

School management team's management and leadership of learner discipline: the case of two secondary schools in the North West province

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Dissertation submitted in fulfilment of the requirements for the degree *Master of Education in Educational Management and Leadership* at the North-West University

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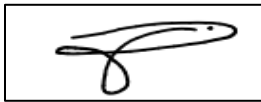
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DECLARATION

I, **ALPHEUS KEEMENAO MONGALE** (student number **22483594**) declare that this study titled **School management team's management and leadership of learner discipline: the case of two secondary schools In the North West province** is my work and has never been submitted for a degree at any other university. All sources in this study have been indicated and acknowledged by means of direct and indirect references.



Signed

26 October 2020

Date

DEDICATION

- I dedicate this piece of work to God Almighty who gave me the grace and strength to complete this study.
- To my late mother, Gladys Wanthata Mongale, this is for you Mum!

ACKNOWLEDGEMENTS

With appreciation I wish to acknowledge the following people:

- My supervisors, Dr. Dhlamini J.P. and Prof. Jan Heystek for their guidance, support and patience during our interaction in developing this work. You are my mentors and I appreciate your time and effort contributed to this study.
- My wife, B. Mongale, my children, B.R. Mongale and T. Mongale, and my younger brother, E. Mongale, for their unwavering support and patience during my study.
- My subject peers, O.V. Mathe and L. Letsapa for their tireless contributions and guidance throughout my study.
- Mr. Seepamore, S.D. Principal, for his support and encouragement throughout my study.
- Above all, I thank God Almighty for keeping me in good health and for sustaining me so that I could complete this work.

ABSTRACT

Learner discipline management continues to be a common problem for educators, parents, and learners in most South African schools. The purpose of this study was to investigate the School management team's management of learner discipline in two secondary schools in the North West province. The key theory that underpinned this dissertation is the transformational leadership theory. The transformational leadership theory signifies a leader who envisages change, creates a vision to guide the change through inspiration, and executes the change with the commitment of the members of the group. The study adopted a qualitative research approach through an interpretative paradigm. The use of the interpretive paradigm enabled me to acquire more knowledge by an in-depth investigation of School management team's management and leadership of learner discipline in two secondary schools in the North West province, as well as to provide an interpretative view on the participant's responses. The site selection was based on the 18 secondary schools in the Ratlou sub-district, North West Province and two secondary schools were purposefully selected based on the level of learner discipline and misconduct in the school. In each secondary school, the principal, deputy principal and two departmental heads were selected for the study. Thematic data analysis was used to analyse and present data in themes and sub- themes. The major findings of this study revealed that both schools do not have adequate methods of dealing with learner discipline in schools. The study concluded that a review of the current policies must be conducted and a proper implementation strategy adopted for discipline and management strategies of learner misconduct.

The study recommends that the Department of Basic Education must organise various summits, workshops, and conferences focusing on learner discipline in schools. Parents and guardians of learners in the North West Province should always endeavour to play parental roles in the lives of their children to instil discipline. In addition, School Management Teams should endeavour to organise training and workshops for teachers that focus on learner discipline.

KEYWORDS

Collaborative effort

Indiscipline

Leadership

Learner misconduct

Management

Nurture

Parental involvement

School Management Teams

Secondary schools

Violence

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LIST OF ABBREVIATIONS

CAF	Children's Aid Foundation
DH	Departmental Head
DP	Deputy Principal
DoH	Department of Health
DoE	Department of Education
ELAA	Education Laws Amendment Act
HoD	Head of Department
NWP	North West Province
NEPA	National Education Policy Act
NGO	Non-Governmental Organisation
PDPA	Personal Data Protection Act
RCL	Representative Council of Learners
RSA	Republic of South Africa
SACE	South African Council of Educators
SAHRC	South African Human Rights Commission
SASA	South African Schools Act
SCC	School Code of Conduct
SGB	School Governing Body
SMT	School Management Teams
USA	United States of America

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CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND

This study investigated the School Management Team's management and leadership of learner discipline in two secondary schools in the North West Province. In South Africa, the SMTs were formed through the policies of the Department of Education (DoE) due to the necessity of teamwork being a collaborative measure in managing learners. This helped in shaping the framework of SMTs with appropriate delegation of duties to all the members in personal administrative measures (Maja, 2016:4). This means that SMTs exist in schools to enhance the collaborative efforts of managing schools. Collaborative effort can be described as a way of accomplishing a task by working together with others. Van De Voort and Wood (2014:2) affirm that SMTs evolve on a collaborative effort in ensuring that things are adequately done. SMTs also play a huge role in the schools, drawing plans for school improvement, monitoring instruments and ensuring learners' safety for a good environment and adequate teaching and learning. Seeli and Rambuda (2014:87) indicate that it is no longer news that the secondary school system in South Africa is becoming dysfunctional due to learner indiscipline which affects teaching and learning in schools. As such, this research study reports on the investigation on SMT's management and leadership of learner discipline in two selected secondary schools in the North West Province.

1.2 PROBLEM STATEMENT

According to Ncontsa and Shumba (2013:1), the school learning environment and quality of education are increasingly under siege due to the challenges faced in managing learner discipline, which has become a matter of national concern. The principals play very important functions in the schools, ranging from policymaking, monitoring its implementation, setting the tone and morale of the school, being present around school, controlling the happenings in the classrooms, coordinating the overall function of the teachers and maintaining the security of the learners as well as educators (Kiprop, 2012:121). Baloyi (2011:2) posits that translating school policies into practice has been a serious challenge to the school management teams. But involving all the stakeholders prove to be more effective in managing learner discipline. Baloyi

(2011:2) further maintains that the manner in which most school principals implement management strategies needs to be questioned, as even most of the school educators and management lack the understanding of what is to be done in managing learner misconduct. This implies that SMTs are expected to understand their roles and responsibilities as stipulated in the Personnel Administrative Measures (Department of Basic Education, 2016) in managing learner discipline in schools.

Mulaudzi and Mudzielwana (2016:75) argue that maintaining discipline is of paramount importance in every teaching and learning environment. The school management team is therefore the central point to create the climate and environment which includes disciplinary problems that needs to be addressed and prevented. Since 1995, however, corporal punishment represented an immense proportion of classroom instruction before it was abolished by the South African Schools Act (RSA, 1996a) (Nunan, 2018:3). The alternatives to Corporal Punishment which include but not limited to educators establishment of disciplines in classrooms through establishing ground rules, adopting an inclusive model for learners where all learners are brought in the classroom, a model to dispute resolution and positive reinforcement were introduced to be adopted by educators and SMTs in place of corporal punishment (Department of Education, 2000). In addition, SMTs may follow any form of discipline within the Constitution of the Republic of South Africa Act (RSA, 1996b) and the South African Schools Act (RSA, 1996a). It is because every citizen has the right to freedom of rights, including freedom of treatment without violence, punishment in an inhuman manner and the right not to be deprived of liberty. Moreover, section 28 of the Constitution maintains that every South African child has the right to protection from abuse and mistreatment, hence the dire need to protect the learners' values in their different schools. Accordingly, the South African Schools Act (SASA) (RSA, 1996a) recommended that the SGBs map policies and codes of conduct on learner treatment. The policies and code of conduct are aimed at fostering the maintenance of discipline and providing favourable learning environment for proper teaching and learning. SGBs delegate the role of implementing codes of conduct to SMTs and educators. Through the directive of the government, the codes of conduct should contain disciplinary measures that are simple and well-defined in the school policy, with combined efforts of the school disciplinary committee and sub-committees (Mestry & Khumalo, 2012:98). It is the duty

of the principal to enforce the code of conduct with the school management team and liaise with the school governing body and explicitly disciplinary committee if there are severe abuse and disciplinary issues at school. Therefore, the school management team is the connection between the school's disciplinary problems and the governing body which is responsible for official and severe disciplinary issues.

In the past two decades, since the inception of democracy, the academic performance of learners has continued to deteriorate in South Africa, despite the intention to improve the school conditions. This deterioration, which is attributed to poor quality of teaching and training of teachers, results in difficulties in maintaining discipline in schools by the school management (Foncha, Ngogo, & Maruma, 2017:90). This resulted in the need for SMTs to strengthen school discipline to enhance the standard of teaching and learning, and the academic performance of the learners.

Grant, Gardner, Kajee, Moodley and Somaroo (2010:402) maintain that the policy shift towards collaborative efforts in school leadership and management paved the way for recognising educators as part of the leadership teams that should be involved in managing learner discipline and improving teaching and learning in schools. Maja (2016:4) mentions that the SMTs, under the control of the school principal, are faced with serious challenges as most of the SMT members still adopt old and more traditional leadership approaches, which is in conflict with the modern leadership methods. Therefore, there is a need to consider the paradigm shift to a more participatory style that is more modernised and effectual in teaching and learning.

In addition, discipline as a virtue is proven to be diminishing among learners in this dispensation. Learners' poor behaviour is a part of educators' daily experience in their schools, which seems not to be addressed despite the presence of a School Code of Conduct for regulating learners' behaviour (Leefon, Jacobs, Rous & De We, 2013:1). Kourkoutas and Wolhuter (2013:1) state that maintaining learner discipline is a huge challenge globally. As such, it is important to investigate the SMTs' management and leadership of learner discipline in secondary schools.

Steinmann (2013:44) argues that the first basic step in developing discipline in secondary schools is the establishment of codes of conduct for learners and strict adherence to them. Meanwhile, the South African Schools Act (RSA, 1996a) made it mandatory to involve secondary school learners in the governance of their schools. This saw the Representative Council of Learners (RCL) form part of the SGBs while giving them the responsibility of developing code of conduct and ensuring that learners comply with it. Despite numerous studies on learner discipline, many questions are still being raised by contemporary research regarding the method adapted by school policymakers in maintaining learners' discipline (Kourkoutas & Wolhuter, 2013:2).

The need for this research is rooted in the high demand for understanding SMT's management and leadership of learner discipline in secondary schools owing to the devastating effects of learner disciplinary issues in secondary schools. According to Pas, Cash, O'Brennan, Debnam and Bradshaw (2015:137), learners' disciplinary issues cause devastating effects on learners and make the learning environment unfavourable to learning activities. Sun (2015:94) further adds that whenever teachers are unable to detect learners' unruly behaviour or ascertain the learners' pressing needs, the learners always get involved in disruptive behaviours which negatively impact their learning environment.

Baloyi (2011:3) maintains that it is imperative to check the managerial roles and perceptions of SMT members in managing learners' discipline to improve teaching and learning. This is because it is no longer news that learners' disciplinary issues have become part of the school system in the South African context, making schools more vulnerable than ever, with regular reports on television and news media addressing learners' discipline and violence (Ncontsa & Shumba, 2013:2). As such, there is a need for a constant review and update on SMT's management and leadership of learner discipline in secondary schools in the North West Province.

It cannot be underestimated that good learner discipline and a conducive learning environment stimulate acquisition of knowledge on the side of the learners and lessen the job of the SMT (Foncha et al., 2017:90). Modisaotsile (2012:1) further maintains that despite a high annual intake of learners into the various secondary schools around

South Africa, the output of their academic performance is always lower. Furthermore, Baloyi (2011:4) ascertained that SMT collaboration with teachers in managing learner discipline is still pending, as the two parties do not know how to go about the management of learners' indiscipline.

Against the background of the disciplinary problems at national as well as international level, the focus for this research is in determining how the school management teams manage learner discipline in the specific schools. I am concerned with the learners' discipline and the management approaches available. However, if the SMTs collectively work on learner discipline then the schools and society will be a safe environment. Moreover, due to the limited published work of the SMT's management and leadership of learner discipline in secondary schools in the North West Province, it is imperative to investigate the management of learner discipline, which will foster solutions. As such, this study intended to bridge that gap.

1.3 RESEARCH QUESTIONS

1.3.1 Main research question

What are the roles of School Management Teams in the management and leadership of learner discipline in two secondary schools in North West Province?

1.3.2 Sub-questions

- What is the nature of learner discipline in two secondary schools in the North West Province?
- What are the roles of the SMTs in managing learners' discipline?
- Which strategies are currently used by the SMTs to manage learner discipline?
- What are the challenges faced by the SMTs in managing learner discipline?
- How transformational leadership support the SMT on managing learner discipline in secondary schools?

1.3.3 Aim and objectives of the study

The main aim of the study is to:

Investigate the roles of School Management Teams in the management and leadership of learner discipline in two secondary schools in the North West Province.

The objectives of the study are to:

- Investigate the nature of learner discipline in two secondary schools in the North West Province?
- Examine the roles of SMTs in managing learner discipline.
- Determine the SMTs current management strategies in learner discipline.
- Investigate the challenges faced by the SMTs in managing learner discipline.
- Analyse how transformational leadership supports the SMTs management of learner discipline in secondary school.

1.4 SIGNIFICANCE OF THE STUDY

The study is significant as it provides a detailed understanding of the management of learner discipline in two selected secondary schools in the North West Province. This will lead to recommendations and serve as an introduction for future research to improve learners' behaviour.

1.5 DEFINITION OF KEY TERMS

1.5.1 Discipline

Discipline refers to the exercise of care and respect for others and self. It is about “safeguarding the rights of humans who are uncovered to uncooperative, aggressive or blocking responses by others” (Humphrey, 2008:10).

1.5.2 Leadership

Leadership refers to a person who has a clear vision, realistic target and influence people effectively towards the purpose of the party (Leithwood et al., 2004).

1.5.3 Transformational leadership theory

The theory of transformational leadership is characterized as the ability to guide learners and staff members through value development and long-term objectives to build a productive and effective school (Muijs et al., 2006).

1.6. PRELIMINARY LITERATURE REVIEW

International and local literature that supports the SMT's management and leadership of learner discipline in secondary schools was reviewed. Transformational leadership theory was used to support the study. Burns (1978) first developed transformational leadership theory. Burns claimed that transformational leadership happens when a leader inspires individuals inside the organization to a higher level of dedication. Barnett et al. (2000:4) note that transformation theory promotes educational progress and leads to enhancing organization, effectiveness and culture. According to Ross and Kendall (2017:2), transformational leadership is a theory that depicts a leader who identifies the needed change, creates a vision to guide change through inspiration, and executes the change with the commitment of the members of the group. Transformational leadership can be seen in the classrooms, teams, agencies, divisions and company as a whole at all levels. These leaders are critical thinkers, innovative, inspiring, bold, and visionary (Cherry, 2016).

The trouble of learner indiscipline has taken centre stage for a long time both internationally and nationally (Maphosa & Mammen, 2011:213). Oosthuizen, Roux and Van der Walt (2003:1) in their view, the implementation of self-discipline should not be viewed as a full clampdown on unruly, mischievous and destructive behaviour, but as the ability to enter into a loving, caring and guiding relationship with learners. The state of discipline affects the morale of the SMTs and educators in the two schools under review. Problems related to learner indiscipline such as disrespect towards teachers and/or SMTs, drug abuse and violence were highlighted. The SMTs do not get adequate parental support in dealing with learner disciplinary cases.

1.7 RESEARCH DESIGN

In this study, I adopted a qualitative research approach underpinned in an interpretive research paradigm and a case study research design in order to investigate the SMT's management and leadership of learner discipline in secondary schools: a case study in two secondary schools in the North West Province. Purposive sampling was used to select the SMTs which included the school principal, deputy principals, and departmental heads. Data was collected through semi-structured interview and document analysis. In addition, the collected qualitative data was analysed through adopting a qualitative data coding process deduced from (Creswell, 2014). Trustworthiness was ensured through prolonged engagement in the study sites, thick description, peer review, going back to the participants for them to confirm the transcript and triangulation. I am the one who conducted the study including, literature search, data collection, data analysis and discussion of findings.

1.8 ETHICAL CONSIDERATION

Entry to a research site is an important part of the study. Ethical approval for this study was obtained from the North-West University Research Ethics committee. In addition, I obtained an approval letter from the North West Department of Education. These were presented to the principals of the selected schools prior to the day of data collection. I also issued a consent form with an adequate description of the study to all the research participants, and clarified the purpose and benefits of the research.

1.9 CONTRIBUTION OF THE STUDY

The introduction of the Constitution of the Republic of South Africa Act (No. 108 of 1996) (RSA, 1996b) led to the abolishment of corporal punishment, coupled with behaviour policies, and the DoE mapping out disciplinary penalties for offenders, which brought a degree of uncertainty to educators, parents and learners. Following the abolition of corporal punishment under the South African School Act (No. 84 of 1996) Section 10(1) (RSA, 1996a), SMT's still conclude that the current techniques and corrective approaches have not proved successful in matters relating to secondary school learner discipline.. Knowing the SMTs' management and leadership in coping

with learners' misconducts will help ensure stable and productive learning outcomes, thus expanding good values to our school communities.

This study is intended to fill the research gap in learner discipline management and add to the already established knowledge base. The conclusions drawn from this study's empirical research may help address the research goals, thus providing the SMTs with useful recommendations on how to handle learner discipline in the North West Province.

1.10 DIVISION OF CHAPTERS

The research work will be divided into five parts including:

CHAPTER ONE: Overview of the study

This chapter addressed the overview of the study, motivation of the study, problem statement, research questions, research objectives and significance of the study.

CHAPTER TWO: Literature review

This chapter presents the theoretical framework and literature review pertaining to the study for more in-depth understanding of the study.

CHAPTER THREE: Research design and methodology

This chapter describes the research approach and research design, which included the population of the study, participant selection, sampling technique, data collection techniques, trustworthiness, researcher's role and ethical consideration.

CHAPTER FOUR: Data presentation, analysis and discussion of findings

This chapter includes data analysis, findings and interpretation.

CHAPTER FIVE: Conclusions and recommendations

This chapter draws conclusions and make the necessary recommendations.

CHAPTER TWO LITERATURE REVIEW

2.1 INTRODUCTION

The first chapter provided an overview of the study by presenting the background and problems attached to the study, as well as the research questions and objectives posed for the study. This chapter presents the literature review section with the theoretical framework on which the study was built. Literature review exposes a researcher to broader literatures regarding a phenomenon under study (Chukwuere & Chukwuere, 2020). Literature review enabled this study in reviewing the works of other researchers on the School Management Team's management and leadership of learner discipline in secondary schools. Another purpose of literature review in this study is to conserve time, avoid unnecessary repetition and duplication of already existing studies and to identify and compare previous studies.

2.2 THEORETICAL FRAMEWORK

According to Botha (2013:11), theories refer to "ideas and views" which are purposefully formulated to describe a specific scientific knowledge. There are various types of leadership styles such as authentic leadership, authoritarian leader, transformational and transactional leadership (Mirayani, Kusumaningsih, Mustikasiwi & Purwanto, 2019:174; Paracha et al., 2012:3). Authentic leadership theory focuses on finding insight into individual self by exposing the person to ideas and how they impact on people. Authoritarian leadership is more focused on declaring strong authority over subordinates. Transformational leadership is more associated with transactional leadership focusing on self-knowledge and increase performance (Avolio, Waldman & Einstein, 1988). Transactional leadership, on the other hand, is most effective in actualising organizational or school aims and objectives at the desired time. Bass (1985) affirmed that leaders could be both transformational and transactional in their style. Bass (1985) further maintained that transactional leaders are focused on classification of a desired outcome, following rules, provision of feedback and rewards, recognises subordinates accomplishments and also punishes any of the subordinates that fails to adhere to rules or meet up with the standard. The study is anchored on

transformational leadership because the study investigated School Management Team's management and leadership of learner discipline in two secondary schools in the North West Province. In that case, learner discipline demands for leadership style that allows for positive support and helping them to develop better in every area of life. This is done while letting them understand that violence is not the best approach to having a conducive learning environment and leading a better life for the future (Mirayani et al., 2019:174).

2.2.1 Components of transformational leadership

Transformational leadership theory was first introduced by Burns (1978) who stated that it occurs when a leader engages the individuals within the organization to a higher degree of motivation. Barnett et al. (2000:4) state that transformational theory is more facilitative of educational change and contributes to organizational improvement, effectiveness and culture. Transformational leadership is a theory that, according to Ross and Kendall (2017:2), portrays a leader recognizing the necessary change, developing a vision to direct change through motivation, and implementing the change with the involvement of group members. Transformational leadership may be found at all levels of the schools, teams, departments, divisions, and organisation as a whole. Such leaders are visionary, inspiring, daring, risk-takers, and thoughtful thinkers (Cherry, 2016).

According to Kenneth and Sun (2012:387), transformational leadership and its associated skills enables for modification of the professional attitudes, practice and outcomes of SMTs in different ways thereby impacting on the learner's behaviours directly. The theory of transformational leadership is characterized as the ability to guide students and staff through value development and long-term objectives to build a productive and effective school (Muijs et al., 2006). In addition, the theory of school transformation leadership requires that a principal or SMT promote a belief in change, facilitate change, and have the capacity to lead change (Boyne, 2004). An impact of transformational leadership attribute on the SMTs is capable of influencing learners in secondary schools to shun indiscipline and embrace good behaviours. Windlinger, Warwas and Hostettler (2020:64) further maintain that transformational leadership is beneficial in effective managing of school affairs because it enables the SMTs to have a

better relationship with the learners which direct influence positive behaviours and mitigate indiscipline.

Furthermore, transformational leaders inspire their subordinates to align with their visions such as in the case of learner discipline (Judge & Bono, 2000:751). SMTs adopting transformational leadership style enable them in instilling a good life and attitudes void of violence into their learners for a conducive learning environment and better individuals. The transformational leadership theory implies a positive correlation with the nature of the working environment that surrounds the school environment. As such, school managers are expected to ensure that activities that do not give good credit to the school are constantly transformed to a better attitude. Yang (2013:77) also mentioned that attention needs to be placed on how the transformational leadership of principals develop in a school environment and how important it is to improving discipline in the school. A dynamic leader behaves in a way that teachers interpret as inspiring, stimulating, and creating a sense of excitement. A transformational leader inspires stakeholders, builds a team and creates strong performance-related expectations (Stewart, 2006).

Transformation leaders fit well in leading and working with diverse working groups and organizations where, in addition to finding an inspiring leader to help direct them through an challenging climate, followers are challenged and motivated to become committed, high performers (Riggio, 2009:24). Cherry (2017) shows four components which should be considered in order for the SMTs to bring more change in improving learner discipline.

