and security committee (SSC) does exist, but it was created on paper at the request of the DoE, as many of the teachers were unaware of it and its existence (Theme 1.1, category 1.1.2). The SMTs worked around this SSC, and did what it was supposed to provide. The low socio-economic status of the parents makes it difficult for an SSC to be created with members from the community, and the participants' interviews indicated that it was seen as inadequate to get members from outside the community to be in their SSC.

Category 1.4: School's log book and incidents book

The school's log book refers to a way of recording and keeping track of proceedings in the school. The incidents book refers to a book that is used to record injuries, crimes and other incidents. In all four schools, log books show that 10 serious cases (e.g. a learner stabbing another one with a knife or a pair of scissors, or smoking and selling dagga) are captured monthly. Incident registers indicate that in all the schools at least 10 learners are taken to the clinic on a monthly basis with serious injuries. However, while it is expected that decisions should be taken by the SGB as is stated in SASA, it was evident that the SMT members took decisions themselves, as it was indicated in their log book that most of the learners were suspended. According to SASA, the SGB parent component is responsible for implementing sanctions against deviant learners at the school level. The passing of the ultimate sanction of five days or recommendation of

expulsion rests in the hands of the SGB. Ndamane (2008) suggests that discipline in schools should be the responsibility of everyone (all stakeholders), and not only the SMT, SGB and educators; parents should also be involved. An example of an incident from the log book is given below:

Figure 4.1 Record of incident in the school's log book



4.10.2 Theme 2: Records kept in ensuring an integrated management approach to address learner discipline in the context of multiple deprivations.

Record keeping refers to preserving information in some permanent form in safeguarding collaboration to address learner discipline where there is a combination of factors which weaken learning and teaching. As has been mentioned, these could include a lack of education, a lack of resources, high

unemployment and poverty. The concept of analysing records kept was broadened to take into account the relevance of DBE policies to addressing issues of learner discipline in the context of multiple deprivations. The following categories discussed next emerged from records of meetings to address learner discipline.

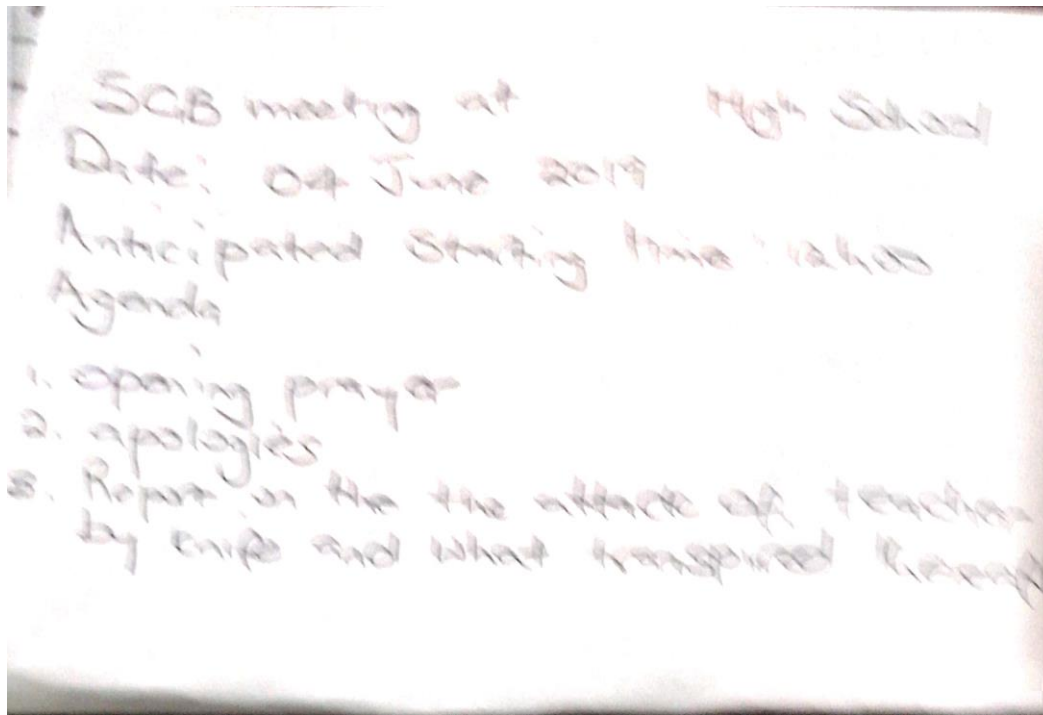
Category 2.1: Evidence of parental involvement in meetings

Evidence refers to the availability of facts or information that serves as a proof of parents' participation in school meetings. Minutes books indicate that in all the sampled schools there is a lack of parental involvement, and parents are failing to discipline their children. Instead, some parents depend on educators for ensuring sound discipline at home. It was also revealed in the minutes book that learners talk anyhow to their parents. Nevertheless, this document review is in line with the participant teachers' sentiments regarding parental involvement (Theme 1.2, category 1.2.3).

Category 2.2: Minutes of the SGB meetings

Minutes of the SGB meetings refers to keeping official records of SGB gatherings for a specific purpose. SGBs' minutes books reflect that at least eight serious cases are handled by the SGBs every month in all the sampled schools. Below is an example of the agenda of a meeting that was scrutinised.

Figure 4.2: SGB's meeting agenda



Category 2.3: Minutes of the meeting held by the staff members which discusses areas related to learner discipline

Minutes of the meeting held by the staff members refers to keeping official records of staff members' gatherings for the purpose of discussing matters related to learner discipline. The researcher was also given a chance to peruse the minutes book for meetings held by staff members to check if there were meetings where the staff members discussed areas related to learner discipline. The schools use the register book where they let the parent sign next to the name of his or her child. However, some parents signed next to five children with different surnames. It appeared that some parents were signing on behalf of other parents. This finding raised eyebrows and questions about the effectiveness of the dissemination of information. Of the four schools only two had meetings where the staff members discussed issues related to learner discipline. It transpired that the staff members still struggle to use alternatives to corporal punishment, as educators were always reminded that they were not supposed to use corporal punishment. This is

consistent with participants' sentiments in interviews on the abolition of corporal punishment (Theme 1.2, category 1.2.1). The above claim is supported by Nene (2013), who suggests that capacitation of teachers by SMT on alternatives to corporal punishment is very poor.

Category 2.4: Minutes of student council (RCL) or other student meetings, communication with outside agencies such as social workers and SANCA

Minutes of the student council (RCL) refers to keeping official records of RCL and other learners' gatherings, and networking with external organisations such as social workers and SANCA to address issues of learner discipline. In all the four schools it was evident that there is interaction between the school and outside agencies such as social workers and SANCA to curb indiscipline. Two schools had social workers who were permanently employed to assist learners and educators on a daily basis. The sample documents below show the records of the school interventions by social workers and SANCA. The findings are in line with participants' interviews which indicated that SMTs interact with the DBE in mitigating issues of indiscipline (Theme 2, category 2.10).

Figure 4.3 showing schools intervention with social development

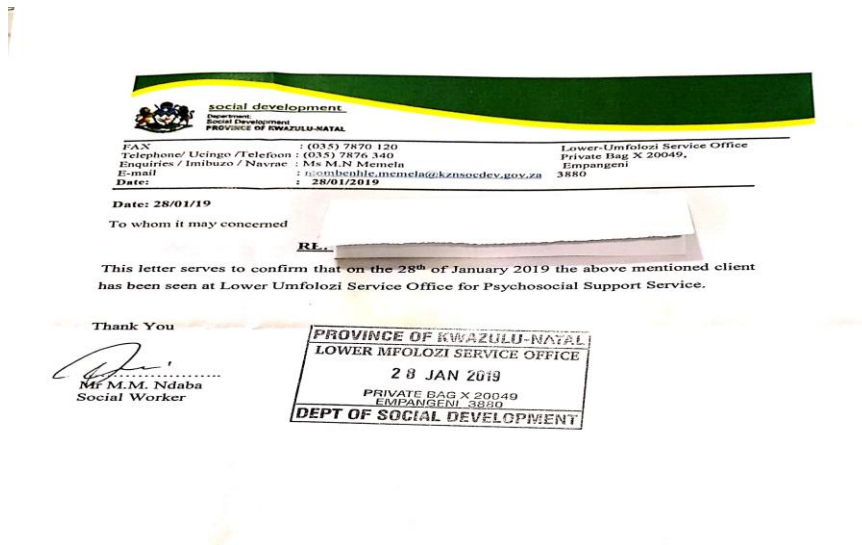
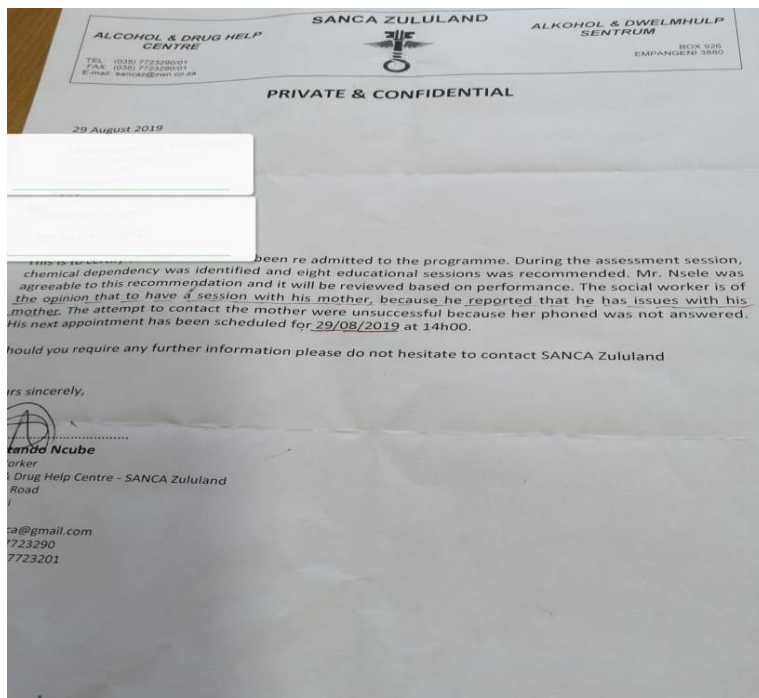


