EXPLORING THE USE OF COLLABORATIVE STRATEGIES BY SCHOOL MANAGEMENT TEAMS TO SUSTAIN LEARNER DISCIPLINE IN SECONDARY SCHOOLS

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Declaration

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I, the undersigned, sincerely declare that this dissertation submitted in fulfilment of the degree:

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is original and entirely my own work, except where other sources have been acknowledged. I also certify that this dissertation has not previously been submitted at this or any other faculty or institution.

I hereby cede copyright of this dissertation in favour of the University of the Free State.

Amy Sarah Padayachee

10 March 2021

Dedication

To my parents, Bobby and Savy Padayachee

for teaching me to trust without borders.

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Abstract

Indiscipline remains a bone of contention in schools across the world. The preponderance of literature associated with indiscipline highlights its severity and the frequency of its manifestation rendering it a global problem. Literature presents a general conception of lack of discipline in South African schools. Since the post-dispensation of the education system in South Africa, school management teams have been tasked with the management of discipline in schools. Research suggests that school management teams have established, and are currently implementing, strategies to manage learner discipline. Yet, despite the implementation of these strategies, the persistence of indiscipline in schools across South Africa remains a reality. There is therefore, need for the use of strategies that can sustain learner discipline in schools. This study consequently sought to explore how school management teams use collaborative strategies to sustain learner discipline in secondary schools. This study is grounded in the Collaborative Leadership Theory. The sample size comprised 24 secondary schools in ILembe education district, from which four participants per school were selected, yielding 96 participants in total. Participants selected included the principal, one deputy principal, and two departmental heads per school. A mixed-method research approach was used for this study, and was conducted according to an explanatory sequential design. The design comprised two-phases; a quantitative and qualitative data strand. The researcher employed sequential mixed method sampling, using both probability (random) sampling and purposive sampling strategies. In the first phase, the researcher collected quantitative data by means of questionnaires. In the second phase, qualitative semi-structured interviews were used to provide further and more detailed explanations of the results obtained in the first phase. The analytical methods used included descriptive statistics for the quantitative data and content analysis for the qualitative data that was collected.

The study revealed that school management teams employed strategies to manage learner indiscipline in schools by collaborating with external stakeholders and adopting a whole-school approach to sustaining learner discipline. The study also revealed that the rigidness of policy counteracts collaborative efforts. It is recommended that a collaborative leadership approach be adopted to encourage stakeholders to approach all aspects of school management in partnership with stakeholders who have a vested interest in the school.

Key Concepts

Collaboration; collaborative leadership; indiscipline; learner discipline; legislation; policy; secondary schools; sustaining; School Management Teams

Abbreviations

DoE:	Department of Education
DoBE:	Department of Basic Education
HoD:	Head of Department
SACE:	South African Council for Educators
SASA:	South African Schools Act No. 84 of 1996
SGB:	School Governing Body
SMT:	School Management Team

Chapter 1: Orientation to the study

1.1 Introduction

1.1.1 Indiscipline in schools

The paradigm shift in educational management involving the devolution of the management of South African schools has caused many changes in South Africa's educational landscape, with school discipline increasingly becoming a contentious issue for education practitioners and policy makers alike.

Mkancu (2019) describes schools as a microcosm of the heteronormative and patriarchal society in which they exist. Although not confined to secondary schools, indiscipline seems to rear its ugly head more in secondary schools. This is supported by Olaitan, Mohammed and Ajibola (2013:7) who states that in secondary school, the situation is worse because the learners as adolescents, now become aware of their rights namely; to privacy, to freedom of religion, belief, opinion, and expression, among others. It is worth noting that indiscipline in schools is not peculiar to the South African school context. This is supported by Steyn and Wolhuter (2003) who posit that the conduct of learners in schools is now a global concern.

1.1.2 Strategies used to curb indiscipline in schools

Literature by authors such as Bear, Manning and Shiomi (2006) suggests that education departments worldwide are implementing strategies to assist school managers and educators to manage discipline, yet learner misconduct remains a reality. For example, schools in New Zealand are deeply rooted in traditional behaviour systems which are punitive in nature, focusing on correcting behaviours by disciplining learners after the act of indiscipline has occurred (Savage, Lewis and Coless, 2011). Behaviour management methods include being removed from the classroom, depending on severity of behavior and suspension (Savage et al., 2011). Japanese teachers emphasize that students should attribute their obedience to both internal and external factors, resulting in both immediate and long-term internalization of values (Bear, Manning and Shiomi, 2006:64). Schools in the United States of America have resorted to the adoption of a variety of interventions, under the umbrella of restorative justice. The intervention programmes range from informal restorative dialogue techniques between

teachers and students, to formal restorative conferencing that involves students, staff, community members, and family (Fronius, Persson, Guckenburg, Hurley and Petrosino, 2016:2). Restorative justice as a discipline strategy is widely used in many countries, including Canada and the United Kingdom (Fronius et al., 2016). Literature suggests that internationally, the strategies for the management of indiscipline stem from both punitive and restorative measures. Authors such as Fronius, Persson, Guckenburg, Hurley and Petrosino (2016) argue that restorative measures are viable in the long-term. Notwithstanding, countries such as the USA and the United Kingdom, which have been implementing restorative measures for over a decade, still have some of the highest incidences of indiscipline recorded.

Bolu-steve and Esere (2017) conducted a study on strategies for managing deviant behaviour in Nigerian schools. The findings revealed that the most common strategy used to manage behaviour was that of reinforcement. Bolu-steve and Esere (2017: 96) further stated that it was evident that this strategy positively affected the behaviour of students when applied appropriately. Omote, Thinguri and Moenga (2015:3) note that teachers in Kenya schools have resorted to the use of forms of punishment such as reprimands, detention, forced labour, manual work, fines to replace damaged property, loss of privileges, and suspension. In Ghana, educators use verbal appreciation and refrain from de-motivating learners. In place of punishment, they use encouragement to keep learners engaged in their lessons and activities. Furthermore, Ghanaian teachers have started to reflect on learner indiscipline and have realized that the use of discipline strategies devoid of inflicting pain on learners, fosters a positive and safe climate (Asare et al., 2015). Various researchers' summations show how educators respond to indiscipline in schools across the continent. The shift from punitive to positive measures is in the wake of human rights advocacy in all disciplines.

The literature discussed above suggests that responses to learner misconduct vary at the international and continental level. These responses vary from punitive measures through to positive reinforcement. Educators and school managers are finding ways to reduce learner indiscipline and misconduct, with some countries providing feedback that the strategies mentioned in literature serve as short term reprieve for bad behaviour. It is evident that the shift from punitive to restorative discipline practices serves to condition learner behaviour and provide rehabilitation for violence and indiscipline. However, extensive research suggests that educators are still facing multiple acts of violence and indiscipline, to the extent of fearing for their lives.

The alarming rates of school violent acts of indiscipline in South African schools and the unsafe school environments they create, have fostered the development and implementation of policies such as the *National School Safety Framework* and *Regulations for Safety Measures at all Public Schools* for ensuring safety at schools. Additionally, the South African Schools Act (84 of 1996) in its stipulations for a school code of conduct, have served as a reprieve for bad behaviour and the management thereof. School management strategies guided by the above-mentioned policies are currently being implemented in South African schools, yet indiscipline continues to worsen in schools. The premise of indiscipline lies in the dearth of a sound philosophy of deeply rooted attitudes and values of learners.

It is not the researcher's aim to further elaborate on discipline interventions currently used in schools; but rather, to explore how school management teams are enhancing the strategies already in existence. Countless behaviour management strategies stemming from policies and legislation are provided in literature. Furthermore, research undertaken by scholars show how to successfully manage learner behaviour. Despite the plethora of information surrounding discipline, we still find flaws, loopholes and gaps in literature that lead to the need to consider how these highly commended strategies can be used to gain maximum effectiveness. It is argued that the afore-mentioned defects in the management of discipline are essentially catalysts for current indiscipline issues. It is therefore, within this context that the use of collaborative strategies for sustaining learner discipline were explored.

A study by Padayachee and Gcelu (2019) revealed that collaborative strategies are employed by school management teams to manage discipline in secondary schools. Collaborative strategies refer to strategies that are established and implemented by all school stakeholders. Furthermore, it is important to note that stakeholders who are involved in some form of collaboration must have a degree of autonomy, rather than a generalized merging of stakeholders' efforts. Strategies such as restorative discipline, assertive discipline and the implementation of the school code of conduct, management-by-walk-about, and counselling, were found to be effective in maintaining discipline in schools. It is however, not sufficient for school management teams to merely design and implement strategies to assist in the management of discipline, but rather to find collaborative ways to sustain discipline strategies. Furthermore, the school governing body (SGB) can, and should, play an important role in the establishment and maintenance of sound discipline (Joubert and Bray, 2007:80). Makota and Leoschut (2016:19) assert that it is necessary for school safety measures to extend beyond mere policy formulation and learner disciplinary efforts to also include other critical interventions.

1.2 Background to the study

Maphosa and Mammen (2011) posit that learners in the United Kingdom display rowdy behaviour, conduct themselves in a disrespectful manner, and exhibit arrogance towards educators. The Unites States of America reported on issues of learner indiscipline in the form of vulgarity towards educators, aggression and arrogance towards educators and peers, and rowdy and disruptive behaviour (Maphosa and Mammen, 2011). Furthermore, Lochan (2010) states that in the Caribbean, administrators, educators and parents have been struggling to find solutions to the problem. The preponderance of literature associated with indiscipline highlights its severity, frequency, and global nature. The frequency of indiscipline in the African continent has also made the spotlight in educational research.

Schools in Kenya experience indiscipline in the form of arson, sexual assault, rape, theft, sneaking out of school, fighting, absenteeism, vandalism, drug abuse, truancy, lateness and bullying among others (Kiongo andThinguri, 2015:32). A homologous study conducted by Saidu, Hamza and Gutti (2019) revealed that the behaviour of secondary learners in Zimbabwe ranged from casual to criminal, which affected them academically. They were reported to be engaging in frequent quarrelling, dressing carelessly, fighting one another, insulting people, bullying, lying, late coming, not doing assignments, stealing, engaging in drug abuse, smoking, perpetrating sexual offences, and committing examination malpractices etc. Education stakeholders noted an enormous increase in acts of learner indiscipline and misdemeanours in secondary schools in Cameroon (Ngwokabuenui, 2015). Scholars collectively refer to learner indiscipline as a ‘crisis’ for which educational practitioners are grappling with finding sustainable solutions. The question that remains unanswered then is; what can be done to sustain learner discipline in schools? Literature draws focus on the level of management in African schools, and suggests that the lack of it results in a learner indiscipline crisis.

Studies and media reports portraying violent incidents in South African schools revealed that violence is increasing at an alarming rate, and requires urgent attention (Burton and Leoschut, 2013). Research suggests that indiscipline in South African schools stems from greater societal issues which are unaccounted for by legislation and policy frameworks. Regrettably, violence is such a prevalent issue in South Africa that Le Roux and Mokhele (2011:318) contend that crime and violence in South Africa are a way of life and schools are not immune to the violence from the community. These reports on violence have a potential to influence policymakers and public perceptions (Jacobs, 2014). As aforementioned, societal issues remain unaddressed by

policy and legislation, yet the imperative of these frameworks is for school managers to apply policies and procedures without dealing with the issues that lead to acts of indiscipline by learners. The post 1996 dispensation should have brought reform and overall improvement in all spheres of the education sector. However, the reality is that the South African education system is crippled by indiscipline, now more than ever.

The gap that the researcher attempts to close in the aforementioned literature is as follows; given the current state of indiscipline in schools, strategies being used by school management teams have so far not curbed the problem of indiscipline in schools. The discourses around the management of learner discipline by the use of collaborative strategies that sustain discipline is the aim of this study. The researcher therefore explored the collaborative strategies used by school management teams to sustain learner discipline in secondary schools in ILembe Education district.

1.3 The research problem

The literature that was reviewed in the introduction and background to the study identified the strategies currently used by school managers and educators to manage learner discipline. Internationally, continentally and locally, indiscipline in schools is increasing despite learner discipline strategies being implemented. These include strategies such as restorative and punitive learner discipline strategies, positive reinforcement, the school disciplinary committee and management by walking around the school. Many scholars (Bolu-steve and Esere, 2017; Fronius, Persson, Guckenburg, Hurley and Petrosino, 2016; Asare, Owusu-Mensah, Prince and Gyamera, 2015; Omote, Thinguri and Moenga, 2015; Savage, Lewis and Coless, 2011; Bear, Manning and Shiomi, 2006) also provide evidence of effective strategies being used by school managers to sustain discipline in schools. There is little research that suggests that school management teams are not focused on using collaborative discipline maintenance strategies, and as a consequence, the reality of indiscipline in schools remains a bone of contention.

Serving as an educator in a secondary school in the ILembe education district for thirteen years, the researcher was familiar with the various strategies that school management teams use to manage indiscipline. The researcher also gained much knowledge regarding the management of discipline in schools from a previous study undertaken for a Master's degree. However, what seemed lacking, is that despite school management teams having discipline policies in place,

indiscipline in schools in ILembe education district continues to increase to alarming rates. The lack of effective management strategies is concerning as it is evident that learners have no regard for neither sanctions nor punishment. The high rate of indiscipline in schools in ILembe district have also negatively affected the district's pass rate. Despite policies and procedures implemented by school managers, the overall decline in learner behaviour is evident. The question then left hanging in the balance is how can schools sustain discipline in these schools?

Scholars such as Bilatyi (2012) also conducted a study regarding the assessment of the implementation of learner discipline policies. The research findings disclosed that the implementation of learner discipline in schools was hampered by challenges such as the lack of educator co-operation, as well as inconsistency and the lack of sustainability in implementing the strategies. (Bilatyi, 2012). It is within this context that this study was conceived, to explore the challenges faced by educational practitioners and school managers in sustaining learner discipline, and what can be done to rid schools of indiscipline.

Given the current state of indiscipline and the ineffectiveness of strategies designed to manage it, the researcher sought to explore how collaborative strategies can be used to sustain learner discipline in schools. The aim of this study is therefore to explore collaborative strategies meant to sustain learner discipline in secondary schools in the ILembe education district.

1.4 Rationale for the study

The rationale for this study is discussed from three perspectives of the researcher, namely; personal, practical and social.

Personal

The researcher's personal view of discipline lies in her experience as a learner in school. In the 1900s and early 2000s, school discipline was central in any educational endeavour. Learners held teachers in the highest regard and treated them with respect. Growing up in an era that boasted morally and ethically sound behaviour, the researcher is perplexed by the current state of behaviour displayed in schools. The researcher recalls the mannerism, etiquette and respect that was instilled in learners at school; characteristics that remain until today. Learners' dress codes were inspected by teachers on a daily basis, and if found wanting, there were

repercussions for it. The class environment was conducive to learning and no learner dared to challenge the teacher nor speak out of turn, without being allowed to do so by the teacher. Learners' feared punishment and the sanctions imposed on them. More so, teachers commanded discipline in the classroom. Given the drastic change in learner behaviour to date, the researcher sought to explore the extent to which the management of learner discipline was sustained in schools today, to keep up with these changes.

Practical

This research study emanates from the researcher's experiences as an educator in ILembe education district. Having been employed at the researchers' alma mater for 12 years, the current state of indiscipline has created much concern. Overseeing the decline in the culture of learning and teaching, stemming from indiscipline at one of the most illustrious schools in ILembe district, the researcher feels compelled to explore the extent of the management of discipline and invariably, the sustainability of these strategies. Having noticed the many forms of indiscipline exhibited or acts of indiscipline committed by learners on a daily basis, the researcher could not help but question what can be done to rectify the current state of disarray in schools.

Social

The current state of indiscipline in schools has left educators somewhat defenceless. On a daily basis, learners display violent behaviour towards educators and peers alike. Indiscipline "manifests itself in a variety of ways which include vandalism, truancy, smoking, disobedience, intimidation, delinquency, murder, assault, rape, theft, and general violence," (De Wet, 2003:68). Despite some policies being implemented in schools, it is evident that schools are still grappling with managing discipline. Society at large is aware of the alarming rate of violence and indiscipline in schools. Daily, educators are deal with learners' acts of indiscipline; such as truancy, theft, violence, verbal and physical abuse, substance abuse, and arrogance. It is therefore, the responsibility of school management teams to oversee the daily functioning of the school with the purpose of maintaining the quality of teaching and learning. The major hindrance to the quality of teaching and learning is indiscipline. Research points to great concern regarding the level of management and leadership in many South African

schools. The concerning factor is why many management strategies are failing to curb indiscipline in schools. It is within this context that this research study burgeoned.

1.5 Research question

How do school management teams use collaborative strategies to sustain learner discipline in secondary schools in the ILembe education district?

1.5.1 Sub research questions

1. What are the individual roles of school management team members in sustaining learner discipline?
2. How do school management teams sustain learner discipline in ILembe education district?
3. Which collaborative strategies should school management teams use to sustain learner discipline?
4. How do school management teams describe their experiences in sustaining learner discipline in secondary schools in ILembe education district?

1.6 Aim of the study

This study aimed at exploring collaborative strategies meant to sustain learner discipline in secondary schools in the ILembe education district.

1.7 Objectives of the study

To achieve the aim of the study, the following objectives were pursued:

1. To explore the individual roles of school management team members in sustaining learner discipline.
2. To explore ways in which school management teams sustained learner discipline in ILembe education district.

3. To identify the collaborative strategies school management teams should use to sustain learner discipline.
4. To explore the experiences of school management teams in sustaining learner discipline in secondary schools in ILembe education district.

1.8 Theoretical framework

Imenda (2014:189) defines a theoretical framework as the theory that a researcher chooses to guide him/her in his/her research. A theoretical framework is thus, the application of a theory, or a set of concepts drawn from one and the same theory, to offer an explanation of an event, or shed some light on a particular phenomenon or research problem.

This study is grounded in the Collaborative Leadership Theory. The theory was first introduced in the United States by Kurt Lewin (1947) where he applied the cooperative system in a scientific method on nutrition. Collaborative leadership theory then made its appearance in the mid-1990s in response to the twin trends namely; growth in strategic alliances between private corporations, and the formation of long-term public private partnership contracts to rebuild public infrastructure (Adair, 2008:145). Since then, many authors have used collaboration as a leadership style, to successfully achieve organizational goals.

Authors Lovegrove and Thomas (2013:67) explored the complex relationship between the business, government and social sectors, as it relates to the sectors' role in addressing society's most pressing challenges. Their research suggests that the future of collaborative leadership depends on the ability of leaders to engage and collaborate with business, government and social sectors. Lovegrove and Thomas (2013:69) introduced the concept of collaborative leadership and further mentioned a global case for, what its authors call, tri-sector leaders. They argue that, to find solutions to the challenges people face, sectors such as businesses, government and non-profit organizations are required to work together to find sustainable solutions. However, Hunkins and Kippin (2012) assert that this can only be possible if leaders collaborate across the above-mentioned sectors.

Although existing literature and research on collaborative leadership is limited, the subject does receive mention in several disciplines. Colbry, Hurwitz and Adair (2014) state that, whilst literature has records of sparse foundational information on collaboration being used as a leadership tool, the broader scope of collaboration has less documentation and research than

that of leadership of teams. According to Miller and Miller (2007), researchers Chrislip and Larson (1994) explored the principles of collaborative leadership using observation-based studies and found many benefits of collaborative leadership in organizations such as schools. Goldman and Kahnweiler (2000) completed several trait-based studies on effective leadership for collaboration, in which there was a significant body of research on leadership and leadership styles, much of which applied to the collaborative context (Miller and Miller, 2007:2).

Otter and Paxton (2017) have identified the following as characteristics of collaborative leadership:

1. *Shared vision and values: shared vision translates to shared ownership and commitment.*
2. *Interdependence and Shared Responsibility: having shared vision and values leads to a sense of shared responsibility and a culture of interdependence.*
3. *Mutual Respect: collaborative leadership necessarily requires mutual respect and support, particularly when collaborating across cultures.*
4. *Empathy and Vulnerability: successful collaboration and shared leadership not only requires respect, but group members need to be able to listen to one another in empathic ways. Willingness to be vulnerable by expressing one's needs and feelings goes a long way to promote the trust needed for such collaboration*
5. *Ambiguity: to a certain extent, fostering collaborative leadership means accepting and being willing to live with ambiguity and uncertainty. This is not always easy, especially for leaders who are used to being in control.*
6. *Communication through dialogue: collaborative leadership necessitates ongoing dialogue, critical reflection, and deep listening. Rather than information being generated as a top-down process, the responsibility is shared.*
7. *Synergy: synergy is commonly known as the whole being greater than the sum of its parts. When collaborative leaders come together they, not only combine their individual talents and skills, but also engage in new learning in the collective process.*

Collaborative leadership was chosen as the theoretical framework for this study due to the above characteristics which are consistent with school management and leadership. The researcher found these characteristics homologous with leadership in schools, starting from the devolution of management to shared leadership and the expectations for effective leadership.

Collaborative leadership in business can also be applied in the school as an organization. In this regard, leadership can be applied collaboratively to achieve maximum goal attainment, much like businesses. Research shows that functional schools effectively employ collaborative leadership, whereby educators and managers work collaboratively with each other, and in teams. It is upon this premise that collaborative leadership served as the foundation of this study. Chrislip and Larson (1994) conducted research on the principles most used and applied by collaborative leaders. Their findings revealed that collaborative leaders were decidedly visionary, but this vision focused on how people can work together constructively, rather than about a particular vision or solution for a specific issue. (Miller and Miller, 2007:4). In this regard, collaborative leadership was used as the blueprint of the study, and basis for the leadership of school managers in enhancing and sustaining learner discipline strategies.

1.9 Significance of the study

Findings from this study with regard to the use of collaborative strategies to sustain learner discipline may have the potential to benefit SMTs, SGBs, educators and district officials. Educational policy makers may also benefit from the information that will be presented in this study, as this study may be beneficial for them in their mandate for policy directives.

School Management Teams and Educators

This study may be beneficial to SMTs and educators who have a significant role to play in the management of learner discipline. The daily functioning of the school requires SMTs to have strategic plans in place, so that teaching and learning is made a priority. Educators, as managers of their classes and classrooms, also have a responsibility towards the creation of positive learning environments. It is needless to say that an atmosphere that exudes such a culture must be free from indiscipline. In this regard, this study may enlighten the aforementioned educational stakeholders on the leadership style and management strategies that can be used simultaneously, to ensure that learner discipline strategies are collaboratively implemented to effectively sustain discipline.

School Governing Bodies

The school governing body is a central component to the effective functioning of schools, as the legalities of learner discipline remain vested in the SGBs of schools. The collaboration of

the SGB, SMT and educators, is required for the implementation of all strategies as a whole-school approach. This study potentially benefits the parent component of school governance, as it may provide insight on the benefits of collaboration with other educational stakeholders and may highlight the value of sustainable ways to manage learner discipline.

District officials

Education ward and circuit managers are tasked with leading and directing schools in all aspects of curriculum and administrative matters. One of the core functions of these officials is the implementation of the DoE policies to achieve educational outcomes. This study can be of significance to district officials who may use the information and findings of this study to make necessary improvements in the administration of the schools they lead.

Policy makers

This study may benefit policy makers who are responsible for designing policies that are implemented in all schools. Currently, policies relating to the management of discipline regard the governing bodies of schools as the final decision makers. This study may highlight the plight of key role-players in the management of discipline and hence, enable policy makers to have a better understanding of the effect of these policies on discipline management in schools, and encourage remodeling of these policies.

1.10 Delimitations of the study

1. This study was limited to public schools. It would have been more insightful to include the view of participants from private schools as well to determine which collaborative strategies are being used by SMTs.

2. This study was limited to one education district in KwaZulu-Natal, hence; the findings may not be entirely representative of all districts in the KwaZulu-Natal province.

1.11 Review of literature

1.11.1 Learner indiscipline in South African schools

According to Chinenye and Victor (2018:36), a disciplined school is one in which the school administrator, students and teachers behave in an orderly manner; with progressive academic performance, peaceful teaching and learning environment, tranquillity, and devoid of all unacceptable behaviour. Similarly, the Human Rights Commission (2006:1) found that the environment and climate necessary for effective teaching and learning is increasingly undermined by a culture of school-based violence and this is becoming a matter of national concern. Research reveals that indiscipline in schools is a ubiquitous issue, globally. In South African schools especially, the extreme levels of indiscipline and violence in schools serve as a reflection of a complex history, now manifest in its impact on schools and related communities (Burton and Leoschut, 2013).

The declining standards in schools are manifest in low educator morale, violence and unrest in schools, substance abuse, and declining National Senior Certificate pass rates, all bearing testimony to indiscipline in schools. The contentious issue of learner indiscipline in South African schools has further been characterised as immanent and consequential, unfavourable towards effective teaching and learning (Leigh, Chenhall and Saunders, 2009).

It is argued that secondary education specifically, should raise a generation of learners who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate values specified under the broad national goals, as well as live as good citizens (Ige, 2019:1). However, with the insurmountable problems linked to maladaptive learner behaviour, raising a generation of such a calibre is an arduous task for educational practitioners with.

Harber and Mncube (2011:234) posit that schooling was a significant site in the struggle against apartheid, and there is no doubt that post-apartheid governments since 1994 have attached considerable importance to educational reform. In attempting to understand the cause of increased indiscipline, Moloi (2002:2) argues that the involvement of South African youth in the liberation struggle which ended in 1994 caused them to develop arrogance towards adults; both the educators and the parents. The premise of indiscipline in schools is further asserted by Glasser (1992:265) who states that:

> *Their rebellion is against a system of education that does not sufficiently take their needs into account – to them you represent this system. Therefore, if the system is to be changed, you must change what you do.*

It is therefore important to understand that many deficits in discipline policies stem from the inability of policy makers to take into consideration the culture of violence created by a violent past.

1.11.2 Decentralising education in South Africa

According to Harber and Mncube (2011), since South Africa's democracy, post-apartheid governments have placed significant emphasis on educational reform. Goldstone (2017:16) contends that since the inception of the new dispensation in the Republic of South Africa in 1994 (with the introduction and implementation of national and international legal frameworks), educators and school managers have been struggling to find effective ways of administering discipline to the learners.

The changes in the education system and the management thereof, have not resulted in better discipline practices, and have even led to further discipline problems as stated by Harber and Mncube (2011) and Goldstone (2017) in the aforementioned literature. Dhlamini (2016:475), in response to the management of learner discipline in schools despite legal frameworks, states that the ill behaviour of learners' raises the question whether these schools are managing discipline of learners, and if there is any collaboration within the school community to manage learner discipline. Inevitably, researchers have noted that approaches to discipline in South African schools negatively impact on school climate and culture.

1.11.3 Policies and procedures for managing discipline in South African schools

With regard to policy framework to promote the safety of learners and educators, it is worth mentioning that South Africa has made considerable attempt to assist educational practitioners and school managers. The South African Schools Act (84 of 1996) was designed for adoption by all South African Schools, to promote the eradication of violence in schools. The National School Safety Framework and Regulations for Safety Measures at all Public Schools was designed to address school safety within the broader community. In the year 2000, congruent

with the regional children's rights mandate, South Africa ratified the African Charter on the Rights and Welfare of the Child (Viljoen, 2000). Furthermore, the National Education Policy Act (No. 27 of 1996) documents the country's plan to move towards a safer school environment.

The Department of Basic Education's (DoBE's) 'Manifesto on Values, Education and Democracy' (DoBE, 2002), as well as the 'Building a Culture of Responsibility and Humanity in Our Schools: A Guide for Educators' (DoBE, 2011) policies were designed to cultivate a culture of learning and teaching. These policies have a focus on the enhancement of values and ethics, and promotion of good moral values and good discipline among learners. A core function of the Department of Basic Education is to provide a safe learning and teaching environment, yet due to the ramifications of school safety and discipline, it is not always possible to ensure this, nor is the DBE able to provide alternative measures to assist in this regard.

South Africa is a signatory to international conventions that promote safety in schools which include; the Convention on the Rights of the Child (CRC, 1989), the Millennium Development Goals in 2000, and the 2015 Sustainable Development Goals (Makota and Leoschut, 2016). The DoBE has also taken necessary steps to ensure the transition from a violent past of corporal punishment to a focus on protecting learner rights. Joubert (2008:1) states that in 1999, the DoBE announced the Tirisano Plan for enabling the development of a fully functioning education and training system in South Africa. Thus, a focus on learners' basic human rights was established, shifting from legislation for the management of discipline that was deeply rooted in punitive measures.

Jacobs (2014: 1) asserts that the constitutional right to freedom from violence is *mutatis mutandis* applicable to schools as places of education within the social structure of South African society (Republic of South Africa (RSA), 1996: Section 12(1) (c)). Rossouw and De Waal (2003) share their findings from an empirical study, that many students hyperbolize their rights, but are negligent towards the accompanying obligations, which contributes to indiscipline in schools. As discussed above, educational policy has been designed with a focus on improving schools' climate and providing a safe environment for teaching and learning. Despite these efforts, it is imperative to note that without proper leadership in schools, these policies will never materialize to execute their purpose in educational reform.

1.11.4 Strategies used by school management teams to sustain learner discipline

South African school leaders are expected to address multiple challenges, which include disciplinary problems and school violence (Botha 2004). A study conducted by Padayachee (2019) revealed that strategies deemed effective by school management teams for the management of discipline included; the application of the school code of conduct as a whole school approach, communication, assertive discipline, restorative discipline, and positive reinforcement. The key implication from the findings of the study was that, at schools where collaboration did not exist, decision making and efforts to manage discipline were not dealt with collectively. The study also showed that there was minimum consultation between stakeholders, and that stakeholders did not share ideas and strategies which would have benefited everyone.

Lack of collaboration is also evident in the lack of staff influence in decisions pertaining to the management of learner behaviour (Marriott, 2013). These observations are consonant with the observation made by Carrim (2001), that even though the South African Schools Act provides stipulations for the representation of all school related stakeholders in school governing bodies, significant stakeholders were often excluded. A crucial finding of Padayachee's study (2019) was that, a close partnership among learners, educators and SMT led to effective implementation of strategies in managing discipline. However, stakeholders still recognized that further collaboration could lead to greater achievement in managing discipline in schools. Mahlangu (2014) posits that introducing parents to the school and encouraging school communication with them can help in promoting parental cooperation and building their trust in the school. A relationship is a partnership that depends on mutual trust. Parents as stakeholders, can contribute by supporting the SMT in implementing policies governing learner conduct. Collaboration cannot exist where there is no full stakeholder participation (Mtsweni, 2013). It is evident that lack of collaboration among stakeholders has a direct negative impact on the management of discipline in certain schools.

The findings of a study conducted by Silva, Negreiros and Albano (2017: 6) revealed that "with regard to these strategies of managing situations of learner indiscipline, the teachers mentioned that the conversations with students aim to know the motives in behaving in that manner and to offer support in reconciling with their peers, in addition encouraging reflection on the consequences of indiscipline." The study also indicated that seeking to improve the teaching methods in classes, making learning more dynamic, proposing tasks in groups, and trying to

bring the curriculum to meet the reality of the students, were effective strategies for managing learner discipline (Silva, Negreiros and Albano, 2017: 6). A study conducted by Jacobs, de Wet and Ferreira (2013) shows that the majority of respondents indicated that reducing learner indiscipline was effective when educators were prepared for their lessons and knowledgeable about their subject content, their learners, as well as the implementation of positive discipline strategies.

The gap in literature is seen in the aforementioned research that shows effective strategies in some schools whilst in others, they are ineffective and no longer regarded as viable strategies to manage learner indiscipline. Scholars such as Harber and Mncube (2012) observe that schools are faced with the task of formulating policies and designing a school code of conduct in order to dissuade acts of indiscipline on the school campus. In some schools, policies and procedures that are formulated and implemented by school management teams are ineffective in curbing indiscipline in schools. The South African education authorities have introduced many policies and safety programmes in an effort to quell the climate of violence that has, in many instances, paralysed education. This is especially so in previously disadvantaged schools, or in schools located in communities with high incidences of violence. Principals have often found themselves at a loss as to how to respond to, or confront these incidences of violence (Davids and Wagid, 2016:29). The cause of this is the lack of collaboration and poor management skills of many principals in South Africa. This goes back to the distribution of leadership and the lack of ability to design and implement strategies that will bring long-term solutions to indiscipline in schools.

1.12 Definition of concepts

1.12.1 Discipline

It is incumbent upon us to understand that the word discipline has many definitions in literature. However, in most contexts, discipline refers to respect for school laws and regulations, and the maintenance of an established standard of behaviour. It implies self-control, restraint, respect for oneself and others. Behaviour that contradicts these attributes becomes indiscipline (Ali, Data, Isiaka, and Salmon, 2014:272). Prinsloo (2014) asserts that good discipline is not based on probability; rather, it needs to be thoughtfully fostered and managed. It is therefore, important to create a well-disciplined school characterised by a positive climate that is structured to prevent indiscipline.

1.12.2 Collaboration

Gray (1989:5) defines collaboration as a process through which parties who see different aspects of a problem can constructively explore their differences and search for solutions that go beyond their own limited vision of what is possible. According to USAid (2018:1), ongoing collaboration in the definition, implementation, measurement, and evaluation of education quality improvement projects arguably increases the likelihood that the resulting policy will; more effectively meet the needs of various beneficiaries and donors, be judged meaningful and successful by a wide range of stakeholders, have fewer unintended consequences, and be more sustainable.

1.12.3 Sustainability

Šimanskienė and Župerkienė (2014:83) describe sustainability as a normative ethical principle for further development of the society, which indicates the state of things, not as they are, but rather as they should be. It provides the need for the criticism of the algorithms of regular human relations and activities. In the context of this study, the need to sustain learner discipline refers to the need to create long term strategies that will be beneficial to all stakeholders and avoid harm to any persons.

1.12.4 Secondary schools

A secondary school refers to an organization where education is delivered to learners usually between twelve and eighteen years old. A secondary school refers to education that is a 'follow on' from primary education.

1.12.5 School management team

In the South African context, a School Management Team comprises the Principal, Deputy Principal and Departmental Heads, formerly Heads of Department (HODs). The core function of the school management team is to ensure the effective implementation, functioning and maintenance of policies and procedures that ensure that teaching and learning is carried out.

1.12.6 School management

According to SACE (2018:4), through the devolution of powers and responsibilities, schools have enhanced autonomy in managing their own operation and resources for school development, so as to develop an environment that facilitates continuous improvement. In doing so, schools are also required to increase accountability in their school management, through the participation of key stakeholders in decision making. School management also refers to the leadership of the delegated team that carries out core functions that foster a favourable teaching and learning environment.

1.12.7 Decentralisation

As parents, educators and members of the community become increasingly involved in school governance and management, a power shift occurs, and the principal cannot be regarded as 'lord' of an institution. Instead, a democratic coalition of various interest groups becomes responsible for schools governance and management (Holt and Murphy, 1993).

1.13 Methods of research

1.13.1 Research Methodology

1.13.1 Defining research methodology

Research can be defined as an activity that involves finding out, in a more or less systematic way, things you did not know (Walliman and Walliman, 2011:7), whereas methodology is the philosophical framework within which the research is conducted, or the foundation upon which the research is based (Brown, 2006:15). Using these terms as the foundation that underpin the term 'research methodology,' Allan and Randy (2005) maintain that when conducting a research study, the research methodology should be determined by the following criteria:

> *The methodology should be appropriate to achieve objectives of the research and*
>
> *Other researchers should be able to replicate the methodology in other research of the same nature.*

In the broader context, the term methodology refers to a design whereby the researcher selects data collection and analysis procedures to investigate a specific research problem (McMillan and Schumacher, 2010:74).

1.13.1.2 Research paradigm

Willis (2007) states that a research paradigm is a comprehensive belief system, worldview or framework that guides research and practice in a field. Johnson and Christensen (2010) define the research paradigm as a perspective that is based on set of shared assumptions, values, concepts and practices. Furthermore, Tashakkorie and Teddlie (2003) and Maree (2010) define paradigm as a worldview with philosophical assumptions. Major research paradigms include; interpretivism, positivism, pragmatism, constructivism, and critical theory. Based on the above definitions, the researcher defines a research paradigm as a set of thoughts, patterns or beliefs that leads to an understanding of how problems can be addressed together with the philosophical assumptions.

1.13.1.3 Pragmatic paradigm

Muijs (2004:6) posits that one of the tenets of the pragmatic school of philosophy is that the meaning and the truth of any idea is a function of its practical outcome(s). Creswell and Creswell (2018:51) postulate that pragmatism is not committed to any one system of philosophy and reality. It applies to mixed methods research in that inquirers draw liberally from both quantitative and qualitative assumptions when they engage in their research. A pragmatic worldview is one of the two worldviews that is compatible with the mixed methods research (Hall, 2010). A pragmatic paradigm was used as the foundation of this research study because the researcher wanted to follow the methodological approach of sequential mixed methods. The pragmatic paradigm will serve as the point of departure and foundation of the study.

1.13.1.4 Philosophical Assumptions

The steps that were used and how the researcher viewed the world, together with the philosophical assumptions, served as the point of departure for the study. The following assumptions were considered in this study:

a) Ontological assumptions (the nature of reality,)
b) Epistemological (how truth or facts could be known)
c) Methodological considerations (instrumentation and data collection)

1.13.1.4.1 Ontology

Maree (2012:53) refers to ontology as the study of the nature and form of reality. Based on this definition and from a pragmatic stance, the researcher assumed that social reality can be understood from an external point of view. The ontological assumption of this study was based on the view that indiscipline in schools is a problem that is rapidly increasing in its intensity and severity, and impeding teaching and learning in the process. This study therefore, sought to investigate the collaborative strategies used by school management teams to sustain learner discipline in secondary schools.

1.13.1.4.2 Epistemology

Epistemology refers to how the truth of things can become knowledge. Epistemology relates to how one knows reality, the method of knowing the nature of reality, or how one comes to know reality (Maree, 2012:55). The epistemological assumption of this study was based on the view that there may be collaborative strategies that are used by school management teams to sustain learner discipline in secondary schools. This explains this study's exploration and enquiry of what is being done to collaboratively sustain discipline strategies in secondary schools, i.e. how the collaborative strategies were used and how effective they were in the management of discipline in secondary schools?

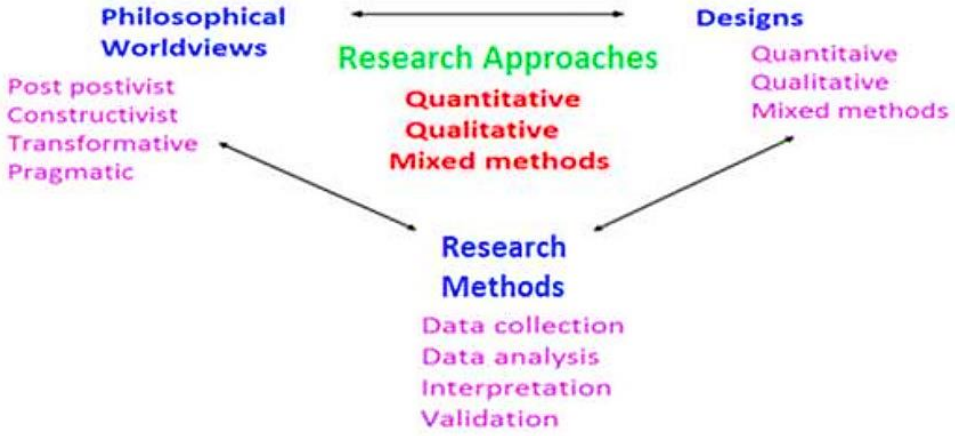
1.13.2. Methodological assumptions

Cohen, Manion and Morrison (2007), cited in Maree (2012:33), assert that paradigmatic assumptions and perspectives impact on methodological choices, and demand a consideration of different research methods. Researchers are 'free' to choose the methods, techniques, and procedures of research that best meet their needs and purposes. Pragmatic methodological assumptions allowed the researcher freedom of choice to switch between methods. When one method is not compatible, the researcher switched to the most compatible.

1.13.3 Research approach

A research approach refers to plans and procedure for research that encompasses the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation (Grover, 2015:1). Creswell and Creswell (2018) state that research approaches are plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. A research approach has a corresponding design with its own set of methods, and provides for certain techniques to support it. Research methods are ways to source information from the sample (Grover, 2015). A research approach comprises three basic components; a philosophical worldview, the research design and the methods of research. The diagram below illustrates the components of a research approach.

Figure 1.1: Components of a research approach



Adapted from: ***Creswell and Creswell (2018)***

A mixed method approach was chosen to capture the widest range of effects of collaboration efforts, (the so what of reform efforts together with a range of participants' perspectives of how and why various reforms were attempted) (Stringfield and Yakimowski-Srebnick, 2005) cited in McMillan and Schumacher, 2010). Tashakkori and Creswell (2007:4) define mixed methods research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry. In this study, the researcher sought, not only descriptions, but also explanations of results regarding the use of collaborative strategies to sustain learner discipline.

1.13.4 Research design

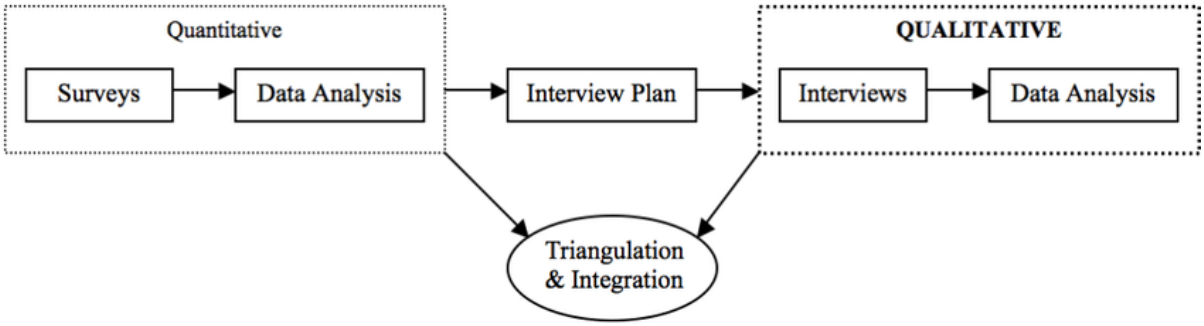
Msimbini (2014) states that a research design is a blueprint or a detailed plan on which one intends conducting a research. Similarly, Kothari (2014:44) states that a research design is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data. The type of mixed-method research used for this study was an explanatory sequential design.

The design began with a two-phase quantitative data collection phase in which the researcher collected quantitative data, analysed the results, and then used the results to plan (or build on to) the second, qualitative phase (*cf.* Creswell and Creswell, 2018:435). The researcher designed a quantitative tool to collect data relating to the perceptions and experiences of how

learner discipline strategies were sustained by SMTs. This was then followed by a qualitative phase to provide greater detail and explain the quantitative results. Various scholars conform to the notion that the explanatory design is adaptable when the researcher requires the use of qualitative data to further explain the quantitative results, of positive-performing exemplars, of outlier results, or of surprising or confusing results (Morse, 1991; Bradley et al., 2009; Morgan, 2014 cited in Creswell and Plano Clark, 2018).

The researcher chose to use an explanatory sequential design due to the fact that the design is deeply rooted in the pragmatic paradigm, and that the mixed methods research approach was compatible with pragmatism. The figure below shows the explanatory sequential design employed in the study.

Figure 1.2: Explanatory sequential design



Adapted from: Fei Wu (2015)

1.13.5 Data collection, techniques and instruments

In this section, research procedures from both quantitative and qualitative research methods are discussed. It is important to note that when using sequential explanatory, priority is given to the quantitative data. Quantitative data were the dominant source of data for this study, and the only aspect of qualitative data were in the use of interviews. Priority refers to the approach (qualitative, quantitative or both) that the researcher gives more attention to, throughout the data collection procedure or the data analysis (Morgan, 1998; Creswell, 2003). Creswell and Creswell (2018:346) state that the overall intent of this design is to have the qualitative data

help explain in more detail the initial quantitative results. Thus, it is important to tie together or connect the quantitative results to the qualitative data. Creswell (2003) states that it is difficult to make a decision about which research method should be used first and the decision might depend on the interests of the researcher, the audience of the study, and/or what a researcher seeks to emphasize in the study. The researcher employed sequential mixed methods design comprising quantitative sampling and qualitative sampling techniques.

1.13.5.1 Quantitative data collection (QUAN)

According to Leavy (2017:87), quantitative approaches are most commonly used in explanatory research investigating causal relationships, associations, and correlations. The researcher used a quantitative approach by means of a quantitative tool (survey) to collect the data for the first phase. Neuman (2014) asserts that the survey is the most widely used social science data-gathering technique, which can be used for explanatory, descriptive and exploratory research. Leavy (2017:102) notes that survey items (questions in the questionnaire) are designed to help you test your hypotheses or answer your research questions. Therefore, questionnaires were used to gather data responding to how school management teams sustained learner discipline in ILembe education district, and to identify collaborative strategies implemented to sustain learner discipline. The questionnaires were generated via EvaSys and were sent to participants via a link. The quantitative data collection phase was used to respond to the first and second study objectives.

1.13.5.2 Qualitative data collection (QUAL)

The second strand of the data collection procedure involved the use of a qualitative approach. In the second phase, qualitative semi-structured interviews were used to provide 'thick descriptions' of the research questions, and to provide further explanations of the results that were obtained in the first phase, in greater detail (*cf.* Cerda, 2005). Cohen, Manion and Morrison (2018) states that research must include 'thick descriptions' of the contextualized behaviour. For descriptions to be 'thick', it requires inclusion, not only of detailed observational data and data on meanings, but also of participants' interpretations of situations and unobserved factors. The use of qualitative interviews therefore, allowed the researcher to

acquire detailed information needed to address the third and fourth research objectives, and to explain certain issues raised by the quantitative strand.

According to McMillan and Schumacher (2010:437), qualitative data can be achieved by listening to interviews or focus groups, determining if any of the themes are related, and then following up with a quantitative measure to further explore those relationships, basically quantifying the connection established during the qualitative phase. This is echoed by Stockemer (2019:42-43) who states that open-ended questions are frequently used in more in-depth interviews aiming to generate high-quality data that can help researchers generate hypotheses and/or explain causal mechanisms. The qualitative data collection phase was used to respond to the third and fourth research questions. The semi-structured interviews were used to validate the quantitative results, provide greater detail for outliers in the results, and provide salient explanations for issues pertaining to the use of collaborative strategies to sustain learner discipline.

1.13.6 Research sites

First strand (QUAN)

The researcher selected schools from the same district to ensure commonality in terms of input and for logistical reasons. Feasibility and suitability of the sites were important to the researcher, and permission and access to these sites was granted (McMillan and Schumacher, 2001; Maree, 2012). The research site for this strand comprised 24 schools from a total of 121 secondary schools in ILembe education district.

Second strand (QUAL)

Four selected secondary schools from the same population comprised the research sites for the qualitative strand.

1.13.7 Population

According to Fox and Bayat (2007:52), a population comprises a group of people that share collective features from which persons or components of analysis are then selected for the specific research study. The sample comprises a percentage of the over-all group that will constitute the research study. McMillan and Schumacher (2010:143) define a population as a

group of elements or cases, whether individuals, objects, or events; that conform to specific criteria and to which we intend to generalize the results of the research. This group is also referred to as the target population. It is worth mentioning that the term 'population' is quantitative in nature. The target population for this study was 121 schools from ILembe education district in KwaZulu-Natal.