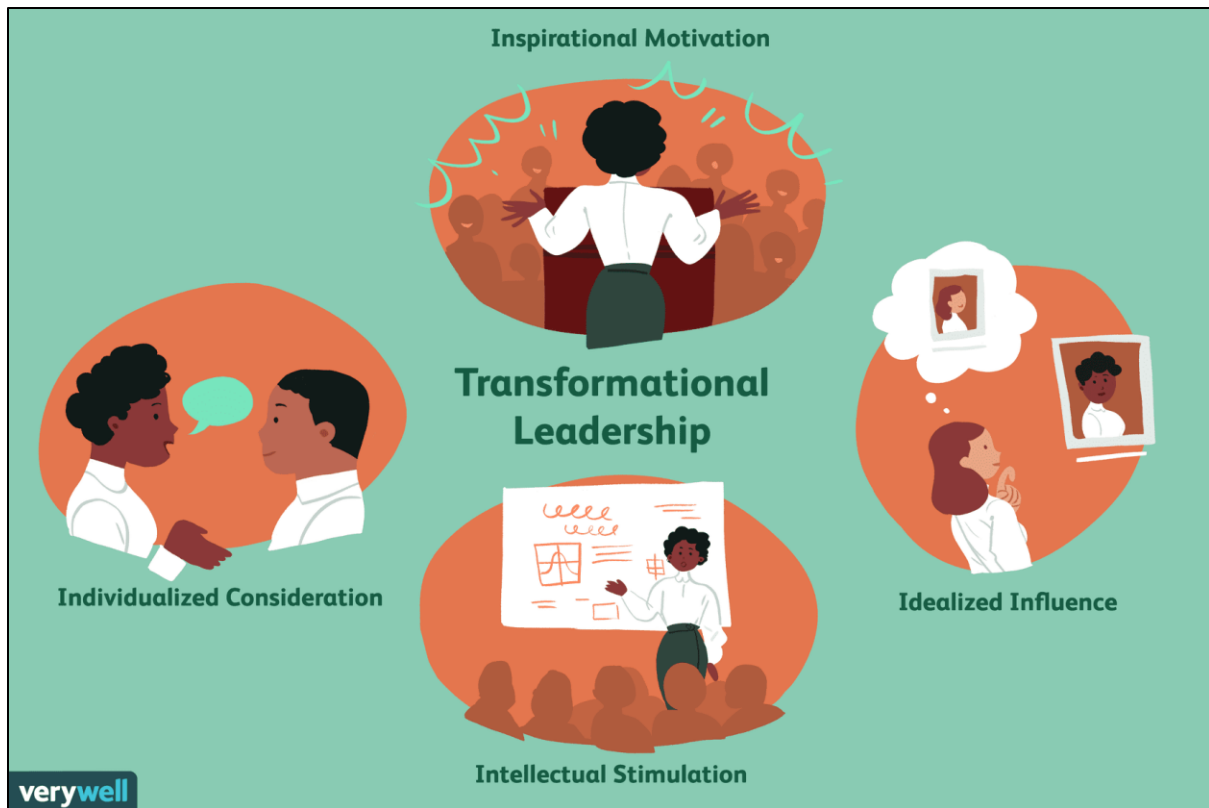


Figure 2.1: Components of transformational leadership (Cherry, 2017:2)

According to Cherry (2017:3), the foundation of a transformational leader is to become an **inspirational motivator** in promoting the vision and goals of the organisation or schools in such a way that the SMTs motivate their learners in schools to lead a life void of indiscipline for a conducive learning environment and a peaceful society. The SMTs should ensure that their vision and goals of the schools are always emphasised in their interactions and communications with the learners. The SMTs are also expected to become **intellectually stimulated** by encouraging their followers to be innovative and creative for proper discipline in the schools. They should encourage the behaviours of the learners and try to stimulate good conducts by implementing learner code of conduct in schools. In addition, the component of transformational leadership is also based on **idealised** influence. This emphasises the need for the SMTs as leaders to be able to influence learners through their behaviours and they should practice what they have taught their followers, while **individualism** requires the SMTs as leaders to act as mentors to their followers and reward them for good conduct and creativity.

YingXiu (2012:16) argues that transformational leadership in schools allows the principal to develop strategies that will change the school for better conducive learning environment void of indiscipline. This means that the SMTs as managers are expected to apply the transformational theory in managing the conduct of learners in order to foster a good teaching and learning environment. Gumusluoglu and Ilsev (2009:462) maintain that transformational leaders build good one-on-one relationship with their subordinates in order to bring out the best in them. Such attribute of building relationship is imperative in the management of learner discipline in the two secondary schools in the North West Province.

Transformational leadership attributes also support the recognition and encouragement of subordinates such as in recognising the vulnerability of learners to violence and encouraging them to lead a life void of violence both in schools and at home (Elkins & Keller, 2003:587). As a transformational leader, the principal has to build a school environment conducive to change (Engels et al., 2008). Tableman (2004:2) clarifies that the school environment represents the school's physical and psychological aspects which are more sensitive to change and which provide the requisite preconditions for teaching and learning. Leithwood (1994) argues that innovative approaches to school leadership are particularly appropriate for challenges faced by schools entering the 21st century. Leithwood (1994) based his case for the importance of transformational leadership to education or school leadership on two approaches: first, leadership expresses itself mainly during times of change, and the essence of change is the essential determinant of the most effective types of leadership in time.

Second, the age of transition, transformation and reconstruction of schools is likely to be extended into the near future. Therefore, the SMTs together with the SGB are crucial in making the rules and policies with respect to managing learner's disciplines in the schools hence their transformational leadership skills are significant in their formation of ideas, power sharing and maximising success in the race against learners discipline (Yang, 2014:279). To that effect, transformational leadership skills are linked to management and leadership of learners discipline in secondary schools such as in the two selected secondary school in this study. In addition, the abolishment of corporal punishment and the introduction of alternative to corporal punishment necessitate for

transformational leadership style in disciplining the learners through the building of good educator-learners relationship, recognising their vulnerability to mistake that could give rise to indiscipline and encouraging them to lead a life void of indiscipline. Therefore, transformational leadership theory was deemed best for understanding the School Management Team's management and leadership of learner discipline in two secondary schools in the North West Province in order to foster the development of strategies that can transform the management of learner misconduct.

2.3 AN INTERNATIONAL REVIEW OF LEARNERS' MISCONDUCT

Learner indiscipline problems have long taken centre stage both globally and nationally (Maphosa & Mammen, 2011:213). Nwagwa's (2007) study reveals that a frequent pattern of discipline issues prevails in many countries, each in developed and developing countries. However, the problem of bodily violence is more serious and regularly in occurrence in the developed nations (Nwagwa, 2007:15).

In the United Kingdom, for instance, the indiscipline of learners invariably leads to a decline in academic results (Wright & Keetly, 2003). There have also been forms of indiscipline consisting of drug use, gangsters and shooting and most internal schools have adopted policies of 'zero tolerance' of indiscipline. Thernstrom et al. (1999: 299) discusses some of the prevalent learner indiscipline instances in Massachusetts, USA, including murders, sexual harassment, theft, physical attacks, and vandalism. Wolhuter and Steyn (2003:225) who surveyed subject-related literature on school discipline in the USA affirm this. They found that as is the case of different countries, the USA has a serious problem in relation to learners' misconduct. Zaccaro (2014) reports that America's use of seclusion and restraint has evolved over time, resulting in injury. Many respondents felt positive that these techniques were very beneficial to people, and that they are key to crisis management. Some, however, argued that the physical and psychological trauma once was much greater than any possible advantages they may have received as well. It was also identified that the absence of process training and regulatory requirements had probably contributed to incoherent tactics in their application.

In Kenya, corporal punishment was prohibited in schools by a legal notice (No. 56 of Kenya Gazette Supplement No. 25:199 of 30 March 2001) and the use of corporal punishment was abolished by the Children Act of 2001 (Government of Kenya, 2001) which ruled corporal punishment unconstitutional. As a result, educators were given a directive by the Ministry of Education to use methods other than corporal punishment that would mitigate comprehensive cases of indiscipline in information gaining establishments (Ministry of Education, Science and Technology, 2005). Kiprop (2012:120) explains that secondary schools in Kenya had established different methods of handling the behavioural problems of learners, the most common being manual discipline, instruction and counselling, exclusion and marvellous strengthening (Agesa, 2015; Ndembu, 2013). After the ban college self-discipline has deteriorated, and it has become difficult to regulate the actions of the learner (Kindiki, 2015:72). Moreover, Kavula (2014:25) maintains that Kenya's ban on corporal punishment has not addressed the discipline of learners.

In Nigeria, discipline problems in secondary schools have been of a great deal hence a threat to the academic system. In the past few years, there have been increasing incidents of serious misconduct of students (Oroka, 1994:76). Acts of indiscipline, which encompass truancy, hooliganism, disrespect for school authority, dishonesty in examinations, and drunkenness were very high (Okoson, 2010). There are suspected cases in secondary schools where educators are intimidated or harassed by learners. In some instances the attacks were brutal. Likewise, penalties were levied, some of which were rigidly enforced with little to no regard for the learners' age, sex to cultural historical history.

Nakpodia and Okiemute (2011:152) suggest that Nigerian educators make the claim that the explanation for the rapid growth of learner abuse cases is that school laws are not based on the learner disciplining cultural techniques. Furthermore, according to Nakpodia and Okiemute (2011:153), learner self-discipline is a vital section of toddler socialisation; hence it is not lonesome work involving the whole society and no longer simply the schools. Nevertheless, educators in Nigeria generally complain that they are not adequately engulfed and permitted to engage in the disciplinary system because they are relatively powerless, particularly when they are faced with self-disciplinary

problems in classrooms, where the faculty head is no longer continuously nearby. Although, the school manager is allowed to administer corporal punishment. Most educators bypass this law and impose corporal punishment on the freshmen due to the excessive stage of indiscipline in the classroom. In addition, educators found the indiscipline guidelines practiced in Nigeria to be problematic (Nwideeduh, 2003). This makes school discipline very difficult-as beginners are vulnerable to abuse knowing that educators are not permitted to administer corporal punishment. The laws of suspension and expulsion trigger certain indifference in the school. In making decisions about a problem learner, the SMTs have to presume carefully that they do not go against the school rules and the school's Code of Conduct.

Finally, in Zimbabwean schools, many instances of indiscipline are abound. Educators are failing to manage pupils as their authority has been undermined (Simuforosa & Rosemary, 2014:81). Mugabe and Maphosa (2007) also agree that regular incidents of violence in secondary schools in Zimbabwe include combat, truancy, intimidation, taking drugs and teacher insubordination. The Zimbabwean schooling coverage on school discipline forbids the use of corporal punishment by educators barring the approval of the school head. Human rights corporations regard corporal punishment as a dehumanising approach to curbing misconduct. Based on the review, there is a concise agreement from the countries that learners' misconduct is a prominent factor globally and the SMTs are generally faced with challenges of dealing with learners' misconduct. With a claim that the factors imposed are not sufficient as such, this study tends to investigate the SMT's management and leadership of learner discipline in two secondary schools in the North West Province.

2.4 NATURE OF LEARNER DISCIPLINE IN SOUTH AFRICA

Discipline is the exercise of care and respect for others and self. It is about "safeguarding the rights of humans who are uncovered to uncooperative, aggressive or blocking responses by others" (Humphrey, 2008:10). In addition, Oosthuizen, Roux and Van der Walt (2003:1) agree that the implementation of self-discipline should not be viewed as a full clampdown on unruly, mischievous and destructive behaviour, but as an opportunity for entering into a loving, caring and guiding relationship with learners.

Learner discipline, in accordance to Gaustard (2005:10), has two objectives: firstly, it is to ensure that the security body of workers and other novices; and secondly, it is to create surroundings suitable for learning. However, given the end of South Africa's apartheid struggle, research has confirmed that the nature of learner discipline has faded. This is attributed to the involvement of adolescents in the struggle.

Rossouw (2003:1) is of the opinion that youth involvement in the combat boosted their ego making them conceited and having no respect for adults, their parents, and educators. The declining nature of learner self-discipline can additionally be attributed to the relentless emphasis on human rights, usually children's rights, which is in contrast to the lack of human rights during the generation of apartheid (Rossouw, 2003:1). Moloi (2002:18) and Rossouw (2003:413) concluded that the decline in the nature of learner discipline results in awkward behaviours and can be attributed to loss of culture and appreciation for both educators and parents. According to Mestry and Khumalo (2012:110), the passing into law of the South African Schools Act (RSA, 1996a) and the South African Constitution (RSA, 1996b) has unexpectedly influenced the discipline of learners in schools. Mestry and Khumalo (2012:97) additionally reported that the decline in learner discipline in South Africa is a serious concern which has hampered the knowledge of processes. They additionally stated that educators reported being disempowered as a result of conducting nation legal guidelines on corporal punishment. Shaikhmag, Assan and Loate (2015:1) stated that lack of motivation and optimism for educators has a direct impact on the essence of learner self-discipline, stressing out that lack of motivation and optimism contributes to the failure of educators to provide first class discipline to learners.

2.4.1 Constitution of the Republic of South Africa Act (No. 108 of 1996)

In terms of Section 12 of the Constitution of South Africa Act (No. 108 of 1996) (RSA, 1996b), every individual has the right to equality and protection, including the right not to be arbitrarily or without just cause deprived of liberty, to be free from all forms of abuse, not to be abused and not to be handled or disciplined in a barbaric, inhuman or degrading way. Corporal punishment has been eliminated in South African Schools, in compliance with this provision. Therefore, it is crucial that teachers and the SMTs in

their classrooms make use of alternative methods to corporal punishment and more humane discipline strategies. Section 28 of the Constitution of South Africa further contends that every child has the right to be protected from abuse and exploitation, and is not detained except as a last resort measure. These values show that there is a need for schools to protect learners, provide a conducive environment for learners and be aware of the limits that have been imposed in terms of what educators can do to learners and how far they are able to discipline learners in the schools. These limits were as the result of the abolishment of corporal punishment which prevents the educators from the use of hard disciplinary measures on learners.

2.4.2 The National Education Policy Act (No. 27 of 1996)

Section 3 of the National Education Policy Act (No. 27 of 1996) (RSA, 1996c) states that the Minister of Education shall decide the National Education Policy for the supervision and discipline of learners at school, as well as in the case of incidents involving violent actions of learners. The SMTs must adequately play their role in schools by protecting learners and educators and keeping school discipline effective.

2.4.3 The Education Laws Amendment Act (No. 24 of 2005)

The Education Laws Amendment Act (No. 24 of 2005) (RSA, 2005) incorporated a significant number of changes with regard to the suspension of learners with serious indiscipline, namely: As a precautionary measure, the governing body can suspend a learner suspected of serious misconduct for appropriate reasons, pending disciplinary proceedings. A fair opportunity for the learner to make representations about any precautionary suspension should be issued. Furthermore, a precautionary suspension shall not exceed seven school days, unless a longer period is authorised by the provincial head of department. Disciplinary proceedings against any learner under precautionary suspension must take place within the suspension duration of seven days or any extension authorised by the provincial head of department.

Therefore, educators, parents and learners must follow these legal guidelines so that a mutually supportive teaching and learning environment is established in the school.

Schools should develop a school-wide disciplinary program that involves elements such as developing school policies, educating all learners about behavioural standards, addressing issues such as guidance about how to act during different hours, and establishing clear repercussions for unacceptable behaviour.

2.5 LEGAL FRAMEWORK ON LEARNER MISCONDUCT

In South Africa, the Bill of Rights is enshrined in the Constitution, which is for everyone irrespective of colour, tribe, gender or religion. Against the Bill of Rights and the constitutional or legal framework in place, the South African education system is challenged with continuous infringement of educators' rights (Rossouw, 2012:1). According to Rossouw (2012:12), educators are lamenting that learners in the area of physical and psychological abuse infringe their fundamental rights. Learner discipline is not fully enforced across the schools and the inadequate enforcement of discipline makes teachers' security and safety secondary. The state of learner discipline is not maintained or enforced by the legal framework, leaving educators' lives and security exposed (Rossouw, 2012:1). The legal framework in South Africa makes no provision for protecting educators against abuse; this inadequacy increases misconduct of learners and makes learning environments hostile and unsafe (Rossouw, 2012:1).

Additionally, in South Africa, educators are mandated to use a different approach to learner discipline other than corporal punishment. Referring to Section 8 of the South African Schools Act (No. 84 of 1996) (RSA 1996a), the SGB is required to adopt a Code of Conduct designed to establish a structured and purposeful atmosphere to promote effective teaching and learning activities. For clarification purposes, the following Acts were analyzed with their reference to learner discipline and management: the South African Schools Act (RSA, 1996a) (No. 84 of 1996); the Constitution of the Republic of South Africa Act (RSA, 1996b) (No. 108 of 1996); the National Education Policy Act (RSA, 1996c) and the South African Council of Educators Act (No. 31 of 2000) (RSA, 2000).

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

This sub-heading introduced the South African Schools Act. Section 8 (1) of the South African Schools Act (No. 84 of 1996) (RSA, 1996a) stated that the School Governing Body has the sole power to maintain discipline by adopting a Code of Conduct which should be printed and pasted up in schools, and copies given to learners, and which must strictly be followed. The School Code of Conduct must include all laws and regulations, contact mechanisms in the reporting period, obey due process on fair hearing and the required penalties for any wrongdoing (Mestry & Khumalo, 2012). This implies that the SMTs must ensure that the School Code of Conduct is implemented accordingly in schools and educators must draw up classroom disciplinary plans based on the Code of Conduct of the school. The discipline plans will strive to encourage constructive discipline, self-discipline and exemplary behaviour, as learners learn from experiences and observations.

Section 8 of the South African Schools Act (RSA, 1996a) as amended in 2007, stipulates that the SGB is responsible for drafting, adopting and implementing a Code of Conduct for learners which is aimed at establishing a conducive learning environment (Mestry & Khumalo, 2012). This implies that there is clear legislation that needs to be considered when misconduct matters are addressed at schools, also showing who is responsible for creating an environment that allows learners to be able to learn in a safe environment. It also elaborates the educators' role.

It is mentioned in Section 61 of the South African Schools Act (No. 84 of 1996) that the Minister of Education may make regulations to provide for school safety measures (Dhlamini, 2014:839). These safety measures include, among others that: No one is permitted to hold or store any harmful items in the school premises, and under the influence of alcohol or illicit substances no one can possess or access the school premises. The principal may take action to safeguard the premises of the school and the people thereon, and may forbid anyone from entering the site without authorization. Furthermore, The SMTs should have evidence of action plans to combat violence, threats and ensure the health and safety of all learners, employees and parents.

2.6 DISCIPLINE AND PUNISHMENT IN SOUTH AFRICAN SCHOOLS

Before 1996, South African schools were largely based on autocratic-authoritarian disciplinary models, and corporal punishment was once a legal form of discipline. However, in 1996, the South African Schools Act (No. 84 of 1996) prohibited the use of corporal punishment in all South African schools, which had once been acquired with mixed reactions. Some parents and educators were thrilled about the abolition of corporal punishment, while others felt the beginning of indiscipline in schools. According to Oosthuizen (2008:4), “the abolition of corporal punishment has left a gap which cannot be filled, and this has led to all types of disciplinary problems in schools”. Mohapi (2007:131) claims that corporal punishment no longer acquires a practice in the classroom to gain awareness and self-discipline, but contributes to aggressive actions and does not develop a way of life of acceptance, human rights and respect. It also appears to contribute to the disruptive behaviour and increased drop-out rates in schools.

It is in accordance with what Lewis (2009:113) said when he learned that physical discipline is actually ineffective in disciplining a learner because it no longer shows the offender what he or she should have done or should do in the future. There is no question; however, that corporal punishment has continued being used in many schools even though it has been deemed illegal. Mentz et al. (2003) determined that 10% of schools, nonetheless, used corporal punishment as an approach of discipline in their schools). Research study conducted by Rossouw (2003:413) on learner discipline in South African schools shows that a vast array of learner indiscipline has a negative effect on discipline in public schools in South Africa. His research also shows that the majority of respondents from eight secondary schools and six primary schools in rural and suburban areas reported a strong decline in self-discipline over the past five years.

Principals, educators and school governing bodies (SGBs) in South Africa are facing one of the most important challenges in trying to build and sustain a healthy, safe and controlled environment. According to Squelch (2000), in the wake of new rules and policies which regulate discipline and punishment, many principals and educators find it nearly impossible to maintain discipline in schools. The most common issue identified by learners and educators was the disrespectful behaviour towards educators that

expresses itself in various forms of misconduct and has a negative effect on the learning and teaching culture.

2.7 ABOLISHMENT OF CORPORAL PUNISHMENT

Corporal punishment is a shape of bodily punishment given to an individual, commonly a learner, in response to undesired behaviour with the aid of anybody in authority. It often involves striking the learner both throughout the buttocks and on the hand, put in force like a cane (Shaikhmag, Assan, Loate, Maphumulo & Vakalisa, 2015:1). In Zimbabwe, Chikowore (2014:5) attributed an expand in learner indiscipline to the abolishment of corporal punishment via the Ministry of Primary and Secondary Education mentioning that there was no longer a positive way of fixing learner indiscipline as the detention of misbehaving learners by educators failed. Shaikhmag et al. (2015:1) further contends that corporal punishment is problematic with some psychologists advocating in support of corporal punishment while others were against it, noting that corporal punishment applies to traditional public schools where it was historically thought to be the pure correctional misconduct technique. According to Shaikhmag et al. (2015), there are debates around religious, social and cultural beliefs and practices which advocate that it is ideal to discipline youngsters via capability of corporal punishment to correct them, form their lives in the proper direction, and instil excellent behaviour in them. On the contrary, corporal punishment is unlawful in South Africa (Shaikhmag et al., 2015:1). Shaikhmag et al. (2015:1) further indicate that corporal punishment sends a wrong sign to the learner due to the cruelty.

Currently, due to controversies surrounding corporal punishment, its utility is mild. Numerous researches have been conducted on corporal punishment and it is as if many researchers perceive the consequences of corporal punishment as unpredictable; notwithstanding that the punishment discourages misbehaviour, it no longer enhances good behaviour. According to Shaikhmag et al. (2015), researchers also argue that corporal punishment negatively affects relationships and often generates anxiety, thereby increasing school dropout.

Shaikhmag et al. (2015) report that corporal punishment has been abolished in Europe, North America and most African countries, including South Africa. However, corporal

punishment is still in use in some countries, including Botswana, Malaysia, and Singapore. Although corporal punishment has been outlawed in some European and African countries, most schools and legal system permit parents to discipline their youth in a suitable manner, suggesting that there is a gap between practical punishment and abuse. Wolhuter and Russo (2013) found out that amongst South African educators, many are faced with violence on a regular basis.