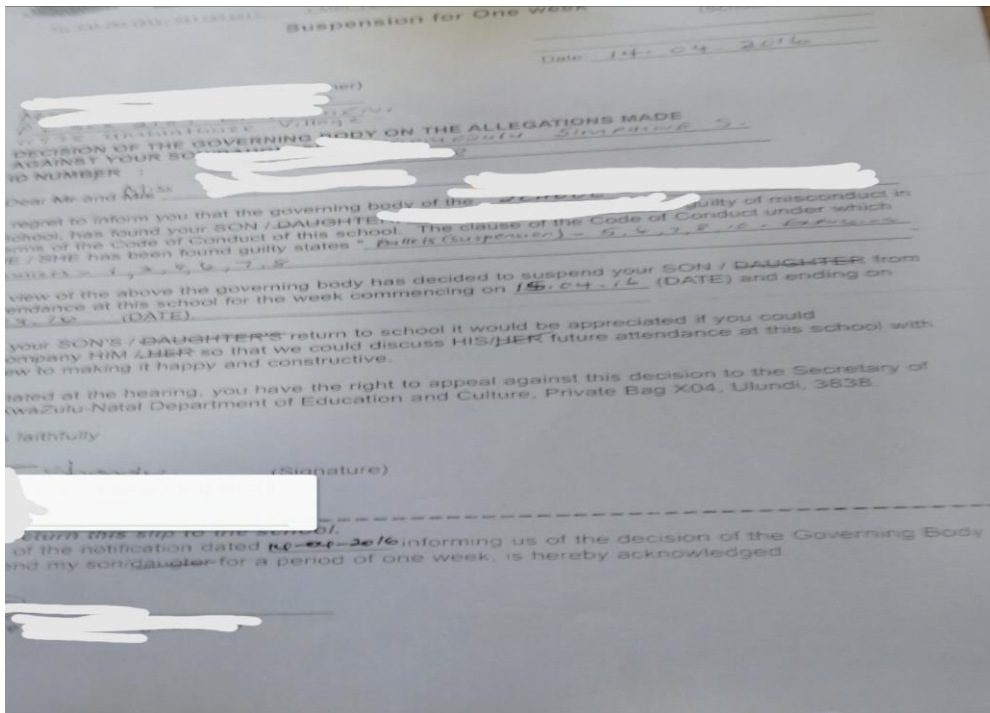
Figure 4.4 showing school's intervention with SANCA



Category 2.5: Records of disciplinary hearings with the SGBs warranting suspension and expulsion records of misconduct

Disciplinary hearings refers to the meetings between the transgressor and an SGB disciplinary panel to discuss allegations of misconduct. Suspension refers to the correctional measure for a period not longer than one week when a learner will not attend school. Expulsion refers to the action of forcing a learner to leave the school. The findings from the document review indicate that two of the four schools have designed a document where they record information regarding the warrant of suspension of a learner whereby the learner, parent, the principal and the member of the SGB sign the document, it is given to the parent, and the school remains with the copy. This is in line with Education Laws Amendment Act No. 24 of 2005 (RSA, 2005), which requires an SGB to suspend a learner who is suspected to have committed a serious transgression. Given below is a sample of the document that is used to warrant the suspension and expulsion of a transgressing learner.

Figure 4.5 showing disciplinary hearing with SGB warranting suspension



Category 2.6: Records of punishment and discipline proceedings

Records of punishment and discipline refer to the reprimands given to and action taken against transgressing learners. Five to 10 serious cases are reported and captured daily. The researcher noted that in the four schools, for minor offences like not writing the homework, making noise in class and dodging class the teachers record the names of such learners in the offence slip as part of the warning, and after the third time learners are detained. If the learner continues the parent is called to discuss the matter. However, for serious offences, like selling and being in possession of drugs and alcohol, the learner is suspended. This is consistent with participants' interview findings, which revealed that the use of offence slips, detention and suspension is one of the strategies to mitigate indiscipline in school (Theme 2, category 2.4). However, SASA prescribes two kinds of suspension, either as a correctional measure for a period of up to a week, or pending a decision from the Head of Department of Education as to whether the learner is to be expelled or not.

Category 2.7: Records of matters related to multiple deprivations and their impact on school discipline

Records of matters related to multiple deprivations refers to keeping official accounts of matters related to a combination of various factors which weaken learning and teaching, and their impact on school discipline. The analysis of documents revealed that the schools use Educational Management Information System (EMIS) data to keep the records of multiple deprivations; for example, learners without parents, unemployed parents, child-headed families, or learners living with caregivers; education levels of parents; and children receiving child support grants. The interview findings revealed that most learners who have behavioural problems live without parents, come from child-headed households and are poor (Theme 1.4, category 1.4.2). Maringe and Moletsane (2015) aver that the problem of poverty in schools emanates from the children's living environment.

4.11 FINDINGS OF THE CURRENT STUDY IN RELATION TO THE POSITIVE DISCIPLINE AND WHOLE-SCHOOL DISCIPLINE THEORIES

This study about an integrated management approach to address learner discipline in the context of multiple deprivations was underpinned by the following theories: the Adlerian model in positive discipline and Dreikurs' model in positive discipline and whole-school discipline. When talking about positive discipline it is important that the researcher reminds the reader that it speaks to parenting and a classroom management model where emphasis is put on treating children with respect. Positive discipline is based on the following tools: mutual respect; adults who show firmness by respecting themselves and the needs of the situation, and compassion by respecting the desires of the child; recognising the beliefs behind the behaviour; effective discipline that identifies the reasons children do what they do, and works to change those beliefs, rather than simply endeavouring to change behaviour; communication and problem-solving skills; discipline that is neither lenient nor punitive; focusing on solutions instead of retribution; inspiration (instead

of praise); and encouragement that notices effort and improvement, not just success, and shapes long-term self-worth and empowerment.

Since the current study was aimed at exploring an integrated management approach to address learner discipline in the context of multiple deprivations, it can be concluded that by employing a positive discipline model the aim of this study was achieved. The study found that when teachers talk to disruptive learners aside, and approach them in a polite manner by being firm and kind rather than reprimanding them in front of other learners, learners tend to drastically change their behaviour, and become more cooperative in class. This finding indicates that positive discipline promotes a good relationship between the teacher and learners, and this improves mutual respect; it leads to learner empowerment whereby learners become more responsible. This is highlighted by Nelsen (2012), who states that positive discipline forms the basis of improving mutual respect at school and at home, and speaks to teaching children respect and discipline in a democratic way. Employing positive discipline in this study assisted in understanding the discourses around the DBE's stance, which promotes the advantages of positive discipline for learners. This theory holds that children must learn necessary social and life skills, and that discipline must be taught.

The current study was also underpinned by the whole-school discipline model. This model avers that building an effective, disciplined learning community requires respectful relationships at all levels – the school (the SMT and educators), the learners, the parents and the community. Whole-school discipline is based on several rights that are particularly relevant to education. These include the right to education, non-discrimination, human dignity, the right to play, to express one's views and to be protected from all forms of violence. Since the current study was aimed at exploring an integrated management approach to address learner discipline in the context of multiple deprivations, it can be concluded that by employing the whole-school discipline model the aim of this study was achieved.

The study found that the battle of indiscipline cannot be fought by SMTs alone; their victory rests on collaborative effort with SGBs, educators, community and learners in their tug of war. This finding indicates that the involvement of all stakeholders in an integrated management approach can assist in addressing learner discipline. However, the study established that stakeholders should be kept abreast of the disciplinary issues and their roles in education. This implies that the Department should organise workshops for SMTs, SGBs and RCLs to capacitate them about their roles in discipline and in education as a whole. The study also revealed that the non-governmental organisations and other government departments such as Health, Correctional Services, the SAPS, SANCA and Social Welfare should be involved in order to mitigate indiscipline in schools. Employing the whole-school discipline model in this study assisted in understanding that all stakeholders are equally responsible for maintaining discipline in schools. This is highlighted by Mthiyane (2013), who suggests that the main phase in developing a school plan is for the SGB to establish a subcommittee called the school security committee (SSC), made up of all members of the school community (learner leaders, educators representatives and community members) who are responsible for preparing, implementing and monitoring the school's security plan.

4.12 CHAPTER SUMMARY

In this chapter, the researcher presented the findings of the empirical study. The data elicited from three different collection tools were analysed and interpreted with a view to answering the research questions using themes that emerged from interviews (individual and focus group), non-participant observations and document analysis. The data analysed were fragmented down into controllable sections through coding which facilitated the development of themes and categories. Subsequently, a narrative account of what emerged was presented, taking into account the research questions and objectives, using verbatim quotes from the participants, and invoking the literature to support the findings. The next chapter presents the synthesis, interpretation and discussion of findings.