1.13.8 Sampling

McMillan and Schumacher (2010) state that the selection of participants in a mixed method study includes both probability (random) and nonprobability quantitative and qualitative approaches. According to Teddie and Yu (2008), mixed method sampling strategies involve the selection of units or cases for a research study using both probability (random) sampling (to increase external validity) and purposive sampling strategies (to increase transferability). The qualitative sample comprised individuals who were in the initial quantitative sample. Creamer (2018:153) postulates that sequential mixed method sampling occurs when a subsequent sampling strategy is directly linked to the results of analytical procedures in an earlier strand or study. The researcher employed sequential mixed method sampling, starting off with quantitative sampling techniques and then later qualitative sampling techniques.

1.13.8.1 Population and sampling of participants for QUAN strand

The target population for this study comprised 121 schools from ILembe education district in KwaZulu-Natal. Kothari (2014:73) refers to a method of sample selection which gives each member in the entire population an equal chance of being included in the sample. In probability sampling, subjects are drawn from a larger population in such a way that the probability of selecting each member of the population is known (McMillan and Schumacher, 2010:143). In systematic random sampling, every *n*th element is selected from a list of all elements in the survey population, beginning with a randomly selected element (McMillan and Schumacher, 2010:143). "To accomplish a simple random sample, each element in the full population must have an equal and independent chance of inclusion in the eventual sample to be studied," (*cf.* Lune and Berg, 2017:38). The researcher was guided by principles of systematic random sampling.

There were 121 secondary schools in ILembe education district. This was identified as the target population of the present study. The sampling frame included all SMT members from 121 secondary schools, amounting to 605 SMT members. The researcher used 20% of the sample frame to calculate the number of schools in the sample size. The sample size comprised 24 secondary schools in ILembe education district, from which four participants per school were selected, amounting to 96 participants. Participants selected included the principal, one deputy principal and two departmental heads per school. These participants were selected by means of simple random sampling.

1.13.8.2 Sampling of participants for QUAL strand

The participants selected for the qualitative data collection were selected by means of nonprobability sampling. Stockemer (2019:63) notes that purposive sampling selects a smaller group of subjects because of some characteristics, which the researcher predetermines before the study. It uses the judgment of an expert in selecting cases, or it selects cases with a specific purpose in mind (*cf*. Neuman, 2014:273-274). The purposively sampled participants were selected from participants from the larger population used in the first strand. One principal, one deputy principal and two departmental heads from four schools comprised the sample for qualitative data, as they are directly involved in the management of discipline in schools. The strategy was used to provide qualitative results that complement quantitative findings (*cf*. McMillan and Schumacher, 2010).

1.13.9 Data analysis

1.13.9.1 Quantitative data analysis (QUAN)

In response to the first and second research questions, the data collected from the questionnaires were presented using descriptive statistics such as means, standard deviation, and percentages. For the statistical analysis, the researcher made use of the Statistical Package of Social Sciences (SPSS) version twenty. The quantitative data and their subsequent analysis provided a general understanding of the research problem. The qualitative data and their analysis refined and explained statistical results by exploring participants' views in more depth (Creswell, 2003;

Tashakkori and Teddlie, 1998 and Rossman and Wilson, 1985). Thus, the quantitative results were then used to plan the qualitative follow-up (*cf.* Creswell and Creswell, 2018:347).

1.13.9.2 Qualitative data analysis (QUAL)

The researcher created verbatim transcriptions of the data obtained from the semi-structured interviews. The transcripts were then coded using a qualitative analysis software program, NVivo. The researcher used predetermined themes in relation to the last objective of the study, and any issues that arose and needed further explanation. Any outliers that presented themselves in the quantitative date were explained at this stage.

1.13.9.3 Integration and triangulation

Two points of integration occurred in the study. First, integration occurred between the quantitative data analysis in the first phase of the research and the qualitative data collection in the second phase (*cf.* Creswell and Plano Clark, 2018:140). Integration of data were done during the interpretation by analyzing them separately in a results section and then merging the two sets of results together during the interpretation (Creswell, 2007). This "mixing" or integrating of data, it can be argued, provides a stronger understanding of the problem or question than either data alone (Creswell and Creswell, 2018). A joint display was constructed to allow data to be visually brought together to draw out new insights beyond the information gained from the separate quantitative and qualitative results (*cf.* Fetters, Curry, and Creswell 2013:2143). Thereafter, points of contention and areas of convergence between the quantitative and qualitative phases were dissected in the final analysis phase, in order to form meta-inferences, or an overall understanding developed through integration of data strands (*cf.* Teddlie and Tashakkori, 2008). The researcher integrated the data at the quantitative data analysis stage. Lastly, the researcher drew conclusions about how the qualitative results explained and extended specific quantitative results (*cf.* Creswell and Plano Clark, 2018:140).

1.14 Reliability and Validity

Triangulation was achieved through various data collection techniques, namely; interviews, observations and field notes (*cf*. McMillan and Schumacher, 2010). Different methods of data collection were used on one topic during the same period, and data were later organized, analyzed, and presented as a single case. More than one data collection method was used in this study and triangulated in order to ensure the credibility of the findings.

1.14.1 Quality measures for quantitative research methods

Reliability

According to Maree (2007:79), when we speak of the reliability of an instrument, we mean if the same instrument is used at different times or administered to different subjects from the same population, the findings should be similar. In other words, reliability is the extent to which a measuring instrument is repeatable and consistent. The following measures were taken to ensure reliability:

Pilot Study

According to Neuman (2014:215), the researcher should develop one or more drafts or preliminary versions of a measure and try them before applying the final version in a hypothesis-testing situation. To ensure reliability, the researcher piloted the questionnaires and refined the content, taking into consideration the phrasing of questions, ambiguous words and appropriateness of questions, making the questionnaire more appropriate and soliciting a detailed range of possible responses.

Peer Review

The researcher also sought assistance from a specialist in the field and a peer to judge the tool for its effectiveness in measuring whether discipline strategies were being implemented collaboratively and how that was achieved.

1.14.2 Quality measures for qualitative research methods

Verifying the raw data by member checks

Member checks relate to the researcher consulting the people who provided the data in order to ensure the accuracy and completeness of the data as the researcher has them (*cf*. Flick, 2018:42). When the interviews were concluded, the researcher submitted the transcripts to the participants to correct errors of fact (*cf*. Maree, 2007). In this way, trustworthiness of data that collected during the interview was achieved.

Peer review of interviews

To ensure reliability of the research tool, the researcher asked peers to review the interview schedule. In this way, any misleading or ambiguous questions were ruled out and only questions related to the research problem will form part of the interview schedule.

1.14.3 Credibility

According to Kumar (2011), credibility involves establishing that the results of qualitative research are credible or believable from the perspective of the participant in the research. The researcher therefore employed the following strategies to ensure credibility:

Participant language and verbatim accounts

Open-ended questions in the interview were phrased to allow for ease of understanding and for participants to respond in their own words. When participants understand the language used in the interview process, it enables them to answer exactly as the question intends them to answer. Hartas (2010) suggests that If English is an additional language for the participant, communication in the most appropriate language must be considered. The interviewer was therefore willing to use participants' language of preference.

Low-inference

The researcher recorded accurate and unambiguous descriptions of participants' responses and their experiences. The researcher also used terms that were familiar and understood by all participants. No excessive and unnecessary terms were used to describe any of the concepts used in the interview guide. All questions were precise and the researcher eliminated all forms

of ambiguity. The researcher also refrained from posing leading questions, but rather let participants arrive at their own responses (*cf.* Maree, 2007).

1.14.4 Ethical issues

McMillan and Schumacher (2001) state that ethics is concerned with perceptions about what is correct or incorrect, proper or improper, good or bad. It is, imperative for the researcher to comply with the ethical considerations of the study in order to protect participants (*cf.* McMillan and Schumacher, 2001).

Permission to conduct research

Before the commencement of the interviews, the researcher sought permission from the Research Ethics Committee at the University of Free State. After receiving ethical clearance, the researcher sought permission to conduct research from the KwaZulu-Natal Department of Education. Upon receiving permission, participants were telephonically contacted to arrange appointments, prior to visiting the selected schools. Upon arrival, the researcher briefed the participants on the purpose of the study being conducted. Participants were then asked to sign the permission form in acknowledgement of the research being conducted in their respective schools.

Informed consent

Participants received copies of the consent forms to read and sign. The consent forms indicated information regarding all aspects of the research and the nature and extent of the research. The researcher allowed participants to read the letters of informed consent and participants were allowed to have access to the permission letters granted by the gatekeepers. The letters served as proof that permission would not have been granted if any unethical practices were involved.

Voluntary participation

Participants were also informed that their participation in the study was entirely voluntary, and that they were free to withdraw from the study at any time. The researcher also informed participants that hard copies of their answers would be stored by the researcher in a locked cabinet, and that all electronic information would be stored on a password protected computer.

1.15 Outline of the study

Chapter 1: Orientation of the study

The background included critical information regarding indiscipline in schools, the extent to which it is being managed by school management teams, and how and why it remains a bone of contention today.

Chapter 2: Review of literature

In this chapter, current knowledge regarding the indiscipline in schools and lack of effective discipline management strategies used by SMTs is discussed. The gap between current discipline strategies and collaborative approaches to dealing with indiscipline is drawn on.

Chapter 3: Conceptual and Theoretical Frameworks

This chapter discusses the conceptual and theoretical frameworks used as the foundation of this study. The literature reviewed in this chapter serves as the structure that informed the study. The conceptual models discussed formed the structure that guided the study.

Chapter 4: Research Design and Methodology

This chapter includes information regarding the population, sampling, and design used for this study, and the methods used to collect data in order to answer the research questions.

Chapter 5: Data Analysis and Interpretation

The data collected in the previous chapter is analysed in order to find out how collaboration impacts on sustaining learner discipline strategies. Data is interpreted to make sense of the study findings.

Chapter 6: Summary of Findings, Recommendations and Conclusions

This chapter provides a detailed summary of the findings of the study, and an explanation of how it relates to the literature in this study. In answering the research questions, the data allowed the researcher to reveal whether collaborative strategies were being used by SMTs to sustain learner discipline in secondary schools. Critical suggestions are made, and recommendations for future research suggested.

1.16 Summary of the chapter

Chapter one provided the reasons leading up to this study through the presentation of the introduction and background of the study at hand. In highlighting the nature of the study, the theoretical framework was extensively discussed. The proponents of the theory chosen as well as how it serves as the framework for this study was presented in detail. The main research question and the sub-research questions were brought into focus to illuminate the purpose of the study. The research design, methodology, methods of data collection and analysis were also discussed, as well as reasons for their employment in this study. The chapter also discussed the ethical considerations taken to protect participants during data collection. The chapter briefly presents a skeleton structure of the entire study. The next chapter focuses on the literature review of the study which presents existing knowledge as well as theoretical and methodological contributions to the study.

Chapter 2: Literature review

2.1 Introduction

Chapter 1 provided an orientation to the study. Chapter 2 contextualizes the study by drawing on the literature underpinning this study. It reviews literature related to indiscipline, which is prevalent in schools globally. The review of literature provides an overview of the devolution of education management which created the gaps in the management of discipline. A discussion of strategies used to manage discipline is presented to promote the understanding of past and current practices used to sustain learner discipline. The overall purpose of the literature review is to provide relevant information for understanding how learner discipline is sustained in schools. In the first section of the literature review, the problem of indiscipline is reviewed internationally and continentally.

2.2 Contextualising learner indiscipline globally

Learners and their problematic behaviours at school have become the highlight of many scientific texts, and the number of learners displaying violent, aggressive and problematic behaviour, is increasing daily (Klasnić, Duranović and Maras, 2018). Consistent with this view, Taole (2013) observes that evidence shows that school violence is a global phenomenon. International studies show how governments, education departments, policy makers, school managers, and educational practitioners are struggling to maintain discipline in schools. The increase in violence on educators and learners is but one of the various acts of misconduct. A number of researchers across the world have detailed statistics and descriptions of acts of indiscipline committed by learners. The literature reviewed below paints a vivid picture of the state of indiscipline prevailing in schools internationally.

Various authors (Eisenbraun, 2007; Furlong and Morrison, 2000; Henry, 2000 and Esther, 2014) observe that schools in the USA recognize indiscipline as a multi-tiered, multifaceted issue that has a direct impact on, and negatively affects, learners, school personnel, families, and community members. Indiscipline in schools in the USA has progressed to the extent that its bounds are no longer limited to learner-learner conflict, but now includes learner–school personnel conflict (Cuellar, 2018). Another study conducted in Australia comprising 560 educators revealed that 12.5% teachers identified that they had their personal property damaged

by a learner (Billet et al., 2019). Furthermore, in Australia, 28.6% of educators reported encountering verbal harassment by learners (Billett, Fogelgarn, and Burns, 2019; Riley, 2018). In Switzerland, more than one in ten boys and a third of adolescent girls were found to be victims and perpetrators of indiscipline of a physical nature (Mabasa and Muluvhu, 2019).

Besides learner indiscipline posing a threat to educators and peers, it also compromises learners' academic performance. Despite the efforts made to curb indiscipline, misdemeanours, bad behaviour and misconduct remains a problem in many countries. In Croatia, there is an increasing number of learners who have problems with discipline. The lack of discipline is a constant problem that affects many schools in Croatia to the extent that learning is severely affected and learners themselves do not want indiscipline to prevail in schools (Klasnić, Duranović and Maras, 2018). Schools in Khyber Pakhtunkhwa, Pakistan have also reported increasing indiscipline in schools and educators have numerous complaints against behavioral problems of learners. They even admit to having difficulties in managing teaching and learning in the classroom (Ghazi, Shahzada, Tariq and Khan, 2013). Da Silva, Negrerios and Albano (2017:4) observe that indiscipline is not only a problem that disturbs the educational process in the Brazilian context, but it also kills morale in both teachers and learners In another study, López-Castedo, García, Alonso and Roales (2018) report that in Spain, discipline amongst learners remains a top priority for the Spanish education system. However, despite many educational innovations having been designed, conflict and indiscipline is exponentially increasing. Śliwersk (2018) notes that according to Czech educationalists, schools in the Czech Republic display an atmosphere of disobedience and learner vulgarity, impudence and brutalization. Research on learner indiscipline in Mexican schools by many authors over time (Brown and Munn, 2008; Monks, Smith, Naylor, Barter, Ireland and Coyne, 2009; Maunder and Crafter, 2018) reveals that Mexican schools have similar problems as other countries regarding the prevalence of indiscipline.

The literature above shows how schools internationally are continually faced with learner indiscipline. Regionally, the same problems persist. Learner indiscipline is a perennial problem that has been distressing schools in Nigeria as well (Ajibola, Lukman and Hamadi, 2014). Salgong, Ngumi and Chege (2016:144) state that it is observed that students resort to unconstitutional measures for channelling their grievances, and it is not unusual that schools are blamed for the awkward and uncivilized behavior demonstrated by students. Dasar (2019:130) notes that in Nigerian schools, many students are found telling lies, playing truancy, stealing, disturbing the class, harassing female colleagues and teachers sexually, disobeying

the school rules and regulations, and involvement in risky sexual behavior. When these behaviors are not been corrected, many learners get into robbery, vandalism, political thuggery and high level of terrorism (Dasar, 2019:130). In relation to indiscipline in Nigerian schools, Sahel and Mokrane (2019) state that the negative impact caused by such social ills is disastrous to the education system and to society at large.

As with Nigeria, schools in Kenya report similar acts of indiscipline. Ndaita (2016) acknowledges the increasing level of indiscipline in Kenyan schools and investigated the nature and causes of indiscipline among students in Kiambu County, Kenya. The findings of the study revealed that the most common incidents of misconduct were noise making, bullying, fighting, failing to complete assignments, drug abuse, sexual deviance, among others. In a study on indiscipline in Ghanaian schools, Gyan, Baah-Korang, McCarthy and McCarthy (2015:19) state that it is a pity to know that disciplinary problems have become issues of the day in most Ghanaian Senior Secondary Schools. According to Ngwokabuenui (2015:65), students' indiscipline in secondary schools in Cameroon has become a cankerworm that has eaten too deep into the students' moral beings. Ngwokabuenui (2015) further states that learner indiscipline has reached the extent that it has become uncontrollable as learners display disrespectful behavior towards peers, educational practitioners, educational administrators, parents, and society at large. The above literature presents an international and continental picture of the prevalence of indiscipline in schools. The issue of indiscipline has fostered the need for proper discipline in schools. Internationally and continentally, decision-makers are now becoming increasingly aware of the prevalence of indiscipline and the urgency with which it needs to be addressed. Given the international and continental context of indiscipline, the next section presents the indiscipline scenario in South African schools.

2.3 The dearth of a culture of discipline in South African schools

Literature reveals the general lack of discipline in South African schools. Indiscipline in schools is a phenomenon that is increasingly disturbing in South Africa (Burton, 2008; Burton and Leoschut, 2013) despite the efforts of the Department of Basic Education to promoting discipline in schools through a number of initiatives and interventions (Khumalo, 2019). Whilst numerous interventions were launched to arrest the situation, little or no success was realized in some cases, the situation compounded to the extent that a large number of schools were

struggling to remain functional and meet education outcomes (Burton, 2008; Department of Basic Education [DBE], 2015). It is not only the South African government that is concerned with the increase of violence in South African schools, but also agencies such as UNESCO, an international body working with countries such as South Africa (United Nations Educational, Scientific and Cultural Organization, 2017).

Magubane (2020) reports that in the 2020 State of the Nation Address (SONA), teacher unions accused President Cyril Ramaphosa of not addressing the lack of safety in schools as a matter of urgency. Teacher unions SADTU and NAPTOSA voiced their opinions of the government having no political will to address the matter, and further stated that issues of school violence and indiscipline were continuously being swept under the carpet. In the previous year, KwaZulu-Natal (KZN) was ranked third in South Africa for learner violence and indiscipline among all provinces in South Africa. KZN reported 202 incidents of violent acts and 1345 cases of bullying in 2019; and as early as February 2020, one teacher and two pupils were stabbed, and numerous cases of cyber bullying were reported (Magubane, 2020).

According to the South African teachers' union, the Education Union of South Africa (EUSA), at least 50 educators were threatened or became victims of learner violence in South African schools. The union indicated that from May 2018 to date (2019), already more than 600 incidences of violence in schools had been reported to them. The South African Democratic Teachers Union's (SADTU) also indicated that the monthly incidences of school-based violence amounted to 72 000 in KwaZulu-Natal conservatively (Simelane, 2019). These numbers indicate the magnitude of the situation weighing heavily on learners, parents, educational practitioners and all related school stakeholders.

To attest to the severity of indiscipline in schools as described by educator unions, an article in *The Daily Maverick* by Simelane (2019) stated that: "The gunning down of a 48-year-old teacher Sibonakaliso Nyawose on the Masuku Primary school premises on Tuesday and the stabbing to death of a learner at Forest High School has once again shone the light on violence at schools. Unfortunately, a solution to the stemming the bloodshed does not appear to be in sight." This shows the seriousness of indiscipline in South African schools, and the urgency with which they must be addressed. In another study, Olaitan, Mohammed and Ajibola (2013) (2013:1) state that in secondary schools, the situation is worse because as adolescents, the learners now become aware of their rights to privacy, to freedom of religion, belief, opinion, and expression, among others which they often use out of context. Indiscipline in schools is

now far beyond truancy and theft alone. Educators and learners are now losing their lives on school premises and the onslaught of violence is nowhere close to nearing an end. Bayaga (2014) observes that indiscipline remains a serious challenge for education leaders, managers and practitioners in South African schools.

Naicker, Chikoko and Mthiyane (2013) observe that there is enormous concern that a significant number of South African public schools are not adequately functional. Smit (2013:346) provides a more interesting perception of the lack of school functionality by stating that perhaps, this is understandable, though not excusable, in view of the fact that South Africa is a fledgling democracy where the content knowledge, fundamental understanding and experience of human rights are still developing. Research shows that indiscipline in schools is fast becoming the reason for a decline in pass rates and an overall poor quality of teaching and learning in South African schools. However, little is provided as to why such a decline persists, given that so many schools lack the elements that contribute to a safe, productive and disciplined climate. Currently, one of the most detrimental factors to the South African education milieu is that of indiscipline, and this is evident in the lack of a culture of learning and teaching.

While acknowledging the national concern about indiscipline, and despite various discipline management strategies adopted by educators and school administrators, managing discipline of learners has been difficult (Ige, 2019). To paint a vivid picture of the current state of South African schools, Mhlongo (2017) and Grobler (2019) note that the latest statistics on school violence in South Africa are higher than that experienced in United Sates of America, where, out of every 1000 learners, 57 experience violence of some sort.

In describing violence, Masitsa (2011:164) says it is “deep-rooted” in South African schools. Many researchers (Baruth and Mokoena, 2016; Mncube and Netshitangani, 2014) agree that there is a culture of violence prevalent in South African schools, which undermines the primary business of schools, which is teaching and learning. According to Omemu (2017:100), learner indiscipline is a huge concern among educators, policy makers and the public in general, owing to the aggression and violence in teacher-student relationship, as well as vandalism. Consistent with this view, Singh and Steyn (2014:81) assert that the frequent occurrence of aggressive and violent behaviour displayed by learners has had a devastating effect on the school system, and has become a cause for great concern among the stakeholders involved in the South African school system. The facts and figures surrounding the level of indiscipline in South African

schools is a reality whose intervention plans need to be prioritised by all education stakeholders.

In response to the management of indiscipline in schools, Baruth and Mokoena (2016) say it is imperative that all discussion related to discipline management take place within a framework of accountability and responsibility by everybody involved. They further recommend that purposive intervention strategies be initiated at the highest level. Macupe (2019) states that the Department of Education hosted a school safety summit in March 2019 to address school safety challenges. According to Macupe (2020) the summit resolved to do the following: providing security guards in schools on an incremental basis, starting with 200 schools; implementing a learner code of conduct addressing social ills; ensuring that codes of conduct foster good behaviour and deter ill-discipline in schools, among other things. Initiatives such as the aforementioned have been in existence since the democratization of the South African education system. As recent as 2019, the DoE has been trying to address these challenges but the problem of indiscipline remains. In this context, the failure of the South African government to deliver on its constitutional mandate for educational delivery in safe teaching and learning environments can be seen as capability deprivation (Sen, 2003).

It is interesting to note the pattern of information presented in media. Whilst the information accentuates the reality of indiscipline, there is a noticeable thread that runs through them, calling for collaboration amongst educators, parents and learners. For illustration purposes, Table 1 below presents a selection of articles from the *Mail and Guardian* and *Independent on Line*, showing the common thread:

Table 1.1: Headlines of school indiscipline

Parents must be the solution to violence in schools
The Department of Education in KwaZulu-Natal has called on parents, communities and all other stakeholders to come together. "We are very much disturbed by this kind of continued violence that we see happening in our schools. As the department of education, it is not a matter we can address alone," department spokesperson Muzi Mahlambi told News24 on Wednesday. "We need [the] support of parents and communities. This has to be multi-pronged." - Singh, 2017, 18 October.

Learning can't prosper in a broken society
Robbery at schools also sets alarm bells ringing, because theft often occurs with violence or the threat of violence...Most worrying perhaps has been the recent rise in shocking claims of rape and sexual molestation. *The target should include those who stand right at the vanguard of our children's education: parents, teachers and principals. As perplexed parents more and more seem to indicate, they learn much about their children's education and how they can contribute towards it from reading interesting, well-pitched educational reports* – Kronenberg, 2018, 12 January.
There's another, more prevalent violence at schools
Recent stabbings and deaths at some South African schools have had people pondering on what causes this and what the appropriate response should be. But there is another form of violence at schools that is often overlooked -gender-based violence. Parent-teacher interventions can be used to create safer schools, thereby fostering gender justice and socioeconomic transformation – Mkancu, 2019, 21 June.
Editorial: Outrage won't end violence at schools
Violence at schools is not a new phenomenon. Last year it was the 24-year-old teacher from Zeerust, in North West, who was stabbed to death by a learner. Six years ago it was a video showing 18-year-old Bongani Nkabinde being killed at Sizimisele High School in KwaZulu-Natal, in full view of other pupils, just after assembly. Police later found dangerous weapons such as pangas, knobkerries and sticks used by learners who were involved in the fight…Everyone, from the state to teachers, parents and learners, need to come together and reclaim schools from thugs – Editorial, 2019, 14 June.

(Sources: *Mail and Guardian* and *Independent on Line)*

In each of the above articles, the closing points made refer to assistance from other stakeholders. It is therefore, evident that the DoE sees the immense need to collaborate with other stakeholders to assist in the management of discipline in schools.

2.4 Decentralisation of school governance in South African schools

According to Steyn (2002:251), a current international trend in education reform is the devolution of decision-making powers from a central level to the school level. This reform

initiative rests on the assumption that participation of educators, learners and parents can enhance the achievement of the desired transformation (Mosoge and van der Westhuizen 1998:73). In relation to that, Gamage (1994:45-46) states that the devolution of authority will lead to a healthier and stronger relationship between schools and communities, and provide an alternative form of accountability to bureaucratic surveillance. Van Wyk (2007: 132) posits that stakeholder involvement is based on the premise that when schools and communities collaborate in making important decisions about educational alternatives, a true mutual responsibility grows.

The proposed collaboration leads to an understanding that the decentralization of the education system can create positive and meaningful partnerships to advance educational endeavours. The problem of indiscipline in South African schools can be attributed to the lack of legitimacy created by apartheid policies during the previous dispensation (Department of Education 1996a:18; Gultig and Butler 1999:26). This, in turn, has led to an impoverished management system and teh collapse of teaching and learning in the vast majority of South African schools (Department of Education 1996a).

The radical transformation of the South African education system from the traditional top-down approach of school management to distributed leadership has impacted all areas of school governance and management. Akyeampong (2004) claims that in Africa, decentralisation of systems is not appropriately adjusted to its fundamental requirements for effectiveness and can lead to outcomes that undermine the very reason why they were introduced. Akyeampong further (2004) observes that decentralization practiced in developed countries where their socio-economic status and pace is advanced, may require just grappling with parity and equity issues as warranted by the government. South Africa has a system of decentralized education with gaps in fundamental sectors of educational reform, such as that of the management of discipline. US Aid (2018) asserts that education quality improvement efforts are more effective when stakeholders collaborate on all aspects of the reform. Harris (2004) provides a more interesting perception of collaboration and distributed leadership by stating that collegiality and collaboration are situated at the core of distributed leadership. However, he warns that distributed leadership is distinct from, and more than, mutual collaboration.

According to Clase, Kok and van der Merwe (2007), decentralising power to govern schools and to be involved in decision-making is aimed at decreasing centralised bureaucratic management of schools. Moloi (2007:465) notes that The Education Management Task Team

(EMTT) 2004–2006, was commissioned by the Directorate of Education Management and Governance Development in the National Department of Education. The EMTT focused on legislation in the South African Schools Act (84 of1996) and, specifically, the recommendations of the Ministerial Task Team on Education Management (DoE 1996). The EMTT brief was to develop a policy framework for school leadership and management development, training, and implementation; and to devise a South African Standard for School Leadership (SASSL) which would inform professional educational leadership programmes (Moloi, 20017:465). It is evident that policies have been in place since the decentralisation of the education system, allowing the principal, SMT members, educators and learners to assume the role of leaders.

Despite commendable efforts to reform educational management, research further attests that in many schools, distributed leadership is a top-down approach of leadership. It is worth noting that many scholars view distribution of leadership as a way for mangers to delegate duties to subordinates under the framework of 'distributive.' Padayachee (2019) states that the dearth of a democratic disciplinary strategy in post-apartheid South Africa sees a power shift from school principals to stakeholders. Whereas in the past, school principals controlled all management matters and stakeholders remained uninformed, discipline was handled authoritatively with no input from crucial stakeholders. The decentralisation of the education system accord the involvement of stakeholders in school governance. Research continues to give evidence of the school improvement field that focuses on the importance of capacity building as a means of sustaining improvement (e.g. Fullan, 2001b; Hopkins and Jackson, 2002; Mitchell and Sackney, 2000). At the apex of the capacity-building model, is distributed leadership along with social cohesion and trust (Hopkins and Jackson, 2002: 95).

It is important to take cognisance of the fact that successful management, particularly that of the much contested issue of learner discipline, must be collaboratively approached rather than be approached as a form of delegated duty. However, Narain (2015) posits that although some schools manage and progress with the democratisation of education, others still struggle. Since leadership is directly proportional to the quality of discipline, a study of leadership and management in individual schools at different loci, with regard to learner discipline post-1996, is imperative. There is need for a common ground on how schools can embrace the concept of decentralization and move towards collegial discipline management.

2.5 The effect of decentralisation on school governance on discipline

2.5.1 The effect on discipline

Since the devolution of the education system, discipline strategies have radically changed, with a focus on learner rights and upholding human rights, as enshrined in the Constitution of South Africa. Corporal punishment had been the accepted form of discipline in all schools in South Africa. However, since the introduction of the South African Schools Act, courtesy of education transformation, corporal punishment was abolished and replaced by a discipline strategy formulated by the DoE, referred to as Alternatives to Corporal Punishment (ATCP) (Tungata, 2006).

Following the introduction of ATCP in 2000, research has shown that indiscipline in schools has continued to grow (Maphosa and Schumba, 2010). Joubert and Serakwane (2009) posit that there are many strategies that educators can employ, as recommended by the DoE (2001), but the majority of educators perceive them to de ineffective. Educators have expressed their concerns that due to the outlawing of corporal punishment, teaching has become a stressful and challenging and many educators are demoralized and feel defenceless (Mtsweni, 2008:112; Marais and Meier, 2010). Many scholars (Mukhumo, 2002; Porteus, Vally and Ruth, 2002; Pienaar, 2003) assert that the 'burning issue' leading to continued indiscipline by learners, is the abolition of corporal punishment without the DoE providing effective alternative measures for educators to use to manage discipline. Moyo, Khewu and Bayaga (2014:9) posits that educators are believed to be the implementing agents for the ATCP and are the ones who should have a deeper understanding of the dynamics, the implementation challenges and results of the ATCP. They should be able to play a role in informing policy makers on the strategies that work in their schools, as well as the perceptions and the challenges thereof.

Joubert (2007:122) argues that the Department of Education's failure to implement reasonable misconduct prevention strategies should be viewed as the proximate cause of lack of discipline that results in unsafe schools. Maphosa and Schumba (2010) assert that the escalation of learner indiscipline cases in schools suggests failure by teachers to institute adequate alternative disciplinary measures after corporal punishment was outlawed in South African schools. Various approaches to instilling discipline such as the ATCP, i.e. verbal warning, demerits, additional work, tidying the classrooms, and detention, have been implemented, yet indiscipline continues to grow (Moyo, Khewu and Bayaga, 2014).

Maphosa and Schumba (2010) not that endeavours from Department of Education (DoE, 2000) are full of contestation in the recommendations they suggest for different cases of learner indiscipline. Wilson (2002) notes that teachers in South Africa expressed their displeasure by saying the ATCP strategy was ineffective, inadequate and a waste of time. They also felt that the Department of Education (DoE) was trivializing the problem and did not understand its magnitude as far as its impact on teaching and learning, and the total management of the school, were concerned. Whilst the effort by the DoE is commendable, the researcher maintains that measures to sustain learner discipline cannot be effective if they are implemented by means of dictating strategies on paper. Rather, these strategies should be designed and implemented in practical, remedial, restorative and transformative manner.

2.5.2 The effect on school governance

In terms of section 16(1) of the Schools Act, the governance of each public school vests its authority in its school governing body. Although the concept of 'governance' may be interpreted as policy-making, the Schools Act makes it clear that the governing body is no mere policy-making body (Loock and Gravett, 2014:177). The South African Schools Act refers to governance and management as two entirely different concepts. In this context, the stipulation is made regarding governance falling in the sphere of the SGB and management in the sphere of the SMT. However, the distinction between these two terms comes is centred around much uncertainty. There seems to be a thin line drawn between the terms governance and management, both in theory and in practice, thereby contributing to many issues between the associated stakeholders. Due to the overlap of responsibilities, many issues regarding responsibilities arise. The SGB is involved in policy making but, on many occasions, also involves itself with managerial duties, whilst the SMT has an imperative role to play in policy making (Naidoo, 2005). In view of the conflicting roles, Xaba (2011:208) asserts that the misunderstanding of school governance roles versus professional matters; and the lack of capacity to develop policies and govern the management and usage of resources, both physical and financial; are manifestations of, on the one hand, poor training of school governors and on the other, the nature of school functions.

There has been much contestation surrounding the governance of schools since the devolution of management in South African schools. Prior to 1994, there were no statutory school structures. Only school boards or school committees exited, with limited powers and limited

decision-making capabilities. The promulgation of the South African Schools Act (84 of 1996) thereafter provided, inter alia, for the decentralization of power to the school level through the establishment of school governing bodies with considerable powers (Tsotetsi, van Wyk and Lemmer, 2008). School governance is viewed as the story of how ordinary people eventually have a say in the running of their schools (Gann, 1998:7). To this end, Sallis (2001:1) argues that the ability of parents to govern effectively is sometimes constrained by a common sentiment that they are people without training and experience and therefore, should not be allowed to interfere in professional activities

Regrettably, despite numerous attempts targeting the training and capacity building of school governors, and the financial implications of these efforts, there is a growing body of research that suggests numerous challenges in the governance of South African schools (Heystek, 2004; Dieltiens, 2005; Grant-Lewis and Naidoo, 2006; Brown and Duku, 2008). While the provincial departments of education, through functional units at head offices and at district levels, have engaged in the training of school governing bodies (SGBs), the actual enactment of these roles is often less than ideal (Tsotetsi, Van Wyk and Lemmer, 2008:385).

The SASA (84 of 1996) Section 20 and Section 21, relating to the management of discipline states:

> *The governing body of a public school must adopt a code of conduct for learners of the school;*
>
> *The school governing body may suspend learners from school as a corrective measure for a period not exceeding one week.*

According to the South African Schools Act, parents as governors, have a greater representation amongst other governors in schools (Mestry and Grobler, 2007). Yet despite such representation, research reveals that although parents show interest in the education of their children, they lack relevant knowledge of policies, understanding of governance, and dedication that is required of governors. Mncube (2009:85) argues that, although Section 16 of the SASA act states clearly that the day-to-day professional management of the school should be the responsibility of the principal and the governance of the school remains the responsibility of the SGBs, in practice, parent governors do not all participate fully as many of them lack the necessary skills to perform the duties assigned to them. In these situations, the principal assumes the responsibilities of the SGBs (Mncube, 2005; Mncube, 2008). Affirming that parents lack the necessary training to participate effectively in school governance, Van

Wyk (1998) posits that a large percentage of South African parents who are illiterate are not able to keep abreast with new policies, legislation and challenges in education. Therefore, some parent governors end up delegating their responsibilities as governors to the school principal and remain passive participants (Mncube, 2005; Mncube, 2008). This is reinforced by Heystek (2006:482) who states that poorly educated parents lack management expertise and may struggle to interpret the content of the SASA. Squelch (2001) also laments the effect of decentralization on governance and professional management by focusing on the greatest factor contributing to the general lack of safety in these schools. Squelch (2001) attributes the current situation of indiscipline on the failure of the School Governing Bodies to establish and implement effective school policies like school safety policies, and discipline policies. She further ascribes this failure to the glaring observation that SGBs are inadequately equipped to perform this indispensable function.

The same can be said of their involvement in matters pertaining to the management of discipline in schools. As aforementioned, parents as governors, have a large degree of representation in discipline management; yet as with any other issue of school governance, they do not use this as an opportunity to effectively use their power to assist school managers to design and implement policies for managing learner discipline. Bray (2005:134) observes that schools have limited rule-making functions which they exercise through their governing bodies. The researcher agrees with the researchers' sentiments regarding the effects of decentralization and the considerable parent representation with their lack of expertise that hinders them from participating effectively.

Potgieter et al. (1997) maintain that the final straw is that there are challenges surrounding the SGBs who are mostly illiterate and semi-literate, who find it difficult to understand and implement policies. The burden of structure functional policies on discipline remains with the SMT. Concurring with the previous scholar, Xaba (2011:201) states that SGBs are not trained before they start their role as governors, and this manifests in problems such as unfamiliarity with meeting procedures, problems with the specialist language used in meetings, difficulties in managing large volumes of paper work, not knowing how to make a contribution, and not knowing the appropriate legislation. A study conducted by Mestry and Khumalo (2012:102) reveals that the responses of most parent members of the SGB indicated that they had scant knowledge of relevant legislation underpinning the learner code of conduct, and were uncertain as to whether that knowledge could really empower them to design and enforce the code of conduct. Despite the various pros of decentralization, the devolution of power (of such a large

extent) to parents as governors has implications that have long term effects on crucial matters that underscore the productive output of the school as an organization. In concurrence with the above authors, Mestry and Grobler (2007) postulate that parents have a great opportunity, through membership of the SGB, to have a say in the decision-making process and the management of the school.

In view of the complex functions prescribed for school governing bodies (SGBs) in South African schools, sound training should be provided for proper discharge of the multiple duties bestowed upon them, to avoid the so-called muddling through approach (Holt and Murphy, 1993:175). Given the aforementioned literature, the general conception is that SGBs are incapable of handling discipline issues in schools, despite power being vested in them to make such decisions regarding indiscipline. Tsotetsi, van Wyk and Lemmer (2008) opine that the issue of misconduct in schools raises moral dilemma and it seems that SGBs are incapable of dealing with it. Although we cannot reverse the negative impact of decentralization, as discussed in this section, the way forward should be that of training parents as governors and enabling them to make meaningful contributions to the management of learner discipline in schools.

2.6 The management of school discipline since the educational reform

This section focuses on how schools are being managed since the reform of the education system. To do that, it is imperative that the concepts of management and leadership be discussed. The concepts leadership and management, though used interchangeably in the South African school context, are different (Bush, 2008; Christie and Lingard, 2001). Kotter (2010) posits that leadership and management are different in that, managers, though willing to work with people to solve problems, do so with minimal emotional involvement whereas leaders are emotionally involved and seek to shape ideas instead of reacting to others' ideas. In successfully managing the behaviour of learners, Glatter (2009:229) asserts that the architects of school learning programmes must view the management of the school seriously in order to achieve positive results.

The policy framework for school management since the educational reform is embedded in the South African Schools Act (84 of 1996). It makes school-based management mandatory in South African schools. In school-based management, the decision-making process moves to

the school management, and the implementation of participative management requires delegation of authority from higher to lower levels, for example heads of departments and educators (Mosoge and van der Westhuizen 1998:74). Concurrent with this development has been the evolution of leadership approaches which de-emphasise the individual leader and stress group or team leadership (van der Mescht and Tyala, 2008:221).

Principals are expected to form School Management Teams (SMTs) which are made up of senior level staff such as heads of department (HODs) and deputy principals (DoE 2000:2). However, the composition of SMTs is determined by the provincial department, which decides how many deputy principals (if any), and heads of department (HoDs), each school should have, based on a formula (Bush and Glover, 2013). DoE (2000:19) states that the main function of the SMT is to work hand in hand with other stakeholders such as SGBs, community members, parents, learners, DoE et cetera, to manage change in schools.

Moloi and Bush (2006) avow that the new challenge is that the SMTs and SGBs are required to think and act strategically in order to align school policies and practices to national legislation. The management of discipline should therefore adopt positive behavior support in line with national legislation which is designed to promote constructive behavior support. However, there is little empirical evidence of a strategic approach being adopted in practice. Maphosa and Shumba (2010:8) assert that there is need to design a framework that seeks to introduce mutual empowerment amongst members of the SMTs on how to support each other, and implement existing rules, regulations and codes of conduct in an adaptable fashion for each school. The key implication from the suggestions of the aforementioned authors is that there is need for support and partnership in all decisions undertaken.

The management task of creating a safe environment is also the responsibility of the SMT. According to Sage (2007), in an effort to create an environment that is safe and conducive to learning, all schools must implement safety plans. SMTs must therefore ensure that safety policies are designed and implemented to create a safe environment. This is supported by Joubert and Squelch (2005) who posit that all learning institutions have a mandate to develop their own internal safety policies and procedures, which must be clearly communicated and disseminated to their school community in an inclusive way. Providing a safe school environment is therefore, linked to addressing criminal activities and to enforcing school rules (Joubert, 2007:108). In addition to the responsibilities that the SMT has to carry out to ensure a well-disciplined environment, educators also have a responsibility. Lwo and Yuan (2011)

further argue that educators are managers and disciplinarians in their respective classrooms. This is also mandated by the DoE which states that managing learner discipline in South Africa has been left in the hands of school managers and teachers (DoE, 2000).

The foregoing discussion is centred on the stakeholders who are directly tasked with the management of discipline in schools. SGBs, SMTs and educators are responsible for carrying out duties around the prevention of misconduct in schools. However, most managerial tasks relating to the implementation of policies and procedures for the prevention of indiscipline, largely remain the responsibility of the SMT. The next section reviews literature pertaining to the role of the school management team in managing indiscipline.

2.7 The roles of school management team members in sustaining learner discipline

School management teams have been tasked with the management of schools and these responsibilities are explicitly stated in the South African Schools Act (84 of 1996). The amended provision of section 16 of SASA of 1996 states that the SMT must be established to assume responsibility and take accountability for the daily professional management of the school, as well as the implementation of all policies. De Clercq (2000:9) states that the SMT in particular, has a close understanding of the day to day running of the school, and know what is needed to guide the school in translating policy decisions into practice to achieve intended goals. What is needed from SMT members is both their commitment as well as their skills to implement policies (van Wyk and Marumoloa, 2012:104).

In describing school management teams, Omemu (2017) states that the SMT is the hub of the academic wheel, and their knowledge and abilities are applied in the management of the students under their care. The SMT has legal responsibilities and are also adequately skilled to guide schools in all policy related matters. Van Wyk and Marumoloa (2012:104) state that the functioning and roles of SMTs with regard to policy matters can, to some degree, also be derived from the core duties of the principal as chief executive officer and senior member of the SMT. The assumption is that SMT members have acquired knowledge and expertise of school management, and are therefore, expected to use it, particularly in providing assistance to educators in the classroom. The principal has an important role and responsibility and is a member of the official policymaking body (SGB) and therefore has the responsibility to ensure that school policies and practices are sensitive to local circumstances, take account of national

and local goals and needs, and are applicable as well as practical for a particular school (NWP 2007; van Wyk and Marumoloa, 2012). In essence, the SMT plays an imperative role in the formulation of policies, and the principal serves as the custodian of policies while representing the SMT.

It is common knowledge that the most prominent predicament that educators face on a daily basis, is that of learner indiscipline. Nooruddin and Baig (2014) argues that the school management team plays a vital role in protecting educators from interruptions in their instructional time. These interruptions may be in the form of problematic learner behaviour during instructional time (Bryk and Schneider, 2002; O'Donnell and White, 2005). The overall responsibility for students' behaviour lies heavily on the shoulders of school leadership. Furthermore, the role of the school management team should not stray from creating an atmosphere and environment whereby educators are allowed the opportunity of carrying out their duties in an organized and effective classroom, and individual learners are presented with ample opportunity for development (O'Donnell and White, 2005). Du Plessis and Loock (2007:22-23) delineate the core responsibilities of SMTs by stating that SMTs:

- *develop, implement and regularly review a school behaviour code;*
- *ensure that learner behaviour is managed through procedures supported by a strong theoretical understanding of learner behaviour;*
- *ensure that new staff, learners and their families are aware of the decision-making procedures;*
- *promote structures at class and school levels to enable learners to be involved in the management of their behaviour;*
- *promote opportunities for staff training and development;*
- *increase learners' opportunities to experience intellectual, social and physical success;*
- *teach and model decision-making in groups.*

The role of the school leadership is critical in the cultivation of a school atmosphere where there are systems in place, strategies are formed and implemented and assistance is available for teachers. In other words, when teachers are unable to deal with problem behaviour, they should feel confident that support is available and will be readily provided by the school

leadership. It is also the responsibility of the SMT to empower educators with necessary discipline management strategies such that they do not end up with a backlog of discipline issues to deal with owing to inability to resolve such issues. In many schools, the reality is that educators are not empowered. Due to educators being unable to manage the extent of learner discipline, they refer misdemeanour cases to the SMT. The observation is similar to Olsen and Cooper's (2004:89) who state that members of the SMT take responsibility for discipline issues referred by other staff members in the event of an act of indiscipline. The need for support of educators is great as educators feel defenceless in the face of indiscipline. This is because strategies that have been designed for managing learner discipline do not serve as deterrents for misconduct or indiscipline.

Charlton and David (1993:233) posit that sound leadership from management teams encourages good behavior and provides positive support for staff and learners. Chaplain (2003:117) opines that managing schools requires exceptional qualities and skills. When learners are aware of consequences of poor behaviour, they are discouraged from engaging in such behavior. Awareness of sanctions for poor behavior therefore, serves as a deterrent for indiscipline. It is thus, necessary for the SMT to constantly use policies and procedures to remind learners of expected behaviors. Meador (2012) equally proposes that SMTs should make learners aware of how they handle learner discipline by ensuring that they follow regulations and procedures which need to be clearly stipulated in the school rules and regulations.

It is noteworthy that SMTs are guided by the government's imperatives to address indiscipline in schools. However, Bush (2007) observes that schools may be left with the residual task of transcribing external imperatives instead of determining the aims of their internal imperatives based on assessment of their own needs and contexts. In this context, the extent to which school managers are able to modify government policy and develop alternative approaches is largely based on SMT values and vision. For the efficient functioning of the school, school management reserves the power to control the conduct of students through reasonable rules and regulations.

Kinsler (2013) opines that the school management team has an imperative role to play in the formulation and implementation of policies, procedures and strategies that will be used to manage learner behaviour. In concurrence, Mestry, Moloi and Mahomed (2007) state that school management teams must ensure that correct structures and procedures are implemented

so that any disciplinary measures taken against ill-disciplined learners are administered in a fair and reasonable manner, and in accordance with the SASA and Constitution of SA. This is in line with the responsibility of SMTs of overseeing that all discipline measures are implemented according to relevant legislation.

Once learner misconduct rules and regulations are made, they must be enforced to curtail indiscipline which besets secondary schools (Temitayo, Nayaya and Lukman, 2013). The responsibility of creating rules and regulations for the management of learner discipline is therefore, a pre-requisite to discipline management, as one cannot exist without the other. However, it is worth noting that despite school management teams reserving the power to control discipline through these measures, it is not theirs alone for implementation.

A study by Makhashane and Khanare (2018) revealed that it is essential to have inclusive leadership to facilitate collaborative decision making and address school indiscipline. In view of this, Zepeda (2013:21) asserts that the effective utilisation and development of human resources in a school depends on the management and leadership skills of the SMT. There is vigorous support in literature for school management by means of participation and teamwork Everard and Morris, 1996:156; Belbin, 2000: 219; DrachZahavy and Somech, 2001:52; Sheard and Kakabadse, 2001:133) and positively correlating with this is the motion towards sanctioning team management working within the ambit of SMTs is warranted. The views of the aforementioned authors attest to the need for other stakeholders such as learners, parents and educators to share responsibility with SMTs on issues such as policy implementation for managing learner behaviour.