The abolishment of corporal punishment in South Africa in 1996 has posed serious challenges to educators in dealing with student indiscipline as educators are scared of being prosecuted (Wolhuter & Russo, 2013). In 1996, corporal punishment was prohibited in schools in phrases of the South Africa School Act area 10.1. Corporal punishment goes against human rights to freedom and security, where human beings have the right to fair treatment. The prohibition of corporal punishment grew to become a serious venture for educators. For these that fully depended on corporal punishment as a learner discipline approach, they continue to fighting on how to cope, as no education for choice strategy of discipline was given to educators. As a result, educators believe that there is no better way to discipline the learners.

The South African Schools Act (RSA, 1996b) proposed that school governing bodies have to undertake a School Code of Conduct for novices and suspend the offenders or recommend learners for expulsion after a fair listening by using the school rules as an alternative as opposed to carrying out corporal punishment. Consequently, it has been difficult for educators to maintain learner discipline in the wake of corporal punishment prohibition as educators worry about facing the law. However, in this existing dispensation, discipline is crucial for a conducive-learning environment and productiveness on the side of the learner and security of educators; hence, indiscipline in schools constantly disrupts learning and endangers the lives of the educators and that of the learners.

Since the abolishment of corporal punishment, educators and the SMTs have been faced with the great task of growing and managing a conducive studying environment and discipline. In addition, excellent discipline is a bedrock of school administration. Ill-disciplined learners frequently function poorly and are often absent from school and this

can gradually have an effect on them. Therefore, preserving a conducive study environment and discipline is everyone's responsibility in correcting misconduct (Ahmad, Shahariam & Lee Abdullah, 2017:68).

2.8 TYPES OF LEARNER MISCONDUCT AND DISCIPLINE PROCEDURES

Learner misconduct is commonly seen at all ages of learners although it expresses itself in various forms (Lekganyane, 2011:16). According to Montgomery (1998), learner misconduct seems to be more popular among secondary schools than among primary school learners. He further notes that boys are involved in violence on a daily basis than girls. Violent and illegal acts, he says, are manifestations of adolescents resisting authority within the laws of the society and school. He also suggests that positive behavioural types are related to each other (for example, truancy is correlated with violent behaviour) as interdependence between behavioural problems.

Shaikhmag (2014:458) pointed out that principals in the North West Province of South Africa highlighted that the most prevalent type of misconduct in schools was bullying, attack and conflict amongst learners. Additionally, the absence from school, including late arrival in classes and bunking lessons are reported to have an effect on learner performance. Theft, instructor cursing, vandalism, bullying, undermining the authority of trainers and physical violence were high on the list too.

The more recurrent forms of learner misconduct will be considered. As demonstrated in a nationally conducted research, these include disruptive behaviour, the use of addictive substances, aggressive behaviour, concentration problem, theft, lying, and bunking classes. Table 2.1 presents the different types of learner misconduct in schools and the discipline procedures for dealing with them (Tiwani, 2010:46):

Table 2.1: Types of learner misconduct and discipline procedures in schools

	MISCONDUCT	DISCIPLINE PROCEDURES
1.	Disruptive behaviour: • Involves any actions or conduct that impedes with the classroom activities in the school, or disrupts it. • This type of action involves making noise, refusing to comply, showing off, disorderly behaviour, storming out of classroom, yelling out while the educator is speaking, abusive words, and making unsuitable noise.	• The teacher should remain in close proximity to possible troublemakers to minimize destructive behaviour. • The teacher could also use visual contact as a warning note to these learners.
2.	Aggressive behaviour: • Aggressive behaviour is a form of external reaction or the acting out of an emotional state within. • Violent behaviour results in bullying, vandalism and other assaults.	• To avoid violence send the learner away from the field of conflict. It is because the learners who show disruptive actions make it difficult for the teachers to adequately teach or pay the required attention to the learners and it affects the whole learning atmosphere. Send the learner to school heads for further disciplinary procedures.

3.	Use of abusive substance: • This includes addiction to drugs, alcohol or any form of chronic intoxication. • Addiction to narcotics or alcohol means that the learner's body can no longer work without these drugs.	• A written warning to the learner and parents as well as a disciplinary talk with the learner and parents.
4.	Bunking classes, and incomplete homework.	• Verbal alert, detention, or simple menial tasks. Positive to affect the learner.
5.	Theft and lying: • Taking something that belongs to someone else. • Deliberate reality distortion, to confuse people.	• Provide advice or counsellor assistance to learners on how to manage the theft and lying problem. Use appraisal technique once the truth is told by a learner to foster positive behaviour among other learners.
6.	Concentration problems among learners.	• Use of Communication intrusion by providing physical or verbal indication to distracted learners.

2.9 PROMINENT LEARNER MISCONDUCT IN SOUTH AFRICA

In addition to the misconduct discussed in the previous section, disruptive misconduct in South African schools has been said to be excessive and usually consists of learner violence, theft, learner possession of hard drugs, learner possession of weapons, and vandalism (Mestry & Khumalo, 2012:225). According to Ali, Dada, Isiaka, and Salmon (2014), prominent learner misconduct includes theft, lack of punctuality, gangsterism, substance abuse, arrogance, disrespect to educators, possession of weapons, and bullying. According to Paul (2009:12), gambling is another serious misconduct affecting learner performance. In addition, a learner who engages in playing making cash considers that there is no honest way of survival in the real world and sees education as irrelevant.

Wolhuter and Van Staden (2008:10) file that outstanding learner misconduct in South African includes the possession of weapons, violence, unsuitable dressing, bullying of younger ones, vulgar languages, absence from school, telling lies, stealing, vandalism of faculty property and disrespect of educators. Kounin (2008:4) states that learner misconduct in South Africa manifests in numerous awkward behaviours tested through learners such as road fight, gambling, immoral behaviours, truancy, violence, and possession of weapons. Zubaida (2009:1) describes a range of forms of learner misconducts such as disruptive behaviour, higher absenteeism, violence, substance abuse, ridiculing / violently attacking, cheating, inciting riots, doing sexual acts and many other social ills.

The concerns surrounding school abuse, guns, narcotics, and gangs have overshadowed secondary schools in the past decades. Property damage is known as a severe disruptive behavioural framework. Sources of vandalism in secondary schools include smashing windows, covering bogs with washing paper, damaging teachers' vehicles, puncturing teachers' auto tyres, and destroying plants and timber due to non-disciplined learners at home. Families do not instil cultural norms, such as the respect for persons and property. Learners are therefore challenging executive power both at home and at school (Wolhuter & Oosthuizen, 2003:437). School vandalism and break-ins commonly comprise many often-trivial incidents. In the aggregate, they pose a serious problem for schools and communities, and the police and furnace departments charged with protecting them. Many school fires originate as arson or during an act of

vandalism. However, even as issues about scholar and staff safety from violence have grown to be faculty administrators' pinnacle priority, vandalism and break-ins proceed to manifest often and have a full effect (Dedel, 2005).

One cause for this can also be that schools outline vandalism very differently – some consist of both intentional and accidental damage, some report only those incidents that result in an insurance claim, and some encompass only these incidents for which insurance no longer covers the costs. The SMTs may additionally hesitate to document all instances of vandalism, break-ins, or arson because they view some as trivial, or because they worry it will reflect poorly on their administration abilities (Dedel, 2005).

The education minister states that South Africa's schools have turned out to be gentle goals for criminals, with security and protection becoming major concerns. "If you cast off a school door, you are now not cheating a household of five, like if you eliminate a door of a household house – you are dishonest or cheating a whole generation. It should be seen in that light". She says those who vandalise school infrastructure should be dealt with harshly (Eyewitness News reporter, 2017).

Violence in the classroom and on the playgrounds, aside from verbal violence, manifests as pushing, punching, kicking, and violent play-fighting, both of which are part of daily school happenings. Probable causes for fighting are exposure to domestic violence and a neglectful background. Racial bigotry and prejudice against race tend to be a big explanation for fighting (Marais & Meier, 2010:51). Theft is taking property without the owner's consent. Many learners are victims of theft of electronics, books, and money being the most stolen item. Every year schools spend countless money on replacing school property. The money could be used for academic purposes or school activities. Theft is a common occurrence in classrooms, and it is an inconvenience for teachers on a regular basis. Lunch boxes, tuck-shop money, printed materials, clothing, mobile phones and toys are stolen from each other by the learners. The causes for stealing stress barriers, deprivation, low socio-economic backgrounds, peer imitation, obesity, non-public problems, starvation, envy, and unprincipled parents (Mtsweni, 2008:10). This is consequently an act of misconduct; as such, there is a need to look at

the SMT's management and leadership of learner discipline in secondary schools in the North West Province.

2.10 FACTORS INFLUENCING LEARNER MISCONDUCT

The youth are described as the pride and hope of the nation, and the future of each and every country entirely depends on the youthful era because they constitute the achievable human assets needed for the continuity of society (Zulu & Wolhuter, 2013:1). However, to groom a healthy generation, the younger ones should not only be nurtured but also disciplined. Learner discipline in schools has for many years been a serious challenge to parents and educators owing to the incessant outbreaks of aggressiveness among beginners and towards educators (Zulu & Wolhuter, 2013:1). Learner misconduct is a multidimensional problem connected to its causes and its social consequences (Ali, Dada, Isiaka, & Salmon, 2014:10).

2.10.1 Parental involvement

Learner misconduct can be attributed to the failure of parents at home in nurturing and disciplining their children, for instance, parents spending less time with their kids and over-pampering their teens at home and not correcting them. Whenever they do something wrong this sends a negative psychological effect on their children, for this reason instilling laxity and conceitedness in them. Consequently, they perceive the world from a different angle, from where they can be influenced by peers, thereby manifesting exclusive forms of misconduct (Madziyire, 2010; Kiprop, 2012:2).

Parents are to nurture and guide their children in the way they should behave both at home and outside (which conforms to the social norms and values), discipline them when necessary and watch them carefully as they grow in these approaches and presenting their physical, physiological, religious and psychological needs. Parents ought to recognise that effectively investing in their children is the most worthwhile task that they should never substitute for anything else, even work. They should commit to this diligently, acknowledging that it is their sole role in ensuring a better family, society, and a promising future for their children.

Parents should also understand that it is no longer enough to bring children into the world by giving birth to them but leaving them to suffer. Instead, they need to train and guide them on the journey of life. They must understand that the true reflection of their parental role will be mirrored when their children get to school, as they often exhibit and replicate what they have learnt when mingling with other learners. They must also recognise that their failure in those roles would impede the children's future, thus, affecting them and society at large.

2.10.2 Peer influence

According to Ndakwa (2013:225), there are learners who influence others to cause disruption. This happens when learners meet different peers with distinctive behavioural patterns that adversely affect them. Carter and McGoldrick (2005:1) are of the opinion that as young people get older, the importance of their family members lessens as a reference group and as a model of conformity and begins to be more closely related to their age cohort. The strength of the peer team becomes more beneficial when family relationships are inaccessible or not supportive (Vishala, 2008). Ndakwa (2013:10) supports Carter and McGoldrick (200:15) who point out that if parents are generally absent, children may, in addition, turn to their peers for support and advice and often succumb to a crew that accepts them, even if the crew is perceived as bad or negative. For some young individuals, the need for association or sense of belonging is often higher than the need to do the morally correct thing.

2.10.3 Environment

According to Shaikhmag et al. (2015:10) and Micheal (2016:12), each and every child is born genetically equal; however, one's lifestyle is commonly formed in the environment they grow up. The resulting impact is that this environment affects the child's behaviour in all areas, for instance, a learner that grew up in a corrupt surrounding where human beings abuse substances, engage in sexual behaviour, violence, gambling, gangster acts and other improper behaviours can influence the child to indulge in various misconduct.

2.10.4 Family instability

Instability in households adds to the misbehaviour of learners in schools as many of them have been brought up with the help of baby sitters, housewives and others by adoptive families or in schools by way of home parents or masters and mistresses (Kiprop, 2012:10; Michael, 2016:15). Infidelity amongst parents has exposed learners to divorce at a young age, which has seen most of them being raised by single parents and thus, fuelled their ill-discipline. In many of our schools today, these novices that cause trouble are those over-indulged by parents and those that were raised inappropriately by their foster-parents while their real parents work day and night time to create wealth.

2.10.5 Media influence

We live in a digital era where everything is within reach at an affordable price. The media are also using audio-visuals to seize interest and to achieve more patronage in phrases of television and other digital methods and programmes. Audio visual is very powerful; hence many learners are lured into it by music, film, and net services provided with the aid of schools for academic purposes or at homes with the aid of parents for enjoyment, and to educate learners with assignments. It has led some learners off track as they prefer to study evil things that can ruin them invariably with an irreparable cost of life if not monitored and supervised properly (Michael, 2016:15).

In today's media, the majority have no access to programmes that provide moral teachings as most programmes contain unsafe activities that can trigger evil dispositions in learners and adults that are not disciplined in their minds. In fact, less than 89% of misdemeanours of learners in secondary faculties are traceable to media influences ranging from nudity in musical films, intercourse, lesbianism and homosexuality, and theft-related activities. Dangerous and demonic producers and administrators produce programmes on special channels on cable community and satellites which are watched by both learners and adults watch. This type of content is unhealthy and dangerous (Michael, 2016:17).

Some of the programmes are too provocative that they arouse seduction through the methods and manners in which the actresses and actors dress, with costumes that lack integrity and morals. Additionally, they act without any sense of ethical discipline as they display romantic activities without prejudice. Subsequently, newcomers copy their acts through the dress code, make-up, and slang, without knowing that this is in fact fictional. The concerned individuals in the television and movie industries should revise their content offering. More importantly, the government must step in and control what is broadcasted.

According to Van Wyk, (2016:54) and Madziyire (2010:15), indiscipline among educators and non-teaching body of workers in schools also contributes to the indiscipline of learners in schools, as inexperienced individuals often believe that their actions are fine. After all, if the educators can do it why, can't the learners do it? For example, when educators go on strike, are absent from work, insult each other in the presence of a learner, fall in love with a learner, or steal faculty funds, this is normally emulated by learners which can lead to indiscipline amongst the learners.

2.11 SOME IMPLICATIONS OF LEARNER DISCIPLINE

Semali and Vumilia (2016:50), and Marciniak (2015:54) described learner discipline as the fashionable pattern of behaviour among school learners which restrict educators from keeping a beneficial learning environment. This discipline must be ensured by means of implementation of rules, legislation or policies with the aid of the School Governing Body (SGB), SMT, educators and other stakeholders. According to Section 89 – 96 of the Education and Inspections Act of 2006 in the UK, all schools must have behaviour guiding policies (National Archives United Kingdom, 2013). School Governing Bodies consisting of the head of the school, father or mother, governors, staff governors, neighbourhood governors and nearby authority governors should manage the behaviour guiding policies. The heads of schools must be accountable for developing, operationalizing the behaviour policies and mapping out disciplinary penalties for offenders.

From a study conducted with about 27 elementary schools located in five provinces in China with 527 teachers, 45% of the educators suggested spending “too a whole lot

time” on learner’s behavioural problems (Serame, Oosthuizen, Wolhuter, & Zulu, 2013:5). In another study conducted in South Africa by the Human Rights Commission in 2008 on learner indiscipline, educators confirm the existence of learner indiscipline (Serame et al., 2013:5). In another South African study, it was previously suggested that educators face serious learner indiscipline such as the possession of weapons, violence, mistaken dressing, bullying of youthful ones, vulgar language, absence from school, telling lies, stealing, vandalism of college properties and disrespect to educators (Wolhuter & Van Staden, 2008). Shaikhmag, Assan and Loate (2015:10) additionally suggested proof of escalated learner misconduct in South Africa. In Wolhuter and Van Staden’s (2008:13) study, 85% of educators stated that learner indiscipline problems have precipitated them to sadness daily, 58% stated that it provides tension in their households daily, while 54% stated that it has caused them health problems. Wolhuter and Steyn (2003:225) reported that to maintain discipline and a calm learning environment, educators need to be strict. Kounin (2008:8) states that learner indiscipline manifests in diverse awkward behaviours demonstrated by learners, such as street fights, gambling, immoral behaviour, truancy, violence, and possession of weapons. These immoral acts can be attributed to parents who neglect to discipline their children at home.

From the above studies, it is evident that schools struggle to find effective ways of maintaining learner discipline. It is hoped that this study may help in bridging the research gap in the management of learner discipline and contributed to the existing body of knowledge.

2.12 STRATEGIES USED BY THE SMTs IN DEALING WITH LEARNER MISCONDUCT

The Department for Education (England) (2011:1) in Section 89–96 of the Education and Inspection Act of 2006, requires each school to have a learner behaviour policy. School management teams are responsible for creating and retaining behaviour policies, ensuring that learners behave well and making use of penalties to the perpetrator and ensuring rewards for precise behaviour. Educators and educating assistants, as well as workers in the school, have the authority to search learners for

banned items; however, they may solely do that with learners' consent and further discipline learners.

According to Wolhuter and Russo (2013:12), in Singapore, disciplinary measures encompass counselling with the aid of school counsellors, reflection notes to enable learners to write down what they did wrong and why it is wrong, disqualification from representing the school in any competitions, punitive measures such as a demerit factor which may result in the deprivation of school awards, caning and expulsion which are rare, and suspension. These measures are carried out by relevant school heads for proper functioning of the schools (Wolhuter & Russo, 2013:12).

In addition, Rossouw (2007) and Bray (2005) affirm that positive methods must be used in dealing with learner misconduct, and beneficial of exemplary behaviours. According to Nkosana et al. (2014:1578), SMTs must implement strategies such as code of conduct, disciplinary hearing and an alternative method of corporal punishment to address disciplinary problems. It was also seen that all stake holders should be in collaboration to ensure that the strategies are adequately implemented. Also, SMTs should try to reach educators classroom to curb indiscipline among learners. As this would ensure that learners are properly controlled in the classroom (Bilatyi, 2012:10). This suggests that SMTs can ensure the learner indiscipline is curbed by applying tenants of strategies that aid in controlling learners indiscipline in school.

According to Demanet and Van Houtte (2012:12), learner misconduct can be attributed to the failure of parents at home in properly nurturing and disciplining their children. Nkosana et al. (2014:1578) mention that SMTs have the duty to consult with parents to properly monitor the behaviour of their children as this may be detrimental in schools. Smith et al. (2015:2366) assert that SGBs and SMTs need to also conduct regular meetings to address misconducts among learners in schools. SMTs must ensure that the implementation of disciplinary code of conducts must be in collaboration with the parents (Mestry & Khumalo, 2012:97). This would ensure that parents are kept abreast on the rules governing misconduct in schools

Following the above, it may be deduced that parents and guardians should spend a great deal of time with their children in order to construct their psychological balance and guide them in the desirable way they ought to grow. This is because schools have found it difficult to deal with learner indiscipline, thus parents must also play their roles in ensuring good behaviour among learners. Different kinds of learner indiscipline vary from noisemaking in classrooms and lack of punctuality, to greater forms like intimidation of fellow learners and substance abuse. Additionally, different kinds of disciplinary measures used in schools are primarily based on distinct theoretical assumptions regarding the use of such distinct measures (Maphosa & Mammen, 2011).

According to the Children Aid Foundation (2009) and Robinson (2007), learner self-discipline entails a punishment that will make the learner quit their ill-discipline. In addition, it can be considered as the imposition of something disagreeable on a person in response to an awkward behaviour in order for that individual to take correction. Those in authority, like the SMTs and educators frequently impose learner punishments on learners. The school acts in accordance to lay down a Code of Conduct for disciplining the learner offenders (Maphosa & Mammen 2011:1). In addition, Children Aid Foundation (2009:1) states that the strategies used in dealing with learners' misconduct involves all the methods employed in educating learners toward willpower and socially appropriate behaviour, therefore, discipline does not cause any damage to a child.

In addition to strategies mentioned above, Western Cape Education Department (2007) suggested the following possible strategies that can be used by the SMTs in maintaining learner discipline.

The Principal must:

- Mainly be responsible for establishing the concept of positive behaviour within the school settings.
- Ensure that all staff, parents and learners are aware of positive learning behaviour policies, such as the school code of conduct.
- Ensure the implementation of policy on disciplinary measures in the school.
- Make sure that learning behaviour and learning issues are communicated on a regular basis.

- Ensure that record is kept of learner behaviour.
- Organize employee training and development sessions on learner behaviour management.
- Arrange focus group discussion with parents on the advancement and behavioural patterns of learners.

The deputy principal must:

- Be responsible for enforcing the discipline of learners.
- Complement the principal in the execution of functions to create an atmosphere of positive discipline in the school. .
- Support the principal in offering support for learners and mentorship on good discipline.
- Coordinate the representative council of learners (RCL) in school.

The departmental head must also:

- Facilitate focus group discussions at school on disciplinary trends and issues.
- Handle and coordinate the administration for disciplinary processes, referrals and interventions
- Keep full minutes of the disciplinary hearings.

Section 8(1) of the South African Schools Act posits that the governing body of a government school must endorse a code of conduct for learners after working with parents, learners and school educators (RSA, 1996b). The school management teams (SMT), teachers, and the disciplinary committee are responsible for implementing resolution measures of the school code of conduct (Mestry & Khumalo, 2012: 100). Therefore, discipline in schools can be achieved or maintained through the effective implementation of the school code of conduct by the SMTs and the disciplinary committee.

2.13 SMT'S LEADERSHIP STYLES FOR LEARNER DISCIPLINE

Leadership refers to a person who has a clear vision, realistic target and influence people effectively towards the purpose of the party (Leithwood et al., 2004). Leadership

is also considered to be the single most critical factor in the success or failure of organizations (Bass, 1990). The influence of leadership on a school also emerges as a key component in achieving meaningful school reform (Kouze & Posner, 2003). According to Mankoe (2002), there are three identifiable styles as; Democratic leadership style, Autocratic leadership style and Laissez-faire leadership style.

2.13.1 Democratic leadership style

Democratic leadership is concerned with active involvement, decision-making, establish conditions for mutual respect, strategic collaborations, increased efficiency; allow the creation of social, learning and culturally sensitive education institution (Gale & Densmore, 2010). According to Goldman (2007), democratic leadership is directing staff to engage in their teams and to make rational decisions. This style of leadership is based on the notion that members of the community or their representatives are active in policy-making, which ensures that teachers, parents, learners and the SMTs of the school engage in the formulation of school rules and regulations (Ogunyinka & Adedoyin, 2013). School Governing Bodies (SGBs), Representative Council of Learners (RCLs), Educators and School Management Teams (SMTs) through South African Schools Act 84 of 1996 have been established in South Africa to democratize schools (Ziduli et al., 2018:4).