CHAPTER FIVE

SYNTHESIS, SUMMARY OF THE RESEARCH FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter dealt with the presentation and discussion of results that were generated from interviews (individual and focus group), non-participant observations and document analysis in four secondary schools in King Cetshwayo District. After careful analysis of data, various themes emerged. Based on the data presentation and themes outlined in Chapter Four, this chapter presents the interpretation and discussion of findings, after a brief synthesis of the study. This is followed by a presentation of the findings, which are organised according to the research questions that underpinned the study.

5.2 SYNTHESIS

The study sought to explore an integrated management approach to address learner discipline in the context of multiple deprivations. This was a qualitative case study of four schools in King Cetshwayo District. It was conducted against the backdrop of persistent issues of indiscipline that are taking place in schools in this particular district. The epidemic of indiscipline has exacerbated dropout levels of learners in urban and rural areas (Ngwokabueni, 2015). These learners become burdens to the society. For discipline to occur there is a need for all stakeholders to join hands and collaborate in order to address the issues of learner indiscipline. Having established what the literature says about an integrated management approach to address learner discipline in the context of multiple deprivations, and checked its response to the focus of the study, the researcher then moved on to generate data using interviews, non-participant observations and document analysis. The participants were broadly interrogated to determine how they related

to or differed from what the literature says. Eight themes which came after data were generated were presented. Finally, the researcher arrived at the findings, which are presented in the next section.

5.3 SUMMARY OF FINDINGS

The research questions are used to present the findings, and these findings are based on the data that were provided in detail in Chapter Four. The summary of findings is presented under each research objective that was posed in the study. This is also meant to indicate the extent to which the data have successfully achieved the objectives of the study. These research objectives are as follows. The study aimed to:

- Explore the role of SMTs and other stakeholders in an integrated management approach to address learner discipline in the context of multiple deprivations.
- Determine the challenges encountered by SMTs and other stakeholders in using an integrated management approach to maintain good discipline in the context of multiple deprivations.
- Investigate the integrated management strategies implemented by SMTs and other stakeholders to combat learner indiscipline in the context of multiple deprivations.
- Analyse the relevance of DBE policies in addressing issues of discipline in the context of multiple deprivations.

5.3.1 To explore the role of SMTs and other stakeholders in an integrated management approach to address learner discipline in the context of multiple deprivations

The discussion below details the findings regarding SMTs' and other stakeholders' role in an integrated management approach to address learner discipline in the

context of multiple deprivations. The findings of this study revealed that their role is to control latecoming to the school; involve the RCL and security in control at the gate; and ensure that educators adhere to ground duty and the substitute timetable; that the school is fenced to avoid vandalism; that classes have the required teacher-learner ratio; and that the vision and mission statements of the province and the school are prominently displayed.

However, the findings in this study showed that learners were not highly regarded as discipline controllers in the school. The findings are not different from what is contained in the literature, which shows that in South Africa before 1994, the apartheid government excluded the mainstream of the inhabitants from open and equal participation, and it used education to mingle young people into the prevailing status quo of inequality through conformity to authoritarian structures (Harber & Trafford, 1999). After 1994 the democratic South African government saw a need to address the turmoil of apartheid by involving learners in order to ensure equality in education. It is evident that the SMTs and other stakeholders have not succeeded in ensuring an integrated management approach in their role of maintaining learner discipline in schools. Magadla (2007) claims that the RCLs do not know their role in school governance. They feel they are not listened to owing to societal-cultural beliefs (a child must be submissive), and are deprived of a voice by the timing of SGB meetings.

The SGBs have not prospered in creating conducive environments wherein effective teaching and learning can occur in the four sampled schools. The findings indicated that there is still a shortage of security guards in the schools, and that has led to vandalism of the school property. Gaustad (1992) suggests that the safety of learners and staff should come first. Moreover, it is evident that parents are not assisting the school by ensuring that their children do not come to school late. Ndamane (2008) suggests that discipline in schools should be the responsibility of everyone (all stakeholders) and not only the SMTs, SGBs and educators; parents should also be involved.

The SMTs have failed to ensure that there is control of latecoming of both learners and teachers. However, Carr and Chearra (2004) indicate that the overall responsibility for discipline rests with the SMTs. It is evident that both teachers and school leaders are not empowered to employ democratic principles in managing discipline. It is also revealed in this study that the teacher-learner ratio is still a challenge. Classes are overcrowded, which confronts educators with numerous challenges relating to discipline, limited resources and time management. Moreover, the SMTs have failed to display the vision and mission statements of their schools, which serve as guidance for what the school aims to achieve with the collaboration of all stakeholders.

Teachers themselves are not good role models for the learners as some come late to school, and classes are left unattended. This compromises the quality of the teaching and learning time of the learners, who are deprived already. Jones and Jones (1998) and Hunter (2004) state that since learners learn a great deal through imitation, it is vital for every educator to be a good role model as learners will mirror their behaviour. It is evident that parents are also not assisting the schools by ensuring that their children adhere to the school rules. Moreover, the issue of professionalism is still a problem to some educators. They seem not to be performing their duties as specified in SASA. They are not adhering to ground duty and the substitute timetable. However, educators are regarded by the South African Council for Educators (SACE) as professionals; they are responsible for managing discipline in schools.

The lesson learned from the findings is that while an integrated management approach speaks to collaboration in maintaining learner discipline in schools, the stakeholders are not fully undertaking their roles, which increases indiscipline in schools. The following section discusses the findings regarding research objective 2.

5.3.2 To determine the challenges encountered by SMTs and other stakeholders in using an integrated management approach to maintain good discipline in the context of multiple deprivations

One of the aims of the study, as highlighted in Chapter One, was to determine the challenges encountered by SMTs and other stakeholders in using an integrated management approach to maintain good discipline in the context of multiple deprivations. The study revealed numerous challenges in maintaining good discipline. The discussion below details the findings regarding the challenges encountered by SMTs.

The findings of the study have established that inconsistency in enforcing the schools' Codes of Conduct has posed a challenge in maintaining good discipline. In spite of the availability of the Code, it was evident that SMTs and SGBs have not succeeded in implementing their mandate in terms of both formulating and implementing the Code of Conduct for learners.

It was established in the findings that the schools have formed their Discipline, Safety and Security Committees with a view to monitoring and recording all behavioural problems. However, it was revealed that such committees were not appropriately instituted, and therefore, their functionality and effectiveness was inadequate. The multifaceted interplay of substance abuse has brought about an untenable situation in schools, which has rendered SMTs ineffective in maintaining learner discipline. Lack of support from school leaders has enabled teachers to put blame on the policies, claiming that the policies are in favour of learners, hence learners have forgotten their responsibilities. Laissez-faire attitudes of both teachers and parents have made learners disrespectful to both parents and teachers. This has made it extremely difficult for teachers to ensure that teaching and learning take place. The findings are consistent with Rampa (2014), who states that when educators ignore their responsibility for monitoring learner discipline, it creates a vacuum that encourages learners to be involved in

misconduct. The next section discusses the findings regarding the challenges encountered by teachers.

The study has established that abolishing corporal punishment has perpetuated indiscipline at school. Educators and parents still believe that corporal punishment is the only way of instilling discipline. Disgracefully, some educators are not willing to use other punitive measure. Furthermore, the parents and the communities in the deprived contexts are still using corporal punishment on their children, and this hinders teachers in trying to change learners to accept and respond to positive behaviour practices. The findings were consistent with Naong (2007), who suggests that the banning of corporal punishment in schools has led to a growth of indiscipline in schools.

The results have revealed that indiscipline has led to harmful effects on the morale of teachers and learners. Teachers have become demotivated, have lost self-confidence in their teaching skills, and their self-esteem has deteriorated. This has led to some classes being left unattended even if teachers are present in the school. The findings do not contradict those of Mokhele (2006), who suggests that demotivated teachers do not report to class promptly, and/or are frequently absent from it. The findings revealed that teachers and learners have experienced intimidation and bullying in schools. The new dispensation in education demands partnership between the school and the parents. However, the findings reveal that there is an absence of parental support in the education of their children. The findings also reveal that a high rate of absenteeism is another challenge that is encountered by educators, and has diminished the pass percentage for the learners. The findings regarding the challenges encountered by learners are discussed below.

The study has established that peer pressure poses a challenge in terms of learner discipline. In order for learners to be accepted by other groups they tend to behave in an unacceptable manner such as coming to school under the influence of drink

or drugs. Another challenge revealed in the findings is unruly learners' environmental background and differences in the enforcement of discipline in school and at home. The study also revealed that bottled-up anger is one of the challenges encountered in trying to maintain good discipline in the context of multiple deprivations. Learners tend to become aggressive. There was an indication in the data that there is an inadequate pupils' voice in implementing school rules. The findings are not different from what is contained in the literature, where Glanz (2006) suggests that SMTs seem to be practising "contrived collegiality". The next section discusses the findings regarding the challenges encountered by the SGBs.

The findings established that there is a shortage of good role-models in the communities, which undermines learner discipline in the context of multiple deprivations. Hence, some learners choose the wrong ways in order to make a living. The data have also revealed that the prevalence of child-headed families and poverty is another challenge contributing to learner indiscipline. These learners do not get parental guidance, which makes them rebellious when it comes to taking instructions at school. There was an indication that stakeholders have inadequate training to deal with discipline and related issues, and these findings are not different from what is contained in some pieces of literature. For example, Maile (2002) contends that illiteracy among SGB members, especially parental governors, may contribute to their incompetence, and claims that this is possible because illiteracy prevents parents from accessing relevant information. The issues of unstable societal behaviour and dysfunctional families seem to be a barrier to discipline. Children need a support system to be disciplined – that is, the family. However, some parents live separately from their children. Magwa and Ngara (2014) argue that children from dysfunctional families develop unsocial behaviour. The next section discusses the findings regarding research objective 3.