2.8 Policies and procedure used to sustain learner discipline in South African schools

Policies and related procedures related to the management of discipline should be adopted as a whole-school approach. In this section, the researcher discusses the policies that have been formulated and are being implemented on a daily basis at school. Clarke (2007:352) states that the greatest challenge facing schools is putting policies and procedures in place to meet the statutory requirements of the Acts applying to schools, as well as those non-statutory policies and procedures which may be necessary for the operation of schools. School policies comprise macro policies such as SASA and other policies that appear in the Induction Guide for School Management Teams (NWP 2007). The policies discussed in this section therefore, constitute

the foundation of day to day management of learner discipline in schools. These policies must be based on the Amended Regulations for Safety Measures at Public Schools (2006). For sustaining a safe school environment, the sustainable management of the physical school environment is imperative. The only viable way to tackle the scourge of indiscipline in schools is to ensure implementation of policies enacted by the Ministry of Education (Mestry, 2015). However, there seems to be noticeable variation in the extent to which schools implement policies as officially conceived (Naidoo, 2005). In this regard, the implementation of policies to ensure that discipline is sustained, is imperative. Policies that have been designed for the creation of a safe learning and teaching environment are discussed below.

2.8.1 National School Safety Framework (NSSF)

The National Development Plan (NDP) and the South African Government's Vision for 2030 makes urgent and important, the safety of schools. In this context, The Centre for Justice and Crime Prevention (CJCP), in partnership with UNICEF South Africa, and the National Department of Basic Education (DBE), developed the National School Safety Framework (NSSF) (DBE-UNICEF-CJCP, 2015). National School Safety Framework was designed as an instrument through which school safety can be instituted, implemented and supervised. The NSSF (Department of Basic Education & Centre for Justice and Crime Prevention, 2015) is a response by government to asseverate their commitment towards basic human rights which underpin the foundation of all international and national education legislation. The National School Safety Framework is located within a range of laws, both national and international, and recognizes the need for the safety of learners and educators as a requirement of effective teaching and learning at schools. The premise of the framework is based on prevention. If detected early, acts of indiscipline like violence, can trigger swift intervention to counterbalance such behaviours.

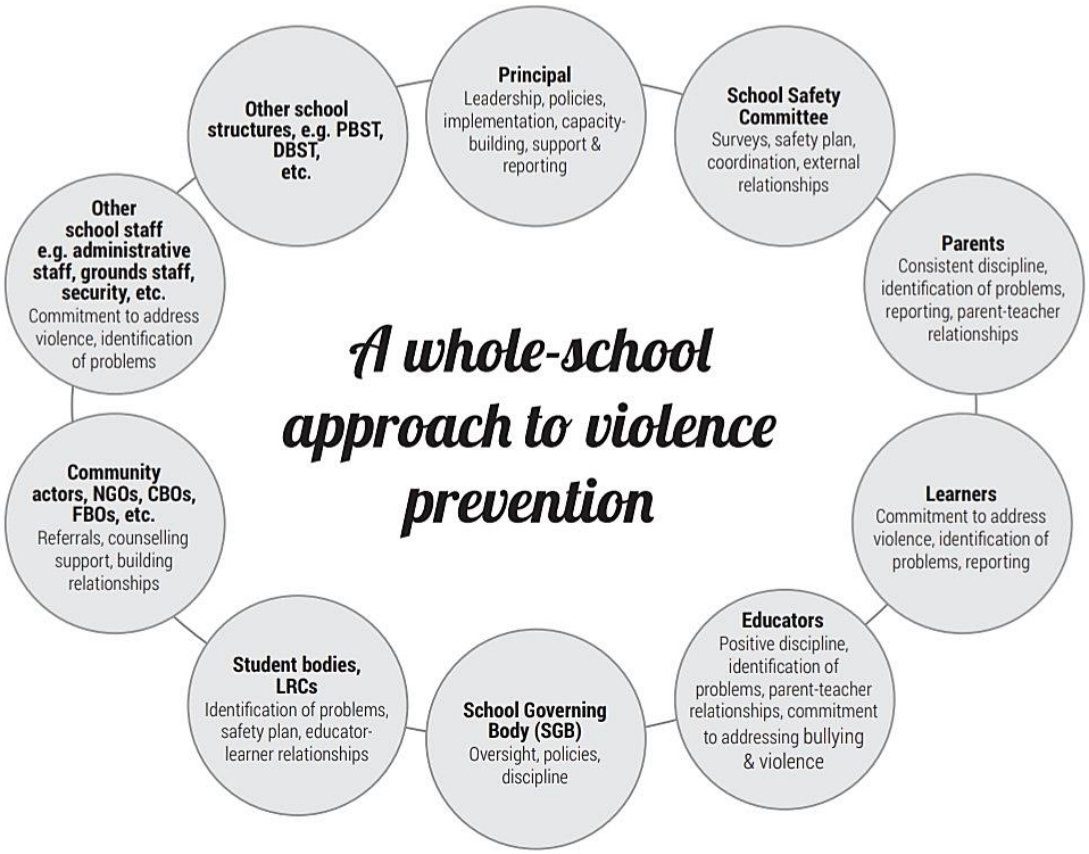
According to the Department of Basic Education (2015), the DBE is responsible for providing policies and guidelines for discipline for the nine provinces. These policies and guidelines are pertinent to school safety, and will help monitor and evaluate programmes and initiatives to reduce violence and indiscipline in schools. It is the responsibility of each provincial education department to make certain that schools under their leadership are adequately trained to implement the framework. The framework further calls for all schools to have fully fledged school-based reporting systems to control all cases of violence and indiscipline. In accordance

with the NSSF, all schools are required to have a School Safety Committee, School Safety Policy, School Safety Plan, Emergency Plan, and a Code of Conduct for learners (DBE-UNICEF-CJCP, 2015).

In a recent media statement, Basic Education minister, Angie Motshekga told the joint portfolio committee on basic education, and the portfolio committee on police, that the National School Safety Framework was the department's strategic response to school violence, supporting provinces to implement several interventions in response to crime and violence in schools (Naidu, 2019). The National School Safety Framework (Department of Basic Education & Centre for Justice and Crime Prevention, 2015) is located within the international, regional and national laws and policies and recognizes the safety of learners and educators as a prerequisite for quality learning at school. It also provides school management with management tools to effectively formulate, implement and monitor school safety plans (Makota and Leoschut, 2016:19).

The framework encompasses a whole school approach to school safety, and provides safety guidelines and diagnostic tools that can be used by learners, educators, principals and school governing bodies (SGBs). The NSSF system requires at least one individual to serve as the driver or leader, and a support team whose primary objective is that of management of all incidents reported, and a team that supports the shift towards school safety (DBE-UNICEF-CJCP, 2015). The framework maintains a whole-school approach to a safe environment and concedes that school principals are not solely responsible for school safety. Makota and Leoschut (2016:20) opine that the NSSF advocates school safety as part and parcel of a school's cultural norm, rather than being an add-on to the school management's responsibilities (Department of Basic Education & Centre for Justice and Crime Prevention, 2015). The solution to this problem lies in a collective effort from a range of stakeholders. The authors explicitly state the need for school indiscipline to be addressed by means of collaboration of all relevant stakeholders. The following diagram represents the various stakeholders that should collaborate in a whole-school approach towards, not only violence prevention, but also the creation of a safe school environment.

Figure 2.1: The whole-school approach to violence prevention



Adapted from: DBE (DBE-UNICEF-CJCP, 2015)

The principles of the framework were designed to contribute to the creation of a safe environment. The principles of the NSSF (as stated by UNICEF South Africa, and the National Department of Basic Education) developed the National School Safety Framework (NSSF) (DBE-UNICEF-CJCP, 2015) include:

- *"The safety, and feelings of safety, of all members of the school body is a prerequisite for positive learning outcomes, and for the wellbeing of children at school;*
- *There needs to be a shared understanding of the (safety and violence) problem by all those that constitute the school environment;*
- *A common approach that is supported by all those that constitute the school body (including learners, educators, parents, and support staff) is required;*

- *Learners must be given a voice. Young people need to be encouraged to establish forums within schools where they learn to give voice to, and take responsibility for, the issues that affect them;*
- *The Framework must embody a restorative approach. A proactive instead of a punitive approach should be adopted;*
- *A safe school is dependent on adequately trained and equipped educators and management;*
- *The achieving of safe schools, and the maintaining and management of gains made towards school safety, is dependent on ongoing data collection and analysis, and on the application of learning based on this analysis to school safety interventions at an individual school, district, provincial and national level; and*
- *The last principle is that of partnerships between all elements of the school body, and between the school and the community in which it is located."*

The school safety stakeholders should, not only share a common understanding of school violence and a shared vision for school safety, but also clearly understand their role in the whole-school approach to preventing school violence. The collective effort to reduce violence will demonstrate the significance of school safety, not only to the learners, but also to the broader community (Makota and Leoshut, 2016:22). In concurrence, Le Mottee and Kelly (2017:60) assert that a positive school climate is achieved through a collaborative approach between learners, educators and members of the community working together and planning school improvements, identifying what works best, and what the current needs of the school are.

2.8.2 School code of conduct

Section 8 of the South African Schools Act provides Guidelines for the Consideration of Governing Bodies in adopting and implementing a code of conduct for all learners (Republic of South Africa, 1996a and South African Schools Act, 84 of 1996). The SASA stipulates that the SGB of a school must formulate a discipline committee and a code of conduct (after consultation with other stakeholders) which must be used to manage discipline in schools (Republic of South Africa, 1996a and South African Schools Act, 84 of 1996). It must contain disciplinary rules for all learners in the school. Bray (2005: 134) says a school's code of conduct

functions like the law in broader society. The law consists of a body of norms, values and rules which society has accepted as its law. People (i.e. persons as bearers of rights and obligations) must obey the law and when the law is disobeyed, legal measures must be enforced to restore legal equilibrium. Mestry (2015:662) asserts that the code of conduct is imperative for providing expectations and standards of learner behaviour, for establishing the necessary rules and procedures that can be used for managing threats to safety and security, and for safeguarding learners and staff against any form of danger.

A study conducted by Baruth and Mokoena (2016) recommends that the implementation of a code of conduct be the responsibility of all relevant stakeholders for it to be deemed effective in sustaining learner discipline. However, according to Maphosa and Schumba (2010: 388), the magnitude of reported cases of learner indiscipline warrants the use of different kinds of disciplinary measures. The question still remains to do with the usefulness of such measures in curbing future occurrences of indiscipline or in helping the perpetrators. Scholars suggest that school governing bodies and SMT members need to be proactive and prevent learner indiscipline. Makota and Leoschut (2016) posit that the first requirement is for schools to be adequately prepare to prevent and manage any safety-related threats that may arise. Mestry (2015) also concurs by stating that the code of conduct for students should be carefully designed and strategically maintained to ensure that preventative measures are in place at all times. School codes of conduct policies need to include a precise and unambiguous definition of indiscipline and violence, and a specific reporting procedure for such issues. It is necessary for schools to be prepared to implement a school code of conduct and school safety policies and to make learners and parents aware of these policies. Researchers such as Segalo (2015) report on findings of a study regarding the implementation of the code of conduct in schools and how it can influence learner behaviour. The researcher found that the teacher informants were of the view that that learner's behavioral excesses were linked to poor implementation of the school code of conduct. As a result, learners were less respectful of teachers than they were supposed to be.

Management of learner behaviour by a code of conduct can be viewed as being preventative in nature because it refers to basic rights, rules and consequences (Segalo, 2015:139). Moreover, in light of creating a democratic system for disciplining learners, all learners are subjected to a fair administrative system (The Constitution of SA, Article 33). All learners also have a right to a fair hearing in school (Republic of South Africa, 1996a and South African Schools Act, 84 of 1996). In this regard, when an act of indiscipline is committed, the learner in question

has the right to appear before the school discipline committee to exercise their right to a fair hearing, after which sanctions are passed. Narain (2015) says the SGB has to ratify all sanctions and demonstrate that, whilst the principal and SMT are accountable to the schools' discipline processes, they no longer have final authority over it. According to Nnebedum, Akinfolarin and Obuegbe (2018:36), the disciplinary committee of a school has many responsibilities such as consulting with the relevant administrators in formulating the school code of conduct, liaising with parents in strengthening students' discipline, referring erring students to a school counsellor for advice and follow-up, investigating disciplinary acts, and making recommendations where necessary. Chinenye and Victor (2018) further state that, apart from the school heads being the ones at the forefront in enforcement of disciplinary measures in the school, teachers also help to carry out disciplinary actions against defaulting students on a daily basis. The other stakeholders also assist the school management in implementing the school's disciplinary policies, rules and regulations.

2.9 School Discipline, Safety and Security

In accordance with the NSSF, schools are encouraged to establish and maintain a Safe School Committee (Department of Basic Education & Centre for Justice and Crime Prevention, 2015). Further stipulations for the establishment of the Discipline Safety and Security Committee are found in Section 30 of the SASA, where stipulations are made for the DSSC as a sub-committee of the SGB, that all relevant issues should be reported to the SGB (Republic of South Africa, 1996a and South African Schools Act, 84 of 1996). Provisions relating to the adoption of the DSSC are found in the KZN Provincial circular 55 of 2001. The committee must be representative of the school community, and consist of a combination of stakeholders, both internal and external. DBE suggests that internal stakeholders should include learners, educators, SMT members, the principal, SGB members and school security personnel. It is further recommended that external role players should include the SAPS, the Metropolitan Police, local ward councillors, social workers, local hospital counsellors, and Community Police Forums (CPFs). The purpose of the school safety committee is to develop safety plans that can be used to foster school safety, protection, and well-being of students and staff.

The purpose of the DSSC is to be result-orientated, efficient in planning, and have a clear plan in place for all discipline related issues (KZNDEC: 2003). According to the KZNDEC (2003:19), the duties of the DSSC are to:

- *"identify the schools particular DSS problems;*
- *draw up an action plan;*
- *have regular meetings;*
- *ensure that, where feasible, the school has sufficient and adequate burglar bars, fences and alarms;*
- *ensure that the first aid equipment is available and accessible;*
- *monitor and record all DSS problems that have occurred so that causes, patterns and responses can be established; and*
- *keep the circuits and district offices informed at all times of incidents and of action plans aimed at ensuring good discipline, safety and security."*

2.9.1 School safety policy

Section 16 (1) of the SASA provides for school governing bodies to design a school safety policy. These policies must be established in accordance with the Regulations for Safety Measures at Public Schools (2001) and the Amended Regulations for Safety Measures at Public Schools (2006) as entrenched in the Schools Act (Act 84 of 1996), and must incorporate procedures, measures and regulations for the safety and security of learners in their care. Mahlangu (2016) conceptualizes school safety by stating that that the term 'school safety' refers to, and includes fundamental and obligatory environmental factors that serve in creating an environment that fosters effective teaching and learning.

The purpose of the school safety policies is to ensure that a course of action is taken in the event of a situation that compromises the safety of any person on the school premises. It is the responsibility of the school safety committee to ensure that the policy is established and maintained, and that staff, parents and learners are aware of the policy and what measures to follow when required. The school safety policy responds to a broad category of possible situations, events and acts of misconduct in the likelihood of their occurrence.

Schools are required to establish their own policy with clear stipulations for transgressors of acts of indiscipline or unsafe behaviours. It is within the best interest of schools to establish and implement their school policy which can be used to supplement other discipline strategies in schools. It further provides for recognition of harm caused, be it to property or another individual.

2.10 Challenges in implementing learner discipline strategies

Despite the foregoing discussion of literature pertaining to the policies designed to assist educational practitioners in sustaining learner behaviour, many strategies do not contribute to the creation of a safe educational environment. Research shows that there are many challenges that come with the implementation of these strategies. That is why schools find indiscipline a perennial problem. The aim should be for schools to make practicable these strategies and regulations to ensure the safety of learners in their charge. The challenges relating to the implementation of discipline strategies are discussed below.

2.10.1 Lack of parental involvement

There is substantial evidence that increased parental involvement can positively impact student outcomes and behavior (Lesneskie and Block, 2017:428). Research on parental involvement suggests that it contributes to a decrease in substance use (Fletcher, Steinberg, and Williams-Wheeler, 2004), behavioural problems (Epstein and Sheldon, 2002; Fletcher et al., 2004; Hill et al., 2004), aggression (Marsh, McGee, and Williams, 2014) and incidents of physical fighting and weapon possession (Laufer and Harel, 2003). However, according to Gaynor (1998), many countries are still grappling to cope with the new role of parents as active stakeholders in education. Presently, in South African schools, most parents do not participate meaningfully in their children's education. This is observed by Van Wyk (2001:198) who states that many parents are reluctant to be involved in disciplinary issues involving their children, and that the school should deal with the problem. In concurrence, Bayaga and Jaysveree (2011:207) observe a lack of parental involvement in instilling discipline as parents are oblivious to their children's behaviour. The views of these teachers are buttressed by empirical evidence that parents residing in townships tend to place even more of their parental duties in the hands of teachers, who are not empowered to take on such responsibilities, particularly

when it comes to discipline and the instilling of morals and values (Cucchiara and Horvat, 2009:976; Engelbrecht, Oswald and Forlin, 2006:125; Singh, Mbokodi and Msila, 2004:304).

Bender and Emslie (2010:65) conducted a study on family-school collaboration, and concur that many parents do not instil good discipline at home as they regard the disciplining of children as the sole responsibility of the school. In light of this finding, the authors opine that it is essential that learners and parents be involved in the design and implementation of the various prevention strategies so that they are motivated to take ownership of these strategies and to support the school's efforts (Emslie, 2010:65). Lemmer and Van Wyk (2004) equally note that Epstein's model of parental involvement suggests home-school communication taking a two-way format a reflecting a co-equal partnership between families and schools.

With regard to SGB parental involvement, Mestry and Khumalo (2012:107) assert that the election of parents to SGBs allows them to be involved in issues of misconduct in schools, and to participate in disciplinary proceedings, as set out in the learner code of conduct. However, parental involvement in learner discipline in many South African schools has been lacking. This poses numerous problems for educational practitioners, more so because much power regarding learner discipline remains vested in the parent component of school governance.

Dowling and Osbourne (1985) indicate that if poorly disciplined learners see that that their parents and educators are collaborating to manage their misconduct, they experience more stability and feel more contained. In this way, the knowledge of their behaviour being monitored both at home and school brings a realization that there is little room for misconduct. This is supported by Le Mottee and Kelly (2017:59) who argue that there is a need for consistency in the disciplinary model at home and at school for discipline to be effective. It is difficult to rewire a child's mind if a child has spent the majority of his or her time to their own devices. The aforementioned are reasons why educators struggle with indiscipline. Pienaar (2003) argues that if discipline measures, routines and more importantly, parental involvement were habitual in the home environment, the encumbrance of having to discipline the learner in the classroom or in the school environment would be considerably reduced for the teacher. It is therefore, imperative that parents understand that discipline begins at home, and can further be managed by partnering with educators.

2.10.2 Safety measures

It is generally accepted that a safe school is a sine qua non for effective teaching and learning (Prinsloo, 2005:10), that good discipline is the most important characteristic of an effective school (Masitsa, 2011:165). Oosthuizen, Rossouw and De Wet (2004:2) note that good order, discipline, safety, harmony and mutual respect are fundamentals for security. This perception concurs with Xaba's (2006:566) observation that indicators of safety include good discipline, a culture conducive to teaching and learning, professional teacher conduct, and good governance and management practices.

Research shows that the National School Safety Framework is being used as an approach to manage discipline yet its viability and effectiveness is continually contested due to the ongoing indiscipline in schools across South Africa. With that said, Prinsloo (2005) asserts that the violent reality in South African schools is not congruent with fundamental human rights. This attests to the fact that policy places great emphasis on the protection of human rights but the subsequent actions and behaviour of learners are contradictory to the protection of their rights. A study conducted by Dhlamini (2016) reveals that some schools are not properly and safely secured, leading to many discipline problems. In some schools, the SMT does not follow through with the implementation of policies to ensure a safe school environment. A study conducted by Bongweni and Tyilo (2019) on the implementation of the NSSF in schools revealed that many schools have committees established for compliance purpose, which regrettably are dysfunctional. Furthermore, the responses from participants revealed that many challenges were experienced in implementing the NSSF. The researchers observed that there were gaps in the implementation of NSSF in schools due to numerous challenges identified by the participants. These challenges include ineffective DoE training hosted without considering the needs of the schools, rendering the implementation of NSSF an arduous task. There is insufficient support from the DoE for providing feedback for reported cases of indiscipline. Bilyati, Remebe and Shumba (2014:1588) are in support the aforementioned authors as the findings of their study are congruent. Their findings revealed that, in some schools, the Safety and Security Committee did not exist as it was never established but merely imaginary. It was only thought of when incidents that sparked violence between learners occurred. Concomitantly, a study conducted by Eberlein and Moen (2016:114) revealed that, with regard to the implementation of safety policies, all four schools that formed part of the study fell short, to a certain degree, of the effective implementation of even the inadequate policies that existed.

Netshitahame and Vollenhoven (2002:314) conducted a study on school safety. The responses obtained from principals, when asked about the safety missions and safety policies of their schools, indicated that most of them did not have a clear understanding of what was meant by the terms 'mission statement' and 'policies', nor of the importance thereof. When asked about safety committees and related issues, the responses indicated that some schools had an individual teacher to handle some school issues, but none had committees which dealt specifically with safety issues (Netshitahame and Vollenhoven, 2002:316). Due to the lack of imperatives such as a school mission statement and policy, researchers recommended that schools be encouraged to form partnerships with the school community in order to mobilize a system of school support networks (Netshitahame and Vollenhoven, 2002:317). Nickerson and Martens (2008:240) assert that school-based intervention may only affect violence (or crime) in a limited way, and similarly underscored the need for community partnerships to tackle this complex and multifaceted issue.

2.10.3 Deficits in the South African Schools Act and School Code of Conduct for learners

The SASA (84 of 1996) has made provisions regarding the management of discipline in schools, but has uncertainties pertaining to certain aspects of discipline management which will be discussed below.

The South African Schools Act

According to Reyneke and Pretorius (2017: 113), despite several amendments to the Schools Act, there still remains deficits evident in insufficient provision of support measures or structures for counselling; in a narrow focus on the position of the transgressor; in insufficient regulations to ensure the effective use of an intermediary during disciplinary hearings, and in failure to provide for exemption procedures. The aforementioned scholars argue that schools currently resort to punitive discipline measures that do not take into account the 'best-interest-of-the-child' as prescribed in the South African Schools Act. They therefore, attribute this to insufficient clarity of crucial provisions of Section 8 of SASA. It is argued by scholars that the use of disciplinary measures only contribute to the cycle of indiscipline. Concurring with the literature presented regarding the Alternatives to Corporal Punishment, Reyneke and Pretorius (2017) argue that the Guidelines for the Consideration of Governing Bodies in Adopting a

Code of Conduct for Learners in the SASA makes reference to the use of alternatives to punitive measures, yet there are no proper guidelines presented for what acceptable alternatives are. This therefore, contributes to the lack of implementation of discipline policies due to further uncertainty regarding what appropriate strategies are.

School Code of Conduct for learners

Researchers identify loopholes found in policies such as the code of conduct for learners. In view of the school code of conduct being designed by school governing bodies, it has been noted that there still many issues which are contentious. In the literature reviewed above, it is evident that educational administrators and practitioners are still grappling to find ways to sustain learner behaviour in schools. It is of great concern that imperative policies such as the code of conduct in many schools remain lacking in many areas, providing further distress in implementing policies. A study conducted by Joubert (2009) provides clear insight on the reason as to why some schools are unable to implement the school code of conduct effectively. Joubert (2009:249) provides a critical analysis of the shortfalls in the code of conduct pertaining to learner behaviour:

> *In general, the codes of conduct do not distinguish between serious and less serious offences.*
>
> *Few codes of conduct include punitive actions or sanctions.*
>
> *An obvious finding is that there is no mention of disciplinary hearings, no reference to disciplinary committees or any procedures that will be followed in cases of serious misconduct.*

It is not the intention of the researcher to delve into the numerous grey areas manifest in various schools' code of conduct, but rather to reason as to why policies are sometimes ineffective when implemented. Nitsch, Baetz and Hughes (2005) assert that one of the factors affecting the effectiveness of a code of conduct is the degree to which violations can be pertinently sanctioned. It is imperative that schools use precise rules and regulations when formulating the school code of conduct, such that there is little room for schools to implement them differently.

2.10.4 Outdated discipline strategies

Research suggests that even today, in a democratic society and democratic school governance, may education practitioners have not embraced non-punitive discipline approaches. Joubert and Serakwane (2009) concur with this by stating that many educators perceive discipline to be a punitive measure because they were subjected to a school system in which children's rights were not given precedence and were often violated. From the researcher's own experience as an educator, many educators whose service was long in the apartheid era, find it difficult to adapt to alternative discipline practices. When asked about effective discipline strategies, many of these educators will often argue that the best strategy is corporal punishment. Research shows that corporal punishment is still commonly practiced in many schools today. Du Preez and Roux (2010) state that non-compliance with the policy on alternative strategies has resulted in some schools continuing with the use of corporal punishment, some partially using the policy, and others wrongly implementing it. According to Venter and van Niekerk (2011:246), educators seem unable to apply positive forms of discipline, and still see their power vested in authoritarian ways of inculcating both 'respect' and submission in learners. Many teachers persist with a traditional approach to discipline as an endeavour to maintain authority by controlling behavior through oppressive disciplinary methods (Otto, 2000:2).

There is a growing body of evidence supporting the view that corporal punishment is still being administered in schools today (Smit, 2001; Luggya, 2004; Mdabe, 2005; Narain, 2006; Mohapi, 2008; Msani, 2007; Payet, and Franchi, 2008; Smit, 2010; Khewu, 2012; Bilyati, Remebe and Shumba, 2014). Kimani, Kara and Ogetange (2012) report on a study they conducted which revealed that 70% of the principals reported that corporal punishment was still being used in their respective schools. The findings further imply that educators were not adequately prepared to maintain discipline at school without the use of corporal punishment. This led to despair in discipline management (Kimani, Kara and Ogetange, 2012:273). In concurrence, Covell and Becker (2011) state that corporal punishment is still being used in schools throughout the world, both in countries where it is considered legal and where it has been abolished, leading to estimates that millions of children are subject to legalized assault at their schools. In South African schools (despite the abolishment of corporal punishment), students observe that corporal punishment continues to be a regular part of their education (Payet and Franchi, 2008). Similar results emerge from a study conducted by Ntshangase and Naidu (2013) who further assert that educators seem likely to continue administering corporal

punishment in South African schools despite its abolishment. A study by Bilyati, Remebe and Shumba (2014) conducted in four South African secondary schools revealed that corporal punishment was still being administered because the educators felt that alternatives to corporal punishment were not effective in managing discipline as learners continued to disobey school rules. Johnson (2004) reports that there are still many educators who administer corporal punishment to maintain discipline in schools, and they do so without the principal's knowledge. Although alternative measures to corporal punishment are being implemented in schools, educators claim that it is becoming impossible to maintain discipline in some classes without resorting to corporal punishment (Songul, 2009).

Mestry (2015) concurs with outdated discipline strategies being the cause for further indiscipline. He stated that school management teams and educators support the use of zero tolerance policies because the zero-tolerance policy assists in removing problematic learners from school system. SMTs recognize zero tolerance policies as easy to implement and swift interventions that explicitly and consistently assure learners that indiscipline is not acceptable in the school. He further asserts that in order to apply the zero-tolerance approach to South African learners in an educational landscape such as ours, the foundational issues of school-based violence need to be urgently considered.

The researcher's view is that resorting to corporal punishment only incites learners and aggravates a potentially dangerous situation for both educator and learner. This is supported by Foncha, Kepe and Abongdia (2014:1163) who maintain that both learners and educators find disciplinary measures ineffective and conflict is indicative of a serious problem associated with the measures in use in schools. Skiba, Skiba and Peterson (2000) support this view by arguing that punitive disciplinary measures are likely to result in the repetition of unwanted behaviour.

2.10.5 Conflict amongst SMT members

Despite the introduction of distributed or shared leadership by the Task Team (DoE, 1996), embodying the leadership of school management teams, there is much dissipation around its practicality (DoE, 1996). Mestry et al. (2008:10), state that the idea of collective management and leadership has grown in South African schools through the concept of school management teams. Yet despite the increase in the adoption of collective management, schools are still struggling with management issues as evident in the culture of indiscipline that prevails in most

schools, despite the range of policies, procedures and strategies implemented. Conflict within SMTs may stem from the issues of devolution of school management which can sometimes be seen as a way for higher ranking individuals such as the principal or deputy principal to exercise their authority and delegate to other members of the SMT. Harris (2003) concurs with this by stating that, if the principal distributes leadership responsibilities to educators, distributed leadership becomes nothing more than merely informed delegation. Instead, it should be a social distribution of leadership where the leadership function is stretched over the work of a number of individuals, and where the leadership task is accomplished through the interaction of multiple leaders (Spillane, 2002:20).

Bush and Glover (2013) report on the results of their study in schools in Mpumalanga which showed that many SMTs were still emergent and did not yet exemplify a distributed leadership approach; and that despite the contemporary focus on distributed leadership, principals retained a central role because of the accountability framework within which schools operate (Bush and Glover, 2013:39). The prevalence of autocratic leadership styles in South African schools is also observed by Naicker and Mestry (2011:104) who state that, while the South African DoE supports participative leadership styles based on democratic principles, there seems to be a gap between policy and the practice of participative leadership styles in schools in Soweto. An autocratic leadership style has negative effects like creating a tense school atmosphere where job dissatisfaction exists, and where staff experience stress (Prinsloo, 2003:144).

Distributive leadership in practice means that teachers have the opportunity to lead as well as take responsibility for the most important areas of change needed in the school (Harris and Muijs, 2005:14). Educators may be viewed as 'co-producers of leadership' (Harris, 2005:11). Harris (2003:316) states that the teacher leader role focuses on participative leadership, where all teachers feel part of the change or development, and have a sense of ownership. However, a study conducted by van der Mescht and Tyala (2008) showed that principals believed that it would be problematic to include post level one educators in the SMT due to conflict that may arise from other post level one educators.

Van der Mescht and Tyala's (2008) study further revealed that some of the major challenges faced by SMTs was that of lack of teamwork, disloyalty to other team members, making quick decisions without consulting others and personal agendas being at the forefront of decision making. It is therefore, worth questioning whether decisions taken are for the good of the school or there are ulterior motives. A dysfunctional SMT can have devastating effects on the school

culture and climate, and affect all aspects management activities. This points to a significant challenge for team leadership. Leaders do, after all, need to ensure effective functioning of their schools, and distributing responsibilities to members who may not be competent is a clear threat to effectiveness (van der Mescht and Tyala, 2008:234).

2.10.6 Lack of collaboration from stakeholders

Van Jaarsveld, Minnaar and Morrison (2012:132) state that school principals, school governing bodies (SGBs) and other partners need assistance to handle escalating disruptive behavior in schools. This need is confirmed Chinenye and Victor (2018) who state that ensuring school discipline is a shared responsibility of the government, school heads, teachers, students, parents and other notable stakeholders in the school system. It is also acknowledged by Brown and Duku (2008:432) who state that in this echelon of management, parents, educators, and learners are drawn into partnership for the education of the learners. Yet despite the work of various scholars underscoring the effectiveness of partnerships and collaborated efforts, research still suggests the unwillingness of stakeholders to work together towards a common cause of indiscipline in schools.

Lack of collaboration exists within schools. One of the contributing factors to the ineffectiveness of discipline strategies in schools stems from the trepidation of educators in the shifting of current management practices. In support of this view, Fullan (2001a) and Van Driel (2001) assert that experienced teachers tend not to change their current practice easily because it is rooted in their beliefs, and in the practical knowledge they have accumulated during their years of teaching.

In managing learner discipline, it is imperative that strategies be collaborative and sustainable such that they create a positive impact and can be used as a viable strategy in the future Šimanskienė and Župerkienė (2014) state that one can name the essence of sustainability: it retains and deepens the knowledge of anything that spreads and lasts without doing any harm and assuring a positive impact on everything that surrounds us at present and will surround us in the future. Sustainable activities therefore demand a personal contribution and a transformation of the way of thinking of each individual involved in the process.

2.11 A global view of strategies to sustain learner behaviour in secondary schools

The unparalleled and unprecedented anomaly of indiscipline is not only a South African problem, but is also experienced in other parts of the world (Le Roux and Mokhele, 2011; Akiba, LeTendre, Baker, and Goesling, 2002; Greene, Robles, Stout and Suvilaakso, 2013; UNESCO, 2017). Concerning indiscipline and violence, De Wet (2007: 674) opines that "this appears to be a problem in the Scandinavian countries, as well as in, among others, Australia, New Zealand, the USA, Germany, Canada, Ghana, Swaziland and Zimbabwe." It is therefore, important to ascertain what strategies these countries use to sustain learner discipline in schools. These are discussed below.

Netherlands

Arum and Ford (2012: 59) state that "schools in the Netherlands facilitate a process by which students draft a statute of students' rights and duties. Each statute is subject to approval by student representatives, parents, teachers, and principals." Thus, the way Dutch schools respond to misbehaviour varies among schools because the student-created statutes contain differing regulations. Minor infractions most commonly receive light sanctions, such as removal from class, a phone call to parents, or community service. Misbehavior that most statutes deem more serious is punishable by suspension.

Australia

Individual schools in Australia develop their own 'behavior code' for learners. This is designed in collaboration with the community and student behavior is managed in a collaborative effort amongst learners, their respective families, and their educators. Similar to the South African belief that 'it takes a village to raise a child,' Australian communities see schools as an integral part of them. Narain (2015: 38) posits that "in order to develop collaborative partnerships: Firstly, schools develop decision-making policies which encourage inclusive participation of the school community. Secondly, schools are expected to consult their communities and give them the opportunity to be involved in developing the code of behaviour and to be involved in implementing and reviewing it." "Thirdly, students, families, school staff and services will work together to negotiate student development plans to support student learning and behaviour

change and manage seriously or persistently irresponsible behaviour" (Government of South Australia, 2007b).

Turkey

According to the 2014 regulation, educators cannot punish preschool and elementary school students (grades K–4). However, they may, with the approval of their principals, punish students in grades 5–8 in the forms of admonitions, condemnations, and transfer to another school (Russo and Kiral, 2020:32). "Some of the studies conducted in Turkey revealed that coercive discipline techniques such as shouting, hitting, calling bad names, are still commonly used by the teachers or managers" (Deveci, Açık, and Ayar, 2007). "With regard to secondary school learners, an official directive spells out the following disciplinary actions: written censure, short-term suspension and expulsion from formal education. However, in practice, the following methods of maintaining discipline prevail in schools in Turkey: corporal punishment, verbal approaches (which include harsh scolding as well as talking to the learner and giving verbal warnings) and sending children out of the classroom" (Boyaci 2009).

USA

Many U.S. schools have adopted zero tolerance policies—rigid guidelines requiring suspension or expulsion for a range of offenses, including drug possession and fighting. School suspensions, in particular, are common in the United States (Aud, KewalRamani, and Frohlich, 2011). Restorative justice practices are also common in USA where "restorative programs in schools focus heavily on relationship building and repairing the harm caused by acts of misbehaviour, delinquency, and crime" (Ashworth, Bockeren, Ailts, Donnelly, Erikson, and Woltemann, 2008).

Malaysia

Tie cited in Wolhuter and Russo (2013: 6) states that the Malaysian Ministry of Education disseminates a comprehensive set of school rules and regulations. Schools provide learners with a copy of the school rules and regulations. School rules are enforced by means of a system

of surveillance, penalties and punishments, which include demerit points, corporal punishment, alternative school placement, suspension and expulsion.

Canada

Canada also widely adopted zero tolerance in the 1990s. Research demonstrating the bias and ineffectiveness of such policies has surfaced. However, Canadian schools have slowly dismantled zero tolerance policies. In theory, zero tolerance ensures that discipline is distributed consistently, and deters students from violating rules for fear of harsh punishment (Arum and Ford, 2012: 58). The Ontario Ministry of Education responded to the discrimination in implementing zero-tolerance policies by implementing The Education Amendment Act (2007) (or Bill 212): Progressive Discipline and School Safety, focusing on prevention and intervention strategies. According to Milne and Aurini (2015: 60), the stages of progressive discipline include:

1) *The promotion of positive behaviours and preventative strategies.*
2) *Early intervention and attempts to help students identify and replace negative behaviours with positive behaviours.*
3) *Interventions that include addressing mental, physical, social, behavioural, and family environmental influences that may encourage problematic behaviour.*

Since then, Canadian schools have started to adopt 'progressive discipline' programmes to foster a positive climate in schools rather than apply punitive measures. Progressive discipline is part of a broader philosophical and pedagogical move towards "progressive" forms of schooling designed to support students' individual academic, social, emotional, and behavioral learning needs (Davies 2002: 271).

Japan

Research also shows that Japanese teachers often take deliberate actions to minimize the impression of teacher control. Teachers are advised not to continuously monitor and supervise student behaviour, but to keep a very low profile, which encourages students to manage themselves. (Bear et al., 2006). Japanese schools also assert that students should adhere to strict

dress codes. These dress codes dictate all aspects of grooming. The premise of the dress code as a discipline strategy is that it maintains order and discipline.

Russia

In Russia, educators use peer pressure to elicit student compliance. Teachers cultivate a strong sense of classroom community; they stress that misbehaving students are 'letting down the team.' Faced with the ire of their classmates, many disobedient students control their behaviour. Russian principals play an active role in classrooms. They frequently observe teacher effectiveness, assess student behavior, and report their observations and assessments to government authorities. When necessary, principals' partner with parents of misbehaving students in reinforcing school rules, but principals are the ultimate arbiters of discipline (Arum and Ford, 2012: 59).

Ireland

According to Payne and Welch (2013), restorative justice conferences were first implemented within schools in Australia in 1994 to adopt restorative justice as a discipline management strategy. The studies in Northern Ireland indicate that the majority of schools are managing pupil behaviour successfully within their own resources, and have developed a range of approaches through their discipline and pastoral care policies, which meet their pupils' needs. The approaches include parental involvement and training of inexperienced teachers on learner discipline by management (Clement and Sova, 2000).

England

According to Wolhuter and Russo (2013: 4), head teachers are responsible for developing and operationalizing behavior policies in the context of this framework. They must address the standards of behavior expected of learners and how they are to be achieved, the school rules, disciplinary penalties for transgressing them and, equally important, the rewards for good behavior. Furthermore, exclusion, referring to both permanent and fixed-term exclusion, can be used in cases of severe misconduct.

Nigeria

According to Uzoechina et al. (2015), in Nigerian secondary schools, once rules and regulations are made and the students are made aware of them, the onus is on students to abide by and be guided by such rules; flouting of which, is tantamount to indiscipline and attracts sanctions of varying degrees. Nakpodia (2012) lists methods used in Nigerian schools for correcting indiscipline which include: the use of the cane, spanking with the hand or slippers, slapping, knocking the head with the knuckle, and causing students to kneel down on hard surfaces; all of which are acts of corporal punishment which are punitive in nature.

South Africa

During the apartheid era, school discipline practices in South Africa were deeply entrenched in corporal punishment. Since then, the reform of the education system has brought with it a change in discipline practices. The Bill of Rights states that children must be protected from any action that would place at risk, the child's wellbeing, education, physical or mental health or spiritual, moral or social development (Dawes et al., 2004). In this regard, sanctions for indiscipline are stipulated in the South African Schools Act (84 of 1996). The South African Schools Act further provides for the formulation of a School Code of Conduct which must be drawn up by the school governing body. According to the Department of Education (2008):

> *The Code of Conduct spells out the rules regarding learner behaviour at the School and describes the disciplinary system to be implemented by the School concerning transgressions by learners. Section 8(4) of the SA Schools Act provides that all learners attending a School are bound by the Code of Conduct of that School. All learners attending the School are expected to sign a statement of commitment to the Code of Conduct. The administration of the Code of Conduct is the responsibility of the Disciplinary Committee of the School.*

Sanctions for indiscipline are then decided upon and implemented by the Disciplinary Committee of the school.

2.12 Models for enhancing learner discipline

Literature has revealed strategies currently being used to sustain learner discipline. Various authors (Russo and Kiral, 2020; Payne and Welch, 2013; Wolhuter and Russo, 2013; Arum and Ford, 2012; Nakpodia, 2012; Aud, Kewal Ramani, and Frohlich, 2011; Le Roux and Mokhele, 2011) have researched on strategies used by schools to sustain learner discipline. This section of the literature review focuses on models that have been used to enhance learner discipline in schools.

2.12.1 Canter's Assertive Discipline Model

Lee Canter's Assertive discipline is one of many educator leadership styles for managing learner discipline. Canter (1989:58) posits that it is vital for classroom teachers to have a systematic discipline plan that explains exactly what will happen when students choose to misbehave. By telling the students at the beginning of the school year what the consequences will be, teachers ensure that all students know what to expect in the classroom. Without a plan, teachers must choose an appropriate consequence at the moment when a student misbehaves. Furthermore, if learners behave inappropriately or resort to acts of indiscipline, Canter (1989) suggests that educators should stop the lesson to talk to the learner or do what is required to gain control of the class again. Canter (1989:59) further contends that an effective behavior management program must be built on choice. Students must know beforehand what is expected of them in the classroom, what will happen if they choose to behave, and what will happen if they choose to misbehave. Students learn self-discipline and responsible behavior by being given clear, consistent choices. They learn that their actions have an impact and that they themselves control the consequences.

2.12.2 School wide Positive Behaviour Intervention Model (SWPBIS)

This theory is informed by Roger's (2003) Diffusion of Innovations Theory. It is a prevention model that is now widely implemented in schools in the school-wide positive behavior intervention support model (SWPBIS) (Sugai, Horner and Todd, 2000). The SWPBIS model is a conceptual framework focused on facilitating social and academic success of all students, including students with disabilities, by using positive and proactive research-validated

behavioral interventions (Bradshaw, Mitchell, and Leaf, 2010; Sugai and Horner, 2009). The SWPBIS has three levels, referred to as primary tier, secondary tier and tertiary tier. At the first tier, the primary level; schools must set behavioural expectations and sequences of actions for all learners, and include rewards for learners who meet these expectations. The secondary level comprises intervention strategies that are planned, designed and grouped for learners who are seen as at risk of displaying problematic behavior. The third level comprises specific interventions aimed at addressing the needs of every single learner, should the secondary level interventions be ineffective (Chitiyo and May, 2018). Cumulatively, the three levels of interventions serve as a proactive model that is effective enough to create positive school environments for all learners.

2.12.3 The Glasser Model

Founded by William Glasser (1978), this model is based on the premise that "good behavior comes from good choices." Glasser (1978) describes the responsibilities of educators in maintain good discipline as follows:

1. *Stress student responsibility in making good choices, showing that they must live with the choices they make.*
2. *Establish class rules that lead to success.*
3. *Accept no excuses.*
4. *Call for value judgments.*

The model focuses on learners being capable of managing their own behavior. The responsibility of the educator therefore, is to teach and help learners to make good choices that will foster good behavior.

2.12.4 Zero-tolerance approach

Borrowed from the United States legislation, this approach consistently enforces suspension and expulsion policies in response to weapons, drugs and violent acts in a school setting. This approach encapsulates mandated predetermined, typically harsh consequences or punishments (such as suspension and expulsion) for a wide degree of school policy violations (Mestry, 2015: 657). According to Skiba (2000), the zero-tolerance approach is a disciplinary approach

intended to send the message that certain behaviors (e.g., drugs and weapons on campus) will not be tolerated on school grounds, by punishing all offenses, major and minor, uniformly and severely. Thus, zero-tolerance punishments, targeting both serious and less serious behaviors, are meant to send a clear message to potential troublemakers that certain behaviors will not be tolerated (Skiba and Knesting, 2001). According to DeMitchell and Hambacher (2016:8) zero tolerance policies were originally enacted to create safe schools and enable children to acquire knowledge and become contributing members of society. School districts using the zero tolerance approach have broadened the mandate of zero tolerance beyond the federal mandates of weapons, to drugs and alcohol, fighting, threats, and swearing. Many school boards continue to toughen their disciplinary policies; some with permanent expulsion from the system for some offenses. Others apply school suspensions, expulsions, or transfers to behavior that occurs outside school (Skiba and Knesting, 2001).

2.12.5 Ginnot's Communication Model

This model is based on communication between educators and learners. This applies to incidences of wrongful behavior as well. In this regard, when a learner has displayed bad behavior, he/she still maintains open communication with the educator. Ginnot believed that the personal approach of the educator is instrumental in creating either a positive or a negative climate (Ginnot, 1972a). According to this model, positive classroom climates are cultivated in the following ways; harmonious communication between educators and learners, educators demonstrating behavior that will foster cooperation from learners, and educators focusing on promoting discipline rather than other ways to administer punishment for bad behavior (Ginnot, 1972a). Furthermore, this model ensures that discipline is maintained step-by-step. Much emphasis is also placed on the educator's self-discipline, whereby they are able to model the behavior that they expect and want students to display. Furthermore, emphasis is also placed on the educator using "sane messages" when correcting inappropriate behaviors. In this way, the educator is able to address the inappropriateness of the learner's action or behavior, rather than making an attack against the learner's character.

2.12.6 Jones' Classroom Management Model

This model places great emphasis on the use of teaching time for the intended purpose, thereby placing value on maximizing instructional time. Jones (1987) asserts that educators can avoid time wastage by using effective body language such as, but not limited to, facial expressions, posture and eye contact. The model is effective in managing discipline as non-verbal cues are used to stop inappropriate behaviour and subsequently avoid verbal confrontation. Jones also suggests that educators use incentives for good behavior and for those learners who still persist with bad behavior, a 'back-up' system may be used by the educator to plan the order of consequences.

2.12.7 The Neo-Skinnerian Model

The founder of this theory, B. F. Skinner, posits that when educators use reinforcement, learner behavior will be influenced, and desired behavior shaped. The theory is based on the premise that learner behavior can be maintained by reinforcement. Skinner (1971) contends that behavior can be strengthened if it is immediately reinforced and, on the contrary, behaviour may be weakened if left without reinforcement. According to Skinner (1971), behavior can be modified in the following two ways:

> *The teacher observes the student perform an undesired act; the teacher rewards the student; the student tends to repeat the act.*
> *The teacher observes the student perform an undesired act; the teacher either ignores the act or punishes the student, then praises a student who is behaving correctly; the misbehaving student becomes less likely than before to repeat the act.*

2.12.8 Kounin's Classroom Management Model

The classroom management model is deeply rooted in the effectiveness of managing lessons in the classroom. In this regard, Kounin (1970) asserts that optimal learning will take place if educators keep learners engaged in the lesson and are accountable for their learning. Kounin and Gump, 1958: 161) further state that the educator who is interested in controlling ripple effects can generally do so by giving clear instructions to the child rather than by exerting

pressure on him. However, some intensity or firmness is effective if the children who are watching, are themselves inclined to deviancy. According to Emmer and Stough (2001:104), Kounin's model helped shift the focus of management research from reactive strategies to preventive strategies, and from teacher personality to the environmental and strategic components of management.

2.13 Summary of the Chapter

The literature presented in the chapter provides a holistic picture of the extent of indiscipline in schools, globally as well as the severity of the misdemeanours which calls for sustainable ways to manage learner behavior. Furthermore, the researcher reviewed literature on strategies that have been used both internationally and nationally by school managers and educators to effectively manage discipline. Commonly used models for enhancing learner discipline were also presented, as a global shift from punitive to positive discipline has been making its mark in the education sector for a considerable time. The democratization of the South African education landscape has presented policy makers, school administrators and school managers with many challenges in the management of discipline in schools. This calls for a more strategic and sustainable approach to the persistence of indiscipline. The next chapter discusses the theoretical framework of the study and the reasons for the choice of theoretical framework to underpin this study.

Chapter 3: Conceptual and Theoretical Frameworks

3.1 Introduction

The previous chapter presented literature related to the study at hand. The aim of this chapter is to provide meaning to this study whilst further serving as the foundation upon which this study is constructed. All aspects of the study are henceforth connected to this chapter as the framework of this study underpins the knowledge base of the study being explored. The choice of the theoretical framework is motivated and further serve as a map to guide the investigation. The purpose of this chapter is to corroborate the findings of the study to the theory presented in this chapter.