2.13.2 Autocratic Leadership style

The autocratic leadership style is a style in which school leaders interact irregularly with teaching staff and there is limited participation in decision-making and less delegation (Jay, 2014). According to Afful-Broni (2004), the form of autocratic leadership is a dominant style of leadership in which the leader alone thinks, determines and sets the policies and assigns tasks to members without consulting with them. Members are placed with tasks and methods. There is very little direct communication between the leader and the whole staff. Lewin et al. (2004) discovered that the autocratic style of leadership resulted in very high level of dissatisfaction for both educators and learners in the schools. Autocratic leadership style can also be beneficial in some instances, such as when a quick decisions need to be taken without involving a team or stakeholders (Cherry, 2015).

2.13.3 The laissez-faire style

According to Asan (2015), the laissez-faire style of leadership is also described as the follow-off style. This type leader exercises little influence over his or her followers. Leaders of Laissez-faire neglect their task, postpone decisions, give little input, and make no effort to help followers meet their needs. There is no contact with followers or any effort to help them to develop. Laissez-faire leaders in the organizations make no direct communication with staff. Fortunately, should the members request guidance and coaching, the leader is willing to provide it accordingly (Eagly et al., 2003).

2.13.4 Instructional leadership style

Hallinger and Murphy (1985) describe instructional leadership as principal strategies aimed at facilitating and strengthening the teaching and learning process in schools by involving, educators, learners and parents in the school planning, school administration, school facilities and resources. The tradition of instructional leadership by SMTs is much required in order to influence the actions of teachers in improving the quality of teaching and learning as well as in implementing effective institutional management so that educators can teach successfully (Bush & Glover, 2003:11).

Khumalo (2015) explained that in schools, no single leadership style is enough to cope with learner discipline, but a combination of styles or a selection of the most suitable leadership styles chosen according to different circumstances.

2.14 OTHER POSSIBLE STRATEGIES TO CURB LEARNER MISCONDUCT

The SMTs are encouraged by the SGBs to be adopting the code of conduct in line with the constitution of the Republic of South Africa (Mestry & Khumalo, 2012:98). The SMTs act on the implementation of the school code of conducts through figuring out appropriate mechanisms in order to establish discipline in schools and at the same time avoid violating the rights of the learners. Furthermore, Maring and Koblinsky (2013:385) affirmed that the SMTs collaborate with other arms of leadership in the schools for controlling learners discipline through encouraging them to adhere to the school policies and codes of conducts. Leithwood (1994) argued that transformational forms of

leadership prompt secondary school principals to focus their resources and energy on the efficiency and motivation of educators who are in a position to provide straightforward leadership in the classroom. To that effect, Tlhapi (2015:4) suggested that measures adopted by the SMTs in managing learner discipline must be channelled towards maintaining orderliness in the schools and building the learners behaviours for a better society. The above management approach is in line with transformational leadership style adopted in this study. In other words, the standards of classroom administration as set out by the SMTs can help educators mitigate the issues of distraction and inappropriate behaviours. According to Van Wyk, (2016:53) and Burden (2020:10), classroom management is aimed at the establishment and upkeep of positive conditions in the classroom and in which effective teaching and learning can take place. In order to preserve these conditions, efforts towards classroom administration are generally geared to managing learners' behaviour. Educators ought to be prepared by the SMT to deal with such problems by means of obtaining strategies, which can assist them to cope with them efficiently. SMTs are responsible for subject and classroom management allocation to different educators in the school. Therefore, the SMTs can reduce learner misconduct to a perfect low level by encouraging educators to use the following classroom management techniques.

2.14.1 Monitoring classroom activities and presenting feedback

According to the DoE (2000:13), educators must understand the education laws, system and environment enthusiastically and professionally in order to maintaining discipline in schools. They need to ensure that they have the recognition of everyone in the classroom before they start their lessons, and that there is always something for early finishers to do. In all instances, learners should be the focus of attention in classroom activities in order to prevent the possibility of misbehaviour. The style of management of educators will be very important at this stage, as the undisciplined learner will be reprimanded with the help of assertive classroom teachers. Lekganyane (2011:14) asserts that effective educators ought to screen the behaviour of learners in classrooms cautiously by way of shifting the classroom to see what is happening and ensuring necessities and time limits for work and adhering to the assignments. The classroom should be arranged to allow movement so that educators can be able to monitor all

learners. Behaviour and attitude that disrupt, slow or divert the development of the learning experience should be avoided (Burden, 2020:6).

2.14.2 Reinforcement

According to Miltenberger (2008:73), reinforcement is a system in which behaviour is enhanced by the infinite results that accurately follows its prevalence. When behaviour is strengthened, it is more probable to take place once more in future. Reinforcement also relates to giving honest interest to learners who behave well in admiration of the classification expectations. Maphosa and Mammen (2011:142) affirm that it is also vital to be mindful that both positive reinforcement and negative reinforcement are tactics that fortify behaviour; that is, they both enlarge the likelihood that the behaviour will show up in the future. Miltenberger (2008:79) suggests that reinforcement implies that the occurrence of behaviour is observed through the addition of a stimulus, a reinforcer, or an enlarged intensity of the stimulus, which results in the strengthening of the behaviour. In bad reinforcement, the prevalence of behaviour is observed through the removal of a stimulus (an aversive stimulus), or a limit on the intensity of the stimulus, which results is the strengthening of a behaviour. Khodarahmi and Nia (2014:980) argue that teachers should make an exclusive attempt by praising learners to act appropriately, by sending or calling out high-quality notes to parents, by awarding high-level behaviours awards, by applauding them and by assigning distinguishable privileges to well behaving learners.

2.14.3 Establishing a clear classroom instructing rules

An effective educator clarifies the expected behaviour from learners at the onset. Procedures and routines are instilled for all classroom activities and there are clear guidelines of conduct. Mayer (2002: 88) offers the following hints for genuinely presenting classroom regulations for acceptable learner conduct, namely; educators should engage learners in formulating the rules. Educators need to implement the policies positively, keep the regulations probably easier and brief and familiarize learners with such significant rules. Effective educators are therefore careful to explain the link between the misbehaviour of the learner and the punitive measures / conditions

imposed by the educators, which are invoked every time the learners fail to comply with their classroom rules.

On the other hand, the DoE (2000:12) suggests that educators must set classroom rules together with their classes every 12 months and review them on a quarterly basis. They need to put them in the areas frequented and distribute copies to the learners. Learners should also be asked to sign the rules after they have been analyzed and comprehended. This may serve as a memorandum of understanding between the teachers and learners.

2.14.4 Build a proper relationship with learners

According to Maphosa and Shumba (2010:396), educators ought to recognise and apprehend their learners, as this is necessary for setting up a significant teacher-learner relationship. Knowing the names of many learners can be tricky, but there are many ways to do this, one of which is to cut out small snapshots of each learner and paste them in their books next to their names (Squelch & Lemmer, 2004:62). Educators must provide learners with the opportunity to be responsible, whether or not in the way they behave themselves, going for a community project, or completing in the classification list for the educator. Such actions will boost their self-esteem and the capability to take accountability for themselves and their communities (Department of Education, 2000:14). Once learners recognize that they are responsible for certain tasks in their classroom, they will have to take responsibility for their performance and achievements (Lekganyane, 2011:18).

Learners possess an internal desire to grow fine behaviour, to be successful and “self-actualise” (Rogers, 2007:30). For Rogers, human beings are endowed with an actualising tendency to grow, to develop, and to create. To omit the learner’s need to self-actualise will produce only inconsequential mastering. The position of educators, then, is to help facilitate this natural-growth motivation in learners. The educator will need to provide some of their energy in order to empower their learners. This can be successful when the educator has a good academic relationship with the learners.

2.15 PARENTAL ROLE IN LEARNERS’ DISCIPLINE

Apart from the school, the parents additionally have a function to play in fostering learners' discipline (Lekganyane, 2011:25). The Department of Education (DoE 2007:12) highlighted the duty of parents in fostering and motivating school discipline in their child:

- Knowing the School Code of Conduct and inspire your child to abide by it.
- Bolster the code of conduct by performing a general obligation in the discipline of your child.
- Help build a secured environment for your child so that he / she can grow up in a positive manner.
- Guarantee your child's regular and timely attendance at school. Share information on the reasons for your child's apparent lack to the school. Get your child's educator to comprehend. Establish a good parent-educator relationship that ensures a happy and successful learner with a strong feeling of security. This is an advantage when manipulative behaviours need to be helped and corrected.

Based on the above, it is necessary to comprehend that lack of discipline may severely bog down the education. Nxumalo (2001:77) indicates the desire for both learners and educators to be disciplined of any misconduct for a well-functioning school. Andrews and Taylor (2008:1) factor out that learners who misbehave tend to operate poorly in school and tend to be absent frequently from school. They similarly state, "in addition, learner indiscipline at school is correlated with pupil absenteeism". Therefore, the role of the SMTs and all stakeholders in schools is to implement the school disciplinary policies such as the school code of conduct, learner disciplinary policy and the alternative methods to corporal punishment in order to foster a true environment which allows effective teaching and learning to take place. This study will therefore, assist me to investigate the level of learner misconduct in schools, the ways in which the schools have dealt with learner misconduct, and to propose higher methods of dealing with learner misconduct.

2.16 CHAPTER SUMMARY

From the literature, it has been reviewed that there are various factors that can influence the behaviour of learners in schools. Hence, the SMTs are responsible for the professional management of the school by managing and maintaining day-to-day school activities, among which learner discipline is a key issue. Instead of merely using punishment, the SMT's and educators should understand the behaviour of learners, establish the cause of behavioural problems and implement holistic strategies as seen in the study in order to maintain effective learner discipline in the school. The subsequent chapter focuses on the research design and methodology, with particular reference to the empirical data collection techniques and analysis strategy for the study, as well as the ethical considerations involved in conducting a study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter concentrated on a comprehensive review of the relevant literature for an in-depth understanding of what other authors have written regarding the School Management Teams' management and leadership of learner discipline in secondary schools. In order to actualise the study objectives, this current chapter provides a detailed exploration of the adopted research design and research methodology. Among the aspects covered are the research paradigm and philosophical assumption, research approach, research design, research methodology, site selection, participant and sampling selection, data collection technique and data analysis.

3.2 RESEARCH PARADIGM AND PHILOSOPHICAL ASSUMPTION

Creswell (2014:6) discusses the paradigm concept as a general philosophy of the world and the nature of the research that the researcher follows in the study. This paradigm may arise from the preference of student mentors, past research experience, or even the source of discipline orientation. The type of belief included in the study determines the approach to be followed. Mayer (2015:54) maintains that choosing research philosophy is the first consideration in the research process, hence the researcher should carefully choose and make a stand in the philosophical assumption to be used in a study. Cameron (2011:99) posits that paradigm is the lens through which a researcher views the world. Also, Babbie (2014:31) maintains that research paradigm sharpens a researcher's point of reasoning, interpretation and the understanding of the social phenomenon, and generally enables the researcher in making constructive reasoning in the social world. For the purpose of this research, I have used epistemology (interpretive) assumptions as the research strategy for the study. The use of interpretive assumptions allowed me to gain more knowledge through an in-depth investigation of the SMT's management and leadership of learner discipline in two secondary schools in the North West Province. In attaining the chosen philosophical assumption, I performed an empirical analysis and investigated the SMT's management and leadership of learner discipline in two secondary schools in the North West Province.

3.3 RESEARCH DESIGN AND METHODOLOGY

3.3.1 Research design

Maree (2010:70) asserts that “research design refers to a plan or strategy which moves from an underlying philosophical assumption to specifying the selection of respondents, the data gathering techniques to be used and data analysis to be done”. According to Creswell (2014: 123), research design represents an outline of every research, hence it is a vital component of a research methodology. It provides the researcher with a huge sense of direction and clear structure regarding data collection and analysis. In this study, the research design used is a case study design.

According to Rossman and Rallis (2012:103), a case study design provides a researcher with a deeper insight into a case that often allows a more precise approach to a problem. In addition, Polit and Beck (2017:476) suggest that researchers follow a case study when they seek to get an in-depth understanding of an issue involving a community of individuals or populations. De Vos (2012:65) in affirmation with Polit and Beck (2017:477) further maintains that case study research design does not necessarily need many participants like quantitative research. Rather, it concentrates on a case with proper exploration in order to arrive at the objectives of the study. A case study design allows for small site sample selection such as schools and permits for detailed and deeper interviews with the selected participants. It helps to understand the phenomenon of the management and leadership of disciplinary problems from the different perspectives in more details.

3.3.2 Research approach

The approach to qualitative research was used in this study. The approach to qualitative research encompasses a range of methodological approaches that allow a researcher to learn about the social context and resources of people (Creswell, 2009:175). This took me closer to the participants, helping them to share their beliefs, perspectives and values for a better understanding of the SMT's management and leadership of learner discipline in secondary schools (Kemparaj & Chavan, 2013:90). Qualitative research

allows researchers to ask questions such as, the “WHAT”, “WHY” and “HOW” about the SMTs management and leadership of learner discipline in the school while working directly with participants for first-hand information. Creswell (2009:175) further maintains that qualitative researchers use multiple techniques for data collection such as interview with school management team members for in-depth data.

Furthermore, McCusker and Gunaydin (2015:537) state that the qualitative research approach explores the perceptions, behaviours and the overall meaning people ascribe to the things happening around them in order to generate word data as research data. Explicitly, Moule and Goodman (2009:204) state that the qualitative research approach enables close proximity between me and the participants during the interview and allows for probing deeper questions for in-depth data. The qualitative research approach frequently employs several methods or design in realising its objectives in a study (Creswell, 2014:20). Qualitative research approach enabled me to collect data through semi-structured interviews and document analysis for the study.

3.3.3 Research methodology

Clough and Nutbrown (2012:25) describe research methodology as a process that offers a justification for using a specific recipe for the study. For Baxter and Jack (2008:544), research methodology comprises of the study area, population of the study, sampling techniques, method of data collection and data analysis. Furthermore, Mavetera (2011) defined research methodology as the “science of methods” which underpins the study’s philosophical assumption. The interpretive design allows for interview as an instrument of data collection in order to enable participants to interpret the phenomenon against their own background and also allows me as the researcher to interpret the data again against the theory and literature which is already known in this study. Different aspects of the methodology are addressed in this section, such as site selection, participant selection, data collection techniques, data analysis, trustworthiness, validity, role of the researcher and ethical considerations.

3.3.3.1 Site selection

Marshal and Rossman (2011:102) take the view that no researcher can study the entire site or location at any point in time. Adding to this, Creswell (2009:118) posits that

finding the appropriate location to study is the most important step towards research. Maree (2010:34) further maintains that researchers, when selecting a site for their study, should endeavour to ascertain if the study site is suitable for the intended research. This is imperative because site selection can go a long way in actualising the study objectives. Furthermore, Creswell and Clark (2007:118) ascertain that site selection should be among the primary interests of a researcher prior to a research study.

The research study was confined to Ratlou Sub-district, which is one of the six sub-districts falling under the Ngaka Modiri Molema District in the North West Province. There are 1 520 schools in the North West Province, and 385 schools in the Ngaka Modiri Molema District. There are 68 schools in the Ratlou Sub- district and 18 of them are secondary schools. Thus, I selected two secondary schools from Ratlou Sub-district using purposeful sampling technique. These two secondary schools were selected based on the criteria that they are the major secondary schools in the Ratlou sub-district. According to Montgomery (1998), learner misconduct seems to be more popular among secondary schools than among primary school learners. There is a prevalence of learner indiscipline in secondary schools; hence these two secondary schools were purposefully selected for the research study. Furthermore, owing to time and funding, I selected two secondary schools which are close to me so I can access them at a specific time and I also know the area. These gave me an advantage to select the schools that will give me appropriate information on learner discipline. I have teaching background as I was an educator and also an HOD in the same district for some years. I am aware of issues around learner discipline in secondary schools.

3.3.3.2 Participants selection

According to Creswell (2009:4), participant selection is the process of choosing qualified participants from a defined group of persons who can best answer research questions. Guest, Namey and Mitchell (2013:123) add that researchers should begin with appropriate logistic planning, bearing in mind the participants he or she wants to include in the study. Researchers are constrained when it comes to studying the entire population, hence no one can at any time study the whole population. However, researchers select some portion of the whole population for study (Babbie, 2014:117).

According to Creswell (2014:224), participant selection simply refers to the act of a researcher selecting the participant who he believes will be able to assist in addressing the research questions based on the experience of the situation under investigation, namely, the SMTs management and leadership of learner discipline. In qualitative studies, the researcher does not work with a large number of participants, hence makes a direct selection of participants for the study.

I used purposive sampling to select participants in this study. According to Etikan, Musa and Alkassim (2016:2), purposive sampling enables a researcher to select participants with the intention not to generalise the research findings. In several instances purposive sampling is used in order to access 'knowledgeable people', i.e., those who have in-depth knowledge about particular issues, maybe by virtue of their professional role, expertise and experience (Ball, 1990). Purposive sampling technique enables the deliberate selection of research participants with preconceived knowledge that will assist in addressing the research questions regarding the SMT's management and leadership of learner discipline in two selected secondary schools (Brink, Van Der Walt & Van Rensburg, 2012:138). Furthermore, the participants for the study are leaders in their various positions. Their leadership positions in the school expose them to dealing with learner's indiscipline hence they are perceived could best assist in addressing the research questions (Zulu & Wolhuter, 2013:1; Maphosa & Mammen, 2011:213).

I needed to get data on the role of the SMT's management and leadership of learner discipline in two secondary schools in the North West Province. Therefore, the main participants for this study were the SMTs. Main role players in the school management and leadership that is, the principal, deputy principals and departmental heads were the core participants as they were relevant to the investigation. In each of the schools the following participants were purposefully selected:

- School A: 1 Principal, 1 Deputy Principal and 2 Departmental heads (individual interviews).
- School B: 1 Principal, 1 Deputy Principal and 2 Departmental heads (individual interviews).

Since the whole study is based on the school management teams, the target participants had to be designated to personnel in management and leadership positions as stipulated in the personnel and administration measures (Department of Basic Education, 2016). This criteria was used: For principals, a minimum of 5 years' experience in school leadership and management which includes experience with the implementation of departmental policies such as code of conduct for learners, learner disciplinary policy, school safety and security policy. The deputy principal with at least a minimum of 4 years' experience in school management, leadership and handling of learner disciplinary cases. With regard to departmental heads, they at least have 3 years experience and knowledge of school management, leadership and handling of learner disciplinary cases were required. This means that in each school, one principal and at least one deputy principal and two departmental heads were chosen as participants. Hence, a total number of (4x2) 8 participants were used for the study.

3.3.3.3 Data collection technique

Data collection in qualitative research follows a distinct process which involves gathering answers to research questions through different sources such as interview and observations (Lekganyane, 2011:68). In affirmation, Wilson and Fox (2009:96) add that data collection in qualitative research takes three distinct approaches, namely; interview, document analysis and observation.

For this study, I used semi-structured interviews and document analysis as the instruments of data collection. According to Rosenblatt (2014:1), an interview is an arranged meeting aimed to get information from participants in the fact- finding phase of research. The face to face semi-structured individual interviews with the principal, deputy principal and departmental heads were conducted. An open document analysis was also done in the two selected secondary schools. I requested the principals from two schools to provide me with the following documents: learner attendance registers, school code of conduct, a copy of classroom rules, disciplinary policy and the disciplinary records of learners.

3.3.3.4 Interview data collection technique

According to Maree (2010:87), the interview data collection technique enables the researcher to ask the participants direct questions regarding the phenomenon under study, thus enhancing first-hand information. According to McMillan and Schumacher (2010:315), an interview is done in the participant's natural setting in a face-to-face situation which allows the researcher to also observe the participant's body movement and posture which can give deeper information regarding the study. Creswell (2014:240) further expounds that interviews can be done through the telephone or on a face-to-face basis for the purpose of answering research questions. The interview is a purposeful conversation between a researcher and participants for the purpose of gathering information regarding the SMTs management and leadership of learner discipline. The semi-structured interviews and document analysis were deemed best for this study because they have the capacity of producing reliable, relevant, valuable and rich data for analysis (Barbour, 2008:114).

Data was collected in two phases. The first phase was done prior to first submission done in 2019. During the first phase, face-to-face individual interview was carried out in order to appropriately probe the research questions and get the participants' broad and in-depth views regarding management and leadership of learners discipline in the selected two schools in Ratlou sub-district for the study. During second phase for resubmission, telephonic interviews were used due to COVID- 19 regulations that restrict close contact with participants. The data gathered telephonically from school management contributed to the richness of the data for the study.

3.3.3.5 Interview process

First phase: On the day of data collection, I visited the schools on time with a working tape recorder, interview guide, pen and paper for the interview. Rossman and Rallis (2012:182) posit that the reliability and the authenticity of a qualitative data hugely depends on the ability of the researcher to properly craft research questions and also being able to ask probing questions. I approached the principals of the two schools after making an appointment. The principals in both School A and School B notified the participants about my presence for the interview session. The principal then accompanied me to the offices of the various prospective participants for the interview session. I greeted the prospective participants before the interview session and introduced myself and the study. The participants welcomed me as the researcher.

Furthermore, I explained the interview process, including the need for signing the voluntary informed consent forms and also requested a permission to use a tape recorder for the section and further requested to see all documents relating to learner discipline. Tape recording and noting during qualitative data collection is imperative as it helps the researcher to gather all the required information for the study (Rubin & Rubin, 2012:64). I also gave the participants voluntary informed consent forms to read, understand and sign before the commencement of the interview session. The participants signed the voluntary informed consent form upon showing good understanding of the content under a good psychological state. In addition, I assigned participants codes in place of the participants' names to avoid mentioning their names. I commenced the interview session by running the tape recorder, having a pen and notebook ready while reading out the questions on the interview guide.

SMTs as participants were interviewed separately as it was hard to bring them together due to competing school and departmental activities. Furthermore, during the interview process, I was well composed and focused on the participants in order to observe any change in their body language or attitude which might be as a result of the research questions being asked. I probed the participants for in-depth answers, while allowing them the opportunity to voice their opinion regarding the questions. In addition, I was in control of the interview session while taking down notes and remaining calm.

After the individual interviews, I appreciated the participants for making out time from their busy schedules in order to participate in the study before leaving their offices.