5.3.3 To investigate the integrated management strategies implemented by SMTs and other stakeholders to combat learner indiscipline in the context of multiple deprivations

The discussion below details the findings regarding the strategies that are implemented by SMTs and other school stakeholders to combat learner indiscipline in the context of multiple deprivations. After examining the categories that emerged from the data, the following integrated management strategies were revealed:

- High parental involvement in the education of their children can assist in curbing ill-discipline. This was done by only giving the reports to parents. When the school meets with a relative in case the parent is committed or away, the school will refer to the person's identity document.
- The schools' Code of Conduct was used as the strategy to curb indiscipline in schools. This was done through issuing the Code of Conduct to new learners, and letting the parents read it and sign it. The Code of Conduct provides information on aspects such as dress code, school time, expected behaviour and delinquencies with sanctions.
- SGB and school collaboration is another strategy that is used where the schools have an open-door policy with the parents. The parent governors prioritise the school, often come to school as they please, and have a good relationship with the SMT.
- Learners' detention, suspension and the use of offence slips is regarded as the strategy that changes to positive a learner's behaviour.

- A teacher-learner relationship where the teacher will call the learner aside and have a positive talk can help in decreasing indiscipline in the whole school.
- Holding meetings and proper communication with all stakeholders, parents and learners, where they discuss matters of discipline in school.
- Involvement of non-government organisations (NGOs) and other government departments, which include networking with SANCA, SAPS, Correctional Services, the Health Department and social workers.
- Involvement of community traditional leaders such as Izinduna, CPF and councillors to come and assist in school discipline.
- Providing pastoral care and motivation through the involvement of spiritual leaders, teachers and learners themselves in the morning assembly.
- Interaction between the SMT and the DBE. The DBE is regarded as the final decision maker in the outcome of major indiscipline cases as stipulated in Section 9.2 of the Schools Act. In that manner the serious discipline cases such as expulsion are forwarded to the DBE and it is the responsibility of the DBE to take the final decision on the expulsion of learners. The next section discusses findings regarding research objective four.

5.3.4 To analyse the relevance of DBE policies on addressing issues of discipline in the context of multiple deprivations

The following documents were requested for this study: school policy on the safety of learners, the Code of Conduct for learners, the Discipline, Safety and Security Policy, and the schools' log books and incident books. The discussion of the findings regarding these documents is provided below.

The findings revealed that the schools have adhered to the policies of the DBE by ensuring that school policy on the safety of learners, the Code of Conduct for learners, the Discipline, Safety and Security Policy and the schools' log books and incident books are in place. However, despite the availability of the documents the disciplinary strategies are not verbalised by them. The policies were created on paper for the need and at the request of the DBE, but they are not fully used by the schools to address learner discipline. For instance, in three of the four schools, the Code of Conduct was not initialled and signed by the SGBs, thus indicating its non-authenticity. Furthermore, the Codes of Conduct lacked regular revision as some Codes of Conduct were drawn up by previous school administrators. The responsibility of the DSSC to take action was assumed by the SMTs as they did what the DSSC was supposed to do. It is evident that the DSSC did not function effectively as there was lack of community cohesion; thus the DSSC existed only on paper. The SMT members took decisions themselves, as it was indicated in their log book that most of the learners were suspended.

The researcher perused the following records kept to ensure an integrated management approach: minutes of the SGB meetings; minutes of the meetings held by staff which discuss areas related to learner discipline; minutes of RCL or other student meetings, communication with outside agencies such as the police, social workers and SANCA; records of the disciplinary hearings with the SGBs warranting suspension and expulsion records per class; records of punishment and discipline; and records of matters related to multiple deprivations and their impact on school discipline. The findings revealed evidence of parental involvement in meetings. However, it appeared that some parents were signing on behalf of other parents. This finding raised eyebrows and questions about the effectiveness of the dissemination of information. Moreover, the findings indicated that there was school intervention with SANCA, but there was no record which indicated a learner's rehabilitation after being referred to SANCA. The findings also established that the majority of learners who are poor and who come from child-headed families usually suffer from behavioural problems.

5.4 RECOMMENDATIONS OF THE STUDY

This study has critically analysed the innumerable challenges of learners' indiscipline revealed by the research, the role of the SMTs and other stakeholders in addressing learner discipline, the strategies that are used by SMTs and other stakeholders in addressing learner discipline, and the relevance of DBE policies in addressing learner discipline. Therefore, based on the literature study and the findings of the empirical investigation, this section provides recommendations on an integrated management approach to address learners' discipline in the context of multiple deprivations. It is hoped that the following recommendations will remove revealed constraints and eventually assist in controlling learner discipline.

5.4.1 Ensuring the availability of enough security guards to safeguard the school at all times

The SGBs and SMTs should ensure that the schools have the necessary security to maintain discipline. Therefore, the schools should make certain that they work together with the District offices to provide security guards. The security guards should be capacitated about their job description, and the schools should respect the authority given to security guards.

5.4.2 Organising integrated management workshops where all stakeholders are empowered about their roles in addressing learner discipline.

Stakeholders' empowerment has been identified as a serious element in an integrated management approach to address learner discipline. Meanwhile, the stakeholders are incapable of undertaking their roles properly. They should be kept abreast of the disciplinary issues and their roles in education. The Department should therefore organise workshops for SMTs, SGBs and RCLs to capacitate them about their roles in discipline and in education as a whole.

5.4.3 Programmes to enhance parental involvement at school.

Parental involvement has been noted as an essential strategy to improve learner performance and maintain school discipline. However, it is crucial that parents set good standards of behaviour for their children. Therefore, it is their responsibility to provide clear expectations for their children and establish mutually agreed rules about schoolwork. Thus, the SMTs, SGBs and District office have to ensure that parents are capacitated about their role in education in order to synchronise the school ethics and discipline policy and the family ethics and disciplinary procedures.

5.4.4 Buy-in from all stakeholders in the formulation of the Code of Conduct for learners

There is still an outcry about lack of involvement of all stakeholders in the formulation of the Code of Conduct for learners. It is therefore recommended that the schools should ensure that there is a buy-in from all stakeholders by apprising all the stakeholders involved about the significance of the policy and the value of their contribution towards policy formulation. Apart from making learners aware of the school rules, their voice should also be heard.

5.4.5 Establishment of partnership between the school and various stakeholders

The study has made it clear that most problems revolve around leadership. It is therefore recommended that the SMTs should establish multiple partnerships with innumerable stakeholders whereby proactive stances will be taken. However, an SMT should first extend its invitation to the teachers in the school, and thereafter stakeholders outside the school can follow.

5.4.6 Ensuring effectiveness of disciplinary committees

The schools' disciplinary committees play an important role in maintaining discipline. A school's disciplinary committee is made up of two SMT members, two parents from the SGB, two RCL members, the school-based educational psychologist and the social worker. However, it has been established in the study that the members are not fairly represented in this committee, and it is dysfunctional. The study therefore recommends that the principal should ensure that all members are represented in the committee, and that decision making is decentralised so that more suitable disciplinary measures are taken, bearing in mind the social context of the school.

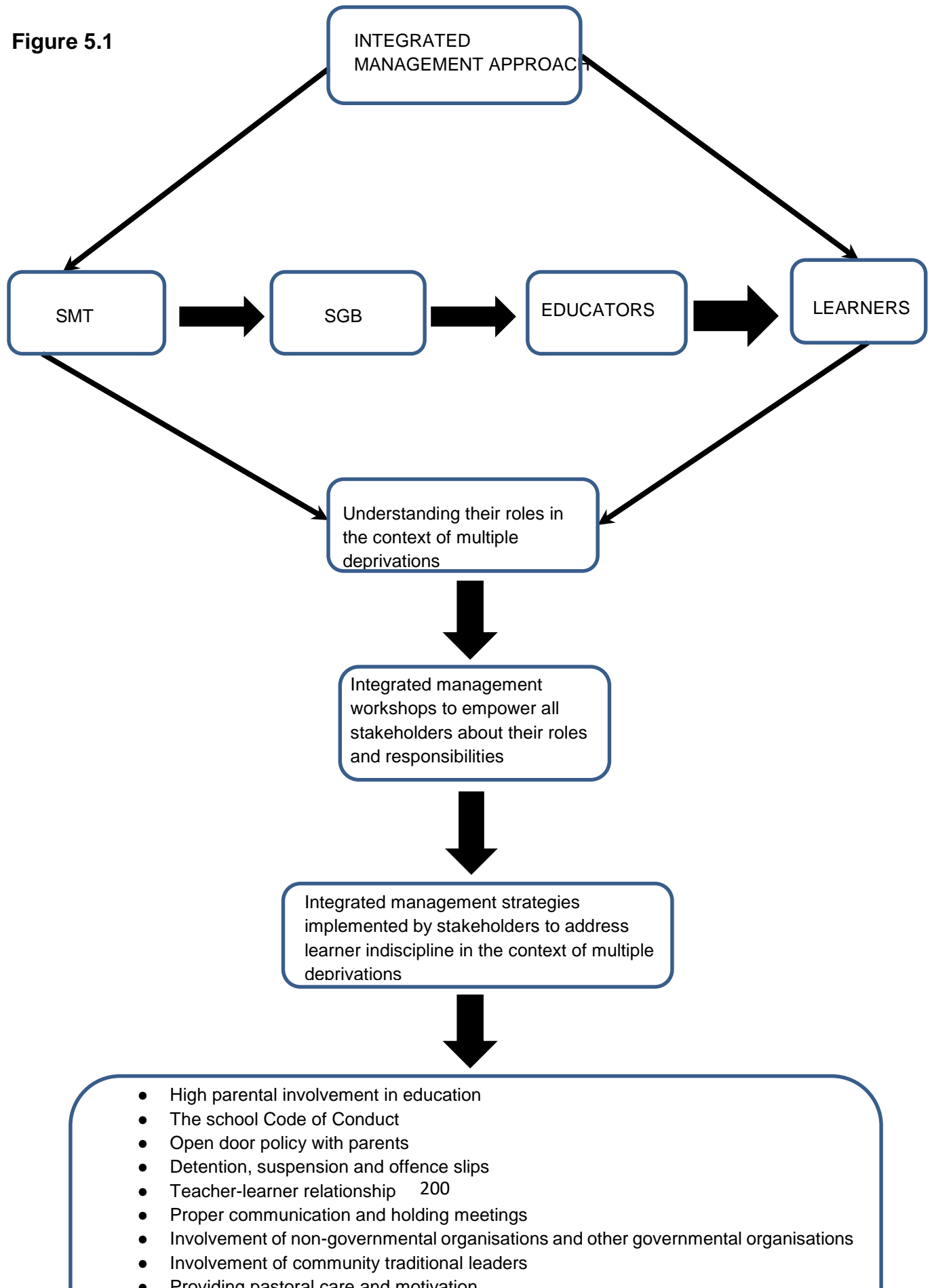
5.4.7 Professional development programmes for educators