3.2 Conceptual Framework

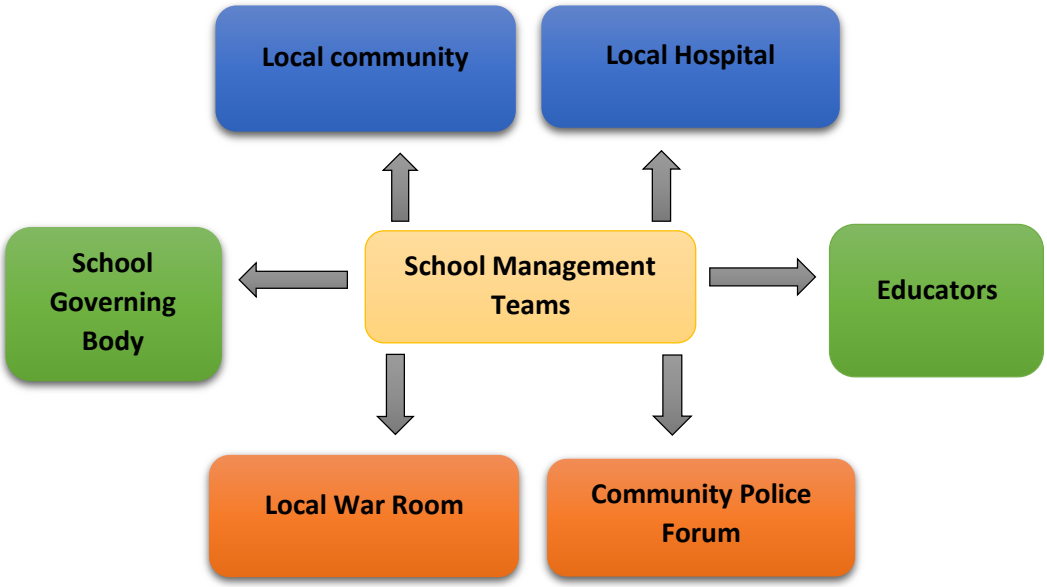
According to Kivunja (2018:47), a conceptual framework is an umbrella term relating to all the concepts and ideas that occupy your mind as you contemplate, plan, implement and conclude your research project.

It is important to gain an understanding of how collaboration among stakeholders can lead to the effective management of discipline in schools. Another important view to be taken into consideration is the nature of collaboration among school management teams and how it shapes their leadership styles in executing their tasks and assisting in the effective functioning of their respective schools. Based on the definition by Wood and Gray (1991), collaboration exists when autonomous stakeholders come together to work for a common purpose. If collaboration of such a nature exists within schools, stakeholders can work together to sustainably manage discipline in schools. Below is the information used for the conceptual framework and literature review, and its relevance to this study.

Collaborative leadership, though widely used under different terms and in different contexts, has begun to take the spotlight in recent educational endeavours. First used with great success in the medical field, collaboration was incorporated by private corporations. This paved the way for the introduction of collaborative leadership, which is used by many sectors for effective management and leadership. There are varying conceptualizations of collaborative leadership. Scholars have adapted collaborative leadership to unique situations based on their contexts.

However, school collaboration, giving rise to collaborative leadership, is the foundation of this study. The benefits of collaborative leadership in educational management and leadership have been widely discussed in literature, as aforementioned in Chapter 1. Now applied to the context of discipline management, SMTs as collaborative leaders, can use collaboration from autonomous stakeholders in managing discipline. The diagram below shows a conceptualized relationship of autonomous stakeholders:

Figure 3.1: Conceptual framework to study collaborative leadership



Source: Researcher's own frame

3.3 Theoretical Framework

The theoretical framework used for this study serves as a guide. The theory underpinning this theory is the Collaboration theory. As discussed in Chapter 1, this study is grounded on the collaborative leadership theory (See 1.6). However, only a brief description of the proponents of this theory and rationale for the use of this framework is presented in Chapter 1. In this chapter, the researcher elaborates on the history of collaboration leading to the establishment of the collaborative leadership theory and its application in schools.

According to Grant and Osanloo, (2014), the theoretical framework of a study is the 'blueprint' or guide for a research. Imenda (2014) maintains that a research lacking a theoretical framework is deficient of accurate direction to the search of pertinent literature and scholarly discussions of related findings. Furthermore, the use and adaptation of a theory needs to reflect the researcher's understanding of the study and, as such, should serve as the driving force the study (Simon and Goes, 2011). Hence, Imenda (2014) succinctly states that the theoretical framework 'gives life to a research.' The theoretical framework guides the researcher towards defining the study philosophically, epistemologically, methodology and analytically (Grant and Osanloo, 2014). Moreover, it contributes to the meaning and generalizability of the study (Akintoye, 2015). The selected theoretical framework must accentuate the purpose and importance of the study (Grant and Osanloo, 2014). For these reasons Collaboration and Collaborative Leadership Theories are discussed below.

3.4 Defining collaboration

Research suggests that in practice, the term 'collaboration' is synonymous with terms such as teamwork, partnerships and cooperation. As a result of its varying definitions, the researcher chose one that is applicable to the present study. This definition is provided by Wood and Gray (1991), who state that collaboration occurs when a group of autonomous stakeholders of a problem domain engage in an interactive process, using shared rules, norms and structures, to act or decide on issues related to that domain. In other words, Wood and Gray (1991) state that stakeholders involved in a collaborative initiative must have a degree of autonomy for collaboration to exist, rather than a mere merging of stakeholders. The researcher deems merging as an important aspect in defining collaboration, not just a mere group of people working together towards a common cause. The key aspect of collaboration is 'autonomous stakeholders' who have the freedom to act independently yet contribute equally towards the task.

3.5 The history of collaboration in schools

The history of school collaboration is important to discuss as it contextualizes what collaboration was first used for, and why it was chosen as an appropriate strategy. Giordano

(2008), cited in Makaye (2015), observes that school collaborations began to be adopted in schools as early as 1940. Collaborative initiatives were first used in India and Great Britain. Rural schools that were in close proximity to each other joined together and pooled their limited resources for improved education. The general consensus pertaining to what a rural school is, are isolated, poorly equipped schools with limited resources comprising unspecialized educators who are presented with little opportunity for professional development. In this regard, Giordano (2008:11) states that:

> *Teachers need support to accomplish their tasks, to reflect on their day-to-day experiences and to improve their skills; they also need to exchange with others.*

In the 1940s, this was made possible by means of school clusters. According to Giordano (2008), school clusters are a grouping of schools that are situated in the same neighbourhood, and who are brought together for a common purpose. The need to collaborate stems from the need to share knowledge, skills and resources for the betterment of the educational endeavour. Dittmar (2006), cited in Makaye (2015), notes that clusters of isolated schools were established so that educators were able to share their craft and practices. The idea was to select an adequately resourced school to serve as a lead school to be able to assist other schools in coming together to share resources, ideas, knowledge and skills. The notion of collaboration in schools is deeply entrenched in partnerships, leading to sharing of resources or services for the common good and for educational improvement.

3.6 Defining collaborative leadership

Derived from the term 'collaboration,' collaborative leadership entails leaders incorporating collaboration in their leadership style. For the study at hand, the researcher adapts the definition of collaborative leadership as postulated by DeWitt (2016), as it succinctly describes all aspects of collaboration that are inclusive of collaborative leadership. Although collaboration is a process and collaborative leadership is a leadership style, they are both derived from the same principles. DeWitt (2016) maintains that "collaborative leadership includes the purposeful actions we take as leaders to enhance the instruction of teachers, build deep relationships with all stakeholders, and deepen our learning together. It includes the managerial side, as well as instructional and transformational leadership, and is the greater whole of all of those parts," DeWitt (2016) further maintains that the collaborative leader "finds the perfect balance

between inspiring stakeholders to collaborate and co-constructing building and classroom-level goals. They believe in a high level of transparency and honesty, and have a high level of performance because stakeholders feel as though they have a voice in the process." Dewitt (2016) further contends that collaborative leadership requires commitment and dedication, and that collaborative leaders need to be transparent, honest, trustworthy, compassionate, and responsible, in order to build concrete working relationships (Lim, 2018). In essence, the collaborative leader builds strong relationships with all stakeholders (educators, learners, parents, and the community). According to DeWitt (2016), collaborative leaders allow others to have a voice in all decision making, allows for a shared vision, and fosters partnerships for learning.

Over time, different collaboration terms are referred to in literature by various authors. These include; distributed leadership (Gronn, 2002; Harris, 2010; Tian, Risku, and Collin, 2016), shared leadership (Lambert, 2002; Leithwood, Harris, and Hopkins, 2008) and collaborative leadership (Kramer and Crespy, 2011; Hallinger and Heck, 2010; Jäppinen, 2017). It is important to note that collaborative leaders place great emphasis on: instruction; the inclusion of all stakeholders; and they further incorporate other leadership styles such as transformational leadership, instructional leadership, and distributive leadership. Collaborative leadership incorporates all elements within collaboration such as; roles duties, tasks, behaviors, instruments, technical and psychological tools, practices, measures, activities, results, or situations within specific contexts (Bass 2008; Katz and Kahn 1978).

3.7 Collaborative leadership practices in schools as organizations

Collaborative leadership was derived from the Latin word 'comandlaborare' which translates 'to work together,' (Chrislip and Larson, 1994). Traditional school cultures were based on norms of professional isolation and autonomy (Lortie, 1975; Goodlad, 1984; Johnson, 1990). During this time, academic expectations were narrow and achievable. Parents were widely involved in their children's education, less emphasis was placed on accountability, community relations were poor, and teaching was perceived a craft where technical expertise was unimportant. Considering that this is no longer the reality of school cultures, a new culture of collaboration is evidently emerging to suit existing school cultures (Telford, 2003).

Early studies of collaboration's establishment in schools were generated by the pioneering work of Dan Lortie (1975), whose research centred on teachers, what they valued and how their workplace functioned (Telford, 2003:19). Since then, recent studies have explored collaborative leadership as a phenomenon widely adapted to lead schools towards effective service delivery. As the interest in collaborative leadership grew, so too did the need for it become evident. Studies on collaborative leadership have been undertaken by various scholars such as Miles (1987), Fullan (1988) and Leithwood and Jantzi (1990).

Collaborative leadership is currently in vogue as a leadership model in schools. Many authors (Smith, 1992; Goodlad, 1993; Christiansen, Goulet, Krentz, and Maeers, 1997) suggest that collaborative leadership can serve as a vehicle for making education more productive and meaningful. To achieve this, Leithwood and Louis (2012:11) assert that collective leadership is the extent of influence that organizational members and stakeholders exert on decisions in their schools. A plethora of curricula has been designed around the management of discipline in schools, yet it is imperative for schools to sustain school discipline on the basis of collaborative leadership that is effective. According to Clase, Kok and van der Merwe (2007), the success of any country's education system is dependent, to a great extent, on the mutual trust and collaboration existing between all partners. This is supported by Statistics South Africa (2000) and Naidoo (2005), who state that the opportunity for South African parents, learners and educators to participate in the governance of their education institutions occurs against the background of a shift from authoritarian rule, coupled with racial division and an uneven socio-economic landscape, to a democratic dispensation.

Murphy and Hallinger (1993) and Prestine (1995) assert that several societal and educational trends, including decentralization, building of community-oriented school cultures, partnerships, and the vision of the school as an organic, interconnected whole; have impacted the operation of schools. These new contexts have resulted in changing associations and patterns of interaction amongst all participants in schools (Murphy and Hallinger, 1993; Prestine, 1995). Therefore, collaboration may be viewed as a central construct within each of these trends (Slater, 2004). What has driven the rhetoric in the reform movement of the past two decades, is a belief that new and extended forms of collaboration will serve as the vehicle to make education more effective and meaningful (Smith, 1992; Goodlad, 1993; Christiansen, Goulet, Krentz, and Maeers, 1997).

It is important to note that no issue in schools can be resolved in the absence of distributed leadership. No principal can solely take on a problem such an indiscipline, given its magnitude and contentious nature. Problems such as indiscipline can only be resolved by means of shared responsibility and a commitment to working together to tackle it. Therefore, collaborative leadership operates under the premise 'if you bring the appropriate people together in constructive ways with good information, they will create an authentic vision and strategies for addressing the shared concerns of the organization or community' (Chrislip and Larson, 1994:14). In essence, collaborative leadership is a team approach to leadership and management, rather than "a great person approach" (Rubin, 2002). Glew, O'Leary-Kelley, Friggin and Van Fleet (1995) state that, no matter what form the behavioral change may take through participative management, collaborative leadership requires true participation in leadership and decision making at all levels and in multiple decision processes. However, when collaboration is imposed on participants by individuals of higher status, the collaborative relationship then lacks the key component of equality (Slater, 2004). Contrived collegiality results when administrators wish to control and regulate more than true collaboration would allow them to do. In the end, such contrived collegiality simply recreates a new version of top-down, hierarchical organization (Slater, 2004). It is within this context that the collaborative leadership theory was employed by the researcher as the framework of this study.

Collaborative initiatives are not difficult to implement. All that is required is one collaborative leader (who does not necessarily need to be the principal) to convene a collaborative team to focus on the improvement needs of the school (Anderson-Butcher et al., 2008). Research shows that many scholars have documented benefits of collaboration in education management. It is worth noting, however, that school communities are involved in many different types of relationships, partnerships and collaborations with others at the same time. Due to the complexity of such involvement, multiple strategies usually operate simultaneously and consequently, there are often contagion effects that are not necessarily easy to measure or attribute to one intervention or collaborative (Anderson-Butcher and Ashton, 2004). The choice of collaborative leadership as a theoretical framework of this study is clearly summarized in the figure below. This is in line with the National School Safety Manual (2015: 33) which states that, only through the collaborative effort of every member of the school system, can safety and violence-related issues be understood, addressed, and ultimately reduced. The outcomes of collaborative leadership (particularly those that underpin the values for sustaining learner discipline) which forms the foundation of this study, are provided for.

Table 3.1: Key outcomes associated with collaboration and other types of relationships

Improvements in:	**Reductions in:**
• Academic achievement • **Productive learning during out-of-school time** • Attendance in school • **School climate** • **Psychosocial functioning** • Healthy youth development • **School safety** • Political gains • **Communication among providers** • Family-centred and driven practices • **Job and life satisfaction for professionals** • More resources and better utilization of them • Service integration, coordination and delivery • Access to services; faster delivery of service	• **Problem behaviours** • **School suspensions** • Duplication and fragmentation of programs and services, including service and program gaps • **Feelings of isolation among agencies and people** • Student mobility

Adapted from: Ohio Community Collaboration Model by Anderson-Butcher, D., Lawson, H.A., Bean, J., Flaspohler, P., Boone, B. and Kwiatkowski, A. (2008)

The table above underpins the extent of collaboration needed in schools as organizations, given the expanding boundaries of school relationships. However, there is further need to link these outcomes to a desirable model that can be used to attain collaboration.

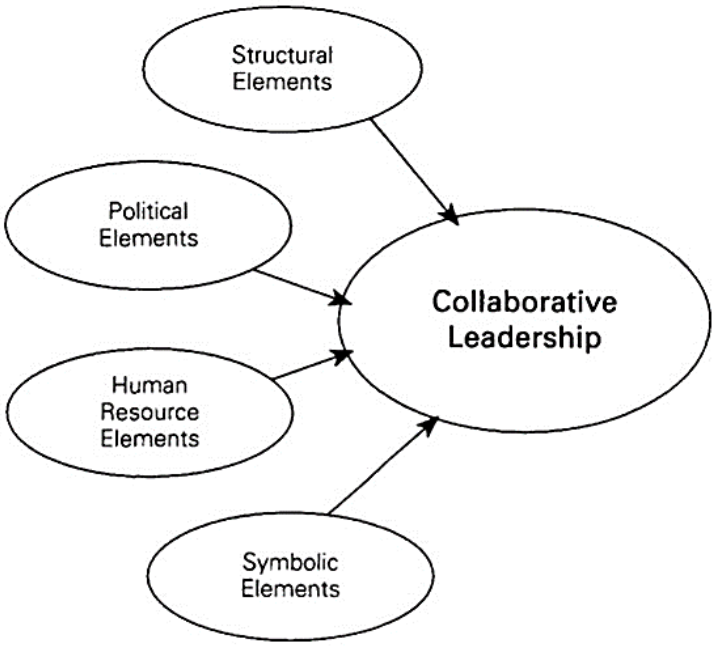
3.8 Elements of collaborative leadership

According to Arabi and Mehdinezhad (2010), collaborative leadership is one of the leadership styles which promotes and develops organizations. Although collaboration is indeed at the heart of school improvement initiatives, the interaction among the components in the school improvement process remains somewhat of a mystery (Spillane and Seashore Louis, 2002). The implication of this to the various strategies adopted by managers is huge. The study focuses on two models to represent the elements of collaborative leadership that are relevant to the context of educational management and leadership.

3.8.1 Bolman and Deal's Four-Frame Model

This model is based on Bolman and Deal's (2008) Four-Frame Model, and on the multi-frame view that has been researched by many scholars, all of whom testify that there are benefits derived from using multi frame views (Al-Omari, 2013:253). The study further provides a framework that can be adapted in collaborative leadership. A frame is a tactic which allows a leader to view an issue from a particular perspective (Phillips and Barton, 2013:108). The framework allows for the exploration of organizational leadership from the structural, human resource, political, and symbolic perspectives. Cognizant of the nature of the leadership comprising both leadership and management roles, this model is significant to school management teams. This is more so in light of findings that suggest a connection between the application of a multi-frame perspective to school management and greater efficacy (Pourrajab and Ghani, 2016). This leadership theory was used because it synthesizes a variety of organizational leadership theories, including that of collaborative leadership, and it is widely adaptable to diverse leadership environments (Bolman and Deal, 1990; Little, 2010). This model is built upon two tensions; how work is assigned, and how those assignments then work together to fulfill the goals of the organization (Bolman and Deal, 2017), characteristic of collaborative leadership.

Figure 3.2: Bolman and Deal's Four-Frame Model



Adapted from: Telford (2003)

As illustrated above, the model comprises four frames; structural, human resource, political, and symbolic, with each frame providing leaders with inclusive elements that will assist them regarding which organizational behaviors to focus on, which questions to raise, which alternatives to consider, and what is perceived to be a problem and what courses of action should be taken to solve that problem (Vuori, 2015 cited in Pekkola, Kivistö, Kohtamäki, Cai and Lyytinen 2018:170).

Structural Elements: The structural elements positively correlate with collaborative leadership. This is demonstrated by the way in which school managers structure the process of decision-making in schools, to allow all members of staff, learners, parents and other related stakeholders, to share their vision and agree upon ways of implementing the direction, policies and procedures to move forward (Telford, 2003). The structural frame is useful for keeping record of, and understanding the day-to-day activities of an organization, as it synchronizes structure to environment, job and technology (Bolman and Deal, 1997). This can be further translated to the delegation of organizational activities and management controls by school managers.

Political elements: The political elements of a collaborative leader are related to the process of decision-making with due consideration of the reality of limited resources. Though disagreements and varying views are common amongst stakeholders, the collaborative leader should facilitate the move towards goal attainment. Through bargaining, negotiating, influencing and analyzing competing groups' strategies and stakeholder moves, a leader using this frame tries to advance her or his interests (Vuori, 2015 cited in Pekkola et al., 2018:169). Through collaboration, the integration of stakeholders' ideas, beliefs, knowledge, information, interests, values, opinions, and perceptions of reality can be used to drive the success of the school as an organization (Bolman and Deal, 2008).

Human resource elements: These elements focus on the strategy; to make change is created through collective action. Leaders who use this frame attempt to encourage staff to participate in decision-making (Vuori, 2015 cited in cited in Pekkola et al., 2018:169). It is based on the assumption that leaders create an environment of mutual support, professional acceptance and continuous learning, characteristic of collaborative leaders (Telford, 2003). Therefore, collaborative leaders discern that the organization must own up to its responsibility to provide diversity and creativity in the workplace to allow for stakeholders to share their ideas and work together in all aspects of their daily tasks (Bolman and Deal, 1997). This "family" approach motivates all stakeholders to feel that they are contributing a valued service and are seen and appreciated for their contribution as recognized members of the "team", whether a school or a corporation (Lunenburg and Ornstein, 2000).

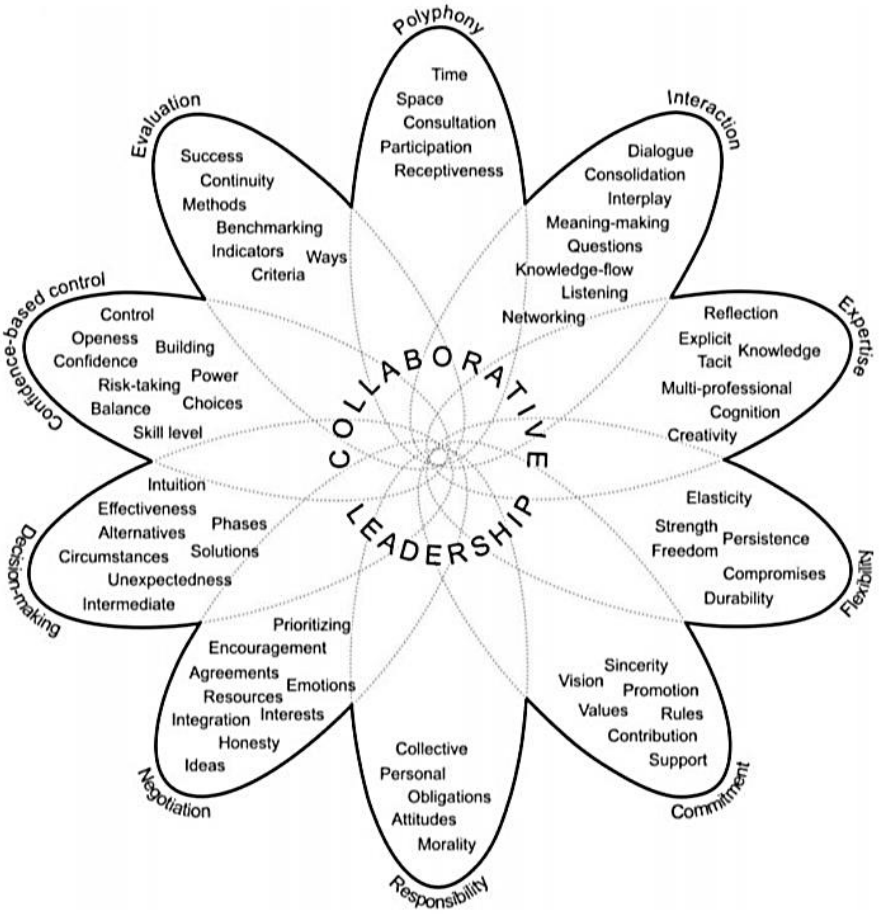
Symbolic elements: This frame comprises elements that constitute the 'conceptual umbrella' (Bolman and Deal, 2008). Symbolic elements of a collaboration are characterized by deep-seated, often unspoken, shared beliefs, values and attitudes, which bring about norms of interaction, friendly, informal staff relations and a pervasive camaraderie (Telford, 2003:26). Collaborative leaders use these elements to foster an environment that allows for harmonious relationships driven by a need to create partnerships that will bring about change. It is the leader's job to act as a catalyst or facilitator to build and maintain a culture based on shared meanings (Vuori, 2015) cited in cited in Pekkola et al., (2018:169).

The integration of these four frames can be used to demonstrate school management through collaborative leadership. The model poignantly covers all aspects of collaborative leadership and is well suited to school management teams in their daily functioning as managers.

3.8.2 TenKeys® model

Founder of The TenKeys® model, Jäppinen in Jäppinen and Ciussi (2016: 482) argues that deeper knowledge of the efforts of management education to respond to the global shift towards greater societal complexity can greatly profit educational leadership. For this reason, the TenKeys® model has been developed to represent the independent elements of collaborative leadership. In as much as the model can be applied to any organization, it is highly adaptable to educational management and leadership. The model is used to describe the ten attributes with explanatory nuances that account for collaborative leadership in organizations when groups of people come together to work towards a common goal (Jäppinen, 2013). Experiments testing the reliability of the model have been conducted numerous times, and have proved successful in representing collaborative leadership in actual educational environments (Jäppinen, 2012, 2014).

Figure 3.3: The ideal TenKeys® model of collaborative leadership



Adapted from: **Jäppinen and Ciussi (2016)**

The model describes educational leadership as a shared and situational phenomenon involving diverse characteristics of people, context, situation, time and space within a process of collaboration. The elements presented in the model refer to all the constituents within a collaborative action (Jäppinen, 2013). The ideal is described through several attributes (Figure 3.3) such as polyphony, interaction, expertise, flexibility, commitment, responsibility, decision-making, negotiation, confidence-based control, and evaluation, along with a wide array of specifying nuances (Jäppinen and Ciussi, 2016:492). Figure 3.3 illustrates the relationship and impact that these ten attributes have on each other, and on the complex entity that they collectively form. The model refers to a dynamic and emerging micro-process that comprises building blocks for shared sense-making (Jäppinen, 2017:463).

The TenKeys® model comprises 10 keys as 10 attributes of the professional learning community, which synthesize the essential aspects of collaboration (Jäppinen, 2012:26):

> ***Polyphony*** *is consultation of all personnel involved in the issues in question. It ensures everybody's participation.*
>
> ***Interaction*** *means systematic and continuous interplay between the members. It involves consolidation of different opinions; wide, multiform and continuous dialogue; and significant meaning-making.*
>
> ***Expertise*** *is mediation and distribution of multi/inter-professional knowledge and understanding of relevant issues.*
>
> ***Flexibility*** *is the ability to make fair compromises to central organizational questions. Although it is suggested that a collective orientation must be emphasized, flexibility also allows freedom to make one's own decisions within the collective framework.*
>
> ***Commitment*** *refers to everybody's voluntary contribution to the common good. Moreover, it involves openness and sincerity.*
>
> ***Responsibility*** *involves collective and individual attitudes. It entails high moral standards and approval of jointly agreed-upon common practices and activities.*
>
> ***Negotiation*** *concerns mutual understanding in prioritizing questions. Negotiation means taking care of others' emotional needs. It also means compromises that benefit everybody.*
>
> ***Decision-making*** *promotes circumstances which yield productive solutions. It includes sufficient and different alternatives, and uncovers underlying issues.*
>
> ***Confidence-based control*** *means a balance between the necessary control and sufficient freedom for individual choices. Thus, confidence-based control increases society's collaborative strength and capacity. It refers to maintaining openness and sincerity, and building up skill levels. In this way, it includes devolution of power.*
>
> ***Evaluation*** *focuses on one's own actions inside the community. It is agreement on the evaluative methods and styles.*

In designing the model, Jäppinen consulted a variety of leadership theory studies (e.g. Bandura, 1997; Sergiovanni, 1998 etc.) from which inferences are made to terms such as 'flexibility,' 'distributed' etc. on the model. The model further possesses all the indicators of successful collaborative leadership needed to deal with a complex social life.

It is important to note that this model, as with any conceptual model, is an ideal that cannot always be realized. Instead, it provides a framework for better understanding the human interaction process and a practical tool against which the emergent collaborative leade rship can be reflected in real-life (Jäppinen, 2014:70). The model further represents a framework that can be applied across a wide range of educational settings where the compounded endeavor of a group of people is being investigated (Jäppinen 2012, 2014; Jäppinen and Ciussi 2016). The model demonstrates that the structural properties of social systems, such as attributes of collaborative leadership, are both the source and the outcome for the innovations they are recursively producing. Thus, their interactions describe leadership as a process and a collaborative design (Jäppinen, 2013:228).

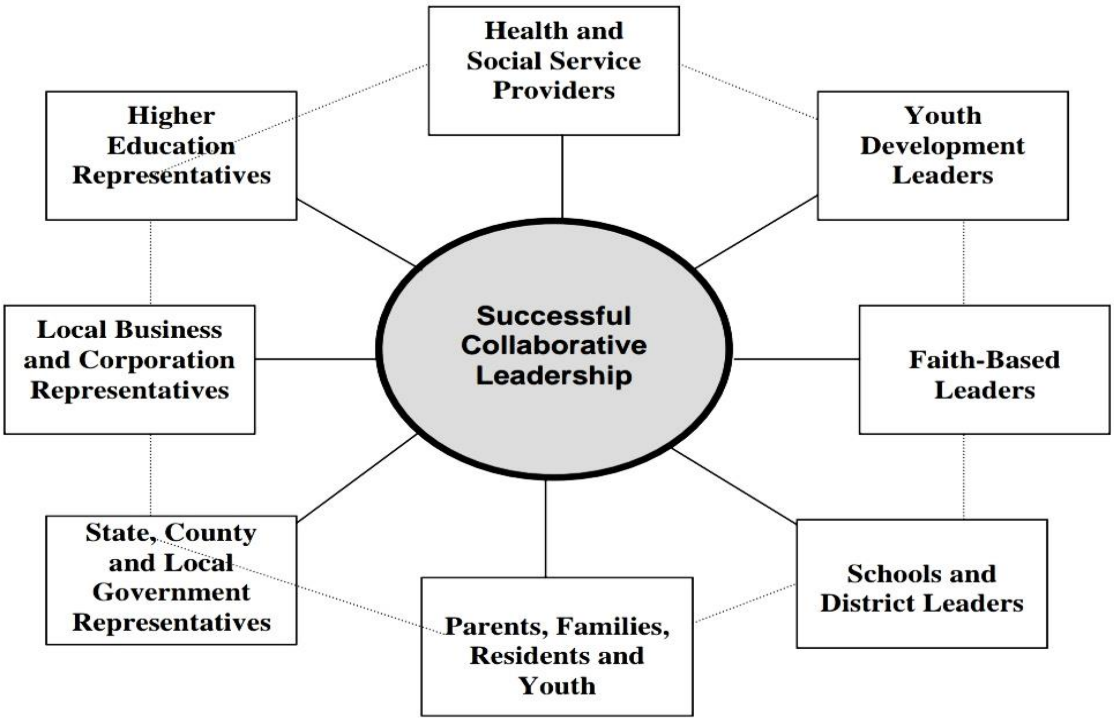
3.9 A model for collaborative leadership in schools

Given that collaborative leadership is a broad term used in many sectors such as that of business and medicine, it is important to apply collaborative leadership solely to the context of education for the purpose of this study. Innes and Booher (1999) posit that in collaborative leadership, the emphasis is less on producing a solution to a known problem, but more on developing new ways to reframe situations and develop unanticipated combinations of actions. The Ohio Community Collaboration Model provides for an apt representation of collaborative leadership. This model can be used as a collaborative leadership framework to underpin this study:

3.9.1 The Ohio Community Collaboration Model

The Ohio Community Collaboration Model is an example of a model that can be adapted by schools to successfully apply collaborative leadership and tackle the menace of indiscipline by enhancing strategies for learner discipline. The figure below provides for an understanding of this model.

Figure 3.4: Essential partners within successful collaborations



Adapted from: Ohio Community Collaboration Model by Anderson-Butcher, D., Lawson, H.A., Bean, J., Flaspohler, P., Boone, B. and Kwiatkowski, A. (2008)

Collaborative leadership is defined as the participation of employees at different levels in the organization to identify problems, analyze situations and achieve solutions, so that they can assist their managers and headquarters in solving problems (Arabi and Mehdinezhad, 2010). According to Botha (2014), one of the many strategies that school leaders can use to ensure such collaboration and subsequently improve school discipline, is to distribute leadership among teams and individuals. Furthermore, although including stakeholders from all levels in a single collective effort is not easy, the time and energy required to create and support ongoing collaboration will help ensure more effective, efficient, and sustainable education reform (US Aid, 2018). The above model responds to relationships between all individuals who have a vested interest in education. Working with such a model has a distinct advantage of allowing for multiple strategies simultaneously, subsequently enabling synchronized management, leadership and governance that extends beyond the boundaries of the school environment (Anderson-Butcher et al., 2008).

In view of such collaboration, a range of stakeholders can join in to share the responsibility for school improvement and educational change. Anderson-Butcher et al. (2008: 169) maintain that these collaborative leadership teams, structures and processes are vital when multiple programs and services are being implemented simultaneously in several places, and involving many organizations and people. According to Woods, Levacic, Evans, Castle, Glatter, and Cooper (2006) sustainability should be regarded as a key indication of the success of school collaboration. Their findings reveal a number of conditions such as: a clear strategy for the collaboration; a strong organizational structure including sufficient staff to support the activity; and both flexibility and reflexivity to adapt to shifting circumstances and new developments. This is in line with findings by Chapman et al. (2009) that collaboration underpinned by clearly defined purposes and formal supporting structures is most likely to be sustainable and to have a positive impact on student outcomes.

Educational leadership, like other forms of leadership, needs to be acknowledged as a collective approach across varying educational levels (Hauge, Norenes and Vedøy, 2014). Educational change comes with its own challenges and may cause strain, or affect the existing working relationships between learners, educators, managers, parents and other related stakeholders (Wedell, 2009). The responsibility of leadership is not solely that of the principal (Hallinger and Heck, 2010; Bolden, 2011), and literature suggests that leadership is heavily focused on a select group of individuals such as principals or educators, and the collaborative conceptions of leadership have remained a gap in literature (Hauge et al., 2014; Jäppinen, 2014).

Many researchers (Fullan, 1992; Leonard and Leonard, 2001; Slater, 2005; Pugach, Blanton, and Correa, 2011) suggest that educators and other stakeholders make meaningful interactions with each other; participate in, and contribute to, critical discussions; share visions, ideas, skills and purposes; and agree on decisions that impact on the sustainability of collaborative relationships leading to the success of educational change. Schools as organizations also maintain inter-professional relationships. This is an index of the diverse partnerships corroborating to implement successful educational change (Wedell, 2009).

3.10 Summary of the chapter

The theoretical framework of this study has been broadly discussed in this chapter. The history of collaboration in schools was discussed to illuminate the reason why schools adopted such an approach. The proponents of collaboration and how they introduced collaborative leadership was also discussed, further drawing a link between the two theories often used in tandem. The researcher justified the use of collaborative leadership as the chosen framework and provided reasons was to why it is relevant to the study at hand. Given that the context of this study is based on collaborative strategies used by SMTs, collaborative leadership as a theoretical framework for this study serves as the foundation for all collaborative initiatives. Moreover, collaborative leadership models are presented in response to this study being grounded in the established theory. Although many models of collaboration are in existence, two models were chosen for this study due to their relevance to leadership and management in schools. In the next chapter, the research methodology of the study is discussed.

Chapter 4: Research Design and Methodology

4.1 Introduction

This chapter focuses on the study methodology used to determine how learner discipline strategies are employed in schools. In the process, the researcher elucidates the research approach, the specific design used for the study, and the data collection procedures that were employed. An important part of the data collection process regarding validity, reliability and ethical procedures is also discussed in this chapter. To provide an overview of the research process, the table below illustrate the design, methodology and ethical considerations of this study.

Table 4.1: The research process

TITLE: **Exploring The Use Of Collaborative Strategies By School Management Teams To Sustain Learner Discipline In Secondary Schools**	
RESEARCH DESIGN	
Research type	Mixed methods research
Interpretive paradigm	Pragmatic
Methodological model	Explanatory sequential mixed methods
METHODOLOGY	
Sampling site	Secondary Schools in ILembe education district
Sampling	Sequential mixed methods sampling
Data collection method	Questionnaires; semi-structured interviews
Data analysis	Descriptive statistical analysis, thematic content analysis and narrative analysis
QUALITY CRITERIA OF THE RESEARCH	
Pilot study Peer review of interviews Verifying the raw data Participant language and verbatim accounts Low-inference	
ETHICAL CONSIDERATIONS	
Permission to conduct research Informed consent Anonymity Confidentiality Voluntary participation	

4.2 Research Methodology

4.2.1 Defining research methodology

In this section, the researcher compares different views of what scholars perceive research methodology to be, before discussing it from the researcher's point of view. Kothari (2004:8) defines research methodology as a way to systematically solve a research problem. He further states that, when we speak of research methodology, we are not only referring to the research methods, but also making informed decisions regarding the logic behind the methods that we choose to use in the context of our research study. Kothari (2004:8) goes on to explain why he has adopted a particular method or technique and why we are not using other methods. This allows for results of the research to be validated by other researchers or by the researcher alone. Kumar (2011:38) provides some interesting perceptions of research methodology by stating that it comprises research techniques, procedures and methods that are applied to the collection of information about various aspects of a situation, issue, problem or phenomenon, so that the information gathered can be used in other ways. McMillan and Schumacher (2010:16) postulate that research methodology refers to a design whereby the researcher selects data collection and analysis procedures to investigate a specific research problem.

In formulating a definition of research methodology, based on an understating from the various works of renowned scholars, the researcher understands it as a plan that the researcher follows involving the methods that the researcher will use, the procedures to be followed and how data will be collected and analyzed.

The next section of this study focuses on the research paradigm of the study, why it was chosen and how it relates to the study.

4.3 Research Paradigm

4.3.1 Defining research paradigm

Scholars provide various definitions of what a research paradigm is, but the researcher has chosen to base this study on the definition of a research paradigm as postulated by scholars such as Creswell and Plano Clark (2007) and Teddlie and Tashakkori (2009). The

aforementioned researchers view a research paradigm as the worldview that guides research. Cresswell and Plano Clark (2018) define a research paradigm as a worldview which is further defined as the way in which a researcher brings a general philosophical orientation to a study.

From these two definitions, what a research paradigm is and how it influences the course of a study, the researcher drew the conclusion that a research paradigm is the foundation of any research study, and together with the beliefs, values and assumptions of knowledge, are the aspects the researcher uses as a point of departure for their study. It is pertinent that each researcher forms their own idea of what a paradigm is, which enables them to select a paradigm relevant to their study. M The worldview chosen by the researcher, relevant to the study at hand, was the pragmatic paradigm.

4.3.2 Pragmatic paradigm

Tashakkori and Teddlie (2009:84) succinctly describe the pragmatic paradigm by stating that pragmatists decide what they want to study based on what is important within their personal value systems. This is corroborated by Morgan (2007:67) who states that the essential emphasis is on actual behavior ('lines of action'), the beliefs that stand behind those behaviors ('warranted assertions'), and the consequences that are likely to follow from different behaviors ('workability')." Tashakkori and Teddlie (2003:713) define pragmatism as:

> *A deconstructive paradigm that debunks concepts such as "truth" and "reality" and focuses instead on "what works" as the truth regarding the research questions under investigation. Pragmatism rejects the either/or choices associated with the paradigm wars, advocates for the use of mixed methods in research, and acknowledges that the values of the researcher play a large role in interpretation of results.*

Hesse-Biber (2010:51) asserts that mixed methods sampling practice is conscious of the underlying research problems, and recognizes that they are embedded in a given set of assumptions about the nature of the social world. This reinforces the aforementioned discussion regarding the choice of a paradigm which appeals to the researchers' beliefs and values. Tashakkori and Charles Teddlie (1989) cited in Leavy (2017) state that pragmatism supports the use of both qualitative and quantitative methods, makes the research question(s) the focus of inquiry, and subsequently finds common ground between the methodological decisions and the research question(s). Considering the nature of mixed methods research, Creswell and

Plano Clark (2018) suggest that, rather than mixing or using parts of different paradigms, researchers should employ a pragmatic paradigm to serve as an 'umbrella worldview' for those involved in mixed methods research. Owing to the suggestions regarding the choice of a pragmatic stance in mixed method studies, the researcher decided for the use of the pragmatic paradigm. Johnson and Onwuegbuzie (2004) affirm that pragmatism is concerned with solving practical research problems, instead of being concerned with assumptions regarding the nature of knowledge. Creswell and Plano Clark (2018:87) assert that the focus of a pragmatic paradigm is on the consequences of research, on the primary importance of the question asked rather than the methods, and on the use of multiple methods of data collection to inform the study. Thus, it is pluralistic and oriented towards "what works" and real-world practice. Baim-Lance, Onwuegbuzie and Wisdom (2020:648) postulates that for mixed methods studies to attain ideal standards of research quality, pragmatism guides us to focus on research activities that operationalize effective design and implementation.

Cherryholmes (1992) and Morgan (2007), cited in Creswell and Creswell (2018:51-52), state that pragmatism provides a philosophical basis for research in the following ways:

- *Pragmatism is not committed to any one system of philosophy and reality. This applies to mixed methods research in that inquirers draw liberally from both quantitative and qualitative assumptions when they engage in their research.*
- *Individual researchers have freedom of choice. Researchers are free to choose the methods, techniques, and procedures of research that best meet their needs and purposes.*
- *Pragmatists do not see the world as an absolute unity. In a similar way, mixed methods researchers look to many approaches for collecting and analyzing data rather than subscribing to only one way (e.g., quantitative or qualitative).*
- *Truth is what works at the time. It is not based on a duality between reality independent of the mind or within the mind. Thus, in mixed methods research, investigators use both quantitative and qualitative data because they work to provide the best understanding of a research problem.*
- *The pragmatist researchers look to the 'what' and 'how' to research based on the intended consequences—where they want to go with it. Mixed methods researchers need to establish a purpose for their mixing, a rationale for the reasons why quantitative and qualitative data need to be mixed in the first place.*

- *Pragmatists agree that research always occurs in social, historical, political, and other contexts. In this way, mixed methods studies may include a postmodern turn, a theoretical lens that is reflective of social justice and political aims.*
- *Pragmatists believe in an external world independent of the mind, as well as that lodged in the mind.*
- *For the mixed methods researcher, pragmatism opens the door to multiple methods, different worldviews, different assumptions, as well as different forms of data collection and analysis.*

The abovementioned philosophical basis for using a pragmatic approach in this study is embedded in the fact that the pragmatic paradigm allows the researcher to draw necessary methods, techniques and procedures from both qualitative and quantitative methods, to understand the problems they want to find solutions to, as mentioned in their research questions. In support of this view, Tashakkori and Teddlie (2009) state that pragmatists believe that decisions to use either qualitative or quantitative methods, or both methods, depends on the research questions. It is with this understanding that the researcher adopted a pragmatic paradigm for this study. Another reason, though not the defining reason for using this as the paradigm for the study, is that Tashakkori and Teddlie (2003) cited in Creswell and Plano Clark (2018) suggest that thirteen different authors, in the least, adopt pragmatism as a favorable worldview or paradigm for mixed methods research.

4.3.3 Paradigm assumptions

Paradigms and their sets of assumptions guide the structure and nature of questions, and are so engrained that they are not usually examined in any great detail (Kuhn, 1962 cited in Jason and Glenwick, 2016). As aforementioned, based on the assertions of other scholars, the researcher viewed a research paradigm as the foundation of a study in accordance with the beliefs, values and assumptions of knowledge that a researcher uses as a point of departure for their study. In view of this, the researcher considered the following assumptions:

- Ontology: the nature of reality and how we come to gain the knowledge of what we know.
- Epistemology: the value of the truth and facts that we know.
- Methodological considerations: the language of instrumentation and data collection.

4.3.4 Ontology

According to Ritchie and Lewis (2003:11), within social research, key ontological questions concern: whether or not social reality exists independently of human conceptions and interpretations; whether there is a common, shared, social reality or just multiple context-specific realities; and whether or not social behavior is governed by 'laws' that can be seen as immutable or generalizable. In a pragmatic approach, there is no problem with asserting both that there is a single "real world" and that all individuals have their own unique interpretations of that world (Mertens, 2015:87). In particular, the pragmatist emphasis on creating knowledge through lines of action points to the kinds of "joint actions" or "projects" that different people or groups can accomplish together (Morgan, 2007:72). The value of this study can therefore, be related to the effectiveness of the study, rather than the rules to govern what is perceived to be true. In view of this, pragmatism differs from other paradigms regarding the "nature of reality." One of the defining features of pragmatism is an emphasis on "what difference it makes" to believe one thing versus another or to act one way rather than another (Morgan, 2007:68).

4.3.5 Epistemology

'Epistemology' is concerned with ways of knowing and learning about the social world, and focuses on questions such as: how can we know about reality and the basis of our knowledge? (Ritchie and Lewis, 2003:13) The underlying premise of pragmatic theory is that, if an interpretation leads to actions that produce predictable results, an interpretation is true.

Dewey contends that epistemology views research as a process that takes place in communities, In order to come to an understanding of the research problem and sufficiently address it, the researcher must interact with the community at large (Hall, 2013; Morgan, 2007). In support of this view, Mertens (2015) states that in the mixed methods literature about the pragmatic paradigm and epistemology, researchers do not position themselves as distanced observers. It is also acknowledged by Tashakkori and Teddlie (1998:30) that the pragmatist is free to "study what interests you and is of value to you, study it in the different ways that you deem appropriate, and utilize the results in ways that can bring about positive consequences within your value system." The researcher will therefore, interconnect and communicate with the

community to gain in depth knowledge of people's individual understanding of the phenomenon being investigated. In doing so, informed decisions will assist the researcher in establishing the course of action to be undertaken and the suitability of the chosen actions. The criterion used for judging the appropriateness of a method, is if it achieves its overall purpose (Maxcy, 2003).

4.3.6 Methodological considerations

Howe (1998) posits that pragmatists accept the compatibility of both qualitative and quantitative research but should choose the best from the two. They should determine how best they can use the methods. This perception concurs with Tashakkori and Teddlie (2010) that the method should be decided by the purpose of the research. However, values of the researcher play a critical role in determining how the mixed methods design is used, how the study is designed, and how data is analysed (Creswell, 1998).

Johnson and Onwuegbuzie (2004) postulate that pragmatism guides the researcher in his/her choice of method (or combination of methods) that work best in answering the research questions of their study. In support of this view, Creswell and Poth (2018:64) state that, in practice, the individual using this worldview will use multiple methods of data collection to best answer the research question; will employ multiple sources of data collection; will focus on the practical implications of the research; and will emphasize the importance of conducting research that best addresses the research problem. The researcher will be guided by pragmatism to select a method that best allows the research questions to be answered, as qualitative and/or quantitative methods are compatible with the pragmatic paradigm (Mertens, 2015).

4.4 Mixed Methods Approach

The formative period in the history of mixed methods began in the 1950s and continued up until the 1980s (Creswell and Plano Clark, 2018:72). The reason for the development of such an approach was the need to use more than one approach in a study. Since then, the use of mixed methods has become widely practiced, with more researchers seeing the need for using two approaches to broaden the scope of their studies. Tashakkori and Plano Clark (2018:11)

state that mixed methods (MM) research has emerged as an alternative to the dichotomy of qualitative (QUAL) and quantitative (QUAN) traditions during the past 20 years.

Whilst there are various definitions of mixed method research, a tabulation of the focus of how they define mixed methods research is presented below:

Table 4.2: The focus of definitions for mixed method research by various authors.