Second Phase: The research title was changed from the SMT's perceptions of learner discipline in secondary schools to the "SMT's management and leadership of learner discipline: the case of two secondary schools in the North West Province" as suggested by the arbitrator. So, I had to go back to the sites and collect more data on the SMT's leadership style in dealing with learner discipline. I engaged with my supervisor on the three additional questions that I needed to ask the participants so that I can accumulate more data. We agreed on the additional questions which were then infused in the interview guide. We applied for extension of ethical clearance and it was approved. I was then given a permission to conduct additional individual interviews through a

telephonic interview due to Covid- 19. I contacted the school principals from two schools under review. I explained to them about new the development in my study which necessitated the gathering of some additional data through telephonic interviews. They all agreed to participate in the telephonic interviews, principals informed other SMT members about my request. They provided me with a feedback confirming their availability. Furthermore, they provided me with a plan as to when and at what time I should contact them for telephonic interviews.

I had to interview them separately in accordance with the interview plan. During telephonic interviews I explained the interview process, including the need for signing the voluntary informed consent forms and also requested permission to record our telephonic conversation for the section. I probed the participants for in-depth answers, while allowing them the opportunity to voice their opinion regarding the questions. After the telephonic individual interviews, I appreciated the participants for making out time from their busy schedules in order to participate in the study.

3.3.3.6 Document analysis

Cohen et al. (2011) clarify that a document may be briefly described as a record of an event or procedure. Such records may be created by specific individuals and may take several forms. An open document analysis was also done in the two selected secondary schools. I requested the principals from two schools to provide me with the following documents: learner attendance registers, school code of conduct, a copy of classroom rules, disciplinary policy and the disciplinary records of learners. I noted all discipline structures in place, how discipline is enforced and the type of management and leadership style in place. The documents analysed related to school management and leadership. A document analysis allowed me to reaffirm and substantiate the issues that emanated from the semi-structured individual interviews thereby strengthening the trustworthiness of the findings. The document analysis also enabled me to obtain documented information in relation to learner discipline in the two selected secondary schools in the Ratlou sub-district, North West Province.

3.3.3.7 Data analysis

Creswell (2014: 195) regards data analysis in qualitative research as a winnowing process whereby the researcher, considers and disregards other parts of it. That means the researcher gathers all the data from participants then analyse it, taking out unnecessary information and remain with useful data. I made use of thematic analysis. On analysing and interpretation of data, I used of the steps given by Creswell below (Creswell, 2014: 246).

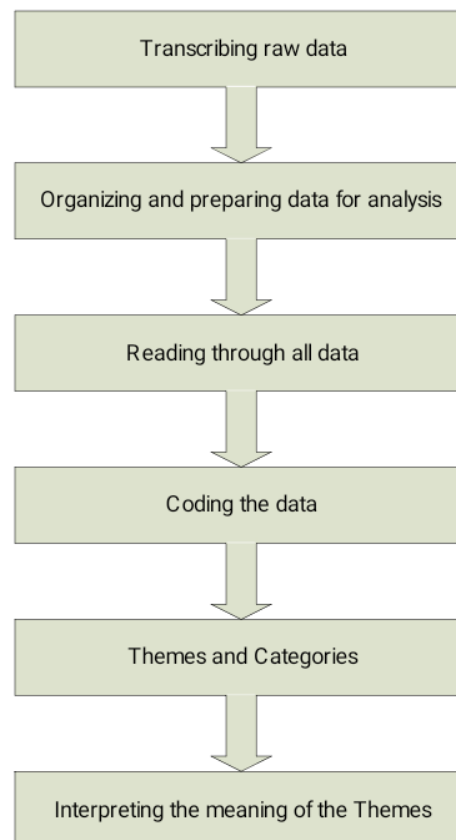


Figure 3.1: Flow chart on thematic data analyses (Creswell, 2014:246)

The data was analysed in accordance with the following steps:

Step 1: Transcribing the raw data word for word

I have transcribed data collected from the interviews word for word in preparation of analysis.

Step 2: Organising and preparing data for analysis

At this stage, I studied the transcripts and removed data which is not relevant to the study thereby reducing the data into a manageable and realistic size in order to have concrete information for analysis.

Step 3: Reading through all data

This step involved reading through the data several times in order to acquire in-depth understanding and familiarising myself with the contents

Step 4: Coding the data

On analysing the data, codes emerged. These codes were segments answering the main research questions and linked to the study objectives.

Step 5: Themes and sub- themes

At stage, I grouped all the codes written on my transcripts. Codes which interlinked or answered a specific question were bundled together into a specific theme and sub-themes. Furthermore, I looked at the produced themes to see if they represent the authentic sense of the participants.

Step 6: Interpreting the meaning of the themes

This represents the final stage of the data analysis. The participants' responses were summarised as they reflected the study in the form of themes and sub- themes. These themes were further presented in the study and supported with the literature for an in-depth understanding.

3.3.3.8 Trustworthiness

Trustworthiness is a set of criteria devised for judging the quality of a research (Bryman, 2012:717). Brink, Van Der Walt and Van Rensburg, (2012:126) and Lekganyane (2011:41) are of the opinion that qualitative researchers should priorities the use of dependability, credibility, confirmability, consistency, and transferability when ensuring their study trustworthiness. Trustworthiness' is simply for the purpose of measuring the methodological consistency, and the general research relevance. In addition, Kemparaj and Chavan (2013:94) support Connelly (2016:435) by indicating that there are four criteria in ascertaining trustworthiness of qualitative research, namely: credibility,

confirmability, transferability and reliability. In this study, I developed the research questions based on literature and then discussed them with my experienced supervisors. My supervisors critically reviewed the developed research questions and ensured that they are the best for study. Prolonged engagement enabled me in obtaining in-depth information regarding the study thereby enhancing the study credibility (Saunders, Lewis & Thornhill, 2016: 206) In addition, I went back to the participants and allowed them to read through the transcript in order to confirm their main response to the research questions. This enabled me to ensure the confirmability of the study in line with (Zhang & Wildemuth, 2009). I also added the direct quotations from the participants which further ensured trustworthiness.

3.4 RESEARCHER'S ROLE

Creswell (2014:234) posits that qualitative researchers are the chief instrument of data collection which they do through carrying out interviews with the participants. In this area, I approached the principals of the schools and introduced myself, sort for their approval for the study, scheduled for the interview then went back and prepared for the day of the data collection. I was the main role player through playing the role of the interviewer, listener and recorder in order to gather all the information necessary for the research and also carefully transcribing and analysing the data. During the data collection, I thoroughly engaged with the participants, ensured that they are well relaxed and comfortable which fosters their cooperation during the data collection. I ensured trust relations with the participants which further made them to respond properly to the interview sections. After data collection, I got home and started with the transcripts in order not to forget some of the information I got from the participants during the data collection process. I transcribed and analysed the data. I tried as much as possible not to influence the data through sticking to the data gotten from the participants.

3.5 ETHICAL CONSIDERATION

The following was carried out during the ethical consideration of the study:

3.5.1 Gaining access

Access to a research site is a vital aspect of the research which should always be noted by the researcher. Ethical approval for this study was obtained from the North-West University Research Ethics committee. In addition, I obtained an approval letter from the North West Department of Education and Sports Development; a letter of approval was presented to the principals of the selected schools prior to the day of data collection. I also presented a voluntary informed consent form to all the research participants with an appropriate explanation of the study which they must sign under a proper psychological state of mind. I endeavoured to explain the purpose and benefits of the research.

According to Watson, McKenna, Cowman and Keady (2008:282), the first access to the study area is imperative because it enables the researcher to create permission before data collection. I approached the principals on the first visit and explained the purpose of visit. I politely greeted the school principal and was welcomed. I proceeded to the purpose of the visit, the required participants for the study and then sought permission for the study while handing in the approval letter from Ngaka Modiri Molema District. The principals appreciated me for embarking on the study and granted permission for the study.

Furthermore, I explained the importance of informing the prospective participants about the study as soon as possible in order to schedule them on a day that they are available (a day that would not clash with school activities, thus inconveniencing them). After the visit, I went home and planned for the data collection.

Face-to-face individual interviews were conducted with the participants on the day scheduled for the interview. Before the interview, I greeted the participants politely before explaining the purpose and the benefit of the study to the participants. I concentrated on the questions contained in the interview guide and allowed the participant time to express their views regarding the study. Furthermore, data analysis was carried out without any biases.

3.5.2 Data management

The objective of the Personal Data Protection Act is to protect, in relation with the processing of personal data, the fundamental rights and fundamental freedom of the individuals in concordance with the public interest (Corti et al., 2014:222). Ray (2014:436) indicated that a database and analytics system is a software device that works on encrypted data without decrypting and has the aim of protecting the data. I only made use of a recorder during interviews in order to capture the detailed responses of the participants. No form of video or any object that poses harm to the participants was used for the study. I managed all data stored in the software device by ensuring that only the supervisors responsible for the study will have access to the data. After the use of data, all electronic data used in software packages will be deleted from the computer after seven years.

3.5.3 Protection and safety of the respondents

Bush (2007:245) explained that, for all ethical reasons, it is important to ensure that those interviewed are fully aware of their right to a clarification of the goals, methods, objectives and implications of study, the possibility of publishing and the right to refuse to participate or withdraw at any point. In this study, I ensured that no form of distress was caused to those taking part in the research. They were safeguarded against physical and mental damage. That means I was not humiliating, scaring, upsetting or hurting any of the participants.

3.6 CHAPTER SUMMARY

In this chapter, I have extensively explained the research design and methodology adopted for the study, namely; qualitative research approach, case study research design, methodology, research paradigm and philosophical assumption, site selection, participant and sampling selection, data collection (individual interviews), and data analysis. Furthermore, I explained measures in ensuring trustworthiness and how ethical approval for the study was obtained. The next chapter will present and discuss the data collected for the study with an attempt to answer the study's research questions.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND INTERPRETATION

4.1 INTRODUCTION

Chapter three discussed the research approach, design and the methodology which guided the data collection processes. This current chapter focuses on data analysis and presentation of findings from questions regarding the SMT's management and leadership of learner discipline in two secondary schools in the North West Province. The research findings were presented according to themes and sub- themes as they emerged from the data analysis which reflects the real meanings of the participants' response and fosters an in-depth understanding of the study. The findings are also discussed in line with various literatures and the theory chosen for the study. Cross-referencing is also made in respect of data collection instruments used in the study to uncover the main issues regarding the SMT's management and leadership of learner discipline in two secondary school in the North West Province.

4.2 RESEARCH OBJECTIVES

This study aims to investigate the role of School Management Teams in the management and leadership of learner discipline in two secondary schools in the North West Province.

In attaining the aim of the study, the research objectives were to:

- Investigate the nature of learner discipline in two secondary schools in the North West Province.
- Examine the role(s) of the SMTs in managing learner discipline.
- Determine the SMTs current management strategies in learner discipline.
- Investigate the challenges faced by the SMTs in managing learner discipline.
- How can transformational leadership support the management of learner discipline in secondary schools?

It is expected that the above-mentioned research objectives would aid in investigating the role of School Management Teams in the management and leadership of learner discipline in two secondary schools in the North West Province?

4.3 DATA MANAGEMENT AND ANALYSIS

The two sites or schools visited for this study were differentiated through the use of either Character A or Character B. The principals, deputy principal and departmental heads in School **A** were represented with **PRINCIPAL A1**, **DEPUTY PRINCIPAL A1**, **DEPARTMENTAL HEAD A1**, and **DEPARTMENTAL HEAD A2**. The principals, deputy principal and departmental heads in school **B1** were represented with **PRINCIPAL B1**, **DEPUTY PRINCIPAL B1**, **DEPARTMENTAL HEAD B1**, and **DEPARTMENTAL HEAD B2**. Relevant documents regarding learners' discipline were also collected from the two schools and analysed in line with the interview data analysis.

Qualitative data analysis is a vital component of the study approach and necessitates careful interpretation in order to arrive at the participant's authentic meaning as applied to the study (Creswell, 2014:246). I have collected data through individual semi-structured interviews and document analysis which were all analysed to enable an in-depth understanding of the study. The thematic data analysis was used to analyse the data in order to generate themes and sub-themes for discussion. The main research questions formed the themes under which the empirical research will be discussed. The emerging responses of the participants were further divided into sub-themes, as discussed in the literature review. The data analysis approach was aided by proper transcribing of the raw data, removing irrelevant information, coding and generation of themes and sub-themes for proper understanding of the study. Emerging themes and sub-themes were based on issues that regularly emerged from the individual interview and document analysis. The following table (Table 4.1) represents the themes and sub-themes that will be discussed.

Table 4.1: Themes and sub- themes identified in the analysis

THEMES	SUB-THEMES
1. Nature of learner discipline in secondary schools	• Poses a huge challenge • Affects the morale of the school managers • Poor teaching and learning output • Family structure • Encouraging positive behaviours
2. The SMTs' management strategies of learner discipline.	• Perform collective roles • Good implementation of School Code of Conduct. • Disciplinary measures • Promotion of good learner behaviour • Disapproval of corporal punishment
3. Challenges faced by the SMTs in managing learner discipline.	• Poor parental/guardian corporation • Safety and discipline management
4. Leadership styles applied by SMT on dealing with learner discipline.	• Democratic leadership style • Authoritarian leadership style • Transformational leadership style • Heterogeneous leadership styles

4.4 DISCUSSION OF THE FINDINGS

The findings are presented and discussed concurrently and a review of the relevant literature which supports or argues with the findings is discussed. Findings are also cross-referenced with the transformational leadership theory as used in the study. The presentations and discussions of the study findings are done in line with each of the objectives but structured according to the emerged themes from the response of the principal, deputy principal and departmental heads for a proper understanding of the study.

4.4.1 Theme 1: Nature of learner discipline in secondary schools

In order to understand the nature of learner discipline in the two selected secondary schools in Ratlou sub-district, I interviewed the participants in order to promote the understanding of the study. The findings from the interview questions in this section revealed that learners discipline is a serious challenge in the schools. Poor learner discipline in the schools affects other learners and educators negatively. Thus, to advance the understanding of the study, further presentations of findings are presented in line with the emerged sub- themes as shown below:

4.4.1.1 Discipline poses a huge challenge

The study revealed that learners' discipline is a serious challenge facing the SMTs and teachers, owing to the huge responsibility which the teachers and all the SMTs encounter in nurturing the learners. Learners tend to display different attitudes which may be transferred to the teachers and the other SMTs, making them vulnerable to harm. These learner attitudes stretch the general resolve of the teachers, as indicated by the quotation below, which is also aligned with the findings of Shaikhmag, Assan and Loate (2015:10).

According to **PRINCIPAL A1**:

"Learner discipline is a serious challenge, learners are totally disrespectful towards educators and even towards SMT members. Learners do not bring textbooks to school, nor do they do their schoolwork, they even fail to attend extra classes. You know that the sole responsibilities regarding nurturing the learner in rely on the teachers and the entire staff in the school. Entire staff includes non-academic staff, as no contribution to the well-being of the child is small. However, these learners keep making the teachers feel bad, they kept frustrating the efforts of the teachers in one way or another".

Moloi (2002:18) and Rossouw (2003:413) explained that the decline in the nature of learner discipline results in awkward behaviours and can be attributed to loss of culture and appreciation for both educators and parents. The perspective of the principal is also in accordance with a study by Wolhuter and Van Staden's (2008:13), where 85% of

educators stated that learner indiscipline problems have precipitated them sadness daily, 58% stated that it provides tension in their households daily, while 54% stated that it has caused them health problems.

DEPARTMENTAL HEAD A1 mentioned that:

“Learner discipline is a serious challenge in our school and it contributes towards poor academic performance as educators are mostly disrupted during contact teaching and learning time”.

In addition, **PRINCIPAL B1** stated:

“Lack of discipline from home (child-headed families, negligent parents, poverty, etc.). Use of drugs, lack of punitive measures against offenders or ill-disciplined learners”.

DEPUTY PRINCIPAL B1 supported **Principal B1** by indicating that:

“The lack of parental and societal guidance is the greatest cause of learners’ ill-discipline. If learners are not properly guided (morally, spiritually and academically) chances are that they will adopt the ill-discipline of others in schools.. Use of drugs such as dagga by learners in the school. Some carry weapons like knives and lack of parental involvement causes indiscipline in the school”.

Document analysis of the learner disciplinary records indicated drug abuse, carrying of weapons in school, late coming, vandalism, swearing and disrespecting educators as prominent forms of misconduct in both schools. These findings were supported by Wolhuter and Van Staden (2008:10) where they mention that outstanding learner misconduct in South African includes the possession of weapons, violence, unsuitable dressing, bullying of younger ones, vulgar language, absence from school, telling lies, stealing, vandalism of faculty properties, and disrespect of educators. Zubaida (2009:1) also identified School lateness, drug abuse, insults, violent protests, sexual behaviour and many other social ills among learner discipline problems.

From the document analysis of the learner attendance registers, it can be deduced that learners' disciplinary issues have led to the high number of absenteeism which the SMTs are battling to curtail. The attendance register for all four grades indicated that there is a pattern of absenteeism where approximately 35% of the learners tend to absent themselves on Mondays and Fridays which is unacceptable. Proof or evidence pertinent to absenteeism such as sick notes, funeral programmes or reasons for absenteeism were not submitted. In attestation to this report, Serame et al. (2013:15) maintained that the South Africa Human Rights Commission in 2008, on learner indiscipline affirmed the existence of learner indiscipline in schools and evidence from the attendance of the learners. In addition, prominent learner misconduct in South Africa includes theft, lack of punctuality in getting to school, gangsterism, substance abuse, arrogance, disrespect to educators, possession of weapons, and bullying (Ali et al., 2014). In this study, most SMT members viewed disrespect, use of drugs and poor learner attendance as a challenge of learner indiscipline.

4.4.1.2 Discipline problems affect the morale of school managers

The interviewed participants also revealed that learner discipline is no longer a new phenomenon in most secondary schools; teachers and the SMTs are demoralized by learner misconduct.

DEPARTMENTAL HEAD A1 attests:

"It has a negative impact on my morale and work due to late submission of tasks for moderation and monitoring purposes. Learner misconduct affects the academic planning and performance of the school which ultimately leads to poor results which can put the school under trapped zone".

DEPARTMENTAL HEAD A2 mentioned that:

"Effective post moderation cannot take place due to non-submission of school-based tasks. The schools' performance is really affected by learner misconduct as we are unable to produce good results".

DEPARTMENTAL HEAD B1 also stated that:

“It affects my morale, especially when one has to leave a whole class to attend a case hearing pertinent to learner misconduct. The annual teaching plan is highly affected and innocent learners can end up performing poorly”.

DEPUTY PRINCIPAL A1 stated that:

“The teachers in the school cannot perform their tasks well due to ill-disciplined learners. Their teaching and learning methodologies are highly compromised by learner misconduct. Their lessons are disrupted and delayed by ill-disciplined learners. Most educators spend most of their contact teaching time reprimanding and disciplining ill-disciplined learners instead of focussing on contact teaching. Most educators cannot achieve 100% pass rate in their respective subjects due to learner misconduct. Therefore, a lack of discipline in the school truly affects educators and ultimately contributes towards the school academic results”.

Shaikhmag, Assan and Loate (2015:1) reported that lack of motivation and enthusiasm on the aspect of the educators has a direct effect on the nature of learner self-discipline, pointing out that the lack of motivation and enthusiasm leads to the educators’ failure in giving their first class towards learner discipline. In attestation to this response, Lekganyane (2011:16) posits that learners’ discipline can come in different ways and it is experienced in all ages of learners. In addition, theft, swearing, vandalism, threats, disregarding teachers’ lawful instructions and physical abuse were on top of the list. Another study by Wolhuter and Van Staden (2008:18) reported that educators face a huge challenge with learner indiscipline like possession of weapons, violence, incorrect dressing, bullying of younger ones, vulgar language, absence from school, telling lies, stealing, vandalism of school properties, and disrespect to educators.

4.4.1.3 Poor teaching and learning output

Learners’ discipline issues, directly and indirectly, affect the output of learners and teachers. Learning is a complex process and there should be maximum cooperation from every individual involved, but when optimum learning and the learning environment is compromised output can be jeopardised. However, Kiprop (2012:121) argued that the poor performance of learners is a result of the poor teaching and learning styles.

PRINCIPAL B1 stated that:

“Effective learning and teaching is really affected by lack of discipline amongst learners and this affects the performance of educators in their respective subjects. Teachers tend to underperform in their respective subjects due to poor learner discipline. They are also afraid of violence and ill-disciplined learners”.

DEPUTY PRINCIPAL A1 adds that:

“The teachers in the school cannot perform their tasks well due to ill-disciplined learners. Their teaching and learning methodologies are highly compromised by learner misconduct. Their lessons are disrupted and delayed by ill-disciplined learners. Most educators spend most of their contact teaching time reprimanding and disciplining ill-disciplined learners instead of focussing on contact teaching. Most educators cannot achieve 100% pass rate in their respective subjects due to learner misconduct. Therefore, a lack of discipline in the school truly affects educators and ultimately contributes towards the school academic results”.

In addition, **PRINCIPAL A1** stated that:

“Poor learner discipline affects educators in many ways. Teachers cannot be productive in their classrooms due to disruptive behaviours hamper teaching and learning. Furthermore, educators cannot comply with the administration of school-based assessments due to the non-submission of formal tasks by learners, and educators cannot reprimand learners as some tend to be violent towards them”.

DEPARTMENTAL HEAD A2 stated that:

“Learners produce poor results as they do not take instructions from educators and the SMT members. They do not submit school-based assessment tasks”.

The above findings were supported by Kounin (2008:10) who is of the opinion that the misconduct of the learners in a school can also lead to a poor pass rate. Nene (2013) states that violence and indiscipline in schools are seriously hampering the culture of teaching and learning. Masekoameng (2010) highlighted that educators all over the world share the same viewpoint, that lack of school discipline makes it difficult to teach effectively.

YingXiu (2012:16) argued that transformational leadership in schools allows the principal to develop strategies that will change the school for better conducive learning environment void of indiscipline. Engels et al. (2008) as cited by McCarley, Peters and Decman (2014: 326) assert that the principal must establish a school environment that is conducive to change as a transformational leader. Tableman (2004:2) as cited by McCarley, Peters and Decman (2014: 326) affirmed that the school environment represents the school's physical and psychological aspects which are more sensitive to change and which provide the requisite preconditions for teaching and learning. This means that the SMTs as managers are expected to apply the transformational leadership theory in managing the conduct of learners in order to foster a good teaching and learning environment. From what the participant said, it becomes evident that learners' indiscipline is generally diminishing the quality of education in the schools as educators can no longer impart knowledge properly without being affected by learner indiscipline. In addition, the learner indiscipline causes problems for the teachers. Therefore, it is seemingly more logical that the learner discipline prevent them from teaching effectively. This results in the poor academic performance and output.