It has been established in the study that SMTs, SGBs and educators have no guidelines on how to manage discipline. There is therefore a need for professional training which will assist with alternatives to corporal punishment, and in-service training to teach social values, moral values and emotional intelligence to assist in curbing learner indiscipline.

5.4.8 Establishment of a cordial relationship between teachers and learners

The teachers need to interact in a positive manner with learners in order to underscore positive behaviour in the school. Therefore, to reinforce positive behaviour teachers should ensure that the learners experience a sense of possession and belonging in the school. Teachers should involve learners in the formulation of class rules, and ensure that individual differences are respected. Below is the proposed model to address learner discipline in the context of multiple deprivations.

Figure 5.1



The model in Figure 5.1 above illustrates that for discipline to take place there should be integration between all stakeholders whereby the SMT, SGB, educators and RCL work collaboratively. However, it is vital that these stakeholders understand their roles. It is therefore the responsibility of the DBE to ensure that all stakeholders are capacitated about their roles and responsibilities in the management of discipline by organising ongoing workshops in order to empower the stakeholders. The model above functions as the inclusive approach towards management of learner discipline. Thus, after being empowered, stakeholders use different integrated management strategies to address learner discipline in the context of multiple deprivations. The implemented integrated strategies are provided in the proposed model; and a detailed explanation of these integrated management strategies was provided in section 5.3.3 above.

5.5 AVENUES FOR FUTURE RESEARCH

The findings of the study suggest that further research may be carried out in the following areas:

- The impact of learner participation in the formulation of schools' policies on discipline in schools.
- Perceptions of deprived learners' disciplinary procedures to address indiscipline in schools.
- The effects of using corporal punishment to address learner discipline in the context of multiple deprivations.

5.6 CHAPTER SUMMARY

In this chapter, the researcher presented a summary of findings which were informed by what transpired from results presented in Chapter Four. Before the presentation of the findings, a synthesis of the whole study was presented. Based on the findings this chapter provided relevant recommendations. Lastly, the model

to address learner discipline in the context of multiple deprivations was proposed in considering an integrated management approach.

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APPENDIX 1(1): Letter to the district

P.O. Box 37600

ESIKHAWINI

3887

9 March 2020

The Circuit Manager
UMhlathuze Circuit
Department of Basic Education
Empangeni
3880

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH WITH SECONDARY SCHOOL EDUCATORS AS RESPONDENTS

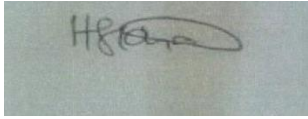
I am an educator employed at the school under King Cetshwayo district. I am currently registered for a Doctorate Degree in the department of Education Management and Foundations at the University of Zululand. The topic of my research is: **Exploring an integrated management approach to address learner discipline in the context of multiple deprivations: A case of King Cetshwayo District Schools.**

The focus of my study is in the Secondary School educators.

I wish to seek permission to conduct research in Ngwelezane ward; four schools will be selected from this ward structured observation, document analysis, and semi structured interviews in-depth and focus group interviews will be used in order to understand the situation that is described by participants (Blaxter, 2006). Observation schedule will be used where graffiti on walls, roof ceiling, and general vandalism will be observed. Document analysis will be used to check school policy on discipline, code of conducts for learners and educators. Semi structured individual interview will be used for SGB and focus group interview will be used for SMT, educators and learners to explore management approach that is utilised to address learner discipline in the context of multiple deprivations.

Your positive response in this request will be highly appreciated.

Yours faithfully



Signature:
Mrs Hlengiwe Goodness Khanyile

Contact number: 071 3827241 (mobile) gkhanyile51@gmail.com



Signature:
Co-Supervisor: Dr H.R. Mhlongo

Email: MhlongoH@unizulu.ac.za 035 902 6205(w) 082 043 3859 (mobile)

APPENDIX 2: Letter to the Department of Basic education

P.O. Box 37600
Esikhawini
3887
20 July 2019

The HOD
Dr Nzama
Department of Basic Education
Pietermaritzburg
3200

Dear Sir

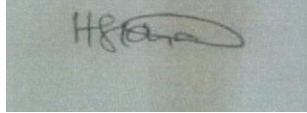
REQUEST FOR PERMISSION TO CONDUCT RESEARCH WITH SECONDARY SCHOOL EDUCATORS AS RESPONDENTS

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I wish to seek permission to conduct research in Ngwelezane ward. Four schools will be selected from this ward. Structured observation, document analysis, and semi structured interviews in-depth and focus group interviews will be used in order to understand the situation that is described by participants (Blaxter, 2006). Observation schedule will be used where graffiti on walls, roof ceiling, and general vandalism will be observed. Document analysis will be used to check school policy on discipline, code of conducts for learners and educators. Semi structured individual interview will be used for SGB and focus group interview will be used for SMT, educators and learners to explore management approach that is utilised to address learner discipline in the context of multiple deprivations.

I hope the results of this study will be used by the Department of Basic Education to bridge the gap of addressing learner discipline by focusing on multiple deprivations context.

Yours faithfully



Signature:
Mrs Hlengiwe Goodness Khanyile

Contact number: 071 3827241 (mobile) gkhanyile51@gmail.com



Signature:
Co-Supervisor: Dr H.R. Mhlongo

Email: MhlongoH@unizulu.ac.za 035 902 6205(w) 082 043 3859 (mobile)

APPENDIX 2: Letter from the KZN DoE granting permission



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/2045

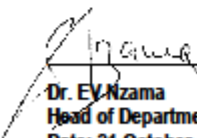
Mrs Hlengiwe Goodness Khanyile
P.O. Box 37600
ESIKHAWINI
3887

Dear Mrs Khanyile

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"EXPLORING AN INTEGRATED MANAGEMENT APPROACH TO ADDRESS LEARNER DISCIPLINE IN THE CONTEXT OF MULTIPLE DEPRIVATIONS: A CASE OF KING CETSHWAYO DISTRICT SCHOOLS"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 10 October 2019 to 10 January 2022.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.


Dr. E. Nzama
Head of Department: Education
Date: 21 October 2019

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa

Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201

Tel.: +27 33 392 1063 • Fax.: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za

Facebook: KZNDOE...Twitter: @OBE_KZN...Instagram: kzn_education...Youtube:kzndoe

...Celebrating Quality Education - Creating and Securing a Brighter Future

APPENDIX 4: Application form for the permission to conduct a research

P.O. Box 37600
Esikhawini
3887

9 March 2020

The Principal
Department Of Basic Education
King Cetshwayo District Schools
Empangeni
3880

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH WITH SECONDARY SCHOOL EDUCATORS AND LEARNERS AS RESPONDENTS

I am an educator employed at the school under King Cetshwayo district. I am currently registered for a Doctorate Degree in the department of Education Management and Foundations at the University of Zululand. The topic of my research is: **Exploring an integrated management approach to address learner discipline in the context of multiple deprivations: A case of King Cetshwayo District Schools.**

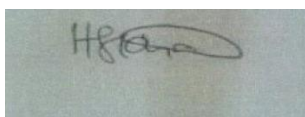
The focus of my study is in the Secondary School educators at Ngwelezane ward.

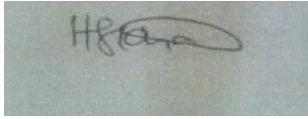
I wish to seek permission to conduct research with teachers in your school and learners as participants in this research project. Structured observation, document analysis, and semi structured interviews in-depth and focus group interviews will be used in order to understand the situation that is described by participants (Blaxter, 2006). Observation schedule will be used where graffiti on walls, roof ceiling, and general vandalism will be observed. Document analysis will be used to check school policy on discipline, code of conducts for learners and educators. Semi structured individual interview will be used for SGB and focus group interview will be used for SMT, educators and learners to explore management approach that is utilised to address learner discipline in the context of multiple deprivations.

Your positive response in this request will be highly appreciated.