Author(s) and Year	Focus of the Definition
Greene, Caracelli, and Graham (1989)	Methods
Tashakkori and Teddlie (1998; 2003a)	Methodology (the process of research)
Johnson, Onwuegbuzie, and Turner (2007)	Viewpoints (philosophy), methods, and research purpose
Tashakkori & Creswell (2007b)	Methodology and methods
Greene (2007)	Multiple ways of seeing, hearing, and making sense of the social world
Creswell and Plano Clark (2007)	Methods, methodology, and philosophy
Creswell (2014)	Methods and core characteristics
Hesse-Biber (2015)	Methods and contested terrain

Adapted from: ***Creswell and Plano Clark (2011)***

Johnson, Onwuegbuzie and Turner (2007:123), cited in Creswell and Plano Clark (2018), used the various definitions of mixed methods and examined the focus of the definitions, and consequently came up with a composite definition of mixed methods thus:

> *Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purposes of breadth and depth of understanding and corroboration.*

Concurring with the above mentioned authors, Tashakkori and Creswell (2007:4) posit that mixed methods research is defined as research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry. Cohen et al. (2018:32) further postulate that mixed method research focuses on collecting, analyzing and mixing both

quantitative and qualitative data in a single study or series of studies. They further avow that the central premise is the use of quantitative and qualitative approaches, in combination, that provides a better understanding of research problems and questions than either approach on its own. In concurrence with the above author, Baim-Lance, Onwuegbuzie and Wisdom (2020:647) posits that mixed methods projects offer advantages over single (i.e., mono-method) designs for complex topics that lend themselves to qualitative and quantitative research questions. To summarize these definitions into one clear and concise statement, mixed methods research involves the use of qualitative and quantitative approaches in a study. In view of this, it is important for the researcher considers all possibilities or data collection, and the methods that will be used to collect data so that they can be organized in a logical manner as the table below shows

Table 4.3: Quantitative, Mixed and Qualitative Methods

Quantitative Methods	Mixed Methods	Qualitative Methods
Pre-determined	Both predetermined and emerging methods	Emerging methods
Instrument based questions	Both open- and closed-ended questions	Open-ended questions
Performance data, attitude data, observational data, and census data	Multiple forms of data drawing on all possibilities	Interview data, observation data, document data, and audiovisual data
Statistical analysis	Statistical and text analysis	Text and image analysis
Statistical interpretation	Across databases interpretation	Themes, patterns interpretation

Adapted from: ***Creswell and Creswell (2018)***

The researcher opted to use mixed methods research firstly, because neither the qualitative nor the quantitative approaches alone would be effective in collecting and analyzing data that would be required to sufficiently answer the research questions of the study (*cf.* Creswell, Fetters and Ivankova, 2004). Secondly, based on the nature of the study, the exploratory sequential design will allow the researcher to use both qualitative and quantitative methods to

compare the results of the study from different perspectives. The overall aim of employing a mixed method approach is to yield a more complete analysis when used in combination, thereby offsetting the weaknesses of individual methods and drawing on the strengths of each method instead (Creswell, 2007). Plano Clark (2010) corroborates that integrating qualitative and quantitative methods will allow the researcher to develop a compact picture; to contrast, triangulate or validate the results; to provide in-depth descriptions, illustrations or visualizations of emerging trends; or to critically the processes/experiences and correlate them with the outcomes.

Furthermore, Creswell and Plano Clark (2006) refer to mixed methods research as a combination of a research method and a research design. The key implication is that, in serving as a methodology, the philosophical assumptions will guide all aspects of the collection and analysis of data and the integrating qualitative and quantitative approaches. Whereas, as a research design, mixed methods will ensure that the collected and analyzed data from both the qualitative and qualitative strands will be integrated in a single study.

Whilst the aforementioned discussion has illuminated the main reason for the researcher's choice of mixed methods, it is also important to underscore that the study is based on a pragmatic paradigm and the mixed methods research approach is the only approach that is compactible to pragmatism. A major component of the debate regarding the appropriate paradigm for mixed methods was the incompatibility thesis. This had far reaching implications on how the two approaches may be integrated by stating that it is inappropriate to mix qualitative (QUAL) and quantitative (QUAN) methods because of the elementary differences in both paradigms that are cardinal to each method (Guba, 1987; Smith, 1983; Smith and Heshusius, 1986; Sale, Lohfeld at al., 2002; Tashakorri and Teddlie, 2009).

For the purpose of the present study, the researcher drew on the assertions by Plano Clark (2010); and contextualized the information in order to project a macro picture of a system i.e. the collaborative strategies used school stakeholders and after which layer information about individuals i.e. how each stakeholder enhances these strategies.

4.5 Research design

Creswell (2014:41) states that there are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research design. Cohen et al. (2018:38) provide a comprehensive understanding of the term by stating that research design is the plan for, and foundations of:

- *Approaching, operationalizing and investigating the research problem or issue;*
- *Setting out the approach, theory/ies and methodology/ies to be employed;*
- *The types of data required, how they will be collected (instrumentation) and from whom (the population and/ or sample);*
- *How the data will be analysed, interpreted and reported;*
- *The warrants to be adduced to defend the conclusions drawn and the degree of trust that can be placed in the validity and reliability of each element of the research; and*
- *The sequence of the research.*

Based on the above, the researcher intended to employ a design that will allow for the most reliable and valid conclusions drawn from the research.

Maxwell, Chmiel and Rogers (2015) refer to a research design as a 'type' of design. It is a widely held view that design primarily involves selecting a particular design from an existing set and then using that design as a model to plan the study (Morse and Niehaus, 2009; Teddlie and Tashakkori, 2009; Creswell and Plano Clark, 2011; Morgan, 2013).

Maxwell (2012) cited in Maxwell (2015: 278) distinguishes five components that make up a study's design:

> *(a) goals (what the study is intended to contribute or accomplish);*
> *(b) conceptual framework (the researchers' theory and assumptions about the phenomena studied and how best to study this);*
> *(c) research questions;*
> *(d) methods (including the relationships that the researchers establish with participants, as well as sampling/selection, data collection, and analysis); and*
> *(e) validity (the potential threats to the study's conclusions that the researchers identified and the strategies they employed to address these).*

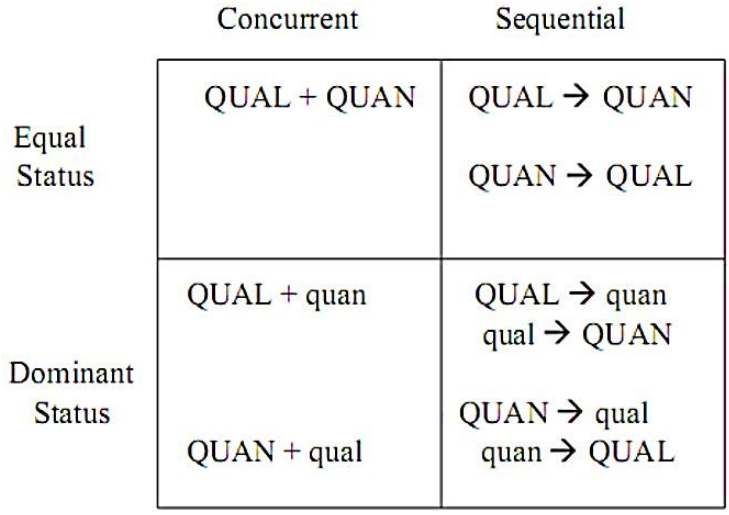
These five abovementioned components as internal factors in the research design, together with external influences such as researchers' skills, situational constraints, ethical standards, funding and funders' agendas, and prior research, all interact to influence the design and how it may change during the research (Maxwell at al., 2015:278). It is conclusive to state that in viewing the research design as the blueprint of the study, it provides the researcher with a bird's eye view of the study, allowing the researcher to plan how conclusive results may be drawn to best answer the research questions.

4.5.1 Mixed method research design

The use of mixed methods research designs, which combines quantitative and qualitative research methods, is becoming increasingly popular because the use of both approaches together can provide a more complete investigation (McMillan and Schumacher, 2010:25). It is also important to note that mixed methods research is a research design with philosophical assumptions as well as methods of inquiry (Creswell, 2008:5).

In understanding mixed methods research designs, we must be aware that it does not mean simply conducting two separate strands of quantitative and qualitative studies but rather the studies and their findings must, in some way, follow a logic of integration (Creswell and Tashakkori, 2007) cited in Fei Wu (2015:3). Different ways of integrating and mixing quantitative and qualitative methods exist, within or across different stages of research (Tashakkori and Teddlie, 2003; Creswell, 2003). To assist in understanding this, Johnson and Onwuegbuzie (2004) developed a matrix to illustrate the possible combinations of the mixture, also showing the degree of dominance of methods:

Figure 4.1: Matrix of combinations of the mixture in mixed methods designs



Adapted from: ***Johnson and Onwuegbuzie (2004)***

In selecting the appropriate mixed methods research design, many considerations must be taken into account. Teddlie and Tashakkori (2009:141) and Creswell and Plano Clark (2011:64–67) cited in Cohen at al. (2018) assert that several issues need to be taken into account before deciding which mixed method research design is suitable for a study;

- Why use a mixed methods approach?
- What regarding the study will be mixed?
- Why, how, when and where will the 'mixing' take place?
- When, where, how and why will the designs and data be integrated?
- What methodologies will be used, where, when, why and how?
- How many phases will the research comprise and where, how and why do quantitative and qualitative approaches feature in these?
- What will be the level and type of interaction between the quantitative and qualitative strands of the research?
- What will be the timing and/or sequence of the quantitative and qualitative strands in the research?
- What ethical issues does mixed methods research present?

In answering these questions, the next step of the research process will be to identify which mixed methods research design would allow the researcher to proceed, such that the design would yield the most reliable results for the study. The answers to the aforementioned questions will present themselves in the next section when a thorough justification for the selection of

the mixed method design is discussed. Although Tashakkori and Teddlie (2009) suggest a variety of mixed methods research designs, the researcher found greater specifications in the designs suggested by Creswell and Plano Clark (2011). The scholars suggest six different designs in mixed methods research. These include: convergent parallel design, explanatory sequential design, exploratory sequential design, embedded design, transformative design and multi- phase design. This is also supported Creswell (2003) who state that there are six major strategies for inquirers to choose from. In this regard, the researcher's choice of design is discussed in the next section.

4.4.1.1 Explanatory sequential design

Creswell and Plano Clark (2018:136) state that the explanatory sequential design is a methods design in which the researcher first conducts a quantitative phase and follows up on specific results with a subsequent qualitative phase to help explain the quantitative results. The explanatory sequential design involves a two-phase data collection project in which the researcher collects quantitative data in the first phase, analyzes the results, and then uses the results to plan (or build on to) the second, qualitative phase (Creswell and Creswell, 2018:346). The main intention of administering this design in research is to use a second strand of qualitative data to help explain the results of the quantitative data in more detail. The initial results obtained from the first quantitative strand can be expanded on, and provided with more depth by use of the second qualitative approach.

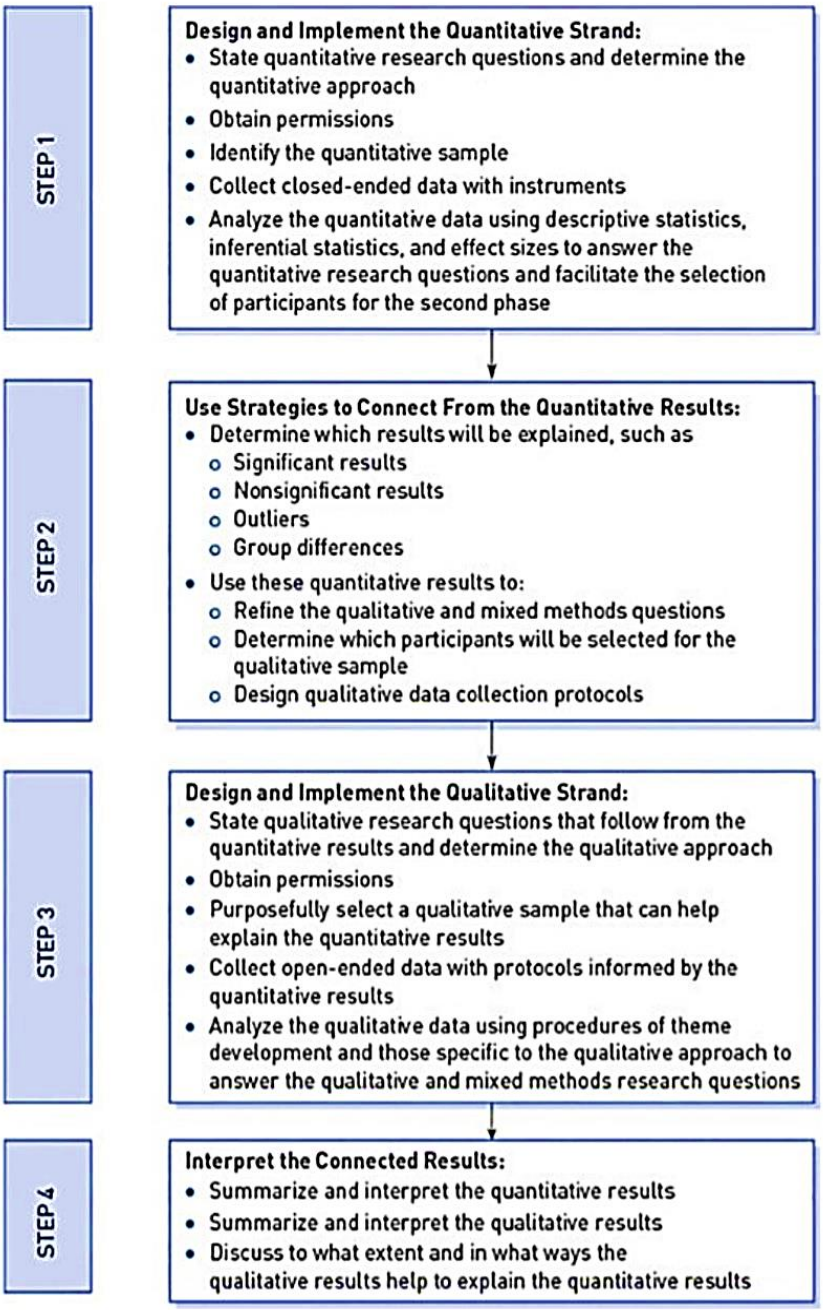
The intent of this study is to explore the enhancement of learner discipline strategies to sustain learner discipline in schools. The adoption of a two-phase explanatory mixed methods study acquired statistical quantitative results from a representative sample, and subsequently follow up to the second phase by engaging with a fewer number of individuals to probe or further explain the results in greater detail. In the first phase, quantitative hypotheses were used to address the relationship of collaborative strategies used to enhance learner discipline in respective schools in ILembe district.

In the second phase, qualitative semi-structured interviews were used to explain the results obtained in the first phase, in greater detail (*cf.* Cerda, 2005). The researcher was able to use the qualitative approach to explain positive-performing exemplars, unexpected results or those

that surface at outliers (*cf.* Tashakkori and Teddlie, 1998; Morgan, 2014) cited in Creswell and Plano Clark (2018).

The following diagram shows the steps to be followed when using an exploratory sequential design:

Figure 4.2: Flowchart of basic procedures in implementing an exploratory sequential mixed methods design

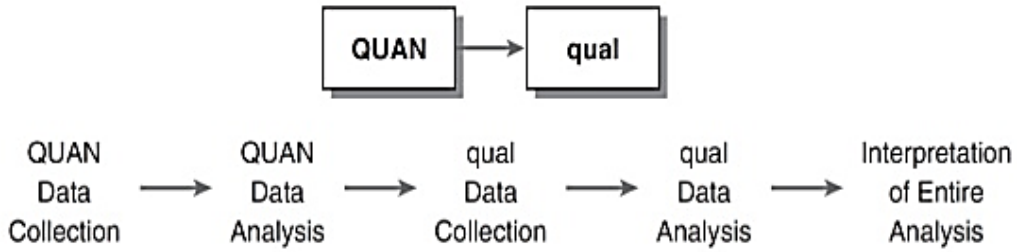


Adapted from: ***Creswell and Plano Clark (2011)***

Mixed methods research designs were developed and notation was added to help the reader understand the designs and challenges to working with the designs emerged (Creswell and Plano Clark, 2011) cited in Creswell (2014:43). To encapsulate the various description of explanatory sequential design is to state that it requires the use of quantitative research methods to be followed with qualitative research methods. This can be illustrated using notation which originated in the mixed methods field. Mixed methods notation provides shorthand labels and symbols that convey important aspects of mixed methods research, and provide a way that mixed methods researchers can easily communicate their procedures (Creswell, 2008:209). The following notation by Morse (1991a), Tashakkori and Teddlie (1998) and Creswell and Plano Clark (2007) is indicative of an exploratory sequential design:

- *A" + " indicates a simultaneous or concurrent form of data collection, with both quantitative and qualitative data collected at same time.*
- *A " → " indicates a sequential form of data collection, with one form (e.g. qualitative data) building on the other (e.g. quantitative data).*

Figure 4.3: Explanatory Sequential Design



Adapted from: ***Creswell (2008)***

The above diagram illustrates the explanatory sequential design and how the process is followed through. The reasons for the selection of the aforementioned design is discussed below.

At the outset, the researcher chose to use the explanatory sequential design because the research problem is more quantitatively orientated and is therefore, more useful to begin with a quantitative approach (*cf.* Creswell and Plano Clark, 2018). Secondly, the explanatory sequential design provides for more in-depth answers to the research question. Thirdly, the researcher is aware of the important variables and has access to quantitative instruments for

measuring the constructs of primary interest (*cf.* Creswell and Plano Clark, 2018:137).

4.6 General data collection procedure

As discussed in the previous section, the researcher employed the exploratory sequential design. Cognizant that this research design affords the researcher two sequential phases of the designs, (quantitative and qualitative) the process follows accordingly. This is also supported by Creswell and Creswell (2018:349), who state that in this strategy, the data collection would occur at two points in the design: the initial quantitative data collection and use of the qualitative research tool, thereafter. Therefore, to maintain consistency, the researcher will discuss data collection in the order of the design specification. Sequential mixed methods sampling was employed in this study. Mixed method sampling procedures use various approaches to combine a traditional quantitative (i.e., probability) approach to sampling with a qualitative (i.e., purposeful) approach (Creamer, 2018:152-153). In this regard, the researcher used systematic random sampling in the quantitative phase, and purposive sampling in the qualitative phase. Creamer (2018:153) observes that the principal value of combining probabilistic and purposeful sampling in a mixed methods study is that it more readily supports the claim that results are generalizable to other settings and populations.

The quantitative data were obtained by means of questionnaires and interviews that were self-administered to all participants who had been systematically randomly sampled and purposively sampled respectively. A total of 96 questionnaires were distributed to SMT members from ILembe education district. The respondents of the questionnaire comprised one principal, one deputy principal and two departmental heads from each school. Of the 96 questionnaires, 87 were returned completed. The shortfall of 9 questionnaires comprised 5 that were not returned to the researcher, and 4 that were spoilt due to more than one option being ticked for certain questions.

The interviewees for the qualitative phase amounted to sixteen in total; four SMT members from each of the four schools. All participants honored their agreement to participate in the study. Some interviews were conducted over digital platforms due to schools being closed because of Covid-19 restrictions. Where possible, the researcher made arrangements to conduct the interviews face to face, whilst following all social distance protocols.

Permission to conduct research was sought from all relevant institutions and departments before the data collection procedure. The researcher ensured that all participants were duly informed of anonymity, voluntary participation and confidentiality.

Data were collected at separate stages due to the nature of the research design, with the findings of the quantitative approach leading to the development of the qualitative approach. However, the findings of both approaches were incorporated to determine if learner discipline strategies were being enhanced in schools, and if they were effective.

4.6.1 The quantitative strand

To obtain quantitative data, quantitative research methods must be employed in this strand. Leavy (2011:106) maintains that quantitative approaches to research center on achieving objectivity, control, and precise measurement. This first strand of the explanatory mixed methods research design, which was used to answer the research questions and which is aligned to the first and second study objectives, is discussed in the sections below.

4.6.1.1 Data collection for the quantitative strand

4.6.1.1.1 Population and sampling

McMillan and Schumacher (2010:143) define a population as a group of elements or cases, whether individuals, objects, or event; that conform to specific criteria, and to which we intend to generalize the results of the research. This group is also referred to as the target population or universe. The target population of this study constituted 121 schools from ILembe education district in KwaZulu-Natal. These schools comprise a mixture of urban, peri-urban, rural and deep rural schools. The schools differ by demographics, school population, resource availability and quintile ranking; yet, what they have in common is exposure to indiscipline. It is within this context that the population is relative to the present study. It was not however, possible to use all schools in the district as part of this study, as the individual participants that needed to be targeted amounted to more than one participant per school. For this reason, a sample needed to be selected. Cohen et al. (2007:119) suggests that researchers often need to obtain data from a smaller group (sample) or subset of the total population in such a way that

the knowledge gained is representative of the total population (however defined) under study. This smaller group or subset is the sample. Hesse-Biber (2010:49) asserts that quantitative approaches to sampling need to ensure that their findings are representative of the general population under study, and that quantitative sampling designs rely on "laws of probability" (the idea is that all members of a given population have an equal and known probability of being selected in a sample). The results of this study, focusing on the enhancement of learner discipline strategies in ILembe district, can therefore, be generalized to other education districts. Tashakkori and Teddlie (2009:152) further opine that mixed methods sampling techniques involve the selection of units or cases for a research study using both probability sampling and purposive sampling strategies. Kothari (2004) provides an illustrative description of these two sample designs below:

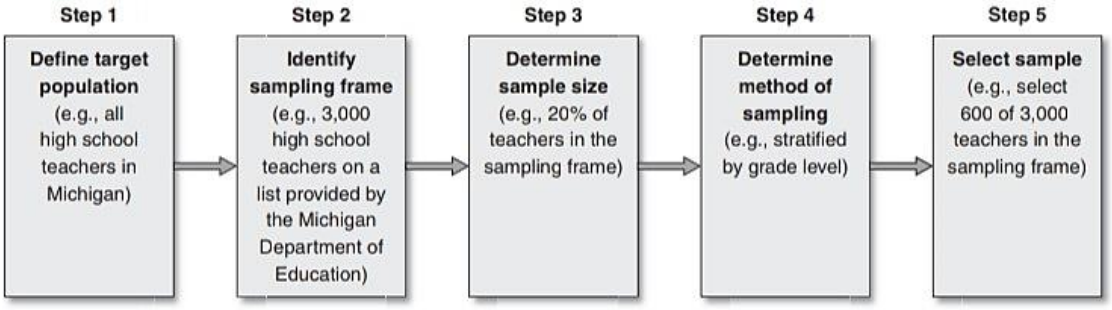
Figure 4.4: Chart showing basic sampling designs

Element selection technique ↓	Representation basis: Probability sampling	Representation basis: Non-probability sampling
Unrestricted sampling	Simple random sampling	Haphazard sampling or convenience sampling
Restricted sampling	Complex random sampling (such as cluster sampling, systematic sampling, stratified sampling etc.)	Purposive sampling (such as quota sampling, judgement sampling)

Adapted from: ***Kothari (2004)***

This study employed probability sampling to select the schools from ILembe district. Probability samples aim to achieve representativeness, which is the degree to which the sample accurately represents the entire population (Tashakkori and Teddlie, 2009). The flow chart below can be used to describe the process of conducting a study using probability sampling. It illustrates how the sample may be used to make statements about the population of interest (McMillan and Schumacher, 2010).

Figure 4.5: Steps in probability sampling



Adapted from: ***McMillan and Schumacher (2010)***

In adapting the aforementioned steps, the researcher selected the sample as follows:

ILembe education district has a total of 121 secondary schools and was identified as the target population for the present study. The sampling frame is therefore, all SMT members from the 121 secondary schools, a total of 605 SMT members. In calculating the sample size, the researcher used 20% of the sampling frame. The method of sampling selected for the quantitative phase was systematic random sampling. According to McMillan and Schumacher (2010:147), in systematic sampling, every *n*th element is selected from a list of all elements in the survey population, beginning with a randomly selected element. Kothari (2004:62) further observes that in systematic sampling, only the first unit is selected randomly, and the remaining units of the sample are selected at fixed intervals. Furthermore, the benefit of using systematic random sampling is that the sample is distributed more evenly over the whole population. The sample for the quantitative phase comprised 24 schools. McMillan and Schumacher (2010) maintain that the general rule that researchers should use to determine a sample size is that of using the largest sample possible, considering that the larger it is, the more representative it will be to the population. The researcher therefore, chose a large sample so that it would be representative to the population.

The principal, one deputy principal and two departmental heads per school, comprised the participants for this strand, totaling 96 participants. Participants were selected by means of simple random sampling. According to Lune and Berg (2017:38), the process draws subjects from an identified population in such a manner that every unit in that population has precisely the same chance (probability) of being included in the sample.

4.5.1.1.2 The quantitative instrument: questionnaires

McMillan and Schumacher (2010) assert that questionnaires are the most widely used data collection tool for obtaining information from participants. Tashakkori and Teddlie (2009) further assert that self-report measures that are administered by questionnaire involves the researcher employing a strategy that allows participants to express their attitudes, experiences, opinions, beliefs, and feelings, on a topic of interest. Electronically questionnaires were generated using the university of Free State EvaSys system. According to Balnaves and Caputi (2001), the data collected from the questionnaires are used to construct a 'digital persona', which is an electronic copy of a person's behavior and preferences.

Participants were given the link to the questionnaires via WhatsApp and email to respect social distancing due to the Covid-19 pandemic restrictions. All questionnaires were accompanied by unambiguous, concise and carefully worded instructions developed to meet the level of understanding of the target population. This is in line with the suggestion of Strydom, Fouche and Delport (2005:167), who state that the instructions for the questionnaire must be designed in such a way that it is not threatening and creates an interesting impression. Kothari (2004) provides benefits for the use of electronic questionnaires stating that: it is cost efficient, especially on the basis of geographical accessibility; it allows the data to be more honest and free of bias since it presents the participants' own words; participants have adequate time to answer the questionnaire and provide answers that are well thought out; in the case of respondents that may be difficult to approach, electronic questionnaires allow the researcher to approach them and lastly larger samples allow for more reliable results. On the basis of these advantages, the researcher chose to use questionnaires to represent the qualitative data.

The potential disadvantage of electronically generated questionnaires is that participants may not complete the questionnaire and return it. As a result of the possibility of this happening, the researcher overestimated the sample, using 20% of the sampling frame rather than 10%. Research suggests that questionnaires may be a disadvantage to participants who are illiterate. This was ruled out due to nature of the present study and the target group being SMT members who were literate. However, the disadvantage of having electronically generated questionnaires to participants is that, if participants need further clarity on particular questions, they may choose to skip the question rather than make the effort to contact the researcher, seek clarity and go back to completing it (Cohen et al., 2007). The questionnaire, as a data collection tool, will always be intrusive to respondents, whether it be in terms of the amount of time taken to

complete the questionnaire, the level of sensitivity or threat that may be unforeseen by the researcher but present in the questions, or the possibility of invading the participants' privacy (Cohen et al., 2007). The researcher therefore, ensured that all ethical considerations were taken into account.

4.5.1.1.3 Structure of the questionnaire

The purpose of designing the questionnaire for the qualitative phase was to collect data from SMT members of the target population, regarding how learner discipline strategies are enhanced in their respective schools. The link to the electronic questionnaires was sent out together with information to introduce and explain the questionnaire to the respondents. In this regard, the information included all necessary and relevant information to motivate all respondents to fully complete the questionnaire (*cf.* Strydom et al, 2005). Monette, Sullivan, and DeJong (2002: 169–171), cited in Strydom (2005:170), posit that the following items must be included in the covering letter: sponsor of the research, address and telephone number of the researcher, how the respondent was selected, who else was selected, purpose of the research, who will benefit from the research, an appeal for the person's cooperation, how long it will take the respondent to complete the questionnaire, payment or any other incentive, and assurance of anonymity and confidentiality, as well as a deadline for returning the questionnaire. Strydom et al. (2005) assert that the layout of the questionnaire is equally as important as the wording of the questions in the questionnaire. In support of this view, Rubin and Babbie (2001:216) opine that an inadequately laid out questionnaire can lead respondents to miss questions, confuse them about the nature of the data desired and, in the worst case, lead them to throw the questionnaire away. The structure of the questionnaire was then designed by the researcher, dividing it into three sections, namely; Section A: biographical data, Section B: closed-ended questions, and Section C: the open-ended question as discussed earlier. According to Balnaves and Caputi (2001), the questions in your questionnaires are variables and will reflect the appropriate levels of measurement necessary for further statistical analysis. The researcher used nominal variables and interval variables in section A, ordinal variables in section B, C, D, E and nominal variables in Section F.

The researcher opted to use a four-point Likert scale, excluding a neutral or 'don't know' option. When piloting the questionnaires, the researcher noted that participants chose the neutral response for a significant number of questions, increasing the variance. If non-attitude

reports are random responses, then offering a no-opinion option should reduce the amount of random variance in the attitude reports obtained (Doan and Jaber, 2020). The selection of the neutral option can further be indicative of inadequacies in question design (Fowler and Cannell, 1996). It is again during the pilot phase that these points were noted and rectified, leading to the choice of a four-point Likert scale.

Bradburn and Sudman (1988) are of the view that respondents are inclined to sometimes use an option of a 'neutral' answer while they are scanning their memories. They suggest that respondents will give an answer of certainty if the interviewer probes. Hence, some respondents who might be inclined to respond "neutral" may truly have opinions worth measuring. In support of this view, Oppenheim (1992:129), cited in Doan and Jaber (2020), notes that "it has been argued that some people give a 'don't know' response in order to avoid thinking or committing themselves". These responses might mask real opinions as well, and are therefore, best discouraged (Doan and Jaber, 2020). Krosnick et al.'s (2002) study revealed that respondents with low levels of education are more likely to choose this answer option suggesting that people are more likely to choose "no opinion" responses when they perceive the processes of producing an optimal response as cumbersome. Given that the respondents of the study at hand were school management team members, the researcher found it appropriate to exclude the neutral or 'don't know' choice, so that true opinions may be reflected through the data.

Before designing the structure of the questionnaire or writing questions, Dillman, Christian, and Smyth (2014) state that you should put yourself in a respondent's state of mind. The researcher used this as a point of departure for the construction of questions, putting self in the shoes of the participants, to get a sense of how they could perceive and understand the questions. Questions were carefully designed to respond to the research questions and study objectives. All questions were designed to be clear, unambiguous and relevant to the aims and objectives of the study. Writing questionnaire items involves writing and rewriting items until they are clear and succinct (Bordens and Abbot, 2018:293).

Mixed methods questionnaires include structured/closed and semi-structured items. The questionnaire comprised both closed-ended and open questions. McMillan and Schumacher (2010) advise that the larger the size of the sample, the more structured, close and numerical the questions should be. In this regard, the researcher structured the majority of the questions to be close-ended, consistent with the large sample frame used for the purpose of the study at

hand. Furthermore, depending on the number of interviewees, the closed-ended data may also be appropriate for statistical analyses (Tracy, 2020). A structured questionnaire is rigid, comprising a range of fixed responses from which the participant must choose, thereby limiting responses to what is presented in the questionnaire. Cohen et al. (2007:321) states that highly structured closed questions can generate frequencies of responses, amenable to statistical treatment and analysis. This allows for comparisons between or amongst samples. They are quick to code and analyze and are more deliberate than open-ended questions (Cohen et al., 2007). In semi-structured questionnaires, the researcher designs the questions but the responses from the participants are qualitative in nature. After much research and consideration, the researcher opted to use semi-structured interviews. The researcher designed the questionnaire such that the majority of questions were structured and only one question remained open-ended.

According to Strydom et al. (2005:174), the closed question is advantageous when a substantial amount of information about a subject exists, and the response options are relatively well known, as in the present study. Other advantages of closed questions are that respondents understand the meaning of the questions better, questions can be answered within the same framework, responses can consequently be compared better with one another, answers are easier to code and statistically analyze, response choices can clarify question meaning for respondents, there are fewer irrelevant and confused answers to questions, and replication is easier (Neuman, 2003:278). Disadvantages of closed-ended questions may include having participants answer categories that have already been decided by the researcher, which has the risk of reducing the participants' true opinions (Hammersley and Traianou, 2012 cited in Cohen et al., 2018). Another disadvantage is that the researcher does not have the opportunity to probe for clarity seeking, for additional information, or greater explanation. This is equally observed by Oppenheim (1992:115) cited in Cohen et al. (2018), who states that they do not enable respondents to add any remarks, qualifications and explanations to the categories; and there is a risk that the categories may not be exhaustive, and that there may be bias in them. To accommodate for this, the researcher concluded the questionnaire by providing for one open-ended question that allowed participants to include any information that may not have been accommodated for in the questionnaire.

Cohen at al. (2018:475) state that an open-ended question can catch the authenticity, richness, depth of response, honesty and candor which, as is argued elsewhere in their book, are hallmarks of valid qualitative data. Open-ended questions are useful if the possible answers are

unknown or the questionnaire is exploratory (Bailey, 1994:120). It is further useful for responses that are honest and for when participants want to provide personal opinions, experiences or comments. This is supported by Cohen at al. (2018:214) who state that open-ended items exert the least amount of control over the respondent, and can capture idiosyncratic differences. To make the open-ended question more understandable, the researcher provided a prompt to ensure that participants understand what is meant by the question. The researcher only included one open-ended question, as aforementioned, for additional comments by respondents. Strydom et al. (2005:174) support the view of limiting open ended questions by stating that a large number of open questions lengthens the time necessary for the processing of the data.

4.5.1.1.4 Reliability and validity of questionnaires

Creswell and Plano Clark (2018:325) say that quantitative validity (also called construct validity) means that the scores received from participants are meaningful indicators of the construct being measured, whilst quantitative reliability means that scores received from participants are consistent and stable over time. According to Strydom et al. (2005:162-163), the reliability of a measurement procedure is the stability or consistency of the measurement, meaning, if the same variable is measured under the same conditions, a reliable measurement procedure will produce identical (or nearly identical) measurements. Tashakkori and Teddlie (2009:287) state that reliability indicates whether or not the data consistently and accurately represent the constructs under examination. Neuman and Kreuger (2003:180) suggest that by developing a draft or preliminary versions of the questionnaire and testing it before applying the final version in a hypothesis-testing situation, reliability will be increased. In concurrence with the aforementioned author, Yin (2011:37) states that pilot studies help to test and refine one or more aspects of a final study-for example, its design, fieldwork procedures, data collection instruments, or analysis plans. To ensure reliability and validity, the researcher piloted the questionnaire and refined it, taking into consideration the phrasing of questions, ambiguous words, appropriateness of questions, and the accuracy of the 5-point Likert scale response options; making the questionnaire more appropriate to contain a detailed range of possible responses.

According to Babbie (2004:143), validity refers to the extent to which an empirical measure accurately reflects the concept it is intended to measure. The researcher attained content

validity. Rubin and Babbie (2001:194) posit that content validity is established on the basis of judgments; that is, researchers or other experts make judgments about whether the measure covers the universe of facets that make up the concept. This is supported by Cohen at al. (2007:137), who state that the researcher must ensure that the elements of the main issue to be covered in the research are both a fair representation of the wider issue under investigation (and its weighting), and that the elements chosen for the research sample are themselves addressed in depth and breadth. The researcher therefore, sought assistance from a specialist in the field. In this regard, the instrument was judged for its effectiveness in measuring whether discipline strategies were being enhanced collaboratively and how this was being done.

Cohen et al. (2018:208) suggest that some participants will fail to populate electronic questionnaires, leave the research and return incomplete or spoiled questionnaires (e.g. missing out items, putting two ticks in a row of choices instead of only one). To further ensure validity and reliability, the researcher used suggestions by Salant and Dillman (1994) cited in Creswell and Creswell (2018:246), who state that for an electronic survey, the researcher may employ a four-step method to ensure reliability: Firstly, the researcher forwarded a short advance-notice message to all members of the sample; secondly, the researcher forwarded the actual survey a week after the advance-notice letter was sent; thirdly, the researcher sent a follow-up message to all members of the sample 6 days after the initial questionnaire was sent. When there was no-response from participants, the researcher made follow-up telephone calls to remind participants to complete the questionnaire and also stressing the importance of, and benefits to, the client group (Hudson and Miller, 1997).

4.5.1.1.5 Data analysis

Tashakkori and Teddlie (2009) state that mixed methods data analysis involves the integration of statistical and thematic data analytic techniques, plus a number of other unique strategies, such as triangulation and data conversion. Data analysis in mixed methods research requires the researcher to separately analyze the quantitative and qualitative data using their respective data analysis techniques. It also involves combining both database approaches that mix, or integrate the quantitative and qualitative data and results- the mixed methods analysis (Creswell and Plano Clark, 2018:314).

Quantitative data were analyzed by the researcher firstly converting the raw data that was collected, into useful data using the appropriate statistical test to address the second and third research questions (*cf.* Creswell and Plano Clark, 2018). The data were scored by assigning numeric values to each response, cleaning data entry errors from the database, and creating special variables needed. Re-coding and computing of quantitative data were completed using a statistical computer program known as IBM Statistical Program for the Social Sciences (SPSS) Version 26. The researcher then represented the results of the analysis in summary by visual forms to show the distribution of data and trends that exist in the data (*cf.* Creswell and Plano Clark, 2018:318).

4.5.1.1.6 Integration

Data collected from the quantitative and qualitative strands were analyzed separately. It was therefore imperative that the researcher connect the quantitative findings to the qualitative data collection process, also meaning that the qualitative data were used to plan the qualitative follow-up (*cf.* Creswell and Creswell, 2018). This process allowed the researcher to use the quantitative results to determine what questions needed to be asked in the qualitative phase. The process of integration is explained in greater detail in Chapter 4.

4.6.2 The qualitative strand

Qualitative research methods were employed to respond to the third and fourth research questions, as a follow up to the quantitative results obtained from the first strand. Gonzales et al. (2008:3) observe that qualitative research provides in-depth, intricate and detailed understanding of meanings, actions, non-observable as well as observable phenomena, attitudes, intentions and behaviors; and these are well served by naturalistic enquiry. Moreover, Cohen et al. (2018) state that research must include ‘thick descriptions’ of the contextualized behavior; for descriptions to be ‘thick’, it requires inclusion of, not only detailed observational data and data on meanings, but also participants’ interpretations of situations and unobserved factors. This is confirmed by Tracy (2020:3) who states that ‘thick descriptions’ refers to the way researchers immerse themselves in a culture, investigate the particular circumstances present in that scene, and only then move toward grander statements and theories. In view of

the above descriptions of qualitative data, the researcher used qualitative data to explore some of the issue that have been raised by the quantitative phase. The use of qualitative data therefore allowed the researcher to acquire detailed information that is needed to explain certain issue raised by the qualitative strand; information such as how current discipline strategies can be further enhanced. Furthermore, the qualitative strand provided an inside view of collaboration that sets off such initiatives. McMillan and Schumacher (2010:346) state that qualitative researchers approach a situation with the assumption that nothing is trivial or unimportant, and that every detail that is recorded is supposed to contribute to a better understanding of behavior. This provided an accurate justification for using a second qualitative strand. The experiences, perceptions and opinions of the respondents in this strand played an integral role in leading to a deeper understanding of aspects of the quantitative strand that still remained unclear or presented as outliers in the data.

Yin (2016:9) notes that qualitative research involves studying the meaning of people's lives, as experienced under real-world conditions. This is integral to understanding the study at hand, since school management is a multifaceted social issue, transcending borders of education on its own, requiring solutions to problems that exist under 'real-world conditions.' Participants were asked questions designed to find answers to the third and fourth research question of the study at hand.

4.5.2.1 Data collection for the qualitative strand

4.5.2.1.1 Sampling

Generally, a qualitative sample is smaller compared to the sample that is needed to generalize findings to a larger population. The qualitative sample size is related to the purpose of the research, the research problem, the data collection strategy being used and the availability of cases that are information-rich (*cf.* McMillan and Schumacher, 2010). Creswell and Plano Clark (2018) state that using the explanatory sequential design is not meant to merge the data or build comparisons, therefore, unequal sample sizes do not pose a problem in sequential designs. The important consideration is collecting enough qualitative information so that meaningful themes that provide explanation for selected quantitative results can be developed (*cf.* Creswell and Plano Clark, 2018:288).

Since the aim of the explanatory sequential design is to explain initial quantitative results presented in the first strand, research states that the individuals selected for the qualitative phase be a subset of individuals who were participants in the quantitative data phase. The intention of selecting the explanatory sequential design for this study was to be able to use qualitative data to contribute to the quantitative results. Individuals who participated and contributed to the quantitative data set were the right ones to be used in this strand (*cf.* Creswell and Plano Clark, 2018). In selecting the participants, Yin (2016:94) asserts that of high priority, the maximum variation should include sources that might offer contrary evidence or views. This implies that the researcher should deliberately select participants who might have different or contradictory views related to the present study. In support of this view, Lune and Berg (2017:39) posit that when developing a purposive sample, researchers use their special knowledge or expertise about some group to select subjects who represent this population. This was considered by the researcher and taken into account when selecting participants for this strand so that all aspects and views building up the layers for the findings of the study are provided for. McMillan and Schumacher (2010) state that purposive (random) sampling is used to provide qualitative results that complement quantitative findings, and it does not necessarily mean that the findings can be generalized to the entire population.

Creswell and Plano Clark (2018:269) state that in qualitative research, the inquirer uses non-probability sampling procedures to select individuals and sites that can provide the necessary information to understand the central phenomenon. The researcher purposively selected sixteen participants from the quantitative strand to form the sample for this strand. Lune and Berg (2017:38) note that, frequently a researcher is presented with interesting and potentially important research questions that cannot be answered by a probability sampling technique. From the perspective of qualitative research, non-probability sampling tends to be the norm.

4.5.2.1.2 The qualitative instrument: semi-structured interviews

Kothari (2004:97) posits that the interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. Notwithstanding that the paradigms that underlie research methods frequently change in the and even so (Kvale, 1996; Lincoln and Guba, 1985), the extent to which researchers will have to defend their use of interviewing as their research methodology will depend on their individual departments (Seidman, 2006:36). As aforementioned, the intent of the qualitative phase is to provide further

information. Interviews were used in this study to obtain quantitative data. Creswell and Plano Clark (2018:300) postulate that, if the purpose is to explain the intervention results, then the use of one-on-one interviews, observations, or any of the many diverse sources of qualitative data is appropriate. The type of interview that was used for data collection was the semi-structured interview.

Strydom et al. (2004:292) posit that qualitative studies typically employ unstructured or semi-structured interviews. Yin (2016) posits that there is a difference between structured interviews and qualitative interviews. He asserts that structured interviews follow directly the word usage, phrases, and hence, meaning of the researchers; whereas qualitative interviews aim at understanding participants on their own terms, and how they make meaning of their own lives, experiences, and cognitive processes (Yin, 2016:143). According to Yin (2016:142), the conversational mode of qualitative interviews, compared to structured interviews, presents the opportunity for two-way interactions in which a participant may query the researcher about some broad topic. In support of this, Taylor, Bogdan and DeVault (2016:106) say that interviewers try to establish rapport with informants, ask non-directive questions early in the research, and learn what is important to informants before focusing on the research interests.

A semi-structured interview was used and participants were at ease to provide "thick descriptions" of issues raised in the first strand. Yin (2016) postulates that in a qualitative interview, the more important questions are designed to be open-ended rather than closed-ended. Questions in this strand were therefore, designed to be open-ended, allowing the researcher to draw detailed responses from participants. Flick (2018) postulates that in semi-structured interviews, follow-up questions-also referred to as probes-are formulated, relative to what interviewees have already said. In accordance with the principle, the researcher used probing questions for further information where needed.

The databases were adapted sequentially, with qualitative interviews succeeding and providing detailed explanations for the outliers, issues seeking clarity and confusing information presented in the quantitative surveys. These "why" questions, stemming from the quantitative strand, allowed the researcher to collect data in the qualitative strand and getting in-depth information relating to the issues that presented themselves. Although the present study primarily concentrated on the use of quantitative data, the qualitative interviews were used to provide more understanding on how SMT members enhanced discipline strategies in secondary

schools. The interviews further served to triangulate the data from the quantitative strand and clarify or explain issues that were raised.

Interviews have a degree of limitations. Challenges that are likely to face the researcher when using qualitative research interviewing are establishing rapport in order to gain information from participants, coping with the unanticipated problems and rewards of interviewing in the field, and recording and managing the large volume of data generated by even relatively brief interviews (Morse, 1991b:188 cited in Strydom et al., 2004). The researcher's challenges were unlike those suggested by the aforementioned authors. The limitations of the present study were unique because of the Covid-19 pandemic and the restrictions it imposed to data collection.

On 23 March 2020, South African President, Cyril Ramaphosa announced a national lockdown to reduce the spread of the deadly virus. From 1 May 2020, the president announced a gradual easing of lockdown regulations, yet many protocols needed to be adhered to. Schools gradually re-opened and strict measures regarding social distancing practices were put in place. It was during this time that data collection took place, posing a few problems, especially regarding conducting interviews. With the constant opening and shutting down of schools for decontamination, the researcher found it difficult to schedule face to face appointments with all participants.

Most interviews had been planned as face-to-face interviews but due to Covid-19, had to be conducted over digital platforms such as Skype and Zoom. Leavy (2017:142) suggests that, although not identical to face-to-face experiences, video- conferencing and Skype interviews have many of the benefits of in- person interviews, and allow you to talk to people whom you might not be able to reach in person because they are located far away. Despite the advantage of using digital platforms, problems arose from poor data connection, increasing the time spent on interviews. The researcher also noticed that some participants rushed through some of the questions due to the nature of how the interview was being conducted. To accommodate for this, the researcher made herself more familiar with the questions in the interview schedule to limit time wastage.

Kothari (2004:99) suggests that an effective interview presupposes proper rapport with respondents that would facilitate free and frank responses, which is often a very difficult requirement. This challenge presented itself in the present study. The researcher therefore

aimed being courteous, friendly and conversational and remained unbiased for the duration of all interviews conducted.

4.5.2.1.3 Designing the interview schedule

With semi-structured interviews, the researcher has a set of predetermined questions on an interview schedule, but the interview is guided by the schedule rather than dictated by it (Strydom et al., 2004:296). In concurrence, Taylor et al. (2016:123) states that the use of an interview guide presupposes a certain degree of knowledge about the people one intends to study. The interview guide was designed in response to the quantitative findings.

According to Merriam and Tisdell (2016:117), the way in which questions are worded is a crucial consideration in extracting the type of information desired. Furthermore, using words that make sense to the interviewee, words that reflect the respondent's worldview, improve the quality of data obtained during the interview. Without sensitivity to the impact of particular words on the person being interviewed, the answer may make no sense at all, or there may be no answer (Patton, 2015:454). With this in mind, the researcher took care when designing the questions for the interview schedule. Questions were asked that spoke directly to the study objectives and research jargon was avoided. Questions were designed to make them easy to be understood by the participants, so that they would not feel intimidated or incapable of answering them.

Questions in semi-structured interviews were almost always open ended, to allow for participants to freely express themselves by providing detailed explanations in their responses. The researcher produced the schedule before the interview process. This required the researcher to carefully consider what the interview was expected to cover. In doing this, the researcher also considered the difficulties that could arise from the interview process. Therefore, questions were revisited to identify problematic wording or sensitive areas that may have existed in the interview schedule (*cf.* Strydom et al., 2004). In designing the questions, the researcher considered appropriate questions (guided by a focused literature study) related to each area in order to address the research problem (*cf.* Smith, Harrè, and Van Langenhoven, 1995; Strydom et al., 2004). McMillan and Schumacher (2010) state that, although semi-structured interviews involved the use of a set of pre-existing questions, it allowed the interview process to be flexible to deviate and probe further, if necessary. Taylor et al., (2016:124) states that, during the

interview, the researcher should continue to probe for detailed examples and clarification until he/she is sure of what exactly the informant means. This can be done by rephrasing what the participant said, and asking the participant for confirmation. Therefore, on issues that were unclear, the researcher probed participants for further information or to clarify issues.