4.4.1.4 Family structure

This sub-theme represents the responses from participants regarding the nature of learner discipline in secondary schools in the Ratlou sub-district. The sub- theme was deduced from the analysis of the research data. Based on participants' understanding of the research question, some of the participants believed that learner discipline issues stem from their families. Parents are the learners' first teachers and they should bring up their children in the right way. Children bring what they learn from home to school and transfer it to others. According to Shaikhmag et al. (2015:10) and Micheal (2016:12), each and every child is born genetically equal; however, one's lifestyle is commonly formed in the environment they grow up.

According to **PRINCIPAL A1**:

“The failure of parents to properly nurture and discipline their children. Most learners grow up in a violent society characterised by strikes, substance abuse

and physical abuse. So truly, this contributes towards the misconduct of most of the learners in the school”.

DEPUTY PRINCIPAL A1 stated that:

“The major cause of learner indiscipline is poor parental guidance and family instabilities. Single parents are raising most of our learners as their parents are divorced. Therefore, their background mostly affects them. Some learners are orphans and are responsible for looking after their siblings (child-headed families). Some of the learners do not receive adequate support from their parents as most of them are working on the farms and in as far as Gauteng. So, lack of parental support contributes towards learner misconduct”.

DEPARTMENTAL HEAD B2 adds that:

“The lack of parental support and child-headed families somehow contribute towards learner indiscipline. Overaged learners who must be retained in the school cannot be reprimanded properly. The second issue is that there is one learner who lives alone or child-headed families. You can clearly see that they are not used to being rebuked when doing wrong things at home”.

The above sentiments shared by participants were corroborated by Micheal (2016:133) who states that bringing up a toddler is a complex process and ought to be given full attention with the aid of the parents, as youngsters are the fruits of parents, while the mother and father are the children's first guardians. Kounin (2008:17) states that learner indiscipline manifests in different learner behaviours demonstrated by street fights, gambling, immoral behaviour, truancy, violence, and possession of weapons. These immoral acts can be attributed to parents who neglect to discipline their children at home. In support of this, the literature states that learner misconduct can be attributed to the failure of parents at home in nurturing and disciplining their children, For instance, parents spending less time with their kids and over-pampering their teens at home and not correcting them leads to indiscipline. Whenever they do something wrong, this sends a negative psychological effect on their children, for this reason instilling laxity and conceitedness in them. Consequently, they perceive the world from a different

angle, from where they can be influenced by peers, thereby manifesting exclusive forms of misconduct (Madziyire, 2010; Kiprop, 2012:2).

Furthermore, **DEPUTY PRINCIPAL A1** mentioned:

“Some parents are not cooperative, they tend to be biased and take learners sides. Some parents do not come to school when called for intervention. Most policies in the department protect the learners instead of promoting learner discipline. Some parents come to school under the influence of alcohol when called for intervention”.

The family is not under the direct control of the school and, therefore, it may be more difficult for school management teams to influence parents but it must be part of the plan. This is in line with transformational leadership since the transformational style includes other role players also in this study. Parents should nurture and guide their children in the way they should behave, both at home and outside (which conforms to the social norms and values). They should discipline them when necessary and watch them carefully as they grow in these approaches and presenting their physical, physiological and psychological needs. Parents ought to recognise that effectively investing in their children is the most worthwhile task that they should never substitute for anything else, even work. They should commit to this diligently, acknowledging that it is their sole role in ensuring a better family, society, and a promising future for their children.

The above findings as raised by the selected participants indicated that parental involvement, intervention and support remains a challenge as some parents tend not to support the SMTs when it comes to learner disciplinary matters in the school. However, the SMTs try by all means to involve the parents when formulating policies through the school governing body and also when dealing with the learner disciplinary cases. In support of this statement, transformational leadership also attributes support for recognition and encouragement of subordinates such as in recognising the vulnerability of learners to violence and encouraging them to lead a life void of violence both in schools and at home (Elkins & Keller, 2003:587).

4.4.1.5 Encouraging positive behaviours

Some of the participants reported that learners behaved appropriately. This was attributed to the SMTs, and in turn, promotes positive behaviours among other learners.

According to **DEPARTMENTAL HEAD B1**:

“Parental intervention and awarding learners who are well-disciplined in the school”.

In addition to the above, **DEPARTMENTAL HEAD B2** added that:

“We usually involve parents for intervention purpose but it does not work as they do not give their parents the letters that inform to come to school for a meeting. We also involve motivational speakers so that they can be motivated and encouraged”.

DEPUTY PRINCIPAL A1 also stated that:

“The School Code of Conduct, disciplinary policy and awards. I also think that the SMTs should encourage teachers and other educators in being friendlier with learners. In my opinion, when a teacher or an educator is friendly with learners, the individual can be passing out good moral values to them and can be able to discipline when the default. The SMTs should also ensure adequate supervision of the activities of the teachers while encouraging them to promote learners’ behaviours.”

The above reports are interesting in the sense that literature has been increasingly reporting on learner discipline. According to Cherry (2017:3), the foundation of a transformational leader is to become an inspirational motivator in promoting the vision and goals of the organisation or schools in respect of the SMTs motivating their learners in schools to lead a life void of indiscipline for a conducive learning environment and a peaceful society. Tlhapi (2015:4) suggested that measures adopted by the SMTs in managing learners discipline must be channelled towards maintaining orderliness in the schools and building the learners behaviours for a better society. The above management approach is in line with transformational leadership style adopted in this study.

4.4.2 Theme 2: The SMTs' management strategies of learner discipline

The SMTs play various roles in the management of learner discipline in the two selected schools in Ratlou sub- district, North West Province as deduced from the data analysis. The findings from this section with regard to the SMTs' management strategies of learner discipline include, but are not limited to performing collective roles, good implementation of school code of conduct, disciplinary measures; promotion of good behaviour and disapproval of corporal punishment in establishing discipline in schools. The discussions that follows provides a detailed description of the SMTs' management strategies of learner discipline in the schools.

4.4.2.1 Perform collective roles

The findings from the study also revealed that one of the strategies of the SMTs in managing learners' misconduct is the collective role they play in the school. It was found that improving the management of learner discipline in the schools should not be the work of the SMTs alone because the learners have different family backgrounds; hence, it is imperative to include everyone. A transformational leader encourages stakeholders, creates a team and produces high performance-related standards (Stewart, 2006). In addition, owing to the need to have a healthy society, inclusive roles of all parties must be encouraged.

DEPARTMENTAL HEAD B1 mentioned that:

“The SMTs involve the parents or guardians when it comes to learners' discipline because they have a huge influence in their lives. The SMTs are also involving its members when it comes to issues relating to learner misconduct.”

DEPARTMENTAL HEAD A1 stated that:

“Some parents assist in maintaining discipline by reprimanding their children during hearings. But other parents do not come to school when requested to do so.”

PRINCIPAL A1 also mentioned that:

“The disciplinary committee in the school is responsible for handling most learner disciplinary cases. However, some cases are referred to the school governing body for further recommendations”.

Disciplinary records and the minutes reviewed also indicated evidence of parental involvement whereby they were involved in different learner disciplinary hearings. There was evidence of letters issued to parents to attend learner hearings. The evidence of meeting and attendance registers of parents was also available in the school. In a study conducted by Mugabe et al. (2013:116), it was reported that parents should be encouraged by the SMTs to attend school activities, such as sports, and teacher consultations in order to create a good communication environment with teachers that will foster the sharing of ideas that will enhance learner discipline.

PRINCIPAL A1 also stated:

“The disciplinary committee in the school is very effective. All the necessary steps are followed when disciplining learners in the school by using a disciplinary policy in conjunction with the learner Code of Conduct. The committee knows all classifications of offences and the relevant punishments. Learners at first are given a verbal warning, followed by a written warning then a final written warning. If the behaviour persists, a hearing is then called where the SGB members, disciplinary committee, and the parents of a learner can decide on the relevant punishment for the offence”.

PRINCIPAL B1 in affirmation with **PRINCIPAL A1** went further to add:

“It is the responsibility of the School Disciplinary Committee which is made up of five educators, two SMTs, two RLCs and two SGB members”.

When reviewing the school code of conduct, disciplinary cases and its minutes, it was found that there is evidence of a collaborative effort in dealing with learner discipline by the SMT members, educators and parents in the two schools researched. Schools, as the primary institution for the academic nurturing of learners, should implement a collaborative and non-violent culture in schools in order to enhance learning (Moyo et

al., 2014:12). In addition, the complete acceptability of the learner in terms of their culture and values within a secured environment promulgates positive discipline that fosters the smooth behaviour of learners in school (Dlamini, 2011:4). Barnett et al. (2000:4) indicate that transformational theory promotes institutional change and leads to the development, efficacy, and culture of the organizations. Therefore, it can be deduced that the management of learners' misconduct can be achieved through a collective role from the parties involved.

4.4.2.2 Good implementation of the School Code of Conduct

The code of conduct of the school is the document that includes laws that govern the actions or discipline of the learners. As specified in Section 8 (1) of the South African Schools Act (No. 84 of 1996) (RSA 1996a), the SGB shall follow a Code of Conduct designed to develop a structured and purposeful atmosphere to enhance quality teaching and learning in schools. The school governing bodies must take into account the following Acts when formulating the code of conduct and disciplinary policies: The South African Schools Act (No. 84 of 1996) (RSA, 1996); the Constitution of the Republic of South Africa Act (No. 108 of 1996) (RSA, 1996b); National Education Policy Act (No. 27 of 1996) (RSA, 1996c); and the South African Council of Educators Act (No. 31, 2000). Achieving success in the management of learner discipline demands that there must be an appropriate implementation of the School Code of Conduct and a disciplinary policy by the SMTs and educators in the school.

DEPUTY PRINCIPAL B1 also stated:

“We ensure that the School Code of Conduct is always implemented. We go to the extent of engaging relevant stakeholders in managing learner discipline e.g., parents/guardians, a disciplinary committee consisting of a school governing body members. Making learners and parents aware of the contents of the learner Code of Conduct. Engage parents, RCLs and educational specialists in the formulation of the Code of Conduct for learners”.

Section 8(1) of the South African Schools Act, Act 84 of 1996 (RSA, 1996) states that the School Governing Body (SGB) has the sole power to maintain discipline by adopting

a Code of Conduct which should be printed and pasted up in schools, and copies given to learners, and which must strictly be followed. The School Code of Conduct must contain all the do's and don'ts, channels of communication in term of report, follow due process on fair hearing and the necessary punishment for every misconduct (Mestry & Khumalo, 2012). This implies that the SMTs should ensure that the School Code of Conduct is well-implemented, including additional strict policies if learners do not abide by the current Code of Conduct. The discipline plans must aim to promote positive discipline, self-discipline and exemplary behaviour, as learners learn through observation and experience.

The SMTs have the general affairs of the school under their watch hence they are accountable for learners' discipline and their general well-being while at schools. The school acts in accordance to lay down a Code of Conduct for disciplining the learner offenders (Maphosa & Mammen, 2011:1).

PRINCIPAL B1 stated that:

“Uphold learner Code of Conduct and ensure its proper implementation. Provide training with regard to learner discipline to all educators at school levels. Establish a collaborative approach with universities to try to develop appropriate strategies of curbing learner misconduct. Capacitate the disciplinary committee with all strategies of maintaining discipline in the school. The School Code of Conduct and a Disciplinary Policy is formulated and well-implemented in the school by all educators. The school has a functional disciplinary committee to deal with all disciplinary cases in the school. Some cases are referred to the SGB and parents are involved in the disciplinary hearings. We give a verbal warning, subsequent to that we may give a learner a final written warning then suspension if the behaviour continues. We make sure that the School Code of Conduct is always implemented”.

It was also imperative to review documents in school A and B. Documents included the learners' Code of Conduct, disciplinary policies and classroom rules. From the analysis of documents collected from School A and School B, it is evident that the schools utilise and implement the School Code of Conduct and all the procedures outlined in the

disciplinary policies were followed. Windlinger, Warwas and Hostettler (2020:64) further maintain that transformational leadership is beneficial in effective managing of school affairs because it enables the SMTs to have a better relationship with the learners which direct influence positive behaviours and mitigate indiscipline.

DEPUTY PRINCIPAL A1 added that:

“The school has a Code of Conduct which is read and presented to learners on a quarterly basis. There is also a disciplinary policy in the school which provides guidelines on various offences and their relevant punishments. I see to it that educators formulate classroom rules and that those rules are mounted in each classroom. Learners that behave well are given certificates or awards so as to encourage them to continue to behave accordingly”.

The Department of Education in England (2011:1), in Section 89–96 of the Education and Inspection Act of 2006 requires each school to have a learner behaviour policy. School managers are responsible for creating and retaining behaviour policies, ensuring good learner behaviour, making use of penalties to the perpetrator and ensuring rewards for good behaviour. Educators and educating assistants, as well as workers in the school, have the authority to search learners for banned items; however, they may solely do that with learners’ consent. Moreover, they have a right to discipline learners and according to the circumstances, this right may apply to behaviours outside the school environment. The South African Schools Act (No. 84 of 1996) (RSA, 1996a) stated that the School Governing Body has the sole power to maintain discipline by adopting a Code of Conduct which should be printed and pasted up in schools, and copies given to learners, and which must strictly be followed. The School Code of Conduct must contain all the rules and regulations, channels of communication in term of report, follow due process on fair hearing and the necessary punishment for every misconduct (Mestry & Khumalo, 2012).

DEPUTY PRINCIPAL A1 stated that:

“The school has a Code of Conduct which is read and presented to learners on a quarterly basis. There is also a disciplinary policy in the school which provides guidelines on various offences and their relevant punishments. I see to it that

educators formulate classroom rules and that those rules are mounted in each classroom. Learners that behave well are given certificates or awards so as to encourage them to continue to behave accordingly”.

DEPARTMENTAL HEAD A1 also states:

“Classroom rules formulation, point system, and parental involvement as a form of intervention”.

Documents such as the school code of conduct and classroom rules were reviewed. The classroom rules correlated with the contents of the school code of conduct. The perspectives of the participants affirm what Mayer (2002:88) said, namely to truly discuss classroom rules for appropriate learner behaviour, namely; educators should include learners in developing the rules, they should enforce the policies positively, keep the regulations clear and short and communicate them to the learners.

The above findings were affirmed by Mestry and Khumalo, (2012:97) who state that the SMTs must ensure that the implementation of disciplinary code of conducts must be in collaboration with the parents. This would ensure that parents are kept abreast of the rules governing misconduct in schools. Furthermore, the Department of Education (2000:12) recommends that at the beginning of each year, educators should set the rules along with their learners, and review them on a quarterly basis. They should put them in regularly visited places and give each learner a copy of such rules.

The transformational leadership theory used in this study also places emphasis on the SMTs becoming an inspiration by ensuring that their school vision, rules, and Code of Conduct are always mentioned in their interactions with learners (Cherry, 2017:2). It also placed emphasis on school leaders practicing what they preach (idealism). Learners may even be asked to sign the rules after reading them and having grasped the logic behind them. This could act as a resolution between the teacher and the learners. Transformational leadership theory which is explained as the capacity to lead learners and staff through values and long-term objectives in order to build a good and productive school (Muijs et al., 2006).

Leithwood (1994) stated that transformative approaches to school management and leadership are particularly relevant for problems faced by schools reaching the 21st century. According to Nkosana et al. (2014:1578), SMTs must implement strategies such as code of conduct, disciplinary hearing and an alternative method of corporal punishment to address disciplinary problems. Oosthuizen, Roux and Van der Walt (2003:1) conclude that applying self-discipline should not be regarded as a full crackdown on undisciplined, devious and antisocial behaviour, but as a tool for attempting to enter into a loving, caring and guiding relationship with learners. Therefore, the principal as the accounting officer together with the SMTs must ensure that the policies formulated by the school governing body are well implemented in the schools.

4.4.2.3 Disciplinary measures

Another strategy used by the SMTs to manage learner discipline was the implementation of disciplinary measures. Learner discipline is an everyday topic of discussion in the secondary school level, owing to its effects on learning and on educators in general. However, owing to the restriction on educators and SMTs from using corporal punishment in managing learner discipline, teachers and SMTs have resorted to other disciplinary measures in safeguarding the learning environment.

According to **DEPUTY PRINCIPAL A1:**

“The School Code of Conduct, disciplinary policy and awards. I also think that the SMTs should encourage teachers and other educators in being friendlier with learners. In my opinion, when a teacher or an educator is friendly with learners, the individual can be passing out good moral values to them and can be able to discipline when the default. The SMTs should also ensure adequate supervision of the activities of the teachers while encouraging them to promote learners’ behaviours”.

DEPARTMENTAL HEAD B1 added that:

“The reason for the low level of misconduct in our school is due to the disciplinary measure which we have employed to discipline learners. For example, a learner

can be asked to stand up throughout the lesson or kneel down in front of the class while teaching takes place. We sometimes ask them to go wash the toilet. This has reduced misconduct in the classroom and within the school environment.”

In support of the participants' responses, the literature states that the classroom management approach can help in maintaining discipline in schools, for instance, classroom management is aimed at the establishment and upkeep of positive conditions in the classroom and in which positive educating and gaining knowledge can take place (Burden, 2020:4). According to Kenneth and Sun (2012:387), transformational leadership and its associated skills enable for modification of the professional attitudes, practice and outcomes of SMTs in different ways thereby impacting on the learner's behaviours directly. Impacts of transformational leadership attributes on the SMTs are capable of influencing learners in secondary school to shun indiscipline and embrace good behaviours. In order to preserve these conditions, efforts towards classroom administration are generally geared closer to managing learners' behaviour. As such, classroom management is as a consequence a capacity by means of which administration permits that educators can elevate out activities with regard to matters such as lecture room climate, conflict, educating media, etc. Educators should be prepared to handle such issues by acquiring techniques that will help them deal efficiently with them. Using classroom management strategies, educators may minimize misconduct between learners. The theory of transformation leadership is characterized as the ability to lead learners and staff through value creation and long-term objectives to build a productive and effective school (Muijs et al., 2006).

According to Cherry (2017:3), the foundation of a transformational leader is to become an inspirational motivator in promoting the vision and goals of the organisation or schools such as in the respect of the SMTs motivating their learners in schools to lead a life void of indiscipline for a conducive learning environment and a peaceful society. Department of Education (2000:13) additionally advised educators to be professional when handling the learning process and the environment. Before they start their lessons, they can make sure they have everyone's attention in the classroom. It can be

deduced that the SMTs in the two selected school implement various lawful disciplinary measures in maintaining learner discipline.

4.4.2.4 Promotion of good learner behaviour

Learners are sensitive and based on their developmental stage they can, to a certain extent, heed the advice, reprimanding, and positive influence. This sub-theme, therefore, represents the SMTs strategy of promoting good learner behaviour.

DEPARTMENTAL HEAD A1 indicated that:

“We reward good behaviour, and we also use role models.so when they see those things they feel motivated. We help with bursaries and to apply for scholarship. Reward good behaviour; tell them what is good and what is not good. Don’t shout at them without showing them their mistakes. Sit down with them and show them their mistakes. Then they won’t repeat those mistakes. But the thing is to reward good behaviour, and also show them role models, talk about those role models.”

DEPARTMENTAL HEAD B1 also indicated that:

“Education is a societal problem, whereby all the stakeholders in the society must be involved. Therefore, by motivate learners I go to the community and look for the people who can motivate learners, role models. Role modelling, whereby they can inspire those. Those people must be academically good to motivate and inspire learners by so doing it will enhance the performance of learners and change their mind-set.”

The above findings are supported by Khodarahmi and Nia (2014:980) who maintain that educators should make an extra effort to compliment learners for good behaviour by sending high-quality notes to parents or by telephoning them, by awarding them for top behaviour, by rewarding them and by providing precious things to disciplined learners. Burns (1978) first developed transformational leadership theory which explains that transformational leadership happens when a leader stimulates the individuals inside the organization to a higher degree of competence. Transformational leadership theory is

explained as the ability to lead learners and staff through creation of values and long-term goals in order to create a productive school (Muijs et al., 2006). In addition, the theory of transformational leadership necessitates that a principal or SMT foster a faith in transformation, encourage change, and have the capacity to lead change (Boyne, 2004).

DEPUTY PRINCIPAL B1 stated:

“I as the deputy principal ensure that I organize a ceremony where I get to reward learners for good behaviour and for good performance. I motivate them in the assembly and I also invite motivational speakers to motivate them so that they can become better people. I encourage them even during lessons.”

PRINCIPAL B1 posits that:

“First we would explain to learners what is expected of them. Especially why they are at school, what is it they should expect in future. And once we have done everything, we start observing them and those who are doing what we are expecting from them. We sort of award them in one way or the other; we can praise or give them something. A little gift for doing what is good. And those who are not doing what is expected they will take from those who are doing good that they are getting awards. We make follow ups every now and then so we ensure that our learners are on the right track.”

In support of the above response, Miltenberger (2008:73) defines reinforcement as the occurrence of behaviour which is observed through the addition of a stimulus, a reinforcement, or an enlargement in the intensity of the stimulus, which results in the strengthening of the behaviour. On the other hand, bad reinforcement is the prevalence of a behaviour which is observed through the removal of a stimulus (an aversive stimulus) or a limit on the intensity of the stimulus, which results in the strengthening of a behaviour.

In addition, intellectual stimulation and individual consideration, which are components of the transformational leadership theory used in the study, indicates that the SMTs are also expected to become intellectually stimulated by encouraging their followers to be

innovative and creative. They should encourage the behaviours of the learners and try to stimulate good conduct. The individual consideration also emphasises the need for the SMTs as leaders to be able to influence learners through their behaviours and reward their followers for creativity and innovation (Cherry, 2017:3).

Maphosa and Mammen (2011:143) affirm that it is also vital to be mindful that both positive and negative reinforcement are tactics that fortify behaviour; that is, they both increase the likelihood that the behaviour will show up in the future. Participants indicated that they promote good learner behaviour by awarding learners with certificates, involving learners in formulating classroom policies and familiarizing learners with the contents of the school code of conduct.

4.4.2.5 Disapproval of corporal punishment

Most participants knew that corporal punishment has been abolished completely. They further indicated that they were trained about the alternative methods to corporal punishment. Most participants in the research felt that they disapprove corporal punishments as it humiliates learners and thus contributes to violence in the society. Some of the participants made the following sentiments:

DEPUTY PRINCIPAL A1 mentioned that:

“Corporal punishment was never effective in maintaining discipline in schools instead it contributed to physical and emotional abuse in society. It ploughed a culture of addressing problems with violence, which continues to manifest itself in modern society where women and children are abused. Corporal punishment was inhumane, and it has never resolved problems related to learner misconduct. Instead, the department must invest a lot of money in researching about learner discipline and develop effective methods of managing learner discipline in schools. Therefore, I do not support corporal punishment at all.”