Yours faithfully

Signature:





Signature:
Mrs Hlengiwe Goodness Khanyile

Contact number: 071 3827241(mobile) Email: gkhanyile51@gmail.com



Signature:
Supervisor: Dr H.R. Mhlongo

Email: MhlongoH@unizulu.ac.za 035 902 6205(w) 082 043 3859 (mobile)

APPENDIX 5: Request for permission from SMTs and educators

PARTICIPANT INFORMED CONSENT DECLARATION

INFORMED CONSENT DECLARATION (Participant) (SMT and EDUCATORS)

Project Title: Exploring an integrated management approach to address learner discipline in the context of multiple deprivations: A case of King Cetshwayo District Schools.

The researcher is registered for the PhD degree at the University of Zululand, Department of Education Management and Foundations.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to understand how integrated management approach addresses learner discipline in the context of multiple deprivations.
2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
3. By participating in this research project I will contribute by finding out what schools in multiple-deprived contexts do and understanding of what informs their choices may contribute to national and international learner discipline in action.
4. I will participate in the project by participating in semi-structured interviews in-depth and focus group interviews in order to provide my perspectives about learner discipline.
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.
7. There may be risks associated with my participation in the project. I am aware that

- A. the following risks are associated with my participation: information disclosure and identification of participants.
 - B. the following steps have been taken to prevent the risks: consideration of ethical issues.
 - C. there is no chance of the risk materialising.
1. The researcher intends publishing the research results in the form of journal article and forwarding them to the Department of Basic Education. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.
 2. I will receive feedback in the form of empirical findings and access to the copy of this report regarding the results obtained during the study.
 3. Any further questions that I might have concerning the research or my participation will be answered by on the following mobile number 0713827241 and email: or email gkhanyile51@gmail.com.
 4. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.
 5. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I,have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....
Participant's signature

.....
Date

APPENDIX 6: Request for permission from SGBs

INCWADI IVEZA IGUNYA LOMZALI OYILUNGU LOMKHANDLU WESIKOLE UKUBA ABAMBE IQHAZA OCWANINGWENI

Isihloko: Ukuhola ngokubambisa ekulwisaneni nendlela yokuziphatha komfundi esimweni lapho ecindezelekile ngezindlela eziningi.

Umncwaningi: Mrs H.G. Khanyile

Uphiko: Umnyango wohlelo lokufunda nokufundisa

Lona obhalwe ngenhla ufaka isicelo sokuba umzali ahlanganyele ocwaningweni olwenziwayo olumayelana nesihloko esibhalwe ngenhla .Ngichazelekile ngenhloso yalolucwaningo nanenhloso yokusayina lelifomu ngolimi engiluqondayo.

Ngiyaqonda ukuthi:

1. Inhloso inhloso yalolucwaningo: ukuthola imibono mayelana nokuhola ngokubambisa ekulwisaneni nendlela yokuziphatha komfundi esimweni lapho ecindezelekile ngezindlela eziningi.
2. I-University yaseZululand ilivumele lolucwaningo
3. Ngokuzibandakanya nalolucwaningo ngingasiza ekwakhiweni kwemibono ezosiza ekulwisaneni nendlela yokuziphatha komfundi esimweni lapho ecindezelekile ngezindlela eziningi.
4. Ngizozibandakanya kulolucwaningo ngekuphendula imibuzo efuna ulwazi ngesihloko esingenxa.
5. Ngizivumele mina ngokuba ingxenye yalolucwaningo .
6. Uma ngingasathandi ukuba yingxenye yalo ngiyohoxa, ngingalindele zinkinga ngokuhoxa kwami.
7. Ngingacelwa ukuthi ngihoxe ngaphambi kokuphela kocwaningo uma umncwaningi noma ubani omunye ophathelene nalo ebona kufanele.
8. Angilindele kuhola ngokuba kulolucwaningo.

9. Angilindele bungozi ubungahambisana nalolucwaningo, kodwa uma imibuzo ngandlela thize iphazamisa umoya wami, umcwaningi ukulungiselele lokho ngokusebenzisana nabaluleki abazoba kanye naye ngesikhathi soncwaniingo.
10. Umcwaningi uyolushicilela lolucwaningo lube umqingo wencwadi eqikelela ukuthi igama lami, neminingwane yami kuyohlala kuyimfihlo.
11. Ngingathanda ukuzwa ngemiphumela yocwaningo ngokufunda lowomqingo oshicilelwe.
12. Imibuzo engingaba nayo mayelana nalolucwaningo iyophendulwa umcwaningi uqobo.
13. Ngokuzinekela kwami ekusayineni lelifomu angizibophezeli ekutheni ngingethathe zinyathelo ukungaba ezomthetho noma ukunxeshezela kwami.
14. Ngizogcina ikhophi yalelifomu lokuzibophezela.

Mina.....ngiyavuma ukuthi ngiyifundile yonke imininingwane ekulelifomu futhi ngichazelwe yona ngolimi engiluqondayo. Ngiyakuqonda okubhalwe kulelifomu. Ngibuze yonke imibuzo ebengingabanayo ngaphenduleka ngandlela engenelisayo. Ngiyakuqonda okulindeleke kimi ngalolucwaningo.

Angifakwanga ingcindezi ngizingenele mina ngokuthanda lolucwaningo . Ngokusayina ngiyazivumela mina ukuthi ngiyazibandakanya nalolucwaningo.

Ukusayina.....

Usuku.....

INFORMED CONSENT DECLARATION (Participant) (SGB)

Project Title: Exploring an integrated management approach to address learner discipline in the context of multiple deprivations: A case of King Cetshwayo District Schools.

The researcher is registered for the PhD degree at the University of Zululand, Department of Education Management and Foundations.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

6. The purpose of the research project is to understand how integrated management approach addresses learner discipline in the context of multiple deprivations.
7. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
8. By participating in this research project I will contribute by finding out what schools in multiple-deprived contexts do and understanding of what informs their choices may contribute to national and international learner discipline in action.
9. I will participate in the project by participating in semi-structured interviews in-depth and focus group interviews in order to provide my perspectives about learner discipline.
10. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
11. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.
12. There may be risks associated with my participation in the project. I am aware that
 - C. the following risks are associated with my participation: information disclosure and identification of participants.
 - D. the following steps have been taken to prevent the risks: consideration of ethical issues.

C. there is no chance of the risk materialising.

13. The researcher intends publishing the research results in the form of journal article and forwarding them to the Department of Basic Education. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.
14. I will receive feedback in the form of empirical findings and access to the copy of this report regarding the results obtained during the study.
15. Any further questions that I might have concerning the research or my participation will be answered by on the following mobile number 0713827241 and email: or email gkhanyile51@gmail.com.
16. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.
17. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I,have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....
Participant's signature

.....
Date

INCWADI IVEZA IGUNYA LOMZALI UKUTHI UMNTWANA ABAMBE IQHAZA OCWANINGWENI (umzali noma onegunya lokunakekela umntwana)

Isihloko: Ukuhola ngokubambisa ekulwisaneni nendlela yokuziphatha komfundi esimweni lapho ecindezelekile ngezindlela eziningi.

Umncwangingi: Mrs H.G. Khanyile

Uphiko: Umnyango wohlelo lokufunda nokufundisa

Lona obhalwe ngenhla ufaka isicelo sokuba umntwana ahlanganyele ocwaningweni olwenziwayo olumayelana nesihloko esibhalwe ngenhla .

Ngichazelekile ngenhloso yalolucwaningo nanenhloso yokusayina lelifomu ngolimi engiluqondayo.

Ngiyaqonda ukuthi:

1. Inhloso inhloso yalolucwaningo: ukuthola imibono mayelana nokuhola ngokubambisa ekulwisaneni nendlela yokuziphatha komfundi esimweni lapho ecindezelekile ngezindlela eziningi.
2. I-University yaseZululand ilivumele lolucwaningo
3. Ngokuzibandakanya nalolucwaningo umntwana wami engasiza ekwakhiweni kwemibono ezosiza ekulwisaneni nendlela yokuziphatha komfundi esimweni lapho ecindezelekile ngezindlela eziningi.
4. Umntwana wami uzozibandakanya kulolucwaningo ngekuphendula imibuzo efuna ulwazi ngesihloko esingenxa.
5. Umntwana wami uzivumele yena ngokuba ingxenye yalolucwaningo .
6. Uma engasathandi ukuba yingxenye yalo uyohoxa, engalindele zinkinga ngokuhoxa kwakhe.

7. Umntwana wami engacelwa ukuthi ahoxe ngaphambi kokuphela kocwango uma umncwangingi noma ubani omunye ophathelene nalo ebona kufanele.
8. Mina nomntwana wami asilindele kuhola ngokuba kulolucwango.
9. Angilindele bungozi ubungahambisana nalolucwango, kodwa uma imibuzo ngandlela thize iphazamisa umoya wontwana wami, umcwangingi ukulungiselele lokho ngokusebenzisana nabaluleki abazoba kanye naye ngesikhathi soncwaniingo.
10. Umcwangingi uyolushicilela lolucwango lube umqingo wencwadi eqikelela ukuthi igama lomntwana wami, neminingwane yakhe kuyohlala kuyimfihlo.
11. Ngingathanda ukuzwa ngemiphumela yocwango ngokufunda lowomqingo oshicilelwe.
12. Imibuzo engingaba nayo mayelana nalolucwango iyophendulwa umcwangingi uqobo.
13. Ngokuzinekela kwami ekusayineni lelifomu angizibophezeli ekutheni ngingethathe zinyathelo ukungaba ezomthetho noma ukunxeshezela komntwana wami.
14. Ngizogcina ikhophi yalelifomu lokuzibophezela.