4.5.2.1.4 Quality criteria

Various researchers have used different terms for qualitative validity, including terms such as trustworthiness or authenticity (e.g., Lincoln and Guba, 1985). In essence, qualitative validity requires the researcher to assess whether the qualitative data is accurate, by examining the extent to which the information is credible, transferable, dependable, and confirmable (Lincoln and Guba, 1985). To ensure dependability, the researcher conducted a pilot test. This test was administered to SMT members of one school in ILembe education district that formed part of the sample frame.

To further increase the level of dependability in the actual data collection procedure, the researcher ensured that all participants were asked the same questions, in exactly the same words and sequence to ensure comparable findings (Taylor et al., 2016). Dependability was further achieved as the researcher asked participants to cross-check the responses that were recorded by the researcher. McMillan and Schumacher (2010:407) assert that researchers use triangulation, which is the cross-validation among data sources, data collection strategies, time periods, and theoretical schemes. However, Bergman (2008:30) argues that it is worth noting that this does not necessarily involve combining quantitative and qualitative approaches, or even different methods of data collection. In qualitative research, validity refers to the credibility and trustworthiness of the study and its assertions or conclusions (Leavy, 2011). The credibility of the results from the data collection procedure was verified through data triangulation by using different sources such as field notes, member checks and verbatim transcripts.

In ensuring trustworthiness, the data were presented as “thick descriptions,” providing detailed information. Member checks were then carried out. According to Yin (2016), the “checking” permits the participants to correct or otherwise improve the accuracy of the study, at the same time reinforcing collaborative and ethical relationships. This was done to corroborate the researcher’s interview interpretations with the participants’ actual words.

To find regularities in the data, the researcher compared different sources, situations, and methods to see whether the same pattern keeps recurring (McMillan and Schumacher, 2010). The qualitative interviews were therefore, compared with the quantitative questionnaire results. In further ensuring validity, rich data were obtained from the qualitative interview, providing detailed and varied data. Validity of questionnaires and interview schedules was attained by allowing for specialist judgment. Then, during the interview process, the researcher probed participants for more information if responses were unclear or if it needed further explanations. Furthermore, all interviews were recorded.

4.5.2.1.5 Data analysis

For the qualitative data analysis, a brief overview of how data for this strand was captured for data analysis and interpretation is given below:

- **Field notes**

The researcher made notes during the interviews. This proved useful for the quality criterion as member checking increases the credibility of the data. During the interview process, the researcher made notes of thoughts and experiences that stood out. According to Tracy (2020: 140), field notes are the material representation of the fieldwork event and, over time, they become equated with the scene's actors and actions. By keeping records of experiences and corresponding dates and times they occurred, much personal insight was gained. The researcher deemed this an important aspect of data collection.

- **Audio recordings**

Verbatim dialogue and description of non-verbal communication is vital, especially for scholars focused on human interaction (Tracy, 2020: 143). With permission from the participants, the researcher audio and video recorded interviews so that both verbatim dialogue and non-verbal communication could be exploited for detailed information.

For qualitative data analysis, preparing the data means transcribing text from interviews and observations into word processing files for analysis (Creswell and Plano Clark, 2018:318). In this regard, after the interview process was completed, the researcher created verbatim transcriptions of the data. The transcription process was done cautiously and verbatim.

- **Coding**

Qualitative data needs to be reduced and transformed (coded) in order to make them more readily accessible, understandable, and to draw out various themes and patterns (Lune and Berg, 2017:41). The researcher used a qualitative analysis software program, NVivo to code the data. According to Bazeley and Jackson (2013:196), strategies for integrating mixed forms of data in analysis for which NVivo has the potential to make a contribution, include the use of one data source to complement or expand on the understanding gained through another. This underscores the use of statistical program of choice, allowing for the qualitative database to expand on the understanding gained from the quantitative database.

As discussed in the previous section, the researcher recorded all interviews digitally to ensure that all the details revealed by the interviewees were captured (Hilal and Alabri, 2013). These interviews were then transcribed and stored in a word processing application to make them text based (Hilal and Alabri, 2013:183). The files were then imported and was then ready to be analysed. This procedure is basically done via going to the location where the file has been stored, then picking the appropriate file extension (Hilal and Alabri, 2013:184). NVivo automatically imports the selected documents into the application. The next step was that of coding (Hilal and Alabri, 2013:184).

Coding is the process of grouping evidence and labeling ideas so that they reflect increasingly broader perspectives. In coding, the researcher divides the text into small units (phrases, sentences, or paragraphs), assigns a code label to each unit, and then groups the codes into themes (Creswell, 2015). For this study, coding was done using Nvivo. The flexibility of the coding system in NVivo means the detail of the text material is readily coded into new emergent concepts or categories, rather than simply being sorted by the question asked (Bazeley and Jackson, 2013:199). The results were then represented in the form of themes or categories that emerged from the data. Results were further represented by means of a table to present the various themes that existed in the findings.

4.5.2.1.6 Interpretation data

All interpretation was represented under the discussion section of the study (Chapter 5 of the study). Quantitative findings were first reported on and then qualitative findings of the study,

as guided by the research design. The researcher also discussed how the qualitative data were used to expand the quantitative data in this study.

4.7 Ethical considerations

According to Wiles (2013:4), ethics is the branch of philosophy which addresses questions about morality and research ethics are concerned with moral behavior in research contexts. Weis and Fine (2000) suggest that researchers must consider ethical considerations that involve their roles as insiders/outsiders to the participants; assess issues that, as researchers, we may be fearful of disclosing; establish supportive and respectful relationships with participants, without stereotyping and using labels that participants do not embrace; acknowledge the voices that will be represented in the final study; and write ourselves as researchers into the study by reflecting on who we are and whom we study. Lune and Berg (2017) assert that among the fundamental tenets of ethical research is the notion of not doing harm. In order to ensure that no harm is produced from conducting this study, the researcher took the following necessary measures to ensure that ethical considerations were made in this study:

4.7.1 Permission to conduct research

Permission to conduct research was firstly granted by the University of the Free State Research Ethics Committee. The purpose of this activity was to provide evidence to the review boards that the study design followed their guidelines for conducting ethical research (*cf*. Creswell and Poth, 2018:217). The researcher then sought permission from the KwaZulu-Natal Department of Education to conduct research in schools in this province. Once permission from the KZN DoE was granted, the researcher contacted the schools that formed the sample for this study, Permission was granted by the various principals of the selected schools before any data collection took place.

4.7.2 Informed consent

Informed consent means the consent of individuals to participate as an exercise of their choice, free from any element of fraud, deceit, duress, or similar unfair inducement or manipulation

(Lune and Berg, 2017:46). The researcher provided a written statement that included the nature and purpose of the study, benefits of this study, potential risks that could come with this study, and the assurance of confidentiality of all information and anonymity of all participants.

Obtaining a signed informed consent slip, as may be obvious, presents in itself a slight ethical dilemma (Lune and Berg, 2017:46). In assuring that all personal details of participants remained confidential, the researcher ensured that all informed consent forms were safely kept in a lockable filing cabinet in the researcher's home. Furthermore, informed consent also ensured that participants were aware that they had the right to terminate their participation at any time in the course of the research (*cf.* Abbot and McKinney, 2013:57). The only instance where these documents could be revealed was if the University of the Free State Research Ethics Committee requested them due to issues or questions pertaining to the ethical practices of this study.

4.7.3 Confidentiality and anonymity

Although often misunderstood and perceived to be synonyms, confidentiality and anonymity are two entirely different concepts in ethics. Confidentiality is an active attempt to remove from the research records, any elements that might indicate the subjects' identities and anonymity means that the subjects remain nameless (Lune and Berg, 2017:48). This is further supported by Wiles (2013:6) who states that in the research context, the duty of confidentiality is taken to mean that identifiable information about individuals collected during the process of research will not be disclosed. However, anonymity means not revealing or maintaining the secrecy of the identity, or person unknown or unacknowledged.

The researcher ensured the anonymity of all participants who completed questionnaires. No identifying marks were placed on the returned questionnaires, thereby ensuring the respondents remained anonymous (*cf.* Lune and Berg, 2017). Tapes and transcripts should not be labelled in ways which could compromise anonymity, and identifying information (such as sampling documents) must be stored separately from data (*cf.* Ritchie and Lewis, 2003:68). In this regard, no documents contained any personal information, regardless of whether in use or in storage, thereby eliminating the risk of compromising anonymity.

To ensure confidentiality, the researcher used pseudonyms for each of the interview participants when reporting data. It is also acknowledged by many researchers that no data

divulged any information that could be linked to any participant. Researchers must, in all instances, be extremely careful and aware of how they discuss their subjects and the settings such that no subject may be linked to any information in the data (Hagan, 1993, 2006; Hessler, 1992).

4.7.4 Voluntary participation

All participants need to be informed and based on an understanding that participation is voluntary. An issue that may require particular emphasis where research is conducted by people who also have a professional relationship with sample members, may lead to feelings of obligation or gratitude (*cf.* Holloway and Wheeler, 1996 cited in Ritchie and Lewis, 2003). Participants were informed that their participation in the study was entirely voluntary, and that there was no reward, monetary or otherwise for participating.

4.7.5 Protecting participants from harm

Participants should be given a clear understanding of the issues a study will address before being asked to take part. Researchers, too, need to be able to make clear judgments about what is, and is not relevant, and must avoid prurient or irrelevant detail (*cf.* Ritchie and Lewis, 2003:68). The researcher took utmost care to avoid asking questions of a sensitive nature. Clear and unambiguous questions were asked with care, given the nature of questions found in the interview schedule. Even while probing, the researcher made sure not to cross the line between sensitive and insensitive questions. Although greater detail was sought through probing, no participant was exposed to discomfort.

4.8 Summary of the chapter

This chapter has illuminated the research design and methodology and how the data were used to respond to the research questions, aims and objectives of the study. A holistic account of the use of two research approaches, namely; quantitative and qualitative approaches, was provided, given that an explanatory sequential mixed methods methodological model was chosen for this study. Detailed information was provided for the tools used for both strands of data collection, as well as support for the use of such tools. Integration of data were also discussed, explaining

at what point of the study data were integrated from the quantitative and qualitative strands. All issues of reliability and validity were outlined in this chapter, and ethical considerations of the research process were also discussed. The next chapter discusses the data analysis and interpretation of the results from both quantitative and qualitative data.

Chapter 5: Data Presentation and Analysis

5.1 Introduction

The previous chapter provided a detailed overview of the research approach and methodology that was employed for the processes of data collection and analysis. Explanatory sequential mixed methodology research was used to explore the use of collaborative strategies by school management teams to sustain learner discipline in secondary schools. Explanatory sequential mixed methodology was chosen for its two-pronged approach to capitalize the advantages of both quantitative and qualitative data. The quantitative phase enabled the researcher to explore a wide range of responses related to collaborative strategies from a large population. The qualitative data collection phase permitted the researcher to find in-depth information regarding the outliers that surfaced in the quantitative phase. Chapter 5 is systematically divided into three sections based on the order of the selected research approach, namely;

- Quantitative data presentation,
- Qualitative data presentation, and
- Integration of findings from the quantitative and qualitative phases.

5.2 Data Presentation: Quantitative phase findings

The researcher employed questionnaires in the quantitative phase. The questionnaires were employed to address the first and second research questions of the study:

- ***What are the individual roles of school management team members in sustaining learner discipline?***
- ***How do school management teams sustain learner discipline in ILembe education district?***

The electronic questionnaires were distributed to a sample of secondary school management team members in ILembe district.

5.2.1 Section A: Biographical data

A tabulation of the composite data of section A of the questionnaire is found in Table 5.2.1 below. All percentages were rounded off to one decimal place to ensure that the values presented are discrete so that interpretation remains uncomplicated.

Table 5.1: Biographical information of participants

Biographical information (n=87)			
Variable (overall)	**Item**	**Frequency N (%)**	**Total (N)**
Gender	Male	46.5	40
	Female	53.5	47
Age	21-30	2.3	2
	31-40	25.3	22
	41-50	34.5	30
	50+	37.9	33
Leadership and management experience	< 5 years	13	11
	5-10 years	14	12
	11-20 years	32	28
	21-30 years	26	23
	31-40 years	15	13

(Source: EvaSys)

As presented above, a cumulative total of 87 participants responded to the questionnaire. The number of male and female participants were almost equal. This demonstrates some degree of fair representation of both males and females in management positions in secondary schools in ILembe district. The participants' sex profile is in line with the findings of Leithwood (1994), who states that education is numerically dominated by women but managers in education are predominantly male despite some evidence of women readiness to take up leadership positions in education. This therefore shows that women are indeed taking up the leadership roles they showed readiness for back in 1994.

It is interesting to draw on the findings of an almost equal representation of both males and females in management positions in schools. This shows the shift in the outdated premise of males dominating leadership positions in schools in 26 years later.

The ages of participants were well spread indicating that management positions were not exclusive to a particular age group. This is valuable considering the variation in years served as a school manager. The highest number of participants was in the 50+ age group and only 2 participants were in the 21-30-year-old category. This is indicative that management positions were commensurate with years of teaching experience.

The researcher did not find it appropriate to ask participants to include their academic qualification as the study was centred on management practices.

Participants provided the number of years of management experience and the data above shows a range of 17 years of experience. It takes into account experiences of newer managers with fewer years of experience and newer management practices; and also, the experiences of managers with many years of experience to draw on. This allowed for establishment of the different management practices related to the management of discipline in schools. The results show that most participants had 11-20 years of management experience. Furthermore, 13 participants had over 30 years of experience as a school management team member. The researcher found this positive as participants who responded to the survey had a number of years of management experience and could make contributions that were based on a wealth of knowledge regarding school management. The lowest percentage (13%) comprised participants who had less than 5 years of management experience. It is worth noting that the gender of participants was free from bias and ages of participants were wide spread, thereby not contributing to differences in the data based on biography (Appendix D).

5.2.2 Data presentation and analysis of Sections B, C, D and E

In Sections B, C, D and E, the researcher focused on the roles of SMT members in sustaining learner discipline. Questions were designed in accordance with relevant legislation and literature based on strategies to manage discipline in schools. The following section presents the tabulated responses regarding the perceptions of participants. The questionnaire used a four-point Likert scale. These points ranged from *strongly agree* (SA) to *strongly disagree* (SD). Respondents were presented with the following point options: *strongly agree* (SA) = 1

points; *agree* (A) = 2 points; *disagree* (D) = 3 points and *strongly disagree* (SD) = 4 point (see Appendix D). This rating scale yielded statistics presented and analysed in this chapter, together with that of the qualitative findings.

The use of the four-point Likert scale allows for a mean (av.) rating of 2.5 and a standard deviation of 1.22. The standard deviation of 1.22 is thereby indicative of a low SD variability. For the purpose of the study at hand, a standard deviation that appeared as less than 1.22 was representative of a low variability. From the data collected, percentages, means, standard deviations and outliers were derived for the purpose of analysis and discussion of the data. According to Creswell and Plano Clark (2018:349), the researcher should select participants who score at extreme levels outside the norm to understand why these individuals differ from the norm or how they manifest the phenomenon of interest. This may entail graphically displaying scores for the participants in the first phase to identify outliers or using procedures such as calculating ***z*** scores to identify scores that are extreme (e.g., by setting a level as a specific number of standard deviations from the sample mean) (Creswell and Plano Clark, 2018:349). SPSS was used for the derivation of outliers, so that the researcher was able to draw on the qualitative phase to understand why such responses differ from the rest of the data set.

5.2.2.1 Section B: Roles of School Management Team Members in sustaining learner discipline

This section of the questionnaire sought to explore the roles that SMT members played in sustaining learner discipline in their respective schools. The questions in this section of the questionnaire responded to the first research question: ***What are the individual roles of school management team members in sustaining learner discipline?*** Participants were presented with a list of ten roles in accordance with the South African Schools Act and other relevant legislation. In response to these roles, participants were given four options as previously discussed. The questions were aimed at providing a true reflection of what roles SMT members played in sustaining discipline in their schools. It is for this reason that not all participants responded with strongly agree to each of these roles. The questions were designed such that each respondent provided a response in relation to the roles that they played in their respective schools as SMT members. The statistics of the results are presented below:

Table 5.2: Roles of School Management Team Members in sustaining learner discipline

Report

	You promote structures at class and school levels to enable learners to be involved in the management of learner behaviour	As a SMT member, you provide support to educators at all levels and support them in the management of discipline	When dealing with indiscipline, you use policies and procedures to remind learners of unexpected behaviours	You encourage and display participation and teamwork	As a school management team member, you are accountable for the daily professional management of the school	As a school management team member, you have a responsibility towards the implementation of policies	One of your roles as a school management team member is to protect educators from indiscipline related interruptions that may occur in instructional time	As a SMT member, you have a role to play in the creation of a safe environment for educators and learners	A role of the SMT is the implementation and maintenance of the school code of conduct	As a SMT member, you ensure that learners, staff and parents are aware of the decision-making process at all levels, particularly those pertaining to the management of discipline
Mean	1.4	1.4	1.5	1.4	1.3	1.3	1.4	1.2	1.3	1.4
N	87	87	87	87	87	87	86	87	87	87
Std. Deviation	.6	.6	.6	.5	.6	.6	.6	.5	.5	.5
Variance	.3	.3	.4	.3	.4	.4	.3	.2	.3	.3

Aggregate mean: 1.4

Aggregate SD: 0.5

Source: IBM SPSS Statistics 26

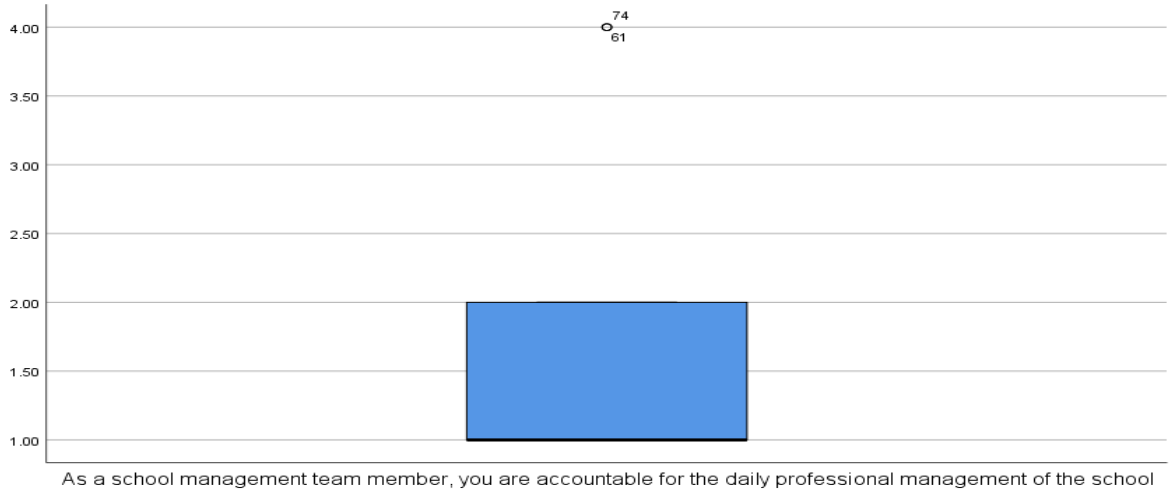
The statistics in Table 5.2 indicate that the aggregate mean for all roles of school management team members in sustaining learner discipline is 1.4. The statistics further reveal a range of 0.2 for the mean and a range of 0.1 for the SD, thereby indicating less variability. Comprehensively, the statistics reveal that SMT members agreed that they had roles to play in the sustenance of learner discipline, and that these were in accordance with the South African Schools Act (84 of 1996). One of the items; ***The roles of the SMT when dealing with indiscipline is to use policies and procedures to remind learners of unexpected behaviours*** scored the highest mean (av.=1.5), indicating that SMT members did not have a clear vision of the inclusion of policy and procedure in the management of discipline. All standard deviations were below the overall SD of 1.22, representing more homogeneity of participants' opinions of their roles as SMT members.

It is evident from the aggregate mean of 1.4 that respondents were in agreement about the respective roles of SMT in the management of learner behavior. However, based on the results above, four of the questions scored a mean below the aggregate mean (av.< 1.4), thereby indicating that respondents agreed that SMT members were required to perform the above mentioned roles. The questions referred to were the following:

- ***As a school management team member, you are accountable for the daily professional management of the school***;
- ***As a school management team member, you have a responsibility towards the implementation of policies***;
- ***As a SMT member, you have a role to play in the creation of a safe environment for educators and learners***;
- ***A role of the SMT is the implementation and maintenance of the school code of conduct.***

Though the questions generally received strong agreement, of the four, three revealed the presence of outliers. These are discussed in the next paragraph. The data further reveals that at least 57.5 % of participants indicated their agreement by selecting score 1 on the Likert scale with regard to their roles as SMT members in the management of discipline for all questions in this section (Appendix D). What is interesting to note is the disagreement of participants with regards to their roles as SMT, which appeared in every question in Section B, with a small percentage of participants either responding with 3 points or 4 points according to the Likert scale (Appendix D). On the basis of relevant literature and legislation, the roles of SMT members in sustaining learner discipline are presented in this section of the questionnaire. The concern therefore, is that a small percentage of SMT members disagreed that they had such roles to play, either due to the fact that they were not performing these roles or that they were unaware that these were in fact duties and responsibilities of the SMT with regard to learner discipline. In addition to the disagreement of SMT members regarding their roles in the management of discipline, the following outliers were identified:

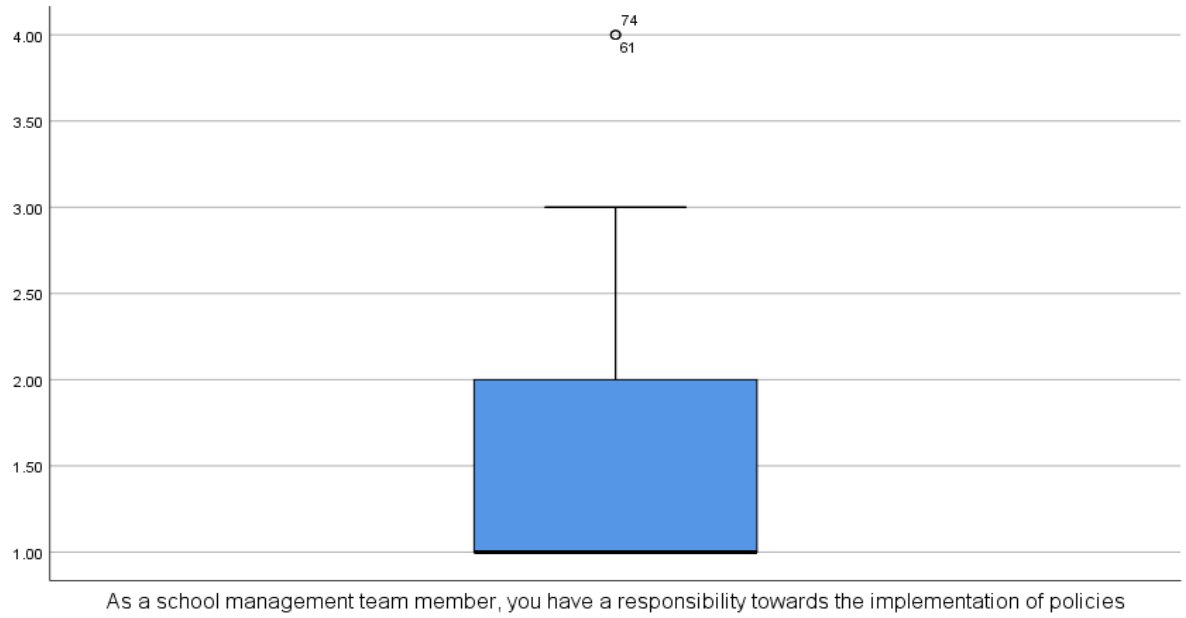
Figure 5.1 Section B: Outlier 1



Source: IBM SPSS Statistics 26

According to the figure related to the analyses of statistics, the following outliers were found present. This question stems from the stipulations in the South African School Act (84 of 1997), of which the amended provision of section 16 states that the SMT must be established to assume responsibility and take accountability for the daily professional management of the school, as well as the implementation of all policies. As shown in Appendix D, 71. 3% of respondents indicated that they ***strongly agreed*** that this was a role of the SMT. The outliers therefore, present themselves as the 2.3% that ***strongly disagreed*** that as an SMT member, one was accountable for the daily professional management of the school.

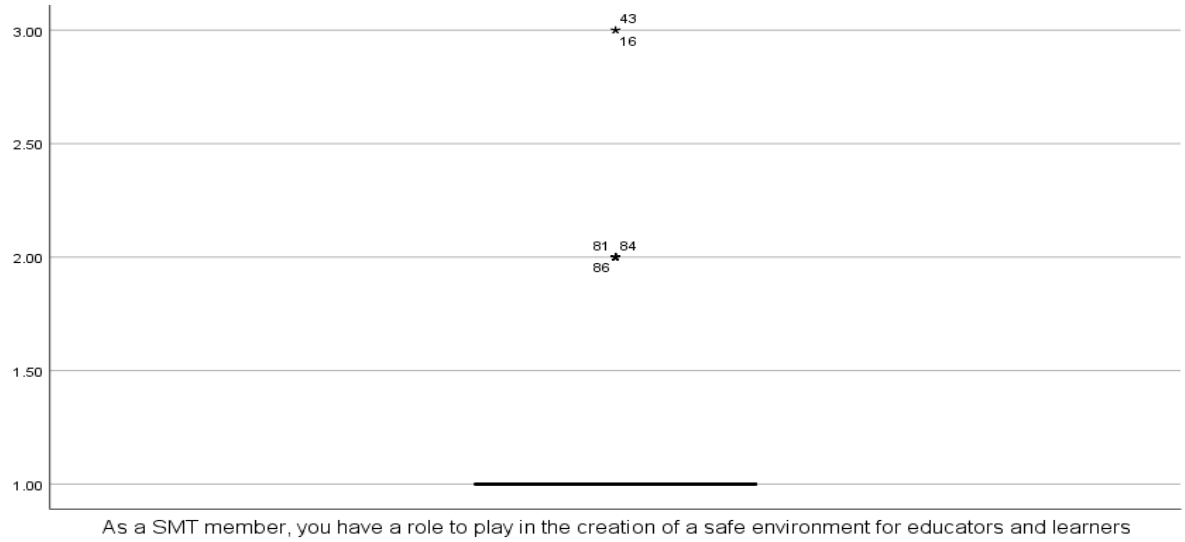
Figure 5.2 Section B: Outlier 2



Source: IBM SPSS Statistics 26

Figure 5.2 indicates the presence of outliers for the question related to the responsibility of SMT members towards the implementation of policies. 72. 4% of respondents ***strongly agreed*** that this remains a responsibility of SMT members (see Appendix D). Outliers are present on point 4 thereby indicating that the outliers are responses which indicated ***strongly disagreed***. Wyk and Marumoloa (2012) observes that the amended provision of section 16 of the South African Schools Act states that, among other functions, the School Management Team must accept responsibility for the implementation of its policies, and that what is needed of SMT members is both their commitment and skills to implement policies. The foundation of the administration of disciplinary policies and procedures is rooted in the legislation, and remains the responsibility of the SMT to implement. Despite stipulations in the SASA, the statistics show that respondents ***disagreed*** that this was one of their roles or core functions.

Figure 5.3 Section B: Outlier 3



Source: IBM SPSS Statistics 26

Two sets of outliers presented themselves in the above data. The role of the SMT in the creation of a safe environment yielded 80.5% ***strongly agree*** response. The outliers presented themselves in the ***agree*** and ***disagree*** options. Whilst at first glance the outliers suggested that the ***strongly agree*** response did not have much relevance; upon deeper introspection, it remains an area of concern that respondents did not unanimously indicate ***strongly agree*** for a question that captured a core role of the SMT. The National School Safety Framework is located within the international, regional and national laws and policies, and recognizes the safety of learners and educators as a prerequisite for quality learning at school, as well as provide school management with management tools to effectively formulate, implement and monitor school safety plans (Makota and Leoschut, 2016:19). This indicates that the SMT has a role to play in the creation of a safe environment. The adoption and implementation of the NSSF as the DBE's strategic response to violence in schools, remains imperative to the cultivation of a safe school environment, yet 2.3% of respondents disagreed that this was a role of the SMT (see Appendix D). Furthermore, this question scored the lowest mean of all ten questions in Section B, raising concern.

5.2.2.2 Section C: Policy and procedures used to sustain learner discipline

Section C responded to both the first and second research questions. It responded to the first research question in the sense that the establishment and implementation of policy and procedure are also roles of the SMT. It responded to the second research question: ***How do school management teams sustain learner discipline in ILembe education district?*** due to the sustenance of learner discipline being deeply rooted in policy and procedure, in accordance with relevant legislation. Presented below are the statistics for Section C.

Table 5.3: Policy and procedures used to sustain learner discipline

Report

	The management of discipline adopts positive behaviour support in line with notional legislation which is designed to promote constructive behaviour support	The school has a mandate to develop its own internal safety policies and procedures which is clearly communicated and disseminated to the school community in an inclusive way	Providing a safe school environment is linked to enforcing school rules	Correct structures and procedures are implemented so that any disciplinary measures taken against ill-disciplined learners are administered in a fair and reasonable manner in accordance with the South African Schools Act and the Constitution of South...	The School Safety Policy guides the course of action to be taken in the event of a situation that compromises the safety of any person on the school premises	The SMT builds strong and productive relationships with stakeholders	Learners discipline is approached collaboratively, rather than as a form of delegated duty	The National School Safety Framework is implemented as a whole-school approach to sustaining discipline	A School Discipline and Safety Committee is established and maintained	Strategies related to discipline management takes place within a framework where there is accountability and responsibility of everyone involved
Mean	1.5	1.6	1.2	1.4	1.4	1.6	1.6	1.6	1.6	1.6
N	86	86	87	87	87	87	87	87	87	87
Std. Deviation	.5	.6	.5	.6	.7	.8	.7	.7	.7	.6
Variance	.3	.4	.2	.4	.5	.6	.5	.5	.5	.4

Aggregate mean: 1.5

Aggregate SD: 0.6

Source: IBM SPSS Statistics 26

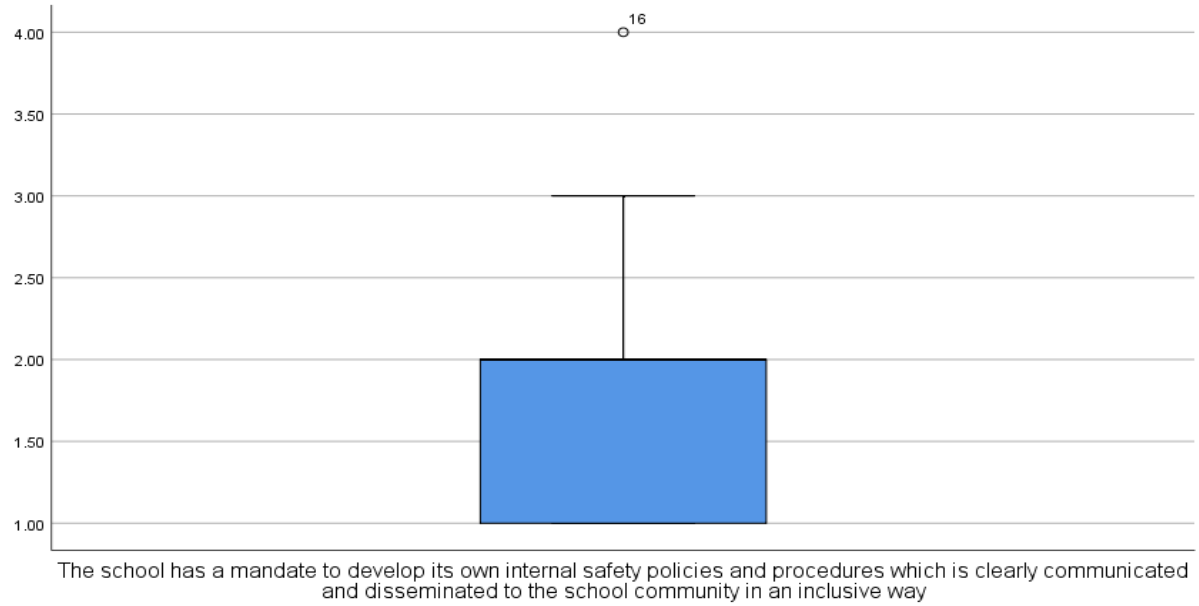
Data reveals that the aggregate mean for the policies and procedures used to sustain learner discipline was 1.5 (av.=1.5) and an aggregate standard deviation of 0.6 (SD=0.6). The range of the SD was 1.6 to 1.2, indicating a small range and lower variability. The ten questions related to policy and procedure used by SMT members to sustain learner discipline were rated, and percentages of the responses are indicated in Appendix D. The statistics show that three out of the ten questions scored a mean below the overall mean of 1.5 (av.<1.5), implying that respondents somewhat agreed that the relevant policies and procedures were used to sustain learner discipline. These questions were:

- ***Providing a safe school environment is linked to enforcing school rules***
- ***Correct structures and procedures are implemented so that any disciplinary measures taken against ill-disciplined learners are administered in a fair and reasonable manner in accordance with the South African Schools Act and the Constitution of South Africa***
- ***The School Safety Policy guides the course of action to be taken in the event of a situation that compromises the safety of any person on the school premises***

The rating of disagreement (score 3 or 4) can be seen in Appendix D. Seven of the questions yielded a strong av. of 1.5 and above (av.>1.5), indicating disagreement to these questions. The SD's range of 0.5 to 0.8 remained considerably less than the overall SD of 1.22, suggesting low variability. The lowest mean presented itself in question 3.3; ***providing a safe school environment is linked to enforcing school rules***, indicating strong agreement. It is however, worth noting that a small percentage of respondents also opted to ***strongly disagree*** and were presented as outliers due to this.

Section C presented many outliers which were predominantly found in the ***strongly disagree*** option. These are discussed in detail below:

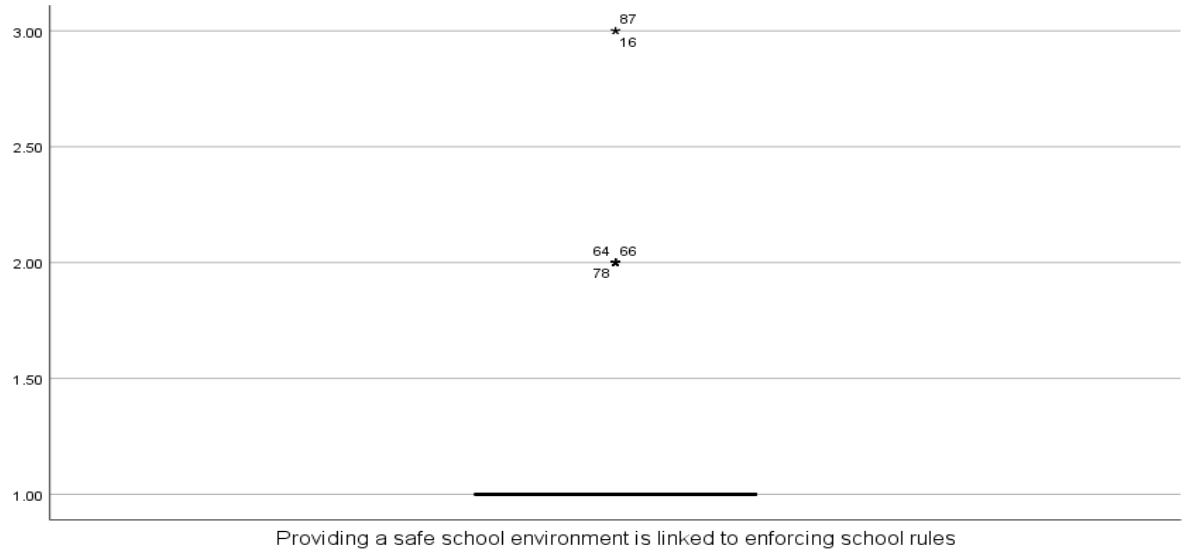
Figure 5.4 Section C: Outlier 1



Source: IBM SPSS Statistics 26

What was interesting to note in the responses for this particular question was that 3.5% of participants responded with the ***disagree*** option while 1.2% chose to respond with ***strongly disagree*** (see Appendix D). This indicated that participants from these schools neither developed their own internal safety policies nor communicated them to the school community at large. Since 47.7% of respondents ***strongly agreed*** and/or ***agreed*** that internal safety policies were being developed and communicated, it can be concluded that options that scored 3 and 4 indicated that not all schools placed importance on the need for safety policies for ensuring good discipline. The emphasis on the need for such policies is affirmed by Sage (2007) who states that, in an effort to create an environment that is safe and conducive to learning, all schools must implement safety plans. The Department of Education (2000), states that managing learner discipline in South Africa has been left in the hands of school managers and teachers. This includes the need for the establishment of safety policies and the need to ensure that all stakeholders are fully aware of such policies.

Figure 5.5 Section C: Outlier 2

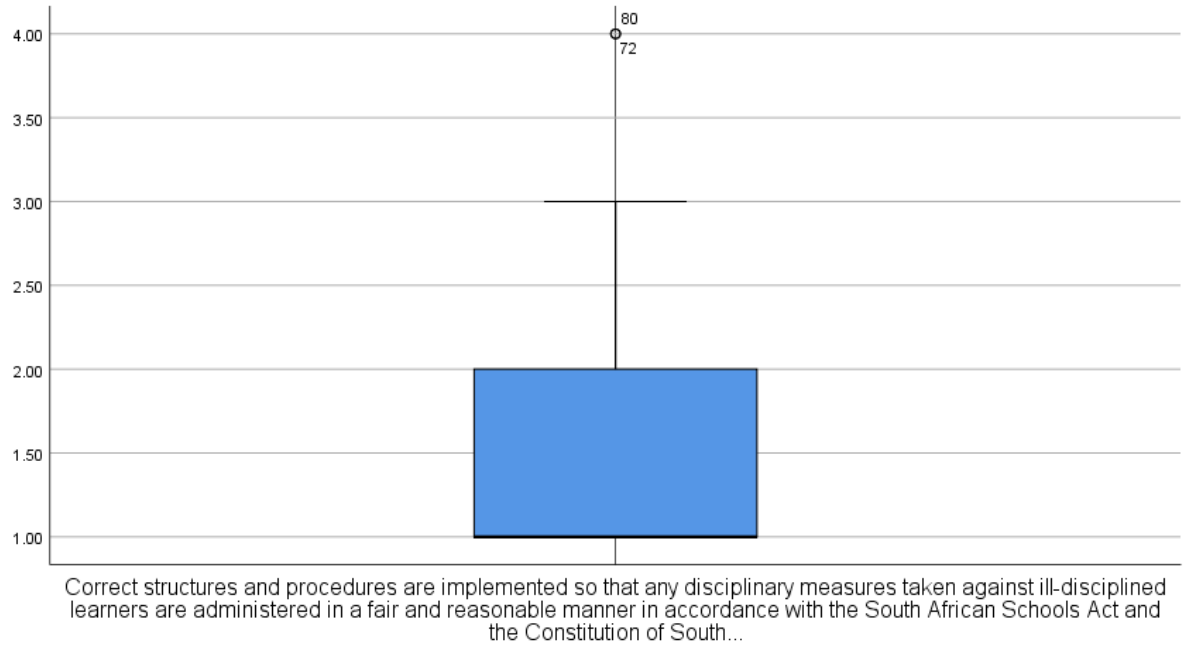


Source: IBM SPSS Statistics 26

The data shows that 81.6% of participants responded to the aforementioned question by choosing the ***strongly agree*** option and 16.1% chose the ***agree*** option (see Appendix D). Whilst a cumulative total of 97.7% of respondents were in agreement that providing a safe school environment is linked to enforcing school rules, it must be noted that the 16.1% surfaced as

outliers in the data. Furthermore, 2.3% of participants responded to this question with the ***disagree*** option. The enforcement of school rules for the creation of a safe school environment is well researched and much literature attests to the link between the two. According to Fekadu (2019:210), the improvement in students' awareness of school rules and regulations would enhance their perception towards promoting good behavior because, when students have enough understanding of school rules and regulations, they can behave well, and this creates a good learning environment. The 2.3% of participants who disagreed to there being a connection between the two is indicative of a lack of enforcement of school rules.

Figure 5.6 Section C: Outlier 3

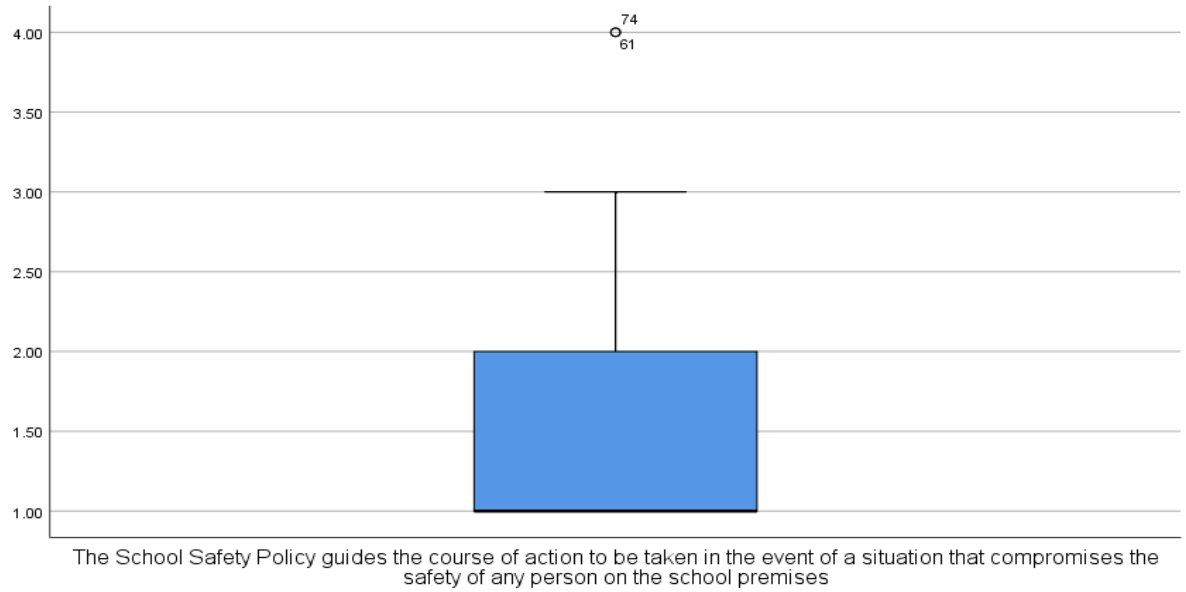


Source: IBM SPSS Statistics 26

In line with the SASA and South African Constitution, disciplinary measures must be undertaken in accordance with fair structures and procedures. It is within this ambit that SMT members need to establish and implement discipline measures for the management of discipline. Figure 5.6 above shows that outliers were present in option 4; the ***disagree*** option. While 70.1% of respondents ***strongly agreed*** and 25.3% ***agreed*** that they implemented such measures, 2.3% ***strongly disagreed*** and/or ***disagreed*** that as SMT members, they implemented correct structures and procedures in accordance with the SASA. Foncha, Ngoqo, Mafumo and Maruma (2017:9025) state that the South African Schools Act provides for the establishment of a code of conduct for learners at schools. The code of conduct prohibits traditional modes

of discipline, and replaces them with more democratic forms. It is therefore, necessary for SMT members to implement procedures in line with the SASA and other relevant legislation so that disciplinary measures are fair and reasonable. The percentage of disagreement for the aforementioned item indicates that such structures and procedures were not being implemented by the SMT in these schools. The importance of such structures was in that they assisted in making sure that schools approach discipline holistically in a uniform and acceptable way (Foncha et al., 2017:9025). Schools that do not incorporate such structures and procedures would tend to fail to maintain discipline holistically.

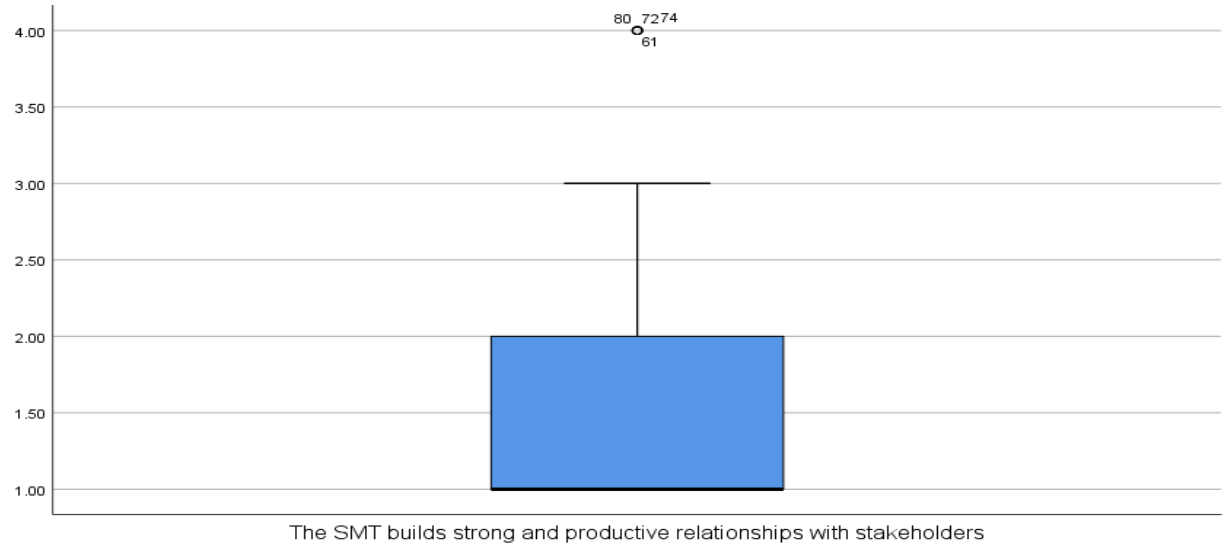
Figure 5.7 Section C: Outlier 4



Source: IBM SPSS Statistics 26

The data for this question revealed that 67.8% of participants ***strongly agreed*** that the School Safety Policy guides the actions to be taken when safety is compromised on the school premises (see Appendix D). Furthermore 25.3% of participants chose to ***agree***. What stood out as an outlier in this question was that 2.3% of participants ***strongly disagreed*** that the School Safety Policy guided their actions during a compromising event. Cumulatively, 6.9% of participants ***disagreed*** and ***strongly disagreed*** with this question. In accordance with the NSSF, all schools are required to have a School Safety Committee, School Safety Policy, School Safety Plan, Emergency Plan, and a Code of Conduct for learners (DBE-UNICEF-CJCP, 2015). This raises the question as to whether the School Safety Policy had been established or whether it was actually being implemented in such schools.