DEPARTMENTAL HEAD A2 also stated:

“Corporal punishment makes learners lose trust, instil fear on learners and lack of respect for teachers who physically punishes them.”

In support of the above views pertaining to corporal punishment, Mulaudzi and Mudzielwana (2016:75) argue that maintaining discipline is of paramount importance in every teaching and learning environment. The school management team is therefore the central point to create the climate and environment which includes disciplinary problems that needs to be addressed and prevented. However, before 1995, corporal punishment formed a huge proportion of classroom discipline until it was abolished through the South African Schools Act (No. 84 of 1996) (RSA, 1996a) (Nunan, 2018:3). This action challenged the SMTs to adopt alternative forms of punishment in disciplining learners as introduced by the Department of Education.

The alternative to corporal punishment was introduced to be adopted by SMTs in place of corporal punishment which includes but not limited to educators establishment of disciplines in classrooms through establishing ground rules, adopting learner's inclusive approach where all learners are carried along in the classroom, conflict resolution approach, and positive reinforcement (Department of Education, 2000). Transformational leadership theory is explained as the skill to lead learners and staff by creating of values and long- term goals in order to establish a productive school (Muijs et al., 2006). Furthermore, school transformational leadership theory requires that a principal or SMT foster a belief in transformation, promote change, and have the ability to lead change (Boyne, 2004).

4.4.3 Theme 3: Challenges faced by the SMTs in managing learner discipline

The findings from the study revealed that the SMTs face challenges in managing learner misconduct. The challenges that occurred frequently were poor parental guidance and safety.

4.4.3.1 Poor parental/guardian cooperation

For effectively discharging school duties, efforts of all parties and stakeholders are important. For instance, parents are a huge part of their children's lives and play a role in their discipline. Hence, the SMTs get affected when they do not get things right.

DEPARTMENTAL HEAD A2 explained that:

“The majority of learners are staying with their grandmothers and grandfathers as most of their parents are working in the farms or in the Gauteng Province, so child negligence contributes towards indiscipline in the school”.

DEPARTMENTAL HEAD B2 also supported a view explained by **DEPARTMENTAL HEAD A2** by indicating that:

“The lack of parental support and child-headed families somehow contribute towards learner indiscipline. Overaged learners who must be retained in the school cannot be reprimanded properly. The second issue is that there is one learner who lives alone or child-headed families. You can clearly see that they are not used to being rebuked when doing wrong things at home”.

Documents such as the disciplinary records revealed that there is poor parental attendance in some cases of learner-hearings. The above findings were supported by Carter and McGoldrick (2005:15) who suggest that if parents are usually not available, the children may often turn to their peer group for emotional help and sometimes stick to a crew that will tolerate them, even if the crew is viewed as generally negative. This sends a negative psychological impression to their children, thus instilling laxity and arrogance in them, hence they perceive the world from a different angle where they can easily be influenced by peers, thereby manifesting different forms of misconduct (Madziyire, 2010). Hence, parents should be responding positively to the SMTs calls and attempts to spend time with their children in order to build psychological stability and guide them in the way they should behave.

In addition, the theory of transformational leadership places emphasis on the idealised influence of the SMTs and other members (Cherry, 2017:2; Burns, 2004:5). However, it is not easy to change parents since they are not under the direct influence of school management team members using transformational leadership style. From what the participants have said it seems as if the parent's do not play an active role at home. If they played their roles, the learners will be influenced by these behaviours and in turn, misbehave at school. Therefore, the SMTs and parents are role models to the learners and are expected to act in good and ethical conduct that promotes the discipline of learners.

DEPARTMENTAL HEAD A2 mentioned that:

“Some parents are not cooperative, they tend to be biased and take learners’ sides. Some parents do not come to school when called for intervention. Most policies in the department protect the learners instead of promoting learner discipline. Some parents can even come to school under the influence of alcohol when called for intervention”.

This suggests that some parents do not understand the importance of working together with the school in an effort of nurturing and developing learners. However, it should be noted that guiding and directing learners is the duty of both the parents and school leaders. If one party does not carry out its duty, this effort may be unsuccessful and thus affect the learner’s behaviour. This means that if one party is not carrying out its duty correctly, it can affect the behaviour of the learners.

4.4.3.2 Safety and discipline management

The SMTs are faced with serious challenges regarding their safety and that of the learners because of discipline issues that escalate daily in the school. Section 8 of the South African Schools Act (RSA, 1996a), as amended in 2007, stipulates that the SGB is responsible for drafting, adopting and implementing a Code of Conduct for learners which is aimed at establishing a conducive learning environment (Mestry & Khumalo, 2012). This implies that there is clear a legislation that needs to be considered when misconduct matters are addressed at schools, also showing who is responsible for creating an environment that allows learners to be able to learn in a safe environment. It also elaborates the educators’ role.

DEPARTMENTAL HEAD B2 indicated that:

“The safety of the learners is a huge challenge, we do not want the lives of our learners to be cut short, we do not want them to come to school with knives and harmful object and we do not want them to bully one another to a point of death. There are cases of learners’ death in news and this worries us. Outsiders are looking up to us, the leaders, to protect the rights and well-being of everyone here”.

PRINCIPAL B1 also explained that:

PRINCIPAL B1: *“Lack of discipline from home (child-headed families, negligent parents, poverty, etc.). Use of drugs, lack of punitive measures against offenders or ill-disciplined learners”.*

PRINCIPAL A1 also supported the view expressed by **Principal B1** by indicating that:

“Poor learner discipline affects educators in many ways. Teachers cannot be productive in their classrooms due to the disruptive behaviour which hampers teaching and learning. Educators cannot fully comply with the administration of school-based assessments due to non-submission of formal tasks by learners. Educators cannot reprimand learners as some tend to be violent towards them”.

In support of this argument, in the wake of new rules and regulations regulating discipline and punishment, many principals and educators find it increasingly difficult to maintain discipline in schools (Squelch 2000:10). eNCA (2019:1) reported a series of cases of learners being stabbed to death by other learners. This confirms that discipline management is a huge challenge for the SMTs as they tend to ensure that serious learner misconduct is managed. In South Africa, principals, educators and SGBs face one of the most important challenges in trying to create and maintain a safe and disciplined environment. The problem most commonly reported by learners and educators was the disrespectful behaviour towards educators that manifests itself in numerous forms of misconduct, and which has a negative influence on the culture of learning and teaching.

YingXiu (2012:16) concludes that transformational leadership in schools allows the principal to develop strategies that will change the school for better conducive learning environment void of indiscipline. This means that the SMTs as managers are expected to apply the transformational theory in managing the conduct of learners in order to foster a good teaching and learning environment.

4.4.4 Theme 4: Leadership styles applied by SMTs on dealing with learner discipline.

It became evident that the School Management Teams use different leadership styles in dealing with learner misconduct. The majority of the participants indicated that they are using various styles of leadership when handling learner discipline in schools such as democratic leadership style, authoritarian leadership style, and transformational leadership style. In some instances, participants indicated that they sometimes apply more than two leadership styles in handling learner discipline.

4.4.4.1 Democratic leadership style

Majority of the SMTs seemed to identify democratic leadership style as a major leadership style used in dealing with learner indiscipline in the school.

PRINCIPAL B1 explained:

“I am using democratic style of leadership, whereby we take collective agreement. We agree on things that we are going to do together, and we make follow ups on things we agreed to do.”

PRINCIPAL B1 when asked to explain why he thinks democratic leadership is successful or not in dealing with learner discipline. He said:

“Yes. I think the style is working for me. However, there are some of the learners who sometimes get out of the way and I have to tighten up and maybe to move a little bit to an autocratic leadership.”

DEPARTMENTAL HEAD A2 also pointed out democratic leadership style by indicating that:

“The type of leadership style I use to discipline learners in my school is democratic type of leadership.”

DEPARTMENTAL HEAD B1 also supported **DEPARTMENTAL HEAD A2** by explaining that:

“I think another method or style can be whereby we involve the parents, parental involvement. Whereby those learners who are making mistakes or truancy, we call the parents. We know that parents play a role at home so they can help us, partnership.”

DEPUTY PRINCIPAL A2 also stated that:

“I think the democratic type of leadership works best form me, whereby I get to involve educators, learners and parents in all the activities of the school including learner discipline. For example, during hearing of learners who contravened the school code of conduct, I involve the parents and the RCL members from his own class for intervention.”

It was clear from the above responses that the majority of the SMT members prefer using a democratic leadership style when dealing with learner discipline in school. When reviewing the school documents such as records of disciplinary hearings, minutes and the school code of conduct, it was also found that SMTs members involve educators, learners (RCL) and parents (SGB) in handling learner disciplinary cases. The participants' views were supported by Gale and Densmore (2010) who state that democratic leadership is concerned with active involvement, decision-making, establish conditions for mutual respect, strategic collaborations, and increased efficiency; allow the creation of social, learning and culturally sensitive education institution. Democratic leadership style depends on the notion that the team members or their representatives are involved in policy formulation, which means that educators, parents, learners, and the principal of the school are engaged in the determination of the school rules and regulations (Ogunyinka & Adedoyin, 2013). According to Nkosana et al. (2014:1578), the SMTs have the duty to consult with parents to properly monitor the behaviour of their children as this may be detrimental in schools. Smith et al (2015:2366) assert that SGBs and SMTs need to also conduct regular meetings to address misconducts among learners in schools.

4.4.4.2 Authoritarian leadership style

It became clear from the data that some SMT members use authoritarian leadership style depending on the situation when dealing with learner disciplinary matters in the school. **PRINCIPAL A1** from school A stated:

“Situations determine one’s response either democratic or autocratic.”

PRINCIPAL A.1 also indicated that:

“The SMTs should stop treating learners with softness when they are guilty of serious misconduct because other learners see this and will, in turn, misbehave if action is not taken”.

PRINCIPAL B1 also supported the view expressed by **PRINCIPAL A1** by explaining that:

“The democratic style is working. However, if things are not done the way one wants them to be done. Then, I would suggest that the autocratic be used for certain individuals who do not want to cooperate.”

Deputy Principal A2 stated that:

“Yes, it is successful but with some learners I have to be firm and strict for them to get back on track when they are misbehaving.”

It was clear that some SMT members, depending on the situation, sometimes shift from democratic style of leadership to authoritarian leadership style when handling learner discipline in the school by being firm, strict and very serious to unruly learners. The above views were supported by Wolhuter and Steyn (2003:225) who state that to maintain discipline and a calm learning environment, educators and SMTs need to be strict. Kounin (2008:8) explains that learner indiscipline manifests in diverse awkward behaviours demonstrated by learners, such as street fights, gambling, immoral behaviour, truancy, violence, and possession of weapons. These immoral acts can be attributed to parents who neglect to discipline their children at home.

According to Afful-Broni (2004), the form of authoritarian leadership is a dominant style of leadership in which the leader alone thinks, determines and sets the policies and assigns tasks to members without consulting with them. Members are placed with tasks and methods. There is very little direct communication between the leader and the whole staff. All respondents indicated that they used the autocratic leadership style when they needed to easily and skilfully solve learner disciplinary problems. Cherry (2015) posits that autocratic leadership style can also be beneficial in some instances, such as when a quick decisions need to be taken without involving a team or stakeholders such as parents. However, the disadvantage of autocratic leadership style

is that orders are given, without questions, to be carried out. Authorized and not given any reasons. When the leader is present, performance is fine, but bad when the leader is absent (Rue & Byars, 2003).

4.4.4.3 Transformational leadership style

Majority of the SMT members seemed not to understand transformational leadership style as they did not point it out frequently. However, it was evident from the findings that their type of leadership has some elements or components of transformational leadership style. **PRINCIPAL A1** said:

“By being an exemplary. Invite former learners to motivate them. Ask learners to set targets. Hold regular meetings with them and their parents. Address them in class and in assembly.”

DEPUTY PRINCIPAL A1 stated that:

“As a deputy principal I ensure that the school vision and mission is well articulated to learners, educators and parents. I organize workshops for teachers on handling learners’ disciplinary cases using the school code of conduct and disciplinary policies. We give learners and educators all policies relating to discipline and we explain the contents of those policies in detail. We ensure that parents during mass meetings receive the school code of conduct through the SGB. Our school policies are democratic, and are accessible at all times.”

DEPARTMENTAL HEAD A1 also explained:

“I think you will have to lead by example. Do what is expected of you, lead by example. Learners are copy cats, if you behave yourself they will do so in turn, read the mission statement with them. Make sure that they understand the statement. If there is confusion, elaborate on that; make it clear. Lead by example, read to them, tells the importance and why the school mission must be observed at all times. Like wearing the school uniform, coming to class early. Attend school regularly, come to school every day, they will see what you are doing and they will do what you expect from them. I encourage other colleagues

and educators to observe the school vision and mission. The vision of our school is to build responsible citizens in our country.”

DEPARTMENTAL HEAD A2 saw a need of transformation in terms of dealing with the disciplinary cases in school by indicating that:

“I can suggest the transformational type of leadership as we are living in different situations of late. For example, I cannot punish a child who is late because this child lives very far from school. The only way is to change the way we were treating learners before just try to transform to change a lit bit style of discipline so I think transformational style of leadership will assist us a lot.”

The findings revealed that the SMTs practiced transformational leadership unknowingly. This was identified when the respondents mentioned some of the components or characteristics of transformational leadership. Respondents indicated that they lead by examples and act as role models. They also indicated that they encourage an environment where innovative thinking is aligned with the school vision and mission. Furthermore, they motivate learners by giving the awards and they stimulate learners intellectual by involving them when formulating school policies. Transformational leadership is a theory that, according to Ross and Kendall (2017:2), depicts a leader recognizing the necessary change, develops a vision to direct change through motivation, and implements the change with the involvement of group members. Barnett et al. (2000:4) corroborated the above findings by explaining that transformational theory is more facilitative towards educational change and contributes to organizational improvement, effectiveness and culture. According to Cherry (2017:3), the foundation of a transformational leader is to become an inspirational motivator in promoting the vision and goals of the organisation or schools such in the respect of the SMTs motivating their learners in schools to lead a life void of indiscipline for a conducive learning environment and a peaceful society. YingXiu (2012:16) explained that transformational leadership in schools allows the principal to develop strategies that will change the school for better conducive learning environment void of indiscipline.

4.4.4.4 Heterogeneous leadership styles

Majority of the participants also indicated they use two or more different styles of leadership in dealing with learner discipline.

DEPARTMENTAL HEAD A1 stated:

“The style of leadership I prefer is coaching, the reason I chose coaching is that I can be able to go to the level of learners. Learners see me as their parent, teacher and friend. In doing so they are free to communicate with me, to express themselves. When they experience problems they will ask without having any fear.”

DEPARTMENTAL HEAD A1: from school A when asked to suggest another possible style of leadership apart from democratic leadership style commented:

“Alternative method that I can use is instructional. Learners must know what is expected from them. I must give clear instructions of what to do and not to do. You must be strict and instructions must be clear.”

DEPARTMENTAL HEAD B1 said:

“In the school I use accountability style of leadership. Whereby my learners know and they take accountability and be responsible for their actions. So that they can know in the future when they make mistakes; they will be held responsible for their actions.”

DEPARTMENTAL HEAD B2 also mentioned that:

“The manner in which we attend to behaviour at our school is more of a supportive type of leadership. For instance, looking at the background of many learners in our school, you track carefully in terms of discipline, because some of them come from various backgrounds. They do not get the kind of support you would want the child to get so in most cases. We track carefully in dealing with them. So I would the kind of leadership we use to handle learner discipline is more of supportive one. Like I indicated when you try to be harsh it doesn't help as their behaviour is influenced by their background or community they live in so we engage with their parents as well to ensure that they get the necessary support.”

PRINCIPAL A1 from school A stated:

“Situations determine one’s response either democratic or autocratic.”

It became clear that SMTs in both School A and B are using various leadership styles in handling learner discipline. The above findings are corroborated by Khumalo (2015) who explained that in schools, no single leadership style is enough to cope with learner discipline, but a combination of styles or a selection of the most suitable leadership styles chosen according to different circumstances. There are various types of leadership styles such as instructional leadership, authoritarian leader, transformational and democratic leadership (Mirayani, Kusumaningsih, Mustikasiwi & Purwanto, 2019:174; Paracha et al., 2012:3). Hallinger and Murphy (1985) describe instructional leadership as principal strategies aimed at facilitating and strengthening the teaching and learning process in schools. It occurs by involving, educators, learners and parents in the school planning, school administration, school facilities and resources. According to Jay (2014), the autocratic leadership style is a style in which school leaders interact irregularly with teaching staff and there is limited participation in decision-making and less delegation. Barnett et al. (2000:4) explain that transformational leadership is more facilitative of educational change and contributes to organizational improvement, effectiveness and culture.

4.5 CHAPTER SUMMARY

This chapter presented the analysis and findings of the research under study. Moreover, the findings were discussed under themes and sub- themes in order to foster an understanding of the study. Additionally, the participants’ responses were supported with literature and the transformational theory applied in the study in order to ground the findings. The next chapter will discuss the, summary of chapters, findings and recommendations of the study.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In the previous chapter, I presented the study's data analysis. Data was gathered through individual interviews and document analysis. The data was analysed in order to generate themes and sub- themes which helped me arrive at the participants' responses as it applied to the study. Relevant data was also gathered through document analysis and presented concurrently with the interview findings. Furthermore, the participants' responses in the previous chapter were supported by the relevant literature in order to understand the study with use of relevant literatures. This study would not be complete without the, comprehensive summary on the conclusions and recommendations for future studies.

5.2 SUMMARY OF CHAPTERS

This section provides a summary of the study's chapters.

In **Chapter One**, I presented the introduction and the background of the study. The introduction of the study discussed the study and its importance. Under the background of the study, I explored literature in order to contextualise and validate the reason for conducting the study. Furthermore, I presented the motivation of the study. The motivation of the study further elaborated the need for the study. Chapter one also discussed the problem statement which emphasised the problem at hand. Additionally, the chapter presented the research questions, aim and objectives of the study, significance of the study and the conclusion of the chapter.

In **Chapter Two**, I presented a broad literature review which shared literature that had been conducted by other researchers. The literature review is an important aspect of research because it enables the researcher to critically appraise the work of others in the field, as well as apply it the current study. I adopted the transformational leadership theory which provided an in-depth focus into the study. In an attempt to understand the SMTs' management and leadership of learner discipline in two secondary schools. I explored literature under these headings: gap from other studies on learner discipline;

an international review of learners' misconduct, nature of learner discipline in South Africa; legal frameworks on learner misconduct, discipline and punishment in South African schools; abolishment of corporal punishment, types of learner misconduct and discipline procedures; prominent learner misconduct in South Africa; factors influencing learner misconduct in South Africa; strategies used by educators to curb learner misconduct in schools; strategies used by the SMTs in dealing with learner misconduct; SMT's leadership styles for learner discipline; and the role of parents in fostering discipline in school.

Following the literature review, **Chapter Three** presented the research methodology which was used to adequately explore the SMTs' management and leadership of learner discipline in two secondary schools in the North West Province. The qualitative research approach was used and two schools were purposefully selected. The site for this study was the Ratlou sub-district, North West Province. These two secondary schools were selected based on the criteria that they are the major secondary schools in the Ratlou sub- district. According to Montgomery (1998), learner misconduct seems to be more popular among secondary schools than among primary school learners. There is a prevalence of learner indiscipline in secondary schools; hence, these two secondary schools were purposefully selected for the research study. Furthermore, owing to time and funding, I selected two secondary schools which are close to me so I that can access them at a specific time. I also know the area that gave me an advantage to select the schools that will give me appropriate information on learner discipline. I have teaching background as I was an educator and also an HOD in the same district for some years I am aware of issues around learner discipline in secondary schools.

There are 18 secondary schools in the Ratlou sub-district and two schools were purposefully selected to participate in the study. A purposive sampling technique was used in this study, which enabled me to select the SMTs that adequately addressed the research questions. Semi- structured Interviews and document analysis were used to collect data from the participants and data collected was analysed by using a thematic data analysis.

In **Chapter Four**, I began with a brief discussion of the previous chapter, which helped in setting the tone for Chapter four. Furthermore, the chapter presented a full data analysis with the presentation of findings regarding the SMTs' management and leadership of learners' discipline in two secondary schools. To provide clarity on the chapter, I presented a precise data management and analysis for the semi- structured interviews and document analysis, with a table containing the themes and sub-themes as they emerged from the data analysis. Data collected through the interview and document analysis helped me to understand the SMTs' management and leadership of learners discipline in two secondary schools. The presentation of the findings was based on the objectives derived from the main aim of the study while supporting the findings with literature from Chapter Two during discussions. The purpose of this was to foster an in-depth understanding of the study.

This chapter, **Chapter Five**, presents the conclusions of chapters and findings as well as recommendations of the study. The findings were presented in line with the study objectives below:

- Investigate the nature of learner discipline in two secondary schools in the North West Province.
- Examine the roles of the SMTs in managing learner discipline.
- Determine the SMTs current management strategies in learner discipline.
- Investigate the challenges faced by the SMTs in managing learner discipline.
- How can transformational leadership support the management of learner discipline in secondary schools?

5.3 FINAL ANALYSIS

5.3.1 Investigate the nature of learner discipline in secondary schools in the North West Province.

The first question intended to investigate the nature of learner discipline in two secondary schools in the North West Province. The question was answered through individual interviews. Based on the participants' responses, learner discipline is a

serious challenge facing the SMTs and schools. It is rooted in various family and poor parental intervention. Parents and/or guardians play vital roles in the lives and disciplinary of their children, however, when they fail to play their roles, children tend to misbehave at school. Meanwhile, the challenges of learner discipline, as deduced from some of the participants' responses and document analysis, stem from educators and SMTs frustrating efforts of their learners, learner absenteeism, endangering the lives of teachers and the SMTs – which affects their willingness toward carrying out their various functions in the school – leading to poor output from both the teachers and SMTs. In addition, some of the participants reported that their learners behaved well which they found encouraging as the SMTs.