Mina.....ngiyavuma ukuthi ngiyifundile yonke iminingwane ekulelifomu futhi ngichazelwe yona ngolimi engiluqondayo. Ngiyakuqonda okubhalwe kulelifomu. Ngibuze yonke imibuzo ebengingabanayo ngaphenduleka ngandlela engenelisayo. Ngiyakuqonda okulindeleke kimi ngalolucwango.

Angifakwanga ingcindezi ngizingenele mina ngokuthanda lolucwango . Ngokusayina ngiyazivumela mina ukuthi umntwana wami u.....

oneminyaka eyi.....engazibandakanya nalolucwango.

Ukusayina.....

Usuku.....

PARTICIPANT INFORMED CONSENT DECLARATION

INFORMED CONSENT DECLARATION (Participant) (parent/guardian)

Project Title: Exploring an integrated management approach to address learner discipline in the context of multiple deprivations: A case of King Cetshwayo District Schools.

The researcher is registered for the PhD degree at the University of Zululand, Department of Education Management and Foundations.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to understand how integrated management approach addresses learner discipline in the context of multiple deprivations.
2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
3. By participating in this research project I will contribute by finding out what schools in multiple-deprived contexts do and understanding of what informs their choices may contribute to national and international learner discipline in action.
4. I will participate in the project by participating in semi-structured interviews in-depth and focus group interviews in order to provide my perspectives about learner discipline.
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.
7. There may be risks associated with my participation in the project. I am aware that
 - E. the following risks are associated with my participation: information disclosure and identification of participants.
 - F. the following steps have been taken to prevent the risks: consideration of

ethical issues.

C. there is no chance of the risk materialising.

8. The researcher intends publishing the research results in the form of journal article and forwarding them to the Department of Basic Education. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.
9. I will receive feedback in the form of empirical findings and access to the copy of this report regarding the results obtained during the study.
10. Any further questions that I might have concerning the research or my participation will be answered by on the following mobile number 0713827241 and email: or email gkhanyile51@gmail.com.
11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.
12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I,have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....
Participant's signature

.....
Date

APPENDIX 7: Application for Ministerial Consent (learner)

Box 37600
ESIKHAWINI
3887

9 March 2019

The learner

I Hlengiwe G. Khanyile, student number: 201951120, a part time PhD student at the School of Education Management and Foundations in the University of Zululand would like to invite you to participate in a research project entitled: Exploring integrated management approach to address learner discipline in the context of multiple deprivations. A case study of King Cetshwayo District Schools. The study aims to explore the role of SMT in an integrated management approach to address learner discipline in the contexts of multiple deprivations.

You have the rights to confidentiality and anonymity and pseudonyms will be used.

Through your participation, I hope to understand your perceptions about integrated management approach, challenges of learner indiscipline as well as the assistance to ease the resultant stresses experienced when trying to improve the standard of teaching and learning in SA. I guarantee that your responses will not be identified with you personally. During your participation to this study social support such as counselling will be provided, if you feel you no longer want to proceed with the interview it will be stopped immediately. Your participation is voluntary and there is no penalty if you do not participate in the study. Please sign on the dotted line to show you have understood the contents of this letter. The interview will take approximately 45 minutes to be completed and it will be audio recorded.

DECLARATION OF CONSENT

I.....
.....(full name) hereby confirm that I have read and understand the contents of this letter and the of the research project has been clearly defined prior to participate in this research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Participant's signature:

Date:

**APPLICATION FOR MINISTERIAL CONSENT
FOR NON-THERAPEUTIC RESEARCH WITH MINORS**

1 INSTRUCTIONS

- 1.1 This application form must be completed for all protocols that are classified as “non-therapeutic” and involve the participation of minors. *Non therapeutic research is defined in the regulations relating to research on human participants as “research that does not hold out the prospect of direct benefit but holds out the prospect of generalizable knowledge”. Minors are defined as persons under the age of 18 by section 17 of the Children’s Act (No. 38 of 2005).*
- 1.2 This application form should be submitted with a copy of the protocol and supporting documents.
- 1.3 This application should be submitted to the Minister of Health or the delegated authority in terms of section 92(a) of the Act.
- 1.4 This application form should describe how ‘non-therapeutic’ research protocols with minors meet the conditions set out in section 71 (3)(b) of the Act (described below).
- 1.5 All sections of the form must be completed in full.
- 1.6 Ministerial Consent may be granted for non-therapeutic health research with minors when certain conditions set out in section 71 (3)(b) of the Act are met and these conditions are:
 - (a) The research objectives cannot be achieved except by the enrolment of minors;
 - (b) The research is likely to lead to an improved scientific understanding of conditions, or disorders affecting children;
 - (c) Any consent given to the research must be in line with public policy; and
 - (d) The research does not pose a significant risk to minors, and if there is some risk, the benefit of the research outweighs the risk.

PLEASE COMPLETE AND PRINT THESE LAST TWO PAGES AND SUBMIT WITH YOUR PROTOCOL

2. INVESTIGATORS' DETAILS

Name of principal investigator	Khanyile H.G.
Title of research protocol	Exploring an integrated management approach to address learner discipline in the context of multiple deprivations: A case of King Cetshwayo District Schools.
Institutional affiliation	University of Zululand
Postal Address	Box 37600 Esikhawini 3887
Physical Address	B 371 Umgakla Road Ngwelezane Empangeni 3880
Email Address	gkhanyile51@gmail.com
Phone	071 3827241
Fax	

	N/A
Date of Application	9 March 2020
Signature of Applicant	

3. APPLICATION

3.1 Condition 1: The research objectives cannot be achieved except by the participation of minors

Describe the scientific justification for the enrolment of minors. Explain why this research must be done with minors as participants:

To establish views of learners in the implementation of integrated management approach to address learner discipline in the context of multiple deprivations.

3.2 Condition 2: The research is likely lead to an improved scientific understanding of certain conditions, diseases or disorders affecting minors

Describe how the research might, or aims to, advance knowledge affecting the health and welfare of minors as a class. Note that 'condition' is defined in the Regulations as 'physical and psychosocial characteristics understood to affect health' allowing that this research does not only involve children with an illness.

In examining an integrated management approach to address learner discipline in the multiply-deprived contexts in King Cetshwayo District, the study aims to: Explore the role of SMT in an integrated management approach to address learner discipline in the contexts of multiple deprivations. Determine the challenges encountered by SMT in using integrated management approach to maintain good discipline in the contexts of multiple deprivations. Investigate the integrated management strategies implemented by SMT to combat learner indiscipline in the contexts of multiple deprivations. To analyse the

relevance of DBE policies on addressing issues of discipline in the context of multiple deprivations.

3.3 Condition 3: Any consent given to the research is in line with public policy

Consent given by authorised persons must be in line with public policy considerations. Describe how consent to the research will be in line with public policy or would be acceptable, for example, show how the research poses acceptable risks and promotes the rights of minors:

The researcher will first ask for permission from the District, Circuit, school and the participant to conduct interviews. Assuring the participant of his/her rights to participate or to withdraw at any time when he/she feels uncomfortable.

Adherence to all ethical considerations when collecting data in the manner which shows respect in the language used, values and cultures, the way questions will be asked including social background of this area and also observing religion of the participant and not imposing nor influencing the responses. The researcher will do the recording and transcribe verbatim in terms of the responses received from the participant.

3.4 Condition 4: The research does not pose a significant risk to minors; and if there is some risk, the benefit of the research outweighs the risk.

Describe how the potential risks from the research procedures and/or intervention to minor participants will be minimized and describe any possible benefits from the research to society in the form of knowledge:

This investigation does not pose any significant risk to minors.

All the necessary ethical procedures such as confidentiality, anonymity, honesty, accountability and privacy will be adhered to. Informed consent will be obtained from parents and guardians in which the nature of the study will be explained in the language they understand. The content of the consent letter will include the following: purpose of the study, procedure used in the study, participants' rights to participate and withdraw at any time of the research, as well as confidentiality.

APPENDIX 8

INTERVIEW GUIDE (SMT)

SECTION A:

Objective 2: Determine the challenges encountered by SMT in an integrated management approach to maintain good discipline in the context of multiple deprivations.

1. What challenges do you experience in maintaining good discipline in the context of multiple deprivations?

2. How do these challenges hinder teaching and learning? Explain

3. How effective is the School's Safety and Security committee? Explain

4. What professional development programmes are in place in your school to assist in overcoming the challenges you are experiencing in maintaining discipline?

--

5. Do these programmes assist in maintaining good discipline? Explain

SECTION B:

Objective 3: Investigate the integrated management strategies implemented by SMT to combat learner indiscipline in the context of multiple deprivations.

1. In your IQMS and SIP form have you included learner discipline? explain

2. Briefly explain the plan of action with regard to learner discipline in the contexts of multiple deprivations? Explain

--

3. What strategies have you put in place to ensure participation by all stakeholders with regard to discipline i.e SMT, teachers, non-teaching staff, SGB, learners and the Department of education?

4. Do you think these disciplinary strategies are effective? Explain

5. In your school have you instituted a discipline plan that comprises of teaching learners: mutual respect; discipline in the democratic way and teaching social and life skills? Explain

6. Do you get any support from the Circuit managers/district manager in combating indiscipline in school? Explain

APPENDIX 9

INTERVIEW GUIDE (TEACHERS)

SECTION A:

Objective 2: Describe the challenges encountered by SMT in an integrated management approach to maintain good discipline in the context of multiple deprivations.