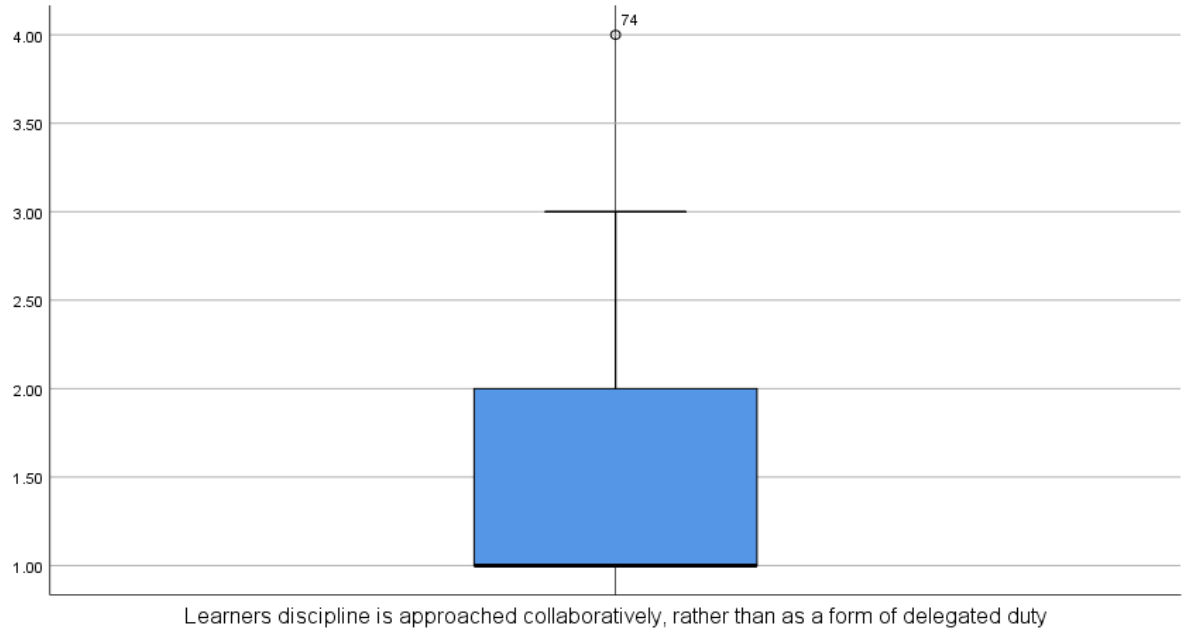
Figure 5.8 Section C: Outlier 5



Source: IBM SPSS Statistics 26

According to the SASA (84 of 1996), the governance of every public school is vested in its governing body (Section 16 (1). The implications of such a stipulation is that school communities have vital roles to play as equal and vested partners in the education of the children of respective communities. Given such a stipulation in the SASA, it is therefore, concerning to note that, whilst 90.8% of participants either ***strongly agreed*** or ***agreed*** that the SMT builds strong relationships with stakeholders, 9.2% of participants ***disagreed*** or ***strongly disagreed*** (see Appendix D). Of the 9.2%, outliers were found in the ***strongly disagree*** option where statistics indicated that 4.6% of participants responded to this option. This therefore, indicates that SMT members of selected schools were not engaged in building productive relations with stakeholders, which can in turn have negative effects on the management of discipline.

Figure 5.9 Section C: Outlier 6



Source: IBM SPSS Statistics 26

The statistics reveals that 50.6% of participants ***strongly agreed*** whilst 41.4% ***agreed*** that as SMT members, discipline was a collaborative effort rather than a delegated duty (see Appendix D). The cumulative total of responses in agreement to this question was 92%. Despite agreement from such a large percentage of participants, 6.9% of participants chose the ***disagree*** option whilst an outlier was found in the ***strongly disagree*** option. According to Dhlamini (2016:475), the DoE has put in place the vision through the National Development Plan and the Department of Basic Education's Action Plan 2014 that has reiterated the government's position declaring education a societal issue. The DoE has called for partnership with the community to address challenges facing education in the country (NEEDU 2012; Action Plan 2013). If SMT members do not take into account that discipline needs to be addressed collaboratively, the problem is unlikely to be lessened when approached as a delegated task.

5.2.2.3 Section D: Strategies used to sustain learner discipline

In Section D, questions were designed to respond to the second research question. This section provided a list of widely researched strategies that are used by school management teams to sustain learner discipline. These strategies are also discussed in greater detail in Chapter 2 of the study, the literature review. The statistics for this section is found in Table 5.4 below.

Table 5.4: Strategies used to sustain learner discipline

Report

	In applying a whole-school approach to policy implementation, indiscipline is deterred	The SMT follows through with the implementation of policies to ensure a safe school environment	Educators have a systematic discipline plan for all learners, outlining consequences for poor behaviour	There is a shift from reactive strategies to preventative strategies	School stakeholders participate at different levels to identify problems, analyse situations and achieve solutions	Parents are invited to participate in the management of learner discipline	Strategies related to discipline management takes place within a framework where there is accountability and responsibility of everyone involved	There is partnership of many individuals in solving complex educational problems, generating a climate of remediation and prevention	The school displays a working relationship between two or more equal participants involved in shared thinking, shared planning and shared creation of integrated instruction	An effective behaviour management programme is built on choice
Mean	1.8	1.5	1.7	1.7	1.7	1.8	1.6	1.9	1.8	2.1
N	87	87	87	87	87	87	86	87	87	87
Std. Deviation	.7	.7	.8	.7	.8	.9	.7	.8	.8	.8
Variance	.5	.5	.6	.5	.6	.9	.5	.6	.6	.6

Aggregate mean: 1.8

Aggregate SD: 0.7

Source: IBM SPSS Statistics 26

Table 5.4 indicates that some of the strategies used by SMT members to sustain learner discipline are effective as five of the questions received a response below the aggregate mean (av.=1.8) thereby indicating agreement from respondents. The aggregate ratings of the strategies used by SMT members was analysed to be 1.8 for the mean and 0.7 for the SD (av.=1.8; SD=0.7). A small rage in the SD was noted; from 0.7 to 0.9. However, a large range is seen in the mean; from 1.5 to 2.1. Only two questions had a mean greater than the aggregate mean, and these were:

There is partnership of many individuals in solving complex educational problems, generating a climate of remediation and prevention; and

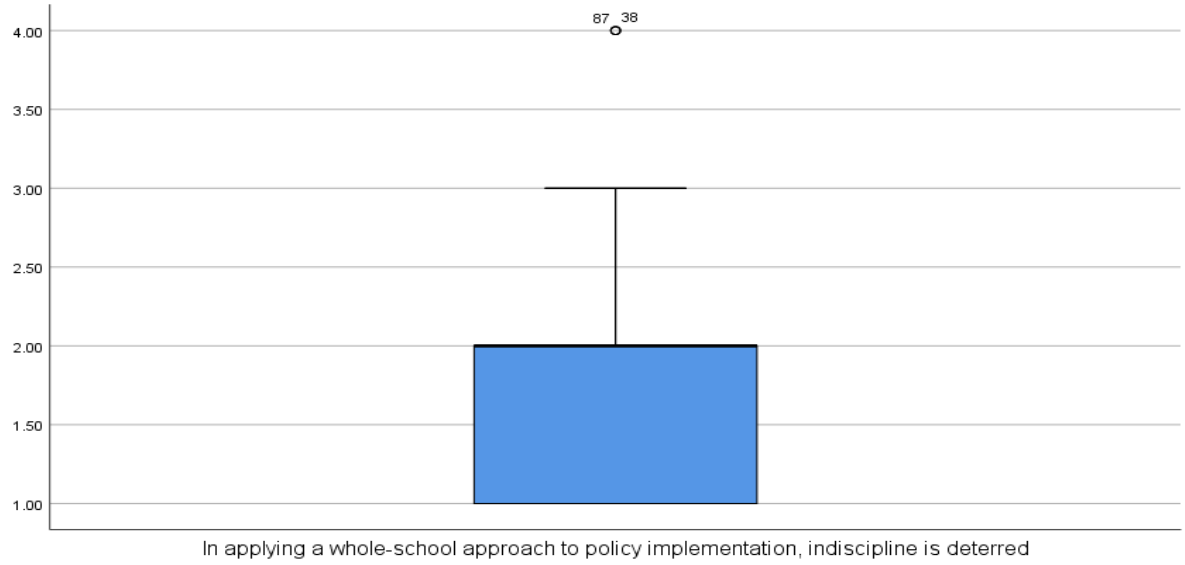
An effective behaviour management programme is built on choice

This indicates strong disagreement of participants to these two questions. The implication of the statistics generated for the first question is that, in handling problems such as ill-discipline, collaboration ceases to exist. The implications of the statistics for the second question indicates lack of inclusivity of learners in the compilation of a programme for the management of behavior in schools. In other words, there was no buy-in from learners.

The lowest mean was found in the question which asked if: ***The SMT follows through with the implementation of policies to ensure a safe school environment*.** The aggregate SD of 0.7 was still considerably lower than 1.22, showing that the data were more closely clustered

around the mean, thereby suggesting greater homogeneity. The outliers for Section D are presented below:

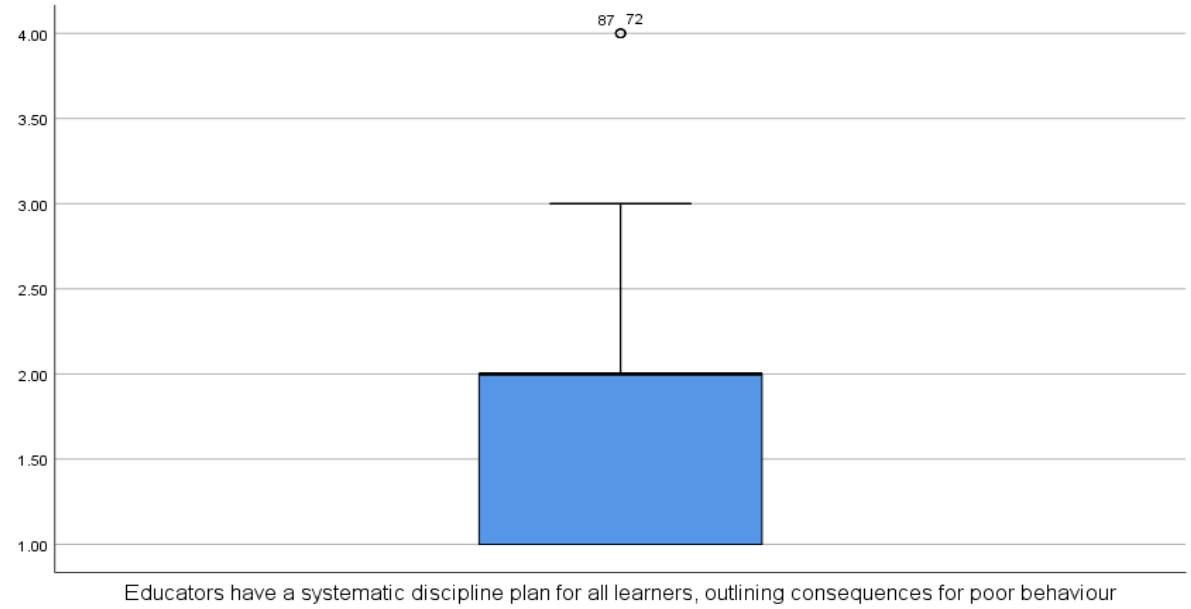
Figure 5.10 Section D: Outlier 1



Source: IBM SPSS Statistics 26

A cumulative total of 88.5% of participants were in agreement that a whole-school approach to policy implementation deters indiscipline. According to Dhlamini (2016:481), the whole school approach (DoE 2012) supports the fact that classroom discipline reflects the school's policies, professional management of the teaching and learning process, correct teaching methodology and consistent implementation of the rules. These cannot be effective in schools where policies and procedures are not in place, and where there are no partnerships amongst stakeholders. This explains the outlier found in the ***strongly disagree*** option where 3.4% of participants disagreed that a whole-school approach deters indiscipline.

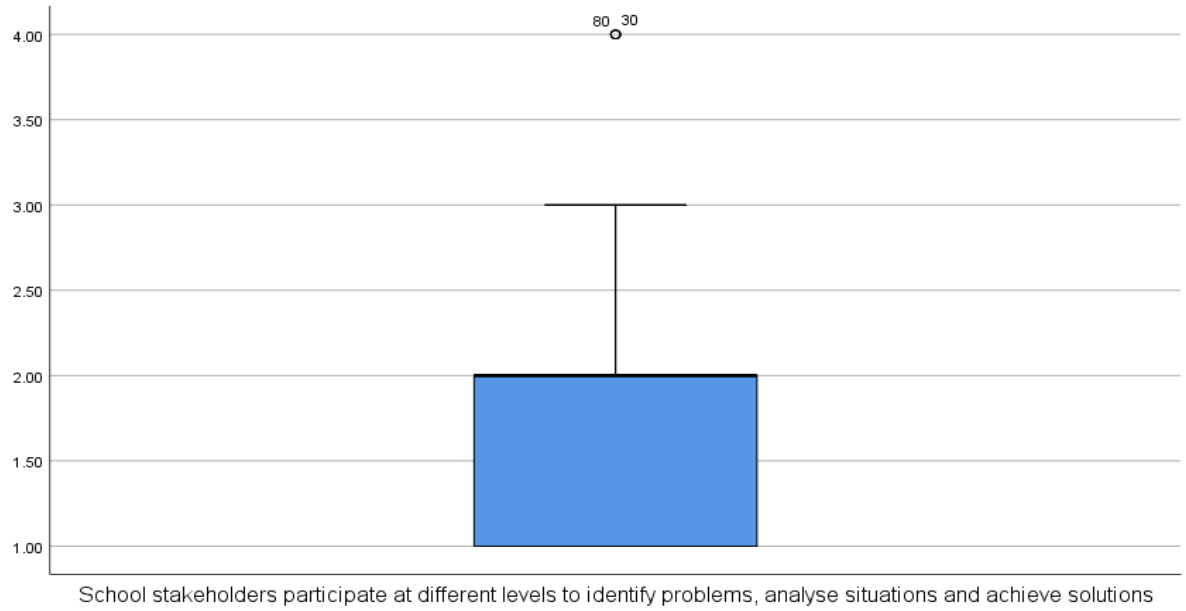
Figure 5.11 Section D: Outlier 2



Source: IBM SPSS Statistics 26

Collectively, 85.1% respondents indicated being in agreement that educators have a systematic discipline plan for learners (see Appendix D). Contrary to these statistics, 11.5% of participants ***disagreed*** whilst 3.4% of participants ***strongly disagreed*** that educators had a discipline plan for learner behavior. An extensive study conducted by Jinot (2018) on the causes of a lack of discipline in schools in Mauritius revealed the following; educators' lack of classroom management skills and of learner discipline management skills, feeling of disempowerment to use their authority over the learners, and their unwillingness to discipline learners as encouraging learners to manifest a lack of discipline. They were not willing and able to collaborate with the principal in maintaining learner discipline because of no school discipline plans (Jinot, 2018:43). It is therefore, important for the SMT to impress on educators the need to establish discipline plans. Outliers were found in the 3.4% that strongly disagreed that there were discipline plans to manage behaviour. From the above statistics, it is evident that schools were not adopting the approach of establishing and implementing discipline plans.

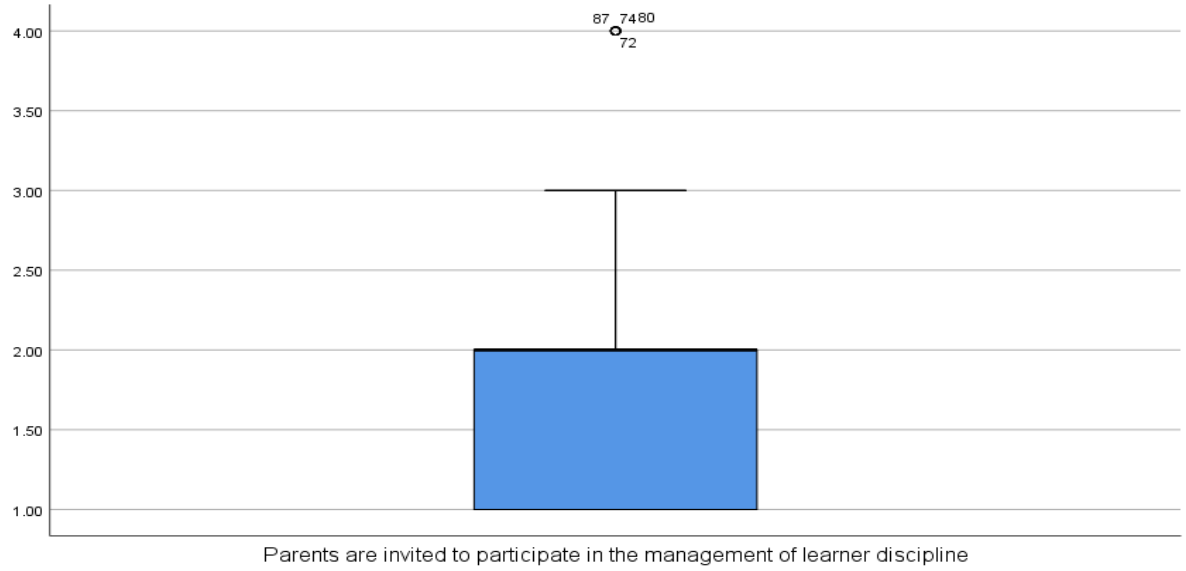
Figure 5.12 Section D: Outlier 3



Source: IBM SPSS Statistics 26

Figure 5.11 indicates the presence of an outlier in the ***strongly disagree*** option. The statistics for this question indicate that 46% of participants ***strongly agreed*** whist 40.2% ***agreed*** that stakeholders participated in problem identification and their subsequent solutions (see Appendix D). A total of 13.7% participants were not in agreement that stakeholders were involved in the process, yet the outliers were found in the 3.4% that strongly disagreed. A crucial finding of a study conducted by Dhlamini (2016: 482) revealed that collaborative effort from the stakeholders who have an interest in education in managing discipline of learners in the secondary schools is essential. The disagreement of participants with regard to this question was indicative of a lack of collaboration towards a way forward in the management of discipline.

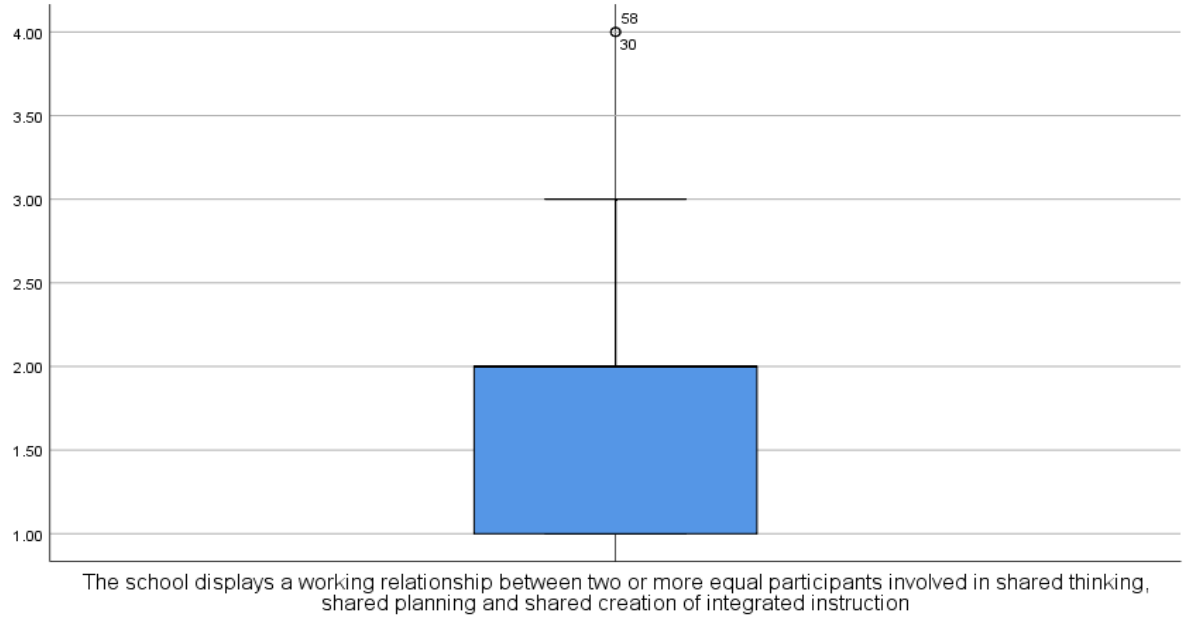
Figure 5.13 Section D: Outlier 4



Source: IBM SPSS Statistics 26

Parental involvement in the management of discipline has always been a contentious issue. It is therefore, not surprising that respondents indicated their disagreement in this question, directly related to the duty of the SMT to invite parents to participate in this process. A total of 19.5% respondents were not in agreement that parents were invited to participate in the management of discipline (see Appendix D). Many outliers were found in the ***strongly disagree*** option, indicating that SMT members were aware that parents had not been called in to serve as active participants in this process. This is concerning, considering that SASA maintains that educators, learners and parents are key stakeholders and parties to a social contract such as the school code of conduct which is established for the management of discipline.

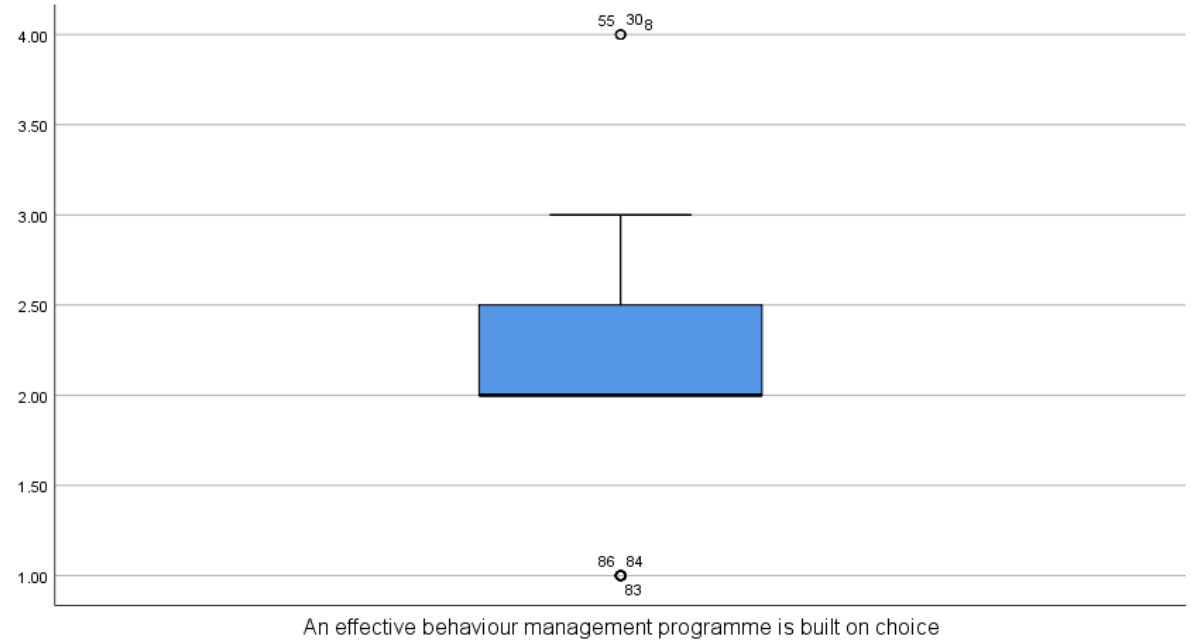
Figure 5.14 Section D: Outlier 5



Source: IBM SPSS Statistics 26

According to Lummis (2001:4), instead of one or two people making decisions alone, teams make decisions by consensus after all participants have voiced their opinions and support for the change. Shared leadership requires an operational structure that allows more people to lead the thinking of the school and to participate in making decisions at all levels. It is therefore necessary that SMTs encourage a working relationship between more stakeholders. Despite the many benefits that collaboration can have on the management of discipline, the statistics for this question reveals that 13.8% of participants ***disagreed*** whilst 2.3% ***strongly disagreed*** that such relationships existed (see Appendix D). The 2.3% strong disagreement appeared as outliers in the data set. However, it is worth noting that a total of 83.9% participants were in agreement that such relationships were displayed, and involved in shared thinking, shared planning and shared creation of integrated instruction.

Figure 5.15 Section D: Outlier 6



Source: IBM SPSS Statistics 26

One of the highest percentages of disagreement was noted in the aforementioned question where 21.8% of participants selected the ***disagree*** option (see Appendix D). Outliers existed in the last option, ***strongly disagree,*** where 3.4 participants responded to this option. According to Canter (2007), behavior management is built on choice, which includes the right to establish classroom rules and procedures that produce an optimum learning environment, the right to insist on behaviour from students that meets teachers' needs, and the right to receive help in disciplining from both parents and school administrators when support is needed. In response to a programme built on choice, a cumulative total of 74.7% of participants was in agreement. What was interesting to note is that, for this question, outliers were also found in the ***strongly agree*** option due to 23% of participants opting for this response.

5.2.2.4 Section E: Effectiveness of implemented policies, procedures and strategies to sustain learner discipline

Section E was designed to respond to the second research question. In Sections C and D, a strong focus was placed on policies, procedures strategies used to sustain discipline, yet it would serve no purpose if those policies, procedures and strategies were posed as questions with no further elaboration. It is important to understand if these policies, procedures and

strategies were effective in the management and sustenance of learner behaviour. The statistics for this section is presented below:

Table 5.5: Effectiveness of implemented policies, procedures and strategies to sustain learner discipline

Report

	Indiscipline has a direct impact on learners, school personnel, families and the community at large	Despite learner discipline strategies being established and implemented, discipline remains a problem	The South African Schools Act together with its stipulations, is sufficient as a strategy in sustaining learner discipline	All educational stakeholders and related stakeholders communicate effectively and are active participants in the management of discipline	The school still subscribes to outdated learner discipline strategies	In handling indiscipline, there is accountability and responsibility of everyone involved	Adopted discipline strategies are effective in sustaining learner discipline	Learner behaviour is uncontrollable and learners display disrespectful behaviours	Intervention strategies by the Department of Education are being implemented and are successful in sustaining learner discipline	There is a clear and unambiguous communication amongst relevant stakeholders
Mean	1.3	1.8	2.7	2.1	2.7	1.9	2.0	2.4	2.7	2.4
N	87	87	87	87	86	87	87	87	87	87
Std. Deviation	.6	.9	.9	.9	1.0	.8	.8	1.0	.9	.8
Variance	.4	.9	.7	.9	1.0	.7	.6	1.0	.8	.7

Aggregate mean: 2.2

Aggregate SD: 0.8

Source: IBM SPSS Statistics 26

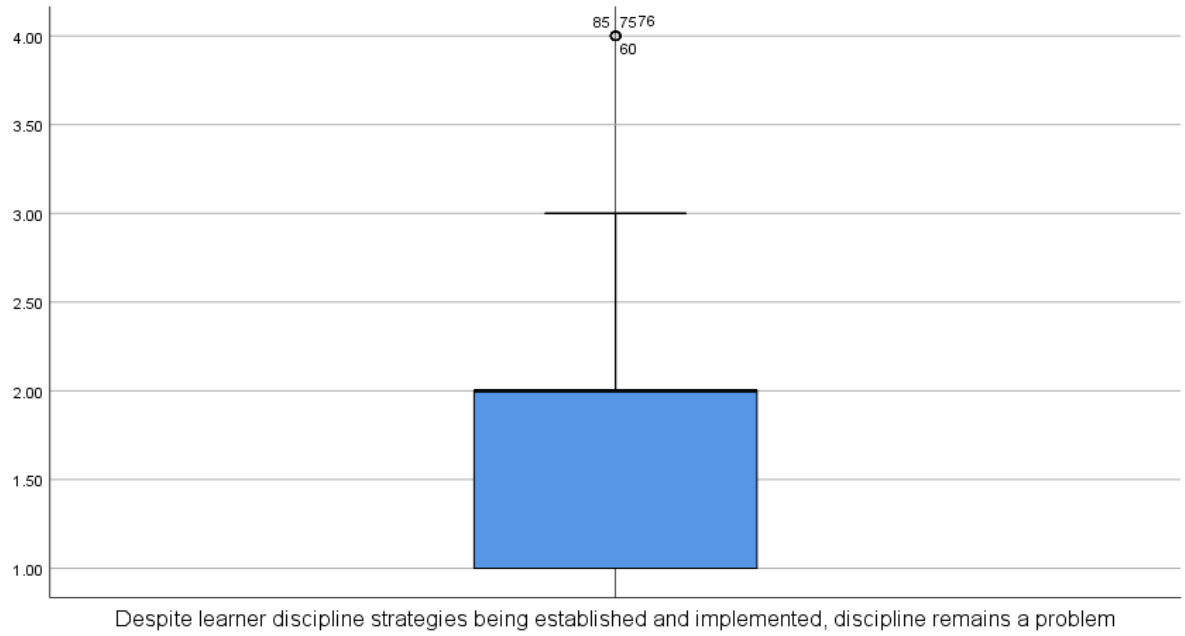
Statistics from Table 5.5 indicates that a variation is present in the effectiveness of implemented policies, procedures and strategies to sustain learner discipline. In comparison to the other sections, the set of questions in this section yielded the largest aggregate mean in comparison to the other three sections. Five of the questions yielded a rating above the aggregate mean (av.=2.2), implying strong disagreement to the questions posed. These questions were:

- ***The South African Schools Act, together with its stipulations, is sufficient as a strategy in sustaining learner discipline;***
- ***The school still subscribes to outdated learner discipline strategies;***
- ***Learner behaviour is uncontrollable and learners display disrespectful behaviours;***
- ***Intervention strategies by the Department of Education are being implemented and are successful in sustaining learner discipline; and***
- ***There is a clear and unambiguous communication amongst relevant stakeholders.***

To each of these questions, respondents indicated a high percentage of disagreement with their means being presented as 2.7 (av.=2.7). The statistics reveal that the responses vary from well

below average (av.= 1.3) to far above average (av.= 2.7). Only one question out of the ten scored a standard deviation of below the aggregate standard deviation of 0.8 (SD=0.8). The aggregate SD for this section was well above the SD of 1.22. (SD=2.2>SD=1.22) thus, indicating high variability for this section of the questionnaire. The discussion of the outliers is presented below.

Figure 5.16 Section E: Outlier 1



Source: IBM SPSS Statistics 26

The statistics shown above reveal that 81.6% of respondents were in agreement that discipline still remained a problem despite strategies being used (see Appendix D). Whilst indiscipline remains the plight of most schools around the world, it is interesting to enquire further why there remains outliers in the 8 % ***strongly disagree*** option. It is for this reason that the study required a qualitative phase, to investigate what strategies these schools were adopting so that indiscipline no longer remained a problem in these schools.

5.3 Summary of findings of quantitative data

The primary purpose of the study was to explore the use of collaborative strategies by school management teams to sustain learner discipline in secondary schools. The qualitative data in this section responded to the first and second study objectives;

- To explore the individual roles of school management teams in sustaining learner discipline.
- To explore how school management teams sustained learner discipline in ILembe education district.

5.3.1 Summary of findings for study objective one: To explore the individual roles of school management teams in sustaining learner discipline.

The statistics that responded to Section B revealed that SMT members were in agreement that that they had a role to play in the creation of a safe learning environment for all. The data shows that most respondents were in agreement that that they enabled learners to be involved in the management of behavior, provided support to educators in the management of discipline, encourage teamwork, protected educators from disruptions in instructional time, and encouraged and ensured that all stakeholders were aware of the decision-making processes of the management of discipline. However, the outliers in the data further revealed that 5.7% of the respondents disagreed that as SMT members, they used these strategies to sustain behavior. A percentage (3.4%) of participants were in disagreement that they had a responsibility towards the implementation of policies. And a further 2.3% of respondents strongly disagreed that they were accountable for the daily and professional management of the school. Data from Section C shows that outliers were found where respondents disagreed (Disagree=4.6%; Strongly Disagree=4.6%) that the SMT builds productive relationships with stakeholders. Closely linked to the aforementioned response, was the response of participants in disagreement that learner behavior was approached collaboratively rather than as a form of delegated duty. For this question, outliers were present in the disagreement options (Disagree=6.9%; Strongly Disagree=1.1).

5.3.2 Summary of findings for study objective two: To explore how school management teams sustain learner discipline in ILembe education district.

Section C showed that respondents agreed that the SMT was implementing discipline policies in accordance with the South African Schools Act (84 of 1996), yet many outliers were found in the strongly disagree options to these questions, indicating that in some schools, SMT members were not implementing discipline policies in schools. When asked if these policies were communicated and disseminated to the school community, outliers were found in the disagreement options (Disagree=3.5%; Strongly disagree= 1.2%).

Strategies to manage discipline which included partnerships of stakeholders, a whole-school approach to discipline, parental involvement, discipline plans for expected behaviors, effective behavior management programs built on choice and accountability, and responsibility; yielded results of below 50% strong agreement. Furthermore, all these strategies presented many outliers that were found in the strongly disagree option. This indicates that only approximately 50% of SMT members agreed that such strategies were implemented in their schools. The data reporting on the effectiveness of these strategies was attained from Section E. Participants indicated that the implementation of discipline policies and procedures was not sufficient in sustaining discipline (Strongly Agree=9.2%; Disagree=49.4%). As a result of the approximate 50% agreement response in Section D regarding discipline policies being implemented in schools, 50.6% agreed in Section E that the aforementioned policies and strategies were effective in sustaining discipline. However, outliers surfaced in the strongly disagree option of this question, where 3.4% of respondents chose this option. The disagreement of the existence of clear communication between stakeholders (Disagree=25.3%; Strongly Disagree=11.5%) could be attributed to the strong disagreement of collaboration of stakeholders in Section C. Furthermore, 24.1 % of respondents indicated that they disagreed that there was accountability and responsibility of everyone involved. A key finding was that only 8% of respondents strongly disagreed that, despite learner discipline strategies being established and implemented, discipline remained a problem, whilst 81.6% of participants agreed. The question that stems from this then is; what is the link between schools which apply discipline strategies and are successful in managing discipline and those schools which apply discipline strategies and are still unsuccessful in managing discipline? The answer to this question is addressed qualitatively in the next section.

The analysis of quantitative data in this section of the study facilitated the generation of important themes and sub-themes which guided the formulation of questions in the qualitative strand.

5.4 Data Presentation: Qualitative phase findings

In this section, data from the semi-structured interviews is analysed, interpreted and discussed. Sixteen participants were purposively selected from the quantitative strand to form the sample for this strand. The crux of how collaborative strategies are used by school management teams to sustain learner discipline in secondary schools is described by means of themes that emerged from the data. The participants in this strand comprised participants from the larger population used in the first strand. The principal, one deputy principal, one departmental head, and one educator from four schools in ILembe education district, comprised the sample for qualitative data. Pseudonyms were used to maintain anonymity.

The researcher employed the use of semi-structured interviews in the qualitative phase. Ten of the fourteen interviews comprised face to face interviews. However, due to Covid-19 restrictions, four interviews had to be conducted over digital platforms such as Skype and Zoom. These data collection tools were employed to address the third and fourth research questions of the study:

- ***Which collaborative strategies should school management teams use to sustain learner discipline?***
- ***How do school management teams describe their experiences in trying to sustain learner discipline in secondary schools in ILembe education district?***

Additionally, the questions asked in the semi-structured interviews were also guided by the outliers identified in the quantitative phase, to understand why such responses differed from the rest of the data set, and to provide further clarity on these issues of contention. The following questions which presented outliers in the data were used to guide the formulation of the items in the qualitative phase for further clarity. What follows are the items that were formulated.

- As a school management team member, you are accountable for the daily professional management of the school.

- As a school management team member, you have a responsibility towards the implementation of policies.
- As a SMT member, you have a role to play in the creation of a safe environment for educators and learners.
- The school has a mandate to develop its own internal safety policies and procedures which are clearly communicated and disseminated to the school community in an inclusive way.
- Providing a safe school environment is linked to enforcing school rules.
- Correct structures and procedures are implemented so that any disciplinary measures taken against ill-disciplined learners are administered in a fair and reasonable manner in accordance with the South African Schools Act and the Constitution of South Africa.
- The School Safety Policy guides the course of action to be taken in the event of a situation that compromises the safety of any person on the school premises.
- The SMT builds strong and productive relationships with stakeholders.
- Learners' discipline is approached collaboratively, rather than as a form of delegated duty.
- By applying a whole-school approach to policy implementation, indiscipline is deterred.
- Educators have a systematic discipline plan for all learners, outlining consequences for bad behavior.
- School stakeholders participate at different levels to identify problems, analyze situations and effect solutions.
- Parents are invited to participate in the management of learner discipline.
- The school displays a working relationship between two or more equal participants involved in shared thinking, shared planning and shared creation of integrated instruction.
- An effective behavior management programme is built on choice.
- Despite learner discipline strategies being established and implemented, discipline remains a problem.

5.4.1 Summary of themes emerging from the qualitative data strand

Table 5.6 below provides a summary of the themes that emerged from the qualitative data. Semi-structured interviews were used to collect the information presented in Table 5.6 below. The data were then coded using Nvivo. The results were then represented in the form of themes or categories that emerged from the data (See 4.5.2.1.5). Results were further represented by means of Table 5.6 showing the various themes that existed in the findings.

Table 5.6: Summary of themes emerging from the qualitative data strand

Research questions, themes, subthemes and categories			
Research questions	**Themes**	**Subthemes**	**Categories**
How do schools in ILembe education district successfully sustain learner discipline?	1. The SMT collaborates with stakeholders to build strong and productive relationships to help sustain learner discipline	1.1 Evidence of collaboration amongst stakeholders facilitates the sustenance of discipline	1.1.1 Shift from the management of discipline as a delegated duty to a collaborative effort
Which collaborative strategies should school management teams use to sustain learner discipline?	2. A whole-school approach to the management of discipline	2.1 The need for accountability and respect amongst stakeholders	2.1.1 Collaboration is bolstered when stakeholders are called to account
		2.2 The power of small groups	2.2.1 Don't wait for the government to change things. Form partnerships to address indiscipline
		2.3 A 'buy-in' of stakeholders is imperative in sustaining discipline	2.3.1 Collaboration can be influenced by the leader of the school
How do school management teams describe their experiences in sustaining learner discipline in secondary schools in ILembe education district?	3. Policies are designed yet not implemented	3.1 Policies remain static documents in a fluid environment	3.1.1 The bureaucratic red tape of policies needs to be cut
		3.2 Dismantle the hierarchy and politics	3.2.1 Discipline must be approached holistically and practically; there are lives attached to it

Source: Survey data

Table 5.3 presents the various themes, sub-themes and categories that emerged from the qualitative strand of the study. A detailed summary of the themes and sub-themes is discussed below.

5.4.2 Theme 1: The SMT collaborates with stakeholders to build strong and productive relationships to help sustain learner discipline

Sub-theme 1.1: Evidence of collaboration to sustain discipline

This sub-theme presents an analysis of the data that were gathered in response to exploring how schools in ILembe education district successfully sustained learner discipline. It also responded to the following outliers that surfaced in the questionnaire. Mr Joe, the deputy principal from School A stated:

> *The SMT builds strong and productive relationships with stakeholders, there is partnership of many individuals in solving complex educational problems, generating a climate of remediation and prevention and the school displays a working relationship between two or more equal participants involved in shared thinking, shared planning and shared creation of integrated instruction.*

The results from the semi-structured interviews revealed that collaboration took place in the management of discipline. Respondents from two of the four schools indicated that collaboration existed as the SMT built meaningful relationships that contributed to the management of discipline in their respective schools. Participants were asked how issues of indiscipline were sustained in their respective schools. Ms David, the principal of School B, indicated the following:

> *We do have a wide range of stakeholder involvement in this school because I am very transparent in leading and managing the school and also, I'm also very passionate about marketing, rebranding and repositioning. I came here as principal eight years ago and had to that. So, from day one, I involved outside stakeholders in the process of making this a school of choice. I don't wait for grass to grow under my feet to deal with discipline issues, because I know that today's issues must be dealt with today. So, the moment something arises, if I am not present, the deputy will then deal with it together with the SMT. Nothing is done in isolation. The left hand knows what the right hand is doing in this school, and that's one of our strong points.*

Ms David's response indicates that discipline issues are dealt with immediately, together with the support of the SMT. She further provided insight on her management stance, indicating that transparency in her management of the school had further drawn a range of stakeholders who are invested in transforming this particular school to be a school of choice. Ms David's approach is in line with DeWitt's (2016) observation that the collaborative leader finds the perfect balance between inspiring stakeholders to collaborate and co-constructing classroom-level goals. They believe in a high level of transparency and honesty, and have a high level of performance because stakeholders feel as though they have a voice in the process. Further to Ms David's response, the Principal of school C, Mr Singh responded to the same question, stating:

> *The SMT does work well together in handling discipline itself. Don't forget, I also try to engage outside structures. We are also associated with the LINC foundation. They have always come in to give us support in dealing with these aspects. In fact, they came up with the ONE MILLION STRONG PROGRAMME which was implemented in this school last year, and was in progress this year until the Covid-19 outbreak. And that programme is to instil values in children, and once those values are founded properly, then behavior will correct itself around those values. And we are hoping that, that extends here, from school, back into the communities they come from.*

Mr Singh indicated that the SMT collaborated on matters pertaining to sustaining learner discipline. It is important to note that there was a link in this response between the SMT managing discipline and external stakeholders sustaining or supporting the SMT in these endeavors. This is supported by Šimanskienė and Župerkienė (2014) who state that one can name the essence of sustainability; it retains and deepens the knowledge of anything that spreads and lasts without doing any harm and assuring a positive impact on everything that surrounds us at present and will surround in the future. The SMT further partnered with external stakeholders in the cultivation of a value system for behaviors which is a precursor to behavior modification. Mr Singh's deputy principal, Mrs Naidoo also spoke of the collaboration taking place within school C. She stated that:

> *As a school, we paired up with Empire; a very dynamic organization. We have community psychologists and we came across them in the community and they have very skilled facilitators. So, they'll take the approach of not content but coming in and establishing groups. Finding where kids are at, what are the hot topics that they*

themselves feel challenged about, and working with and trying to work through things in a positive way with the skills coming in the mix. So, it's almost a collaboration and it is accredited by the DoE. Some of our facilitators go into the townships during weekends and chat to the kids. In break times, they will hang around and they will chat to them in the school and ask them how things are going, what's happening and found out actually what's going on, and I think that was a turnkey thing because what he said was that a lot of the kids who display bad behaviour in the classroom, it's generally out of shame because a lot of them are illiterate, they can't actually cope with the workload so rather than being embarrassed of not being able to show that they can read, they will just misbehave. So, they will get kicked out of the classroom which is quite painful really but the main challenge is that it's a front for 'I can't gauge with this work.' Our lead facilitator then gathered them around and said okay but what about if you guys form a study group? And we work with this together after school. Here's a classroom, Mr Singh gave us a classroom to use at any time so let's study together and help each other. Some of them don't even have electricity at home so this has helped immensely. Those who are strong, let's help others catch up and that was actually the start of a collaboration.

Mrs Naidoo's response is indicative of a strong collaboration between the school, external stakeholders and the community. As a researcher, it was refreshing to note that these collaborations do not just exist for the benefit of learners within the school day. The collaborations that this school has invested in allows for facilitators to go back into the community on weekends and speak to learners to gain an understanding of their situations before addressing the problem. Furthermore, as the principal of the school, Mr Singh is invested in leading the collaboration by contributing to the solution and making a classroom available for learners at all times.

In stark contrast to these findings, the researcher felt the need to understand why outliers were present in the question in the quantitative phase, related to the same aspect. The deputy principal of school D, Mrs Englebrecht responded:

The role of the SMT in school in managing or sustaining discipline. The word sustaining worries me in the sense that sustaining means to strengthen what we do have. In the absence of HODs not even being workshopped in what is expected to happen, we often rely on the individuals' common sense really, to strengthen that policy that already

existed rather than a policy that was revisited, reviewed, changes made etc. so, when it comes to SMT's managing discipline, those who are in the know will practice what they know.

According to her response, the SMT adopted a laissez faire response to the management of discipline. Her response can also be interpreted to mean that the SMT does not seek further strategies for the management of discipline, nor does she mention that another option could possibly be that of including stakeholders in the management of discipline. The researcher then asked whether the inclusion of stakeholders was considered in an effort to help sustain discipline at this school. Her response was as follows:

Never. It is so superficial. The external community is called in via parent meetings and that is a guise by which schools pass off community involvement. There is no buy-in from the community into the school. For the last three years, we have not used those stakeholders. What's changed is the fact that the parents in the SGB have changed and they believe in a kangaroo court of dealing with discipline, where I talked to the parent and that's where it ends. There's no rehabilitation. There's no link with the community police forum, with the SAPS, with the Road Safety Organization. What happens in that case is just a calendar event, SAPS will come into the hall, talk to the children and they are gone, rather than effective links which the school had in terms of the school safety policy guided by the department. The idea that SGBs are involved in the management of discipline is a pie in the sky. They don't have the capacity; they don't have the depth; they don't have the emotional intelligence to deal with the kind of issues that emerge on a daily basis in school. I'm sorry I'm so frank, but the SGB are literally people picked up off the street and are meant to assess the professionalism of an institution and teacher output. Which is really dangerous. In fact, a contributing factor to the decline of the morale and the academic prowess of an institution is the SGB.

Mrs Englebrecht's responses express that there was no collaboration taking place in the management of discipline. The implication of such a finding is that the SMT adopts a laissez faire strategy due to the ties that have been broken with external stakeholders due to the SGB's stance on how discipline should be maintained. The SMT member of another school, Mr Dube, the deputy principal of School B, shared a similar sentiment regarding how discipline was sustained:

> *It's always the school SMT. Whenever there's a case of indiscipline, it's just SMT and a parent. You take it to the SGB, you are just wasting your time. In fact, the very same people that are elected to serve on the SGB are failing to discipline their own kids. There's no collaboration. Most of the decision making is done by the SMT. We don't work as a team, as it should it be.*

When asked about the state of discipline in this school as a result of such an approach to sustain discipline, Mr Dube responded:

> *The parent will come here and they will apologise on behalf of the child. So in as much as we try to instil discipline, there is a lack of discipline where these kids are staying. We try our level best, but we can only do things up to a certain point. There are things we cannot do. We can't force a learner to be punctual. In fact, that's the responsibility of the parent because ours is to take over once they enter the school premises. If they come to school without the full school uniform, we are not allowed to send them home, we need to report. So discipline is always an issue.*

The above extract is indicative that indiscipline continued to prevail in this school because the strategy of merely calling parents in to discuss the act of indiscipline remain a futile effort for the SMT. The response, however, does not show that parents are invited to be a part of the discipline management plan of the school. Mahlangu (2014) posits that introducing parents to the school and encouraging communication with them, positive aspects of their child's endeavours, can help in promoting parental cooperation and building their trust in the school. The gap that remains in this scenario is that the SGB, as a key component of the management of discipline, does not work in conjunction with the SMT on such issues.