5.3.2 Examine the role(s) of the SMTs in managing learner discipline

To understand more about learner discipline and the SMTs role in managing learner discipline in the study area from the participant's response and document analysis, it is evident that the SMTs are helping their schools in policy implementation and proactively disciplining offenders. The SMTs are an integral part of the school disciplinary system and should be performing at an optimal level. Meanwhile, it is important that the appropriate decisions are made in secondary schools in order to nurture well-behaved learners for the schools, their families and society. The above findings are supported by Barnett et al. (2000:4) who suggest that transformational theory is more facilitative of educational change and contributes to organizational improvement, effectiveness and culture. A transformational leader inspires stakeholders, builds a team, and creates high expectations related to performance (Stewart, 2006). The SMTs manage learner discipline through different ways, such as implementing a School Code of Conduct and Disciplinary Policy and engaging relevant stakeholders such as the parents and/or guardians of the learners in the management process. In addition, one of the participants maintained that their school manages learners' discipline through the use of disciplinary measures, such as classroom management. Classroom management enables the teacher or educator to be in control of their classes and endeavour to settle learner's problems amicably. Some of the participants posit that the SMTs encourage teachers or educators in creating a good learning environment with their learners. Moreover, the SMTs help in providing the necessary training to their learners,

collaborating with universities in developing appropriate strategies such as community engagement in which the university visits the school and talks to the learners. Participants were aware that corporal punishment has been abolished and they seemed to disapprove corporal punishment. A transformational leader behaves in a manner that is perceived by teachers to motivate, challenge, and breed sense of enthusiasm. A transformational leader inspires stakeholders, builds a team, and creates high expectations related to performance (Stewart, 2006).

5.3.3 Investigate challenges faced by the SMTs in managing learner discipline

This research objective intends to investigate the challenges faced by the SMTs in managing learners' discipline in the study. Deducing from the participants' responses, it was understood that parental and/or guardian inadequacy in playing their roles in the life and behaviour of their children poses a challenge to the efforts of the SMTs in managing learner discipline. Many parents do not pay attention to the attitudes of their children which they carry to school thereby promulgating indiscipline. Some of the participants mentioned issues relating to safety as a serious challenge faced by the SMTs – owing to the escalating nature of discipline issues – the safety of the teachers or educators and the other learners was compromised.

5.3.4 How can transformational leadership support the management of learner discipline in secondary schools?

The final research objective intended to ascertain how the transformational leadership theory supports the management of learner discipline in secondary schools. The participants gave answers based on their understanding of the questions asked during the interviews which was analysed and supported with the literature. Majority of the participants believed in the democratic leadership style, while some believed in the authoritarian leadership style. Some participants, depending on the situation, also believed in using more than two leadership styles when dealing with learner discipline in the two secondary schools. Majority of the participants seemed not to understand transformational leadership style. The findings revealed that the SMTs practiced transformational leadership unknowingly. Some of the respondents mentioned the

components of transformational leadership theory such as motivating and inspiring learners, coaching learners, involving learner and educator representatives in the policy formulation and rewarding learners for good. In addition, the SMTs members also involved educators, learners and parents when dealing with the disciplinary matters.

The following leadership styles were also mentioned by the participants: the use coaching, supportive, going down to the level of learners. Learners discipline demands for leadership style that allows for positive support and helping them to develop better in every area of life, while letting them understand that violence is not the best approach to having a conducive learning environment and leading a better life for the future (Mirayani et al., 2019:174). Engels et al. (2008) as cited by McCarley, Peters and Decman (2014: 326) assert that the principal must establish a school environment that is conducive to change as a transformational leader. Tableman (2004:2) as cited by McCarley, Peters and Decman (2014: 326) affirmed that the school environment represents the school's physical and psychological aspects which are more sensitive to change and which provide the requisite preconditions for teaching and learning.

Leithwood (1994) argued that transformational approaches to school leadership are relevant especially to problems faced by schools entering the 21st century. Therefore, the SMTs together with the SGB are crucial in making the rules and policies with respect to managing learner's disciplines in the schools hence their transformational leadership skills are important in their formation of ideas, power sharing and maximising success in the race against learners discipline (Yang, 2014:279). To that effect, transformational leadership skills are linked to management and leadership of learners discipline in secondary schools such as in the two selected secondary school in this study. In addition, the abolishment of corporal punishment and the introduction of alternatives to corporal punishment necessitate for transformational leadership style in disciplining the learners through building of good educator-learners relationship, recognising their vulnerability to mistake that could give rise to indiscipline and encouraging them to lead a life void of indiscipline. Therefore, transformational leadership theory was deemed best for understanding the School Management Team's management and leadership of learner discipline in two secondary schools in the North

West Province in order to foster the development of strategies that can transform the management of misconduct of learners.

5.4 RECOMMENDATIONS

Following the conscientious examination of the study's data analysis and findings, the following recommendations are made:

5.4.1 Schools to apply transformational leadership on dealing with learner discipline

A transformational leader behaves in a manner that is perceived by teachers to motivate, challenge, and breed sense of enthusiasm. A transformational leader inspires stakeholders, builds a team, and creates high expectations related to performance (Stewart, 2006). The school must work with other stakeholders like the SGB in drafting the learner code of conduct and its implementation. The learners are important stakeholders hence a transformational leader will need to consult with them on issues on discipline. Hence, learners must have an input on the drafting of learner code of conduct and classroom rules. The schools applying transformational leadership must work with other stakeholders such as the South African Police Services (SAPS), psychologists, parents and other non-governmental organisations such as Love Life. The School Management Team must develop an orientation programme and ensure that learners are orientated with the code of conduct, disciplinary policy, school vision and mission. Teachers should also be workshopped by the SMTs with the alternative methods of corporal punishments. Rules and appropriate punishments should be indicated to all learners in various classrooms. Teachers should involve learners in developing classroom rules and ground rules in school. The QLTC committee should work together with the SMTs, Disciplinary committee and SGB in instilling morality values and respect to learners. Parents should be encouraged by the SMTs to support learners in school. Learners must be encouraged to report incidents of indiscipline, bullying and violence to the school safety committee by writing anonymous letters.

5.4.2 Recommendations for SMTs on managing learner discipline

Gumusluoglu and Ilsev, (2009:462) maintain that transformational leaders build good one-on-one relations with their subordinates in order to bring out the best in them. Such attribute of building relationship is imperative in the leadership and management of learner discipline in school. The SMTs should endeavour to organise regular training and workshops for teachers and educators to help them address learner discipline. The school must implement the School Code of Conduct, Safety policy and disciplinary appropriately. SMTs should organize safety summit in school whereby disciplinary issues are debated and discussed. The SMTs should incorporate awards for good discipline in the school award ceremony by recognising learner who abide by the school rules and regulations. Schools measures for managing learners' discipline should be shared regularly to ensure the effective improvement of learner discipline in schools. Barnett et al. (2000:4) suggest that transformational theory is more facilitative of educational change and contributes to organizational improvement, effectiveness and culture.

Leithwood (1994) argues that transformational methods to school leadership are relevant especially to challenges facing schools entering the 21st century. Therefore, the SMTs together with the SGB are crucial in making the rules and policies with respect to managing learner's disciplines in the schools hence their transformational leadership skills are important in their formation of ideas, power sharing and maximising success in the race against learners discipline (Yang, 2014:279). As transformational leaders, SMTs should strive for success by being innovative. Hence the SMTs should endeavour to organise regular training and workshops for teachers and educators to help them address learner discipline. Transformational leaders promote team work. In this regard the responsibility of discipline should be shared responsibility. Hence, the measures for managing learners' discipline should be shared regularly to ensure the effective improvement of learner discipline in schools.

5.4.3 Recommendation to the Department of Education

Transformational leadership encourages excellence. As a result, the Department of Basic Education should prioritise the safety of the SMTs, teachers and learners in schools in order to improve productivity. The DBE should organise workshops for SMTs and educators on alternatives to corporal punishment. The social support must be provided to learners who need emotional and psychological support. Professional

support from psychologists, social workers and counsellors must be availed to the SMTs and Educators.

5.5 CONCLUSION OF THE STUDY

In conclusion, this study investigated the SMTs' management and leadership of learner discipline in two secondary schools in the North West Province. The study further discussed various chapters to provide an in-depth understanding of the topic. Meanwhile, this particular chapter presented conclusions and recommendations that I believe would help the SMTs in handling learner discipline in secondary schools.

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APPENDICES

Appendix A: Interview guide

Appendix A1: Principals SCHOOL MANAGEMENT TEAM'S MANAGEMENT AND LEADERSHIP OF LEARNER DISCIPLINE: THE CASE OF TWO SECONDARY SCHOOLS IN THE NORTH WEST PROVINCE.

INTERVIEW QUESTIONS

PARTICIPANTS: PRINCIPALS

1. What is your opinion regarding the discipline of learners in this secondary school?
2. What do you consider to be the major causes of indiscipline in the school?
3. What is your role as a principal in managing learner discipline?
4. How are the educators affected by the lack of discipline in the school?
5. What are the strategies used by the school to promote good behaviour of learners?
6. Which committee in the school handles learner discipline?

Probing: How is it functioning?

7. What are the challenges faced by the SMTs in maintaining learner discipline?
8. Explain which leadership style do you use to handle learner discipline?
 - 8.1 Probing question: do you think it was successful and why or why not?
 - 8.2 Can you suggest another possible style?
9. How do you promote and share the school vision, mission and disciplinary policies with learners, educators and relevant stakeholders?
10. How do you inspire and motivate learners in the school to change their behaviour and performance?

Appendix A2: Deputy Principal

SCHOOL MANAGEMENT TEAM'S MANAGEMENT AND LEADERSHIP OF LEARNER DISCIPLINE: THE CASE OF TWO SECONDARY SCHOOLS IN THE NORTH WEST PROVINCE.

INTERVIEW QUESTIONS

PARTICIPANTS: DEPUTY PRINCIPAL

1. What is your view regarding the discipline of learners in this secondary school?
2. What would you consider to be the major causes of indiscipline in the school?
3. How does learner misconduct affect your morale as the deputy principal of the school?
4. How are educators in your school affected by the lack of discipline in the school?
5. What are the strategies that you implement in the school to promote learner discipline?

Probing: Which of these strategies are considered to be more effective in promoting discipline in the school?

6. How do parents contribute to maintaining learner discipline in the school?
7. What is your view on the abolishment of corporal punishment in schools?
8. Explain which leadership style do you use to handle learner discipline?
 - 8.1 Probing question: do you think it was successful and why or why not?
 - 8.2 Can you suggest another possible style?
9. How do you promote and share the school vision, mission and disciplinary policies with learners, educators and relevant stakeholders?
10. How do you inspire and motivate learners in the school to change their behaviour and performance?

Appendix A3: Departmental heads

SCHOOL MANAGEMENT TEAM'S MANAGEMENT AND LEADERSHIP OF LEARNER DISCIPLINE: THE CASE OF TWO SECONDARY SCHOOLS IN THE NORTH WEST PROVINCE.

INTERVIEW QUESTIONS

PARTICIPANTS: DEPARTMENTAL HEADS

1. What is your view regarding the discipline of learners in this secondary school?
2. What do you consider to be the major causes of indiscipline in the school?
3. How does learner misconduct affect your morale as the departmental head of the school?
4. How are the educators affected by the lack of discipline in the school?
5. What are the strategies used by the school to promote good behaviour of learners?
Probing: Which of these strategies are considered to be more effective?
6. How do parents contribute in maintaining learner discipline in the school?
7. What is your view on the abolishment of corporal punishment in schools?
8. Explain which leadership style do you use to handle learner discipline?
 - 8.1 Probing question: do you think it was successful and why or why not?
 - 8.2 Can you suggest another possible style?
9. How do you promote and share the school vision, mission and disciplinary policies with learners, educators and relevant stakeholders?
10. How do you inspire and motivate learners in the school to change their behaviour and performance?

Appendix B: Request for permission to conduct research



NORTH-WEST UNIVERSITY
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Date: 19 March 2019

The Sub-District Manager
Ratlou Sub-District
Corner ThaleshoTawana & Modiri Molema Road
Mantshiloa
2735

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that Mr AK Mongale Student No: 22463594 is a Masters student registered at the North-West University, Mafikeng Campus. The title of the dissertation is: The school management teams' perceptions of learner discipline in secondary school: A case study in Ratlou sub-district.

Permission is hereby kindly requested to enter Ratlou Sub-District to collect data from the principals, deputy principals and Departmental Heads. Data collection will be by way of interviews and documents.

Collection of data will occur outside school contact time so as not to interfere with teaching and assessment processes or office duties. The dates and times of the collections are to be agreed upon by the principal and all other participants.

Participants will participate voluntarily in the data collection. The identity of the participants and the school and district will be kept confidential and anonymous. The information collected therefore cannot and will not be used to evaluate the District/school in terms of its performance in comparison with others, because the information collected will not be about academic results or teachers' teaching performance in specific schools.

Should you enquire more information about the project, kindly contact the supervisor for this project, Dr Dhlamini at 0183992079. Herewith permission is kindly requested to perform this research in your Sub-District. It would be appreciated if you would kindly grant written permission to this student. Any assistance given to the student to perform the research will be appreciated.

Yours sincerely

Dr JP Dhlamini
School for Professional Studies in Education
North-West University (Mafikeng Campus)
Mmabatho

Appendix C: Permission to collect data in schools in the Ratlou sub-district



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sportontwikkeling
Lefapha la Thuto le Tlhabololo ya Metsameleko
NORTH WEST PROVINCE

10 Nelson Mandela Drive, Mafikeng
Private Bag X10, Mmabatho 2735
Tel: (018) 366-1984 / 3383
Fax: 988 512 0681 / (018) 8289
e-mail: bsumma@nwp.gov.za
e-mail: enrolsd@nwp.gov.za (Enrolment)

OFFICE OF THE DISTRICT MANAGER: NGAKA MODIRI MOLEMA DISTRICT

Enquiries : S.O. Molete
Telephone : 018 - 388 - 3383

To : Mr R. Mayeng
Acting Sub District Manager
Ratlou Sub District

Attention : Circuit Managers
School Managers

From : Ms B.B. Tumane
Acting District Director

Date : 25 March 2019

PERMISSION TO COLLECT DATA IN SCHOOLS IN RATLOU SUB DISTRICT

Permission is hereby granted to **Mr A.K. Mongale**, Student No.: **22483594**, who is a Masters Student at North West University, to collect data in schools in your Sub District. Mr Mongale is conducting a research under the title: *The school management teams' perceptions of learner discipline in Secondary Schools*.

Permission is granted for him to access schools in your Sub District his research, in order to collect data that will enable him to succeed in his research.

School Managers, Deputy Principals and Departmental Heads are herewith requested to provide him with support during the research process.

Permission is granted on the following conditions:

- Prior arrangement is made with School Managers to avoid disruption of formal learning and teaching.
- Participants will volunteer to participate on the research
- Data collected may not be used as bad publicity that may put both the Department and schools into disrepute

Your cooperation and support in this regard is highly appreciated

Yours in education,

MS B.B. Tumane
Acting District Director

"Towards Excellence in Education and Sport Development"



Appendix D.1: Ethical clearance certificate



10 October 2019

To Whom It May Concern

I hereby confirm that the ethics application, as stated below, was approved at the Ethics Committee meeting of the Faculty of Education of 19 September 2019.

Ethics number: NWU-00627-19-A2

Project head: Dr JP Dhlamini

Project team: AK Mongale

Title: School Management Team perceptions of learner discipline in secondary schools in the North West Province

Period: 13 June 2019 – 13 June 2020

Clearance given for only one year. Extension can be requested after a year.

Risk level: Low

Should you have further enquiries in this regard, you are welcome to contact Prof Jaki Olivier at 018 285 2078 or by email at Jaki.Olivier@nwu.ac.za or Ms Erna Greyling at 018 299 4858 or by email at Erna.Greyling@nwu.ac.za.

Yours sincerely

Prof J Olivier
Chair Edu-REC

Appendix D.2: Ethical clearance certificate



Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Fax: 018 299-4910
Web: <http://www.nwu.ac.za>

Senate Committee for Research Ethics
Tel: 018 299-4849
Email: nkosinathi.machine@nwu.ac.za

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the **Faculty of Education Research Ethics Committee (EduREC)** on 19/07/2020, this committee hereby **approves** your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-SCRE) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: School management team's management and leadership of learner discipline: the case of two secondary schools in the North West														
Study Leader/Supervisor (Principal Investigator)/Researcher: Dr JP Dhlamini														
Student / Team: AK Mongale (MEd student - 22483594), Prof J Heystek														
Ethics number:														
N	W	U	-	0	0	6	2	7	-	1	9	-	A	2
Institution				Study Number						Year			Status	
<u>Status:</u> S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation														
Application Type: Project														
Commencement date: 17/09/2020														
Expiry date: 17/09/2021														
Risk: Low														
Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.														

Special in process conditions of the research for approval (if applicable):

General conditions: While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply: • The study leader/supervisor/principal investigator/researcher must report in the prescribed format to the EduREC: – annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and – without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study. • The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the EduREC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited. • Annually a number of studies may be randomly selected for an external audit. • The date of approval indicates the first date that the study may be started. • In the interest of ethical responsibility, the NWU-SCRC and EduREC reserves the right to: – request access to any information or data at any time during the course or after completion of the study;
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- to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;
- withdraw or postpone approval if:
 - any unethical principles or practices of the study are revealed or suspected;
 - it becomes apparent that any relevant information was withheld from the EduREC or that information has been false or misrepresented;
 - submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or
 - new institutional rules, national legislation or international conventions deem it necessary.

The EduREC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the EduREC or the NWU-SCRE for any further enquiries or requests for assistance.

Yours sincerely



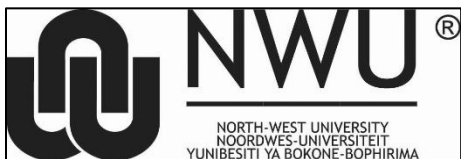
Prof JAK Olivier
Chairperson NWU Faculty of Education Research Ethics Committee

Original details: (22351930) C:\Users\22351930\Desktop\ETHICS APPROVAL LETTER OF STUDY.docm
8 November 2018

Current details: (22351930) M:\DSS1\8533\Monitoring and Reporting Cluster\Ethics\Certificates\Templates\Research Ethics Approval Letters\9.1.5.4.1 ES-REC Ethical Approval Letter.docm
5 December 2018

File reference: 9.1.5.4.2

Appendix E: Participant information and consent form

 PRINCIPAL, DEPUTY AND DEPARTMENTAL HEAD RATLOU DISTRICT	Private Bag X6001, Potchefstroom South Africa 2520 Tel: 018 299-1111/2222 Web: http://www.nwu.ac.za Faculty of Education North-West University Mafikeng Campus Date 08/02/2019
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Participant information and consent form

I hereby wish to request your consent to give me permission to conduct an interview with you as a selected participant. The study involves School Management Teams in your school. Before you give consent, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

**SCHOOL MANAGEMENT TEAM'S MANAGEMENT AND LEADERSHIP OF LEARNER
DISCIPLINE: THE CASE OF TWO SECONDARY SCHOOLS IN THE NORTH WEST PROVINCE.**

PROJECT SUPERVISOR: DR J.P Dhlamini

CO-SUPERVISOR: PROF. Jan Heystek

ADDRESS: North-West University (Mafikeng campus)

CONTACT NUMBER: 018 389 2079

MEMBER OF PROJECT TEAM: Mongale A.K.

ADDRESS: P.O. BOX 572 MADIBOGO 2772

CONTACT NUMBER: 083 778 7088

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel: (018) 299 4656

This study has been approved by the Ethics committee of the Faculty of Education Sciences of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission is sought from the Department of Basic Education.

What is this research about?

Investigate the roles of School Management Teams in the management and leadership of learner discipline in two secondary schools in the North West Province.

It seeks to answers to the following questions:

- What is the nature of learner discipline in secondary schools in the North West Province?
- What are the roles of the SMTs in managing learner discipline?
- Which strategies are currently used by the SMT to manage learner discipline?
- What are the challenges faced by the SMT in managing learner discipline?
- How can transformational leadership support the management of learner discipline in secondary schools?

Participants

- The study will make use of 2 secondary schools which will be selected based on the level of discipline and misconduct in the school. In each school, 1 principal, 1 deputy principals and 2 Departmental heads will participate in the study (selected based on experience and years of service). Hence, a total number of (4x2) 8 participants will be used for the study.

What is expected of you?

- As the Principal/Deputy Principal/Departmental Head, it will be required that you allow the researcher gain access into the school.
- It is also expected that you avail yourself for an interview with the researcher.
- Also expected to provide the researcher with any information that will aid the study.

Benefits to the participant

This study will help in bridging a huge gap in the management of learner discipline and also contribute greatly to the already existing body of knowledge. The conclusions drawn from the empirical research in this study could help address adequately the research objectives. Thereby, providing useful recommendations for the SMTs in handling learner discipline in the North West Province.

Risks involved for participants

There is no risk involved for the selected participants in the schools.

Confidentiality and protection of identity

A pseudonym will be used to protect the identity of the participants. This means that all information provided by the participants will not be disclosed to a third party apart from the supervisors responsible for this study.

Dissemination of findings

The researcher will provide a copy of the study upon request.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

DECLARATION BY PARTICIPANT:

By signing below, I agree to take part in a research study entitled:

SCHOOL MANAGEMENT TEAM'S MANAGEMENT AND LEADERSHIP OF LEARNER DISCIPLINE: THE CASE OF TWO SECONDARY SCHOOLS IN THE NORTH WEST PROVINCE.

I declare that:

- ☐ I have read this information and consent form and understand what is expected of me in the research.
- ☐ I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- ☐ I understand that taking part in this study is voluntary and I have not been pressured to take part.

Signed at (place) _____ on (date) ____/____/20____

Signature of a Participant

Signature of witness

Appendix F: Editorial certificate



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Department of Academic Literacy

21st October 2020
Private Bag X2046
Mmabatho
2735

CERTIFICATE OF EDITING A DISSERTATION

TO WHOM IT MAY CONCERN

This serves to confirm that I have read and edited Mr **Alpheus Keemenao Mongale's** dissertation titled: **SCHOOL MANAGEMENT TEAM'S MANAGEMENT AND LEADERSHIP OF LEARNER DISCIPLINE: THE CASE OF TWO SECONDARY SCHOOLS IN THE NORTH WEST PROVINCE**. The candidate corrected the language errors identified. The document is of an acceptable linguistic standard.

Thank you

Yours Faithfully

A handwritten signature in dark ink, appearing to read 'J.R. Moletsane'.

.....
J.R. Moletsane (Academic Literacy)

Accr. No. 1002708

joel.moletsane@nwu.ac.za