1. What challenges do you experience in maintaining good discipline in the context of multiple deprivations?

2. How effective is the School's Safety and Security committee? Explain

3. Do you think the abolishment of corporal punishment has impacted on those challenges? Explain

--

4. How do these challenges hinder teaching and learning? Explain

5. What professional development programmes are in place in your school to assist in overcoming the challenges you are experiencing in maintaining discipline?

6. Do these programmes assist in maintaining good discipline? Explain

SECTION B:

Objective 3: Investigate the integrated management strategies implemented by SMT to combat learner indiscipline in the context of multiple deprivations.

1. What disciplinary strategies do you utilise to combat learner indiscipline?

2. Do these disciplinary strategies encourage learner participation in developing good behaviour? Explain

3. Do you involve parents in combating learner indiscipline? How do you involve them?

4. In your IQMS and SIP form have you included learner discipline? explain

--

5. Briefly explain the plan of action with regard to learner discipline in the contexts of multiple deprivations? Explain

6. Do you think these disciplinary strategies are effective? Explain

7. In your school have you instituted a discipline plan that comprises of teaching learners: mutual respect; discipline in the democratic way and teaching social and life skills? Explain

APPENDIX 10

INTERVIEW GUIDE (SGB)

SECTION A:

Objective 2: Describe the challenges encountered by SMT in an integrated management approach to maintain good discipline in the context of multiple deprivations.

1. Iziphi izingqinamba enihlangabezana nazo njengesigungu esimele abazali ekulwisaneni nendlela yokuziphatha komfundi esimweni lapho ecindezelekile ngezindlela eziningi.

2. Ucabanga ukuthi ikomiti lezokuvikeleka nokuphepha esikoleni lisebenza kahle? Chaza

3. Ukugqugquzela kanjani ukuziphatha kumuntu? Ngabe ucabanga ukuthi ukuyekwa kokusentshenziswa kwenduku ezikoleni konomthelela ekungaziphathini kahle kwezingane ezikoleni? Chaza

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4. Iziphi izingqinamba abafundi nabafundisi abambekana nazo emizamweni yabo yoluthithukisa ukuziphatha kwahle kwabafundi? Chaza

5. Othisha nabafundi bambekana kanjani nalezozingqinamba? Chaza

SECTION B:

Objective 3: Investigate the integrated management strategies implemented by SMT to combat learner indiscipline in the context of multiple deprivations.

1. Njengelunga lomkhandlu elimele abazali esikoleni iziphi izindlela oke wazisebenzisa ekulwisaneni nendlela yokuziphatha komfundi esimweni lapho ecindezelekile ngezindlela eziningi? Chaza

2. Ucabanga ukuthi lezizindle ziyasebenza? Chaza

3. uke wahlanganyela yini oqeqeshweni olufundisa mayelana nokuziphatha komuntu? Chaza ukuthi yini owayifundayo?

4. Nike nahlangana nomkhandlu wabafundi kanye nabafundisi mayelana nezingxoxo ezithinta ukuziphatha kwabafundi? Chaza

5. Owuchaze kancane ukuthi yiluphi uhlelo eninalo njengomkhandlu omele abazali ekulwisaneni nendlela yokuziphatha kwabafundi esimweni lapho becindezelekile ngezindlela eziningi.

INTERVIEW SCHEDULE (SGB)

SECTION A:

Objective 2: Describe the challenges encountered by SMT in an integrated management approach to maintain good discipline in the context of multiple deprivations.

1. What challenges do you experience as an SGB member in addressing discipline in the context of multiple deprivations?

2. Do you think School's Safety and Security committee is effective? Explain

3. How do you instil discipline? Do you think the abolishment of corporal punishment has impacted on indiscipline in schools? Explain

4. What are challenges faced by learners and teachers in trying to develop better discipline? Explain

5. How do learners and teachers handle such challenges? Explain

SECTION B:

Objective 3: Investigate the integrated management strategies implemented by SMT to combat learner indiscipline in the context of multiple deprivations.

1. As an SGB member what strategies have you used to manage discipline in the context of multiple deprivations? Explain

2. Do you think these strategies are effective? Explain

3. Have you attended a workshop on discipline? Explain how were you capacitated?

3. Have you met with the RCL group and teachers to discuss matters relating to discipline? Explain

4. Briefly explain your plan of action as an SGB with regard to learner discipline in the contexts of multiple deprivations.

APPENDIX 11

INTERVIEW GUIDE (LEARNERS)

SECTION A:

Objective 2: Describe the challenges encountered by SMT using integrated approach to maintain good discipline in the contexts of multiple deprivations.

1. What challenges do you experience as an RCL member in addressing discipline in the context of multiple deprivations?

2. What do you think are the causes of poor discipline in your school? Explain

3. What has been done by the school to assist you in handling such challenges? Explain

4. What are the challenges faced by the teachers in trying to develop better discipline?

5. How do teachers handle such challenges?

SECTION B:

Objective 3: Investigate the integrated management strategies implemented by SMT to combat learner indiscipline in the contexts of multiple deprivations.

1. As an RCL member what strategies have you used to manage discipline in your class/school? Explain

2. Do you think these strategies are effective? Explain

3. Have you attended a workshop on discipline? Explain how it assisted you

4. Does the school involve you in school's discipline policy? Is your school's code of conduct and safety and security committee effective? Explain

5. Have you met with the SGB parent group to discuss matters relating to discipline? Explain

6. What do you think should be done with regard to learner discipline in schools?
Explain

APPENDIX 12

DISCIPLINE OBSERVATION SCHEDULE

SUBJECT:	DURATION	
DATE:	PSEUDONYM	

OBJECTIVE 1: Explore the role of SMT in an integrated management approach to address learner discipline in the contexts of multiple deprivations.

ASPECTS OBSERVED	OBSERVATION COMMENTS
Are there any control measures to address learner discipline?	
<ul style="list-style-type: none"> late coming and absenteeism for both learners and teachers 	
<ul style="list-style-type: none"> Involvement of RCL at the gate 	
<ul style="list-style-type: none"> security at the gate 	
<ul style="list-style-type: none"> Display of the vision and mission statements of the province and that of the school 	
<ul style="list-style-type: none"> Vandalism 	
<ul style="list-style-type: none"> Adhering to ground duty 	
<ul style="list-style-type: none"> substitute timetable 	
<ul style="list-style-type: none"> wearing of school uniform 	
Is the school environment conducive for teaching and learning	
<ul style="list-style-type: none"> teacher learner ratio per class 	

<ul style="list-style-type: none">• number of classes	
<ul style="list-style-type: none">• toilets	
<ul style="list-style-type: none">• electricity	
<ul style="list-style-type: none">• fencing	

APPENDIX 13

DOCUMENT ANALYSIS SHEET

Objective 4: To analyse the relevance of the DBE policies on addressing the issues of discipline in the context of multiple deprivations.

Pseudonym:	
Name of the school	
Date	

DOCUMENTS ANALYSED	COMMENTS/OBSERVATIONS
1. DOCUMENTS	
<ul style="list-style-type: none">• School policy on discipline	
<ul style="list-style-type: none">• Code of conduct for learners and teachers	
<ul style="list-style-type: none">• Safety and security policy	
<ul style="list-style-type: none">• School's log book and incidents books	
<ul style="list-style-type: none">• Ground duty book	
2. MEETINGS/ RECORDS	

<ul style="list-style-type: none"> • School Discipline Safety and Security Committee (DSCC) meetings and tribunals minutes 	
<ul style="list-style-type: none"> • Evidence of parent involvement in meetings 	
<ul style="list-style-type: none"> • Minutes of the SGB meetings 	
<ul style="list-style-type: none"> • Records of disciplinary hearings with the SGB's warranting suspension and expulsion records of misconducts per class 	
<ul style="list-style-type: none"> • Minutes of student council (RCL) or other students meetings, communication with outside agencies such as police, social worker and SANCA 	
<ul style="list-style-type: none"> • Minutes of the meeting held by the staff which discuss areas related to learner discipline 	
<ul style="list-style-type: none"> • Records of punishment and discipline 	
<ul style="list-style-type: none"> • Records of matters related to multiple deprivations and its impact on school discipline 	

APPENDIX 14: Ethical clearance certificate

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION

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ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGD 2019/51			
Project Title	Exploring an Integrated management approach to address learner discipline in the context of multiple deprivation: A case of King Cetshwayo District Schools			
Principal Researcher/ Investigator	H.G Khanyile			
Supervisor and Co-supervisor	Dr I.S Kapueja	Dr H.R Mhlongo		
Department	Educational Foundation			
Faculty	Education			
Type of Risk	Med Risk – Data collection from people			
Nature of Project	Honours/4 th Year	Master's	Doctoral	Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

- Special conditions:**
- (1) This certificate is valid for 1 year from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-13 December 2020]
 - (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
 - (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.


Professor Makhomahle George Makhomahle
Acting Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation

13 December 2019

<p>CHAIRPERSON UNIVERSITY OF ZULULAND RESEARCH ETHICS COMMITTEE (UZREC) REG NO: UZREC 171110-030</p> <p>13-12-2019</p> <p>RESEARCH & INNOVATION OFFICE</p>

APPENDIX 15: Editor certificate

CERTIFICATE

This is to certify that I have been responsible for the language editing of Ms Hlengiwe Goodness Khanyile's doctoral thesis for the University of Zululand, entitled *Exploring an Integrated Management Approach to Address Learner Discipline in the Context of Multiple Deprivations. A Case Study of King Cetshwayo District Schools*.



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