5.4.3 Category 1.1.1: Shift from the management of discipline as a delegated duty to a collaborative effort

What came through strongly in this data collection phase was that, in order for discipline to be sustained or strengthened, there needs to be collaboration. However, outliers to the question: *Learners discipline is approached collaboratively rather than as a form of delegated duty* from the quantitative phase revealed that discipline in some schools was not done collaboratively, but rather as a duty merely delegate by the SMT, and hence is rendered an unsuccessful effort. Harris (2003) concurs with this by stating that if the principal distributes leadership

responsibilities to educators, distributed leadership becomes nothing more than merely informed delegation. The researcher therefore, asked participants what their opinions were on how to shift the management of discipline from a duty that is merely delegated to that of a collaborative effort where all stakeholders are involved. Dr Naidoo, the principal of school A that saw major transformation since his assumption of the principal's position, was asked this question. The researcher found him the right candidate for this question as he had turned a notorious school into a state-of-the-art educational facility in a matter of three years to the extent that his leadership and management style was documented by the BBC. He responded:

> *If the leadership is positioned in a way that they merely hand out the duty and expect it to be executed, you are not going to have buy-in. Just delegating it is not going to make it happen. It is the way you allow it to flow, but it has to be like on facing a battle with an approach for each station. So it has to be home grown solutions by listening, carefully watching and then you win confidence. There was a time in my assembly when I would say 'I do not want any senior boys to go into the grade eight block in the break times.' All the girls in the school would clap in assembly and I realised they understand why I am saying it. I just stopped there, the rest of the answer they know; he's protecting us. As managers, we need to build trust and then with trust comes faith. People have faith in you and you must demonstrate it by the way you speak, the way you act. When I walk around the school, if I see a piece of paper, I will stoop and pick it up any number of times. And if I stand in the veranda in the break time and watch children, I'll see a child with a wrapper and the child will turn to look at me first then walk to the bin. It means I conveyed a message. It is therefore, the way you disperse it as a manager.*

Dr Naidoo's response revealed a new element of how to shift the thinking of stakeholders from delegation to collaboration. His response emphasized the need to lead by example. SMT members as leaders, need to demonstrate that actions taken are for the good of the school and lead by example. Mrs Englebrecht from school D shared a view on understanding why discipline is viewed as a mere duty by stating that:

> *Teachers are frustrated in the sense that there's this palming off of responsibilities in that the behavioral situation in the class is not the teacher's problem now, it's the HOD's problem. If I can't manage disciplining my learners, I must not seek and introspect and reflect on how I can approach it differently. It's now an HOD's problem. When the HOD does not have a solution, it's the DP's problem. And unfortunately, it*

stops there because nothing much can be done because principals don't get involved in the discipline of the school.

The above excerpt shows lack of collaboration and mere delegation. Marriott (2013) asserts that a lack of collaboration is also made evident through lack of staff influence in decisions pertaining to the management of learner behaviour. It is worth noting that stakeholders felt that, due to discipline being seen as a delegated duty, the responsibility was continuously being shifted from bottom-up.

5.4.4 Theme 2: A whole-school approach to the management of discipline

Subtheme 2.1: The need for accountability and respect amongst stakeholders

The theme of a whole-school approach to discipline emerged in response to the research question 3: *Which collaborative strategies should school management teams use to sustain learner discipline?* Participants from two of the four schools who revealed that collaboration is not used to sustain learner discipline in their respective schools, also indicated that, in order for partnerships to be effective, there is need for accountability and respect amongst stakeholders, which was lacking in their schools. Participants noted that partnerships are ineffective if stakeholders are not called to take account, or if there is a level of disrespect and disregard for others. Mr Wood, a Departmental Head at school D, indicated that a whole-school approach to discipline may be adopted to sustain discipline but in doing so, it must be a collective approach as well. He stated:

If some stakeholders are disciplinarians and others are not, discipline cannot be effective. Discipline should be a whole-school approach. Now, because it's individual efforts, many attempts fall in vain because it has to be done collectively or not at all.

This section further responded to the outliers in the question; *Strategies related to discipline management takes place within a framework where there is accountability and responsibility of everyone involved* in the quantitative data strand. Mr Dawood, a deputy principal at school D reported to have had success in the management of discipline, responded as follows:

In public schools, there is no accountability from those seated at the top. In public schools there is no such thing as simple as that of a consolation. At a general parents meeting, there's approximately 10% of parents that attend. The parents that you, as a

teacher, want to see, never attend. But we keep saying that for the last 20 years. Principals are extricating themselves from the key responsibility of managing discipline. Our school management team is actually empowered to handle less disciplinary issues because of the structuring of rules and regulations binding parents to the code of conduct. It's not approached as laissez faire, nor do learners have carte blanche and get away with indiscipline. So there's accountability, everywhere down the line, there's a teacher involved, a management team member, a grade co-ordinator, a principal, and a parent.

On matters related to the sustenance of discipline, Mr Dawood indicated that accountability of all stakeholders was necessary to build an airtight seal around discipline in schools. This approach Botha is supported by Botha (2014) who states that one of the many strategies that school leaders can use to ensure such collaboration and subsequently improve school discipline is to distribute leadership among teams and individuals. He also revealed that the SMT in his school was empowered to deal with less matters of indiscipline due to such an effective partnership between all stakeholders which left little or no room for indiscipline. In support of Mr Dawoods's view, a respondent in the qualitative data phase shared the same sentiment in the open-ended question section by stating:

Much as policies are in place with regards to discipline in the school, collaborative implementation is still a challenge. As a result, the discipline of the whole-school is still not up to the required level. Parental involvement is minimal which makes it difficult to achieve the expected level of academic performance.

This response gave clarity to why outliers existed with regard to the question: *School stakeholders participate at different levels to identify problems, analyse situations and achieve solutions.* The response indicates that the most important stakeholder in the management of discipline, the parents, did not participate with other stakeholders in assisting the school with discipline related problems.

5.4.5 Category 2.1.1: Collaboration is bolstered when stakeholders are called to account

A key finding of collaborative strategies was that of accountability and respect. Three participants stated that when stakeholders are called to account, established strategies that were

adopted as a whole-school approach become effective in the quest to sustain learner discipline. Dr Naidoo, principal of school A stated:

> *My SMT and SGB is called to account. In the first period of the timetable, I freeze all my HODs on the timetable. I give them fifteen minutes to settle down and at 08.30 they must report to my office for a briefing every single day as my management staff. And I will say 'okay, yesterday we spoke about this, this is what happened or why that problem wasn't resolved yesterday.' So I had them on the hop. I had them accounting for their time of the day. Sometimes, I'll tell them 'you are not managing this by coming here and reporting it.' So in a free period, I take my SMT and SGB on a walk about with me. I said 'if I see it and you see it, why is it that I stop it and you don't stop it.' This way, I never had to see the same act of indiscipline repeat itself. So, if you do not hold people accountable, adopted strategies will never work.*

What is interesting to note in this response is that, while many participants mentioned a whole-school approach to sustaining discipline, this response delved deeper into the application of a whole-school approach. Such a collaborative strategy could be implemented, yet it becomes highly effective when every stakeholder is called to account for their roles in the whole-school application of discipline management. Mrs William, a departmental head at school C stated:

> *Lots, there's lots of collaboration and we have lead teachers in our school because there's insufficient room for promotion. So there's a lead teacher in every grade who will assist a new educator or somebody who is struggling with leadership or management, because everyone is a leader. Matter are dealt with. I'll have a separate SMT meeting, a separate lead teacher meeting so that everybody on the plant is aware of policies that need to be implemented. It is a whole-school approach, otherwise you will never crack discipline. And the parents know. They love the strictness. They love the boundaries. They love the fact that there's a value system being inculcated. We are not the perfect school. We have our issues. But it comes from outside the school, it's not inside the schools. We give it our best shot to give the child an opportunity, especially the voiceless, because the kids are voiceless in most instances. So it's a passion to create these voices that will speak out.*

Mrs William's response indicated that the school included all stakeholders in the management of discipline. According to her, parents were aware from the outset of the rules and expectations, and were pleased that the school had such strict rules in place. What was

interesting to note was that Mrs William distributed the responsibility of leadership to her staff and capacitated her staff to take on SMT roles. Her approach of including all stakeholders and ensuring that all stakeholders were informed of decisions taken helped to sustain discipline within the school.

5.4.6 Sub-theme 2.1: The power of small groups

The researcher found this theme extremely profound. Participants at one school, who spoke of a high success rate in sustaining learner discipline, shared information that was imparted to them at a workshop that the SMT and SGB attended. One participant, Mr Levin, a departmental head stated at school A stated:

> *We attended a workshop hosted by Dr Rama Naidoo. It's honestly one of the best things I've ever done and I've seen radical change in the school. If you can equip the principal to lead well, they obviously create an environment for the staff that they thrive, which in turn filters through the kids, which in turn impacts the entire community. So that's the goal, social transformation through schools. And they are doing it. He has a business called the* ***Six Degree Shift****. He's dynamic and works with a lot of schools in this community building workshops. He spoke of the power of small groups. He spoke of inviting stakeholders to be active participants of school initiatives. He said when they split them into groups of three or four and he said 'start with a question that's relevant, that connects them on a humanitarian basis. The goal is you are giving everybody a voice because in most communities it's always the bullies and the ones that speak the loudest that are heard.' He said everyone's living in the space in fear of intimidation and some people have never ever been heard. It's very powerful because that process talks about a shift from lack of abundance. And he then asks what they perceive the challenges are and he says whenever there's a word that represents a lack, I want you to shift that to what if. Then he moves on to the gifts in the room. Where people in the community write down a hobby or passion that nobody will know about them, put them in a gallery and says, did you know that everybody here has these things so what if you took that gift used it to help the kids? I know that principals are shocked because this is transformation and a lot of them have tried it with success. He says it is all about WE, not about fighting. It is not about politics; it's all about a common passion to see the children thrive. And this is where we started…with a small group!*

Often, when we hear the word 'collaboration' we think of a multitude of people who come together for a common cause. Yet, the participants from this school had taken it upon themselves to educate themselves on such matters, and had brought new meaning to the term. They spoke of how they had been work-shopped on the power of small groups, starting at the grass roots level of communities, which can in turn can cascade into dynamic collaborations that can be used to positively impact the children in that community. In other words, they offered a lesson to not wait for large groups of stakeholders to be invested in the school, but to start small and see the change. Collaborations can therefore, exist in small groups with dynamic skills and resources to offer.

5.4.7 Category 2.1.1: Don't wait for the government to change things, form partnerships to address indiscipline

Participants from all four schools lamented the lack of support from government in the management of discipline. Participants from two schools stated that there were many ways to incorporate assistance from external stakeholders. They further pointed out that assistance for the management of discipline was available, but SMTs must be willing to accept the assistance. Mr Dunn, a departmental head at school B, spoke of the collaboration saying:

> ***Partners for Possibility*** *is an organization that SMTs in our area work with, and it is phenomenal. It's nothing to do with the education department whatsoever. It's actually just a mind-set shift in the teachers and principals, and bringing in new ways of learning, inviting other NGOs to help the kids and impact the kids' lives. The SMT are trained as teachers and now they are playing a full on management role, and if you look at that scenario, it is very difficult. The kids themselves come with massive social challenges. Teachers aren't equipped to deal with that. Massive classes, under-resourced and a lack of input really by the DoE to be honest. Bad leadership makes them an island on their own, or they form these clusters of the ones that are dynamic and then they rub off on each other and they actually work together, and I think that's powerful. And don't wait for the government to change it. So, I think for a lot of us, it's that support an outside person who is completely unrelated to our scenarios who rubs off ideas and give us encouragement and put together a vision plan for our schools. It's like there are probably a lot of other ways of sustaining discipline this but now we've got partners who we can work with to actually obtain some of these dreams to work*

within the school. I really think it's built on the most unrelated relationships and cross the border of private business and government because they bring skills and bring corporate backing, and they bring outside people; so, it's like this bridge-building space between private and public.

Mr Dunn's response is indicative of successful collaboration as presented in the Ohio Community Collaboration Model in Chapter 3. This school had an SMT that was geared to find solutions to sustain learner discipline. The inclusion of partnerships intended to provide encouragement, support and assist in a vision for the school. The SMT of this school therefore, demonstrates collaborative leadership qualities. According to Woods, Levacic, Evans, Castle, Glatter, and Cooper (2006) sustainability should be regarded as a key indication of the success of school collaboration. Their findings revealed a number of conditions such as: a clear strategy for the collaboration; a strong organizational structure including sufficient staff to support the activity; and both flexibility and reflexivity to adapt to shifting circumstances and new developments. From Mr Dunn's response, it is apparent that the SMT had a clear strategy for the collaboration and networking with external stakeholders. Furthermore, after identifying that the DoE was not going to provide assistance in this regard, they shifted their circumstances from need to action, creating room for further support and development.

On assistance that was available, Mr Singh from school C commented:

If you have an SMT with a bad attitude, individuals who is not actually willing to engage, then many organizations and stakeholders say let's not waste our time and energy trying to put a plaster on something. But stakeholders will work with the SMTs who want to show change and foster a good climate where indiscipline is deterred.

The above excerpts speak volumes on the availability and willingness of external stakeholders to assist in sustaining discipline in schools. If SMTs are geared to bring about change, organizations such as the aforementioned, which are doing great work in ILembe education district, can be reeled in to assist in such matters.

5.4.8 Subtheme 2.3: A 'buy-in' of stakeholders is imperative in sustaining discipline

The concept of a buy-in of stakeholders for sustaining discipline frequently surfaced in the interview process. According to Marriam-Webster's dictionary, the concept of 'buy-in' means

"the acceptance of and willingness to actively support and participate in something." Therefore, the willingness and acceptance of stakeholders to support the discipline measures is imperative in sustaining discipline. Ms David from school B stated:

> *Discipline in this school is not governed by a policy, it's governed by practice. The practice being classroom management. Teachers who are able to manage the classroom environment, then are able to win over children with disciplinary issues. So, a basic disciplinary policy is set with the SGB and relevant stakeholders from the Quality Learning and Teaching Campaign. And we work with staff and invest in numerous development programmes before we actually design a policy because what we want to do is, we want stakeholders to buy-into the process, rather than give them a policy on a piece of paper that is not really implemented.*

The above extract reveals that this school viewed buy-in of stakeholders as pivotal in sustaining discipline. Ms David explained how policy would serve as a mere piece of paper if stakeholders were not willing to support its implementation. Dr Naidoo from school A also spoke of the need for a buy-in of stakeholders by stating that:

> *When I got first got to this school, it was a war zone. It was a violent society. They tried to get rid of me. They marched, they tried to burn my car. A boy threatened me with a gun and asked me to leave, but I said to myself, if I do that, that's the end of me. I can't go back anywhere else and be a leader because I ran away. So I said I'm going to stay. The staff was severely divided. You had the one group that was severely opposed. They wanted to exist in chaos. I was bringing order. Each time I put something in place, they wanted to break it down. So, after a year or two, I said I need to bind these people. I tried very hard with the SMT and because they were older, ingrained and some of them were very resistant to working. It was very hard work. I struggled with them. In areas where I knew I'm spending too much energy getting buy-in from them on a particular issue, I would bring on board some level ones who could do the work without asking to be seconded or given senior status. I would bolster my management approach by getting assistance from all interested parties. You know what happened? Those that tried to stop the transformation by dividing the staff either resigned or took transfers. Those who stayed, stayed to work because they could win the battle.*

It is interesting to note that despite literature suggesting that despite not recruiting level one teachers in the management of discipline due to conflict with SMT members, Dr Naidoo

successfully managed to bring level one educators on board. This is contrary to the results of a study conducted by Mescht and Tyala (2008) who stated that principals are of the belief that it would be problematic to include post level one educators in the SMT due to conflict that may arise from other post level one educators. One school that did not have such buy-in revealed that discipline remained a contentious issue. Mr Dube from school B indicated:

> *Firstly, getting the SMT to buy-into everything that is already on paper is a challenge to me, and that might arise as a result of personality conflicts in the institution. But what they do help with is managing, as far as possible, what the policies direct. You might have one or two challenges when they say that teachers are just too busy, they can't get out on ground duty. That kind of cooperation is quite challenging. But all in all, they try as far as possible with the kind of foundations we all grew up with in terms of discipline, to manage the discipline of the school. Furthermore, we do not have the agencies that support us when it comes to certain aspects of discipline. So, all in all, that contributes a lot to the poor behavior of learners within the school itself.*

Mr Dube was honest enough to admit that the SMT themselves found it hard to buy-into established policies and procedures. He also spoke of the stance of external agencies of support who do not help to sustain discipline. He further gave insight into how the SMT failed to get educators to assist in the process of discipline management. This is indicative that, where there is no buy-in from the SMT and external stakeholders, indiscipline manifests itself in schools. Zepeda (2013:21) asserts the effective utilisation and development of human resources in a school depends on the management and leadership skills of the SMT. If the SMT is incapable of managing its human resources, very little can be done. Ms David from school B also spoke of the importance of getting learners to buy-into the concept of discipline. She said:

> *I keep talking to my learners every day, educating them and demonstrating that I care and that I am about being firm but fair. Eventually, they started choosing the correct people in higher structures. And when I started getting the correct learners on board, I made them part of the process. I actually give turns to learners to address the assembly and not even look at what they are going to say but I am always sure that the representatives that are chosen by the learners are now working with us. When they speak, even I am surprised because I made it an inclusive process and they take ownership. Once we had a case where vendors came to the fence and started selling*

things and it was my learners who told me. They said we can't allow this, they may be selling drugs and cigarettes. They were afraid because they own the school.

According to Ms David, when learners buy-into the concept of a disciplined school, they begin to see themselves as owners of the school and want to protect the school. The inclusion of learners in all aspects of discipline has benefits. It is therefore, important to have learners buy-in to the concept of discipline so that it is sustained. The above excerpt also provides insight to the outliers that were found for the question: *An effective behaviour management programme is built on choice*. It helps in understanding that when learners have a choice to be a part of the decision-making process, behavior management is effective.

5.4.9 Category 2.3.1: Collaboration can be influenced by the leader of the school

An interesting point was raised when participants were asked about what collaborative strategies were used and how effective they were. Mr Davids the principal of school B stated:

Well, collaboration can be as effective as the team you choose. The community chooses the team and if they are chosen on the basis of some kind of agenda, let's face it SGBs are chosen to come into schools to exploit tenders. The SGBs were chosen to set up positions for family and friends and the SGBs were set up to remove certain race groups and replace them with others. That's the fact of the matter. So how effective? It's going to be as effective as how strong the leader is. Here again, the principal is the ex-officio member and if he gains the confidence of his community and he can stand up in a community meeting and say you are sending me people that are here for other reasons besides what they came for; the community must be strong enough to stand up at the next election meeting and say we want people who come to school to support, not the principal, but support what the school is doing. Subsequently, the SGB will be as effective as the strength of the community behind it and it will be as effective as how fair it is to the policies of the school. It cannot show loyalty to a person or an organization. It must show loyalty to what is the purpose of the school.

The above excerpt therefore indicates that the principal of the school can initiate effective collaboration such that the community buys-in to the school as an organization and supports its vision and mission. This is a demonstration of collaborative leadership. Mr Davids was right in saying that if the SGB is placed within a school for ulterior motives other than supporting

the school and creating partnerships for the school, the community needs to be aware. He further maintained that principals can influence such decisions as the election of SGB members by reporting back to the community if they are not performing their core responsibilities. Leithwood and Louis (2012:11) note that collective leadership is the extent of influence that organizational members and stakeholders exert on decisions in their schools.

5.4.10 Theme 3: Policies are designed yet not implemented

This theme responds to the research question 4: *How do school management teams describe their experiences in sustaining learner discipline in secondary schools in ILembe education district?* It further responds to the many outliers that were found in the quantitative data strand where many participants strongly disagreed that policies were established, being implemented, and successful in sustaining discipline. Approximately half of the respondents in the quantitative data strand disagreed that policy was effective in sustaining discipline. When asked the aforementioned question in the interview process, respondents stated that the only form of behavioral support that schools had was that of policy, which was not effective in managing discipline.

5.4.11 Sub-theme 3.1: Policies remain static documents in a fluid environment

The ineffectiveness of policies in sustaining discipline surfaced frequently in the responses of participants. Clarke (2007:352) supports this finding by asserting that the greatest challenge facing schools is to put policies and procedures in place to meet the statutory requirements of all the acts applying to schools, as well as those non-statutory policies and procedures which may be necessary for the operation of schools. Mrs Englebrecht from school D responded by saying:

> *When one looks at discipline at our school in particular, one finds that it is policies that have been guided by the policy guidelines of the Department, and have been adapted. Currently, the policies have not evolved to suit the changing circumstances of the school environment. Policies rather are in the domain of the SGB and that leaves much to be desired because people cannot draw up policies at all. They rely on personnel in the school to draw it up. So policies don't evolve; they are static document that don't*

suit the needs of a fluid environment. The second thing is that currently, policies are behaviors that teachers have imbibed over the years, so even if you are a brand new teacher, you watch what your mentor says and you adopt that. Sustaining and strengthening policies should be done at the start of every year because of the fluid nature of our school and society itself. Society itself is so dynamic; school is so dynamic. Society has evolved on so many levels that all those problems filter through to schools and it's not being dealt with in the correct manner.

The first and foremost concern in the above excerpt was the inability of the SGB to work with the SMT in drawing up or revising policy, hence the SMT is left to draw up policy and implement it. Right at the outset, the inclusion of all stakeholders in the establishment of policies was a requirement that remains flawed. This is consistent with the ideas of Potgieter et al. (1997) who see the final straw regarding school governance as challenges surrounding the SGB who are mostly illiterate and semi-illiterate, who find it difficult to draw and implement policies, which then becomes the burden of SMT to structure functional policies around discipline. Further to that, the policies that are designed remain ineffective tools as stated by the above respondent. She stated how policies were static in nature, implying that they remained a 'one-size-fits-all' model being applied in the school environment characterized by fluidity. Mr Singh from school C stated:

You have to be policy driven but you don't have to be a slave. Policy rules and protocol are important but there are times as a leader you have to take decisions because it's going to take too long to get the answer back to stay within the policy.

The view of one group of stakeholders, of the SGB being unable to contribute to the establishment and implementation of policies, was shared by Mr Dube from school B stated:

At times the SGB must be the mouth piece of the school. There are things which we cannot communicate to the community but we end up doing it because there is an SGB on paper but when it comes to practicality, there is nothing. They have a hard time even understanding policy because many of them are not even educated.

A further view of why the SGB was unable to contribute to the good of institutions as key stakeholders was mentioned by Dr Naidoo, the principal of school A. He stated that:

Umalusi has eighteen criteria by which they accredit independent schools, which public schools don't have. To be on a governing body, there is a section on the application

called school governance. And to be a governing body member, you have to be adequately qualified and the governing body must represent the school. For example, they must be knowledgeable of each facet of governance, designation of what they want to contribute to in governance, and their experience in that area. How do you expect a governing body to lead an institution without relevant qualifications and experience that contributes to their primary role functions on the SGB?

In support of the ineffectiveness of policy implementation as a strategy to sustain learner discipline, Mr Singh from school C stated:

As much as it may be a written guideline of what one needs to do and act thereafter on, it is an all-encompassing approach to solutions. It might give you a guideline but the solution might be open ended and you can have several options of what you can do, which might compromise applying the uniform policy.

Mr Singh's excerpt supports the notion that due to the fluid nature of school environments, applying a uniform policy is not always possible, as stakeholders need to adapt it to meet the needs of each situation. How then can a whole-school approach be possible if there is no uniformity of policy implementation? Such a finding can therefore, be linked to the outliers that surfaced when respondents indicated ***strongly disagree*** to the question: *In applying a whole-school approach to policy implementation, indiscipline is deterred*. Another outlier that presented itself in response to policy and school rules was: *Providing a safe school environment is linked to enforcing school rules.* This question is related to the enforcement of rules stemming from policy which is designed to ensure that schools are safe areas for all concerned. Many respondents disagreed with this item. However, Mr Khan responded as follows:

There has to [be] rules that stem from policy because you can't have the one without the other. What are the parameters? How does the child know the boundaries? There has to be a flow through and it has to work both ways because the trick is to reassess it every now. You are going to get a situation where you will find, during the course of the year, a certain rule of yours is not working and there's a loophole, there is a gap or its being excessive in the way it is being used by some people. Teachers may abuse it saying, because you put this down, we can do this to the learners; no. It has to be a two-way process, so there is a very strong link. The problem starts when something goes wrong. How are you going to effect discipline either against the teacher or the child?

Mr Khan saw the need to revaluate school policies each time a loophole was discovered. He however, maintained that policies needed to be established so that both educators and learners are aware of the parameters of the policy.

5.4.12 Category 3.1.1: The bureaucratic red tape of policies needs to be cut

An interesting response from Mr Wood from school D revealed that SMTs were struggling with the red tape surrounding policies, thereby limiting their ability to act on situations regarding discipline. He stated:

> *Discipline is largely the domain of the SGB. When we chose last year to refer learners directly from school without involving the SGB because the disciplinary hearings of the SGB are totally ineffective, because you do not people who are in the know about disciplinary hearings. Like, you talk to a parent and that's where it ends in a disciplinary hearing. It is not helpful to the child. So, we chose to refer learners who were involved in discipline to an external organization. It was done as a school initiative. Not as an initiative as the SGB. But when you violate that, it becomes very problematic with the SGB in the sense that you are not consulting with them. So, progress in that regard is hampered. They provide no solution and you cannot, as a school, take it upon yourselves without consulting all stakeholders, basically them, in handling discipline procedures and so on, and proceed on your own, more effectively. I would think and refer the child to rehabilitate the child. You run into all sorts of issues with the SGB and then it doesn't end at that particular point. You are further hammered by the circuit office when complaints are being made that this school is doing this without consultation of the SGB. So, it becomes an issue of you follow what is on paper rather than what benefits the child. And that is a stumbling block. The bureaucracy is so thick, the red tape is so strangling that progress cannot be made because of bureaucratic red tape.*

He indicated that the school needed consultation of all stakeholders in order to handle discipline procedures. In her experience, as a concerned stakeholder, she was not able to address issues of indiscipline without consultation of stakeholders such as the SGB of the school. Carrim (2001) states that even though the South African Schools Act provides stipulations for the representation of all school related stakeholders on school governing bodies, significant stakeholders were often excluded. More frustrating to her was the fact that the SGB members failed to concern themselves with such matters and as a result, no progress was made. A gap

therefore exists where the inclusion of all stakeholders is needed to manage discipline successfully, but some stakeholders are just not invested in the well-being of the school. This can therefore, be linked to a previous sub-theme that identified the need for a buy-in of all stakeholders. That explains why the National School Safety Manual (2015: 33) states that only through the collaborative effort of every member of the school system, can safety and violence-related issues be understood, addressed, and ultimately reduced.

5.4.13 Sub-theme 3.2: Dismantle the hierarchy and politics

Mr Singh had a strong opinion of the misinterpretation of policies that contribute to the eroding of the culture of teaching and learning which hampers on discipline. He stated:

> *The school climate creates this ethos of achievement, high performance, it's what creates a satisfied staff. As we speak with colleagues, we find that currently, in some schools in ILembe, there is such a damper because the ethos of the school climate is eroded by the socio-political circumstances. The misinterpretation of policies with regards to promotion, with regards to valuing of experience amongst teachers. I found also that that ethos, that school climate is so affected in the sense that teachers have very low morale. Corruption has crept in on every level. And how that affects learner output, teachers will go to the class, will teach, the negative environment that persists will not allow the teacher to give off 100%. If I refer to myself personally; in this school, there was a time where we found it very difficult to leave school because there was integrity, there was honesty and there was a work ethic. Now, at 14.30, everyone wants to flee from here because the morality, the values, the norms which we are used to, exist no longer. So, that school climate affects the culture of teaching and learning because educators are not happy, learners are not giving off their best, and the environment becomes susceptible to indiscipline.*

As stated by Mr Singh, the culture of teaching and learning in schools in ILembe had been eroded due to the socio-political circumstances that had a negative effect on all school stakeholders. This shows that socio-political issues can break the spirit of unity between stakeholders and hence, affect the effectiveness of their partnerships, due to the low morale of the school environment. Mr Singh further notes that factors such as honesty, integrity and work

ethic, no longer existed in his school. Hence, Mr Singh needed to take on a collaborative leadership approach to change the culture of teaching and learning in his particular schools.

The overall opinion in the above excerpt is that the socio-political issues in schools largely contribute to a poor ethos, where school stakeholders struggle to work together due to the lack of morals, values, honesty, integrity and work ethic. Mr Singh made mention of the school climate in his particular school but made no mention of how he could improve it as a principal. It was interesting to note that a participant of another school who shared a similar sentiment regarding polices further presented a solution to the problem. Whilst Mrs Williams, also from school C, brought an interesting perspective to dealing with the inconsistencies and bureaucracy of policies, she pointed out a solution to move ahead despite the challenges. She said:

> *The typical old school accusational way is not working for anyone, but when you dismantle the hierarchy and politics, underneath it all is a human being who has a thought and a gift to bring to the management of discipline. The principal has to be on board. The SGB has to be on board. They can, and must, create links for support. I don't know how you fix the gut scenario. Leave it behind, it's too frustrating. Ask what the opportunities are for the learners and create support such that they can still learn without indiscipline ruling their environment. Just leave the rest behind.*

She maintained that behind the hierarchy of who should be consulted when and on what matter (as stated by Mrs Englebrecht from school D) pertaining to sustaining discipline, all stakeholders should adopt the perspective of coming together to work as one. Netshitahame and Vollenhoven, (2002:317) suggest that, due to the lack of imperatives such as a school mission statement and policy, schools should be encouraged to form partnerships with the school community in order to mobilize school support networks. This is supported by Authors Lovegrove and Thomas (2013:67) who suggest that the future of collaborative leadership depends on the ability of leaders to engage and collaborate with the business, government and social sectors.

She further maintains that the red tape surrounding policies should be left aside and stakeholders should find and create opportunities for a safe space for learners. It is therefore, worth noting that many schools are faced with such situations as presented above, but some school managers move beyond it to identify how best they can push through and find ways to sustain discipline in their schools, and that is the essence of collaboration. As presented in

Bolman and Deal's Four Frame Model (2008) in Chapter 3, the model can be used as a frame to zoom in on a particular aspect of collaborative leadership. Taking into account the political element as a concern, this model allows for collaborative leaders to identify organizational behaviors to focus on, questions to raise, alternatives to consider, what is perceived to be a problem, and what courses of action to take to solve that problem (Vuori, 2015) cited in Pekkola, Kivistö, Kohtamäki, Cai and Lyytinen (2018:170). As indicated by participants and supported by literature, it is through collaboration, the integration of stakeholders' ideas, beliefs, knowledge, information, interests, values, opinions, and perceptions of reality that the success of the school as an organization can be realized (Bolman and Deal, 2008).

5.4.14 Category 3.2.2: Discipline must be approached holistically and practically; there are lives attached to it

In direct relation to the theme presented above, participants stated that policies aside, discipline must be approached holistically and practically. As mentioned previously, participants saw policies guiding the management of discipline as static documents. Hence they alluded to the approach of adapting personalizing the discipline approach. Mr Levin from school A stated:

> *When one thinks about what we had, in terms of this culture, the ethos of this school. And one looks at it now, what we've lost, and it's not as if the SMT hasn't tried, they have. But it just failed because of the will in terms of … I'm not sure whether its leadership, I'm not sure whether its lack of support, I'm not sure whether it's a combination of both, I'm not sure if it's the perspective of the individual of what's important that contributes to this decline; but there is a steady decline of our schools. For discipline to be holistic and to be practical, each school must govern itself for itself. See the department will give you a policy. You don't have to follow it, make it personal. Run the school if it were your family. What you would do to build the ethos, to build the culture of learning and teaching, aside from what another school is doing and get the support needed. There's no support in the hierarchy.*

The key implication in the above response is that schools should approach discipline as a family effort, a collaborative one in which the needs of learners are addressed. Mr Levin's view of the way in which discipline should be approached is supported by the proponents of collaboration, Chrislip and Larson (1994:14), who state that collaborative leadership operates under the

premise that, if you bring the appropriate people together in constructive ways with good information, they will create authentic vision and strategies for addressing the shared concerns of the organization or community. Participants noted that by coming together and practically approaching the issue of indiscipline in schools, the benefits would be far reaching rather than using a broad policy to address unique situations that arise. Mr Levin's view was also supported by a participant in the qualitative strand who indicated the following in the open-ended question section:

> *The role of SMT in implementing and maintaining learner discipline is as effective as the responsibility educators take in supporting the vision of the school and its longer-term success. Steering of a holistic multi-disciplinary approach to handling diesoline needs full support from all stakeholders including the "culprits" in many cases namely, the parents.*

This respondent also indicated that a holistic view was needed, encompassing the contribution from educators and parents in the implementation and management of discipline.

5.5 Integration of the quantitative and qualitative results

The first phase of integration was done after the first strand of data analysis as well as at the beginning of the second phase of data analysis. In this regard, the outliers present in the quantitative strand were integrated with the qualitative strand due to these outliers being used to guide the questions asked in the semi-structured interviews. Furthermore, integration was also done by selecting participants who formed the sample of the qualitative strand from the larger quantitative population. The second phase of integration was done when the results of both strands of data, presented in Table 5.7, were interpreted, below. According to Tashakkori and Teddlie (2009:34), mixed methods data analysis involves the integration of the statistical and thematic techniques, plus a number of other unique strategies, such as triangulation and data conversion. Triangulation refers to the combination and comparison of multiple data sources, data collection and analysis procedures, research methods, investigators, and inferences that occur at the end of a study (Tashakkori and Teddlie, 2009:34). The researcher thereby used both quantitative and qualitative data sources, employed the use of questionnaires and semi-structured interviews, and integrated findings from two phases of data, in order to ensure that triangulation occured at multiple points in the study. Section 5.5 presents the

integration of findings for the qualitative and quantitative phases. Table 5.7 below provides a tabulation of these findings:

Table 5.7: Integration of quantitative and qualitative results

Integration of the quantitative and qualitative results from exploring collaborative strategies to sustain learner discipline in secondary schools			
Themes	**Subthemes**	**Categories**	**Integrated results**
The SMT collaborates with stakeholders to build strong and productive relationships to help sustain learner discipline	**Evidence of collaboration amongst stakeholders facilitates the sustenance of discipline**	**Shift from the management of discipline as a delegated duty to it as a collaborative effort**	The results from the quantitative strand and qualitative strand revealed that there was evidence of collaboration amongst stakeholders to sustain learner discipline. 5.2.2.3 Shows that there was partnership of many individuals in solving problems related to discipline while also generating a climate prevention. This was also found in 5.3.1 where participants revealed that the SMT formed partnerships with internal and external stakeholders to sustain discipline in their schools. In the quantitative strand, mixed responses came from the view of participants in relation to how these relationships could be strengthened to help sustain learner discipline. Participants in the qualitative strand asserted that the SMT should lead by example so that all stakeholders work collaboratively, rather than shift the problem to the next person.

A whole-school approach to the management of discipline	**The need for accountability and respect amongst stakeholders**	**Collaboration is bolstered when stakeholders are called to account**	Most participants revealed that the most effective collaborative strategy to managing discipline was that of a whole-school approach to discipline. However, 5.2.2.1 shows that participants in the quantitative strand had mixed responses regarding the accountability and respect of all stakeholders in applying such an approach. In 5.3.1, participants had strong views regarding the need for accountability and respect so that in a whole-school approach, stakeholders are accountable for their actions in sustaining discipline and that they respect all participants by fulfilling their duties as a stakeholder that is part of a whole-school approach. Participants from both strands therefore, agreed that, in the application of a whole-school approach, all stakeholders must be respectful and accountable. When this is done, participants felt the collaboration is heightened and the implemented discipline strategies is strengthened and supported by such an approach (See 5.3.5).
	The power of small groups	**Don't wait for the government to change things, form partnerships to address indiscipline**	In the quantitative strand, participants agreed that many stakeholders participated at different levels to sustain discipline (See 5.2.2.2). However, some outliers were present and were further analysed in the qualitative strand. In 5.3.6, participants spoke emphatically about how their collaborations started in small groups rather than waiting for a multitude of partners. A key finding here was that some SMT members initiated their own development by attending workshops on how to get all stakeholders to better the school and contribute to the management of discipline. This can be an important starting point for schools that feel collaborations are too cumbersome. Participants further indicated the ineffectiveness of the DoE in assisting with discipline issues. Participants indicated that they did not wait for the DoE to assist in discipline issues. They engaged with other stakeholders and contained or managed the issue themselves (See 5.3.7).
	A 'buy-in' of stakeholders is imperative in sustaining discipline	**Collaboration can be influenced by the leader of the school**	In response to the few outliers that were present in questions pertaining to the involvement of all stakeholders (See 5.2.2.3), participants in the qualitative phase were asked how a whole-school approach could be facilitated. They asserted that in order to implement a whole-school approach to discipline, all stakeholders must be willing to support and participate in sustaining learner discipline (See 5.3.8). Participants further stated that collaboration of all stakeholders could be influenced by school leaders as they were in the best position to engage with the community and influence the choice of the best team to work in the interest of the school (See 5.3.9). A key finding was that collaborative leadership can influence engagements and partnerships in schools, leading to sustenance of learner discipline strategies.

Policies are designed yet not implemented	**Policies remain static documents in a fluid environment**	**The bureaucratic red tape of policies needs to be cut**	When asked about their views regarding their experiences in sustaining learner discipline, mixed views were noted in the quantitative phase, which needed further clarity in the qualitative phase (See 5.2.2.). In the qualitative phase, participants spoke emphatically of ineffectiveness of the implementation of policy and the need for the SMT to apply it to meet the needs of unique situations (See 5.3.11). Further to this, more probing revealed that participants who felt that the red tape around policies needed to be addressed were as SMT members as they were not able to tackle discipline problems head on due to discipline being largely the domain of the SGB. Participants therefore, felt that, in as much as policy implementation was important, sometimes it needed to be left aside to help the learner (See 5.3.12 and 5.3.13).
	Dismantle the hierarchy and politics	**Discipline must be approached holistically and practically; there are lives attached to it**	Participants further revealed that policies were established yet not implemented in their schools due to the politics surrounding the implementation of it. It was interesting to note that even though policies were not always used to sustain discipline, there was a network of individuals who worked around the problem, putting the needs of the school and the life of the child above all else. Hence, collaboration still existed outside the barriers that limited schools to policy driven approaches that did not always work to sustain discipline (See 5.3.13 and 5.3.14).

5.6 Summary of the chapter

Chapter 5 reported on the data that was collected from two strands; quantitative and qualitative. Chapter 5 was two-pronged in its data presentation; with the first part of the chapter presenting data from the quantitative strand and the second part presenting questionnaires were used to collect this information and data were analysed using means, standard deviations and outliers. The purpose of the quantitative strand was to address the first and second research objectives of the study and to further identify outliers in the data. The outliers helped to develop the questions for the semi-structured interview questions in the second strand. The results from this strand showed that most schools had a clear vision of the role of the SMT in relation to the management of discipline. However, some schools responded negatively to the roles that SMT members played in the management of discipline. Further clarity on this was sought in the

qualitative phase. The results also showed that the SMT formed partnerships with external stakeholders to assist in the management of discipline since the application of policy and procedures was inconsistent. Further to gaining clarity on the presence of outliers, the qualitative phase was used to respond to the third and fourth study objectives. Data were presented according to themes, sub-themes and categories that emerged in the data. At many points in this chapter, reference was made to the main research problem, the sub-problems, the research objectives, and literature review in relation to the findings from the quantitative and qualitative tools. The rationale behind this was for the triangulation and validation of the research findings. An important finding was that, collaboration was used to sustain learner discipline in some schools whilst other schools lacked collaboration making discipline management a contentious issue. This finding is further addressed in Chapter 6 which summarizes the major findings of the study in addition to mentioning recommendations and conclusions.

Chapter 6: Summary of major findings, Conclusions and Recommendations

6.1 Introduction

The findings of this study reveal that indiscipline in schools is not a new issue of contention, and that school stakeholders are doing their level best to work within the ambit of South African policy and legislation to ensure that implemented discipline strategies remain fair and lawful. However, due to the complex nature of indiscipline in schools, these strategies present many inconsistencies in their application. The main research question that the researcher sought to explore was: **How do school management teams use collaborative strategies to sustain learner discipline in secondary schools in the ILembe education district?**

To answer the main research questions and sub-questions, exploratory sequential mixed methods was employed to gather data. Data were gathered in two stands; a quantitative strand using a questionnaire, and a qualitative strand using semi-structured interviews. The overview of the study is discussed in Section 6.2 below.

6.2 Overview of the study

The aim of this study was to explore collaborative strategies for sustaining learner discipline in secondary schools in the ILembe education district. Data were gathered from secondary schools in ILembe education district in both strands of the data collection phase. The background of this study contextualized the problem, provided an overview of the issue of indiscipline, and summarized individual strategies used to sustain learner discipline in schools. The gap that this study sought to fill was that of how a collaboration of strategies can sustain learner discipline in secondary schools. An overview of each of the chapters presented in this study is discussed below.

The introduction to the study was presented, contextualizing the problems related to indiscipline and the reason for such a study. The background to the study included critical information regarding indiscipline in schools, the extent to which it is being managed and how, and why it remains a bone of contention today. This chapter further presented the research aims and objectives as well as the research design and methodology employed for the study.

Literature related to the study was presented to build a comprehensive summary of current and previous research related to the study. Strong support for the choice of the theoretical framework was included in this chapter and definitions of all key concepts used in the study presented.

In chapter two, a critical evaluation of the literature in this section was made by the researcher, and an in-depth evaluation of previous research and their findings presented. Current knowledge regarding indiscipline in schools and lack of effective discipline management strategies used by SMTs was discussed. The gap between current discipline strategies and collaborative strategies to sustain indiscipline was drawn upon.

Chapter three focused on the conceptual and theoretical framework that underpinned this study and provided validation for its use as the framework for this study. The conceptual framework presented the researcher's synthesis of the literature presented in the previous chapter, and further provided a conceptual model of collaboration that can be used in schools. Collaborative leadership, as the theoretical framework, is widely discussed in this chapter. The history of collaboration in schools was reviewed to show how collaborative leadership was first adopted in schools, and models for collaborative leadership in schools were then presented.

In chapter four, the research design, approach and methodology used was discussed, as well as the data collection strategies employed to collect data in order to answer the research questions. Mixed methods design was employed in this study and the researcher provided succinct information regarding the design and justification for its choice. The use of the explanatory sequential design was discussed as well as why it was chosen for the purpose of this study. All data collection procedures were explained in detail.

The data that was collected in the previous chapter was analyzed in order to find out how collaborative strategies were used to sustain learner discipline in secondary schools in the ILembe education district. Data were interpreted to make meaning of the information collected. Data were presented and analyzed according to the two strands of data collection as per the explanatory sequential design employed. Firstly, quantitative data were presented and analyzed and then the same was done for the qualitative data. Then, integration of the two data strands was made in the presentation.

Chapter six presents a detailed summary of the findings from literature and the present research study. The findings are linked to the literature review and the theoretical framework. Furthermore, answers to each of the research questions are provided for in this chapter. Recommendations based on the findings are provided and the thesis is concluded by a discussion of this limitations and delimitations of the study, and its contribution to research.

6.3 Discussion of the findings

Section 6.4 discusses the findings that were gathered from the quantitative and qualitative strands. It draws on findings from the questionnaires and semi-structured interviews to understand how collaborative strategies were being used in schools, thus responding to the question 'How do school management teams use collaborative strategies to sustain learner discipline in secondary schools in the ILembe education district?' It must be noted that the word sustain in the title of this study refers to strategies that can strengthen or support the management of discipline in schools. The discussion is in accordance with the following major themes:

6.3.1 The SMT collaborates with stakeholders to build strong and productive relationships to help sustain learner discipline

The study revealed that there was evidence of collaboration in secondary schools in ILembe district. Findings from both the quantitative and qualitative phases showed that the SMT in schools built relationships with internal and external stakeholders in order to sustain learner discipline. Participants stated that stakeholders were involved in all aspects that helped sustain learner discipline due to the transparency in the management of the school. Most schools indicated that the SMT was involved at all levels of sustaining discipline; from the establishment and implementation of policy to gaining support of external stakeholders. In the application of such efforts, the view of participants was that discipline was effectively managed and sustained.

However, a participant from few schools indicated that behavior was not sustained and suggested reasons why. Firstly, these participants indicated that the SMT did not work in accordance with policy, but rather most discipline strategies were left to the discretion of individual SMT members who dealt with the issue of indiscipline according to their discretion.

One participant even commented that the word 'sustain' was concerning, given that it meant to strengthen what is in existence which was actually not the case in that particular school. Another factor that was mentioned in the lack of collaboration was that of the ineffectiveness of the SGB to assist the SMT on such matters. Participants lamented that the SGB entirely relied on the knowledge of the SMT in policy establishment and implementation due to their lack of knowledge regarding policy. Therefore, SMTs were left to fill the roles of two sectors of stakeholders. The above responses therefore indicate that learner discipline is not sustained to a lack of partnership of stakeholders. There therefore remains a need for stakeholders to collaborate if discipline is to be sustained.

Although few schools reported problems that hampered their ability to collaborate, it was interesting to note that most respondents indicated that collaboration was in existence and enhanced efforts to sustain discipline in schools. In order to understand how these schools employed such collaborations so that discipline is sustained in their schools, the researcher probed further. Participants mentioned that the key to collaboration was shifting the thinking of discipline as an individual delegated duty to that of a partnership between stakeholders. SMT members provided practical examples of how leading by example helped to show stakeholders that school belonged to them and if they worked as partners, they would be able to achieve much. A key recommendation was for SMT to demonstrate to other stakeholders that they were invested in the school whilst also listening and understanding the different perspectives of stakeholders, thereby winning their confidence. In this way, stakeholders would begin to understand that in collaborating to sustain discipline, there are immense benefits.

Literature reveals that the amended provision of section 16 of SASA of 1996 states that the SMT must be established to assume responsibility and take accountability for the daily professional management of the school as well as the implementation of all policies (Republic of South Africa, 1996). The findings of the study revealed that the role of the SMT in sustaining learner discipline was essentially two-pronged. Firstly, it was to take accountability in the management of the school, and secondly, to oversee the implementation of policy. This is endorsed by Olsen and Cooper's (2004:89) observation that members of the SMT take responsibility for discipline issues referred by other staff members in the event of an act of indiscipline. Further, De Clercq (2000:9) states that the SMT in particular, have an intimate understanding of the day to day running of the school, and know what is needed to guide the school in translating policy decisions into practice to achieve intended goals.

Furthermore, on accountability and responsibility, Zepeda (2013:21) asserts the effective utilisation and development of human resources in a school depends on the management and leadership skills of the SMT. The findings revealed that, if all members are accountable, collaboration can be heightened as all SMT members would contribute to the implementation of policy once they are held accountable, and are responsible. The same is said by Maphosa and Schumba (2010:8) who assert that there is need to design a framework that introduces mutual empowerment meetings amongst members of the SMTs on how they can support each other, and implement existing rules, regulations and codes of conduct in an adaptable fashion for each school. A study by Makhashane and Khanare (2018) revealed that, it is essential to create inclusive leadership to facilitate collaborative decision making that addresses school indiscipline (See 2.7).

The role of SMT in policy management is as important as the role of the principal in such matters. The study revealed that the principal, as the chief executive officer, can lead collaborative efforts to sustain learner discipline by collaborative leadership skills. Van Wyk and Marumoloa (2012:104) opine that the functioning and roles of SMTs with regard to policy matters can, to a degree, also be derived from the core duties of the principal as and senior member of the SMT (See 2.7). Anderson-Butcher et al. (2008) assert that all that is required is one collaborative leader (who does not necessarily need to be the principal) to convene a collaborative team to focus on the improvement needs of the school.

6.3.2 A whole-school approach to the management of discipline

In the quantitative phase, participants ***strongly agreed*** that a whole-school approach to sustaining discipline was a success (see 5.4.4). When participants were asked about the strategy which was most effective in sustaining learner discipline, they maintained that when all stakeholders work together and are accountable for the management of the school, collaboration is most effective. Participants had strong views on accountability of all stakeholders from top-down being key in sustaining discipline. One participant even stated that the SMT of the school is empowered to handle less serious cases of indiscipline due to having a whole school approach where all stakeholders are accountable thereby discouraging learners from conducting themselves badly as all stakeholders would come together and correct that behaviour immediately. The few responses that disagreed to a whole-school approach being effective were found to be due to the lack of parental involvement. While all other stakeholders

may work exceptionally within a partnership of individuals, it only requires one stakeholder to break that cycle by not being committed and accountable. This leads to the next key finding on how collaborative strategies were being used to sustain discipline.

Participants indicated that when stakeholders are held accountable, collaboration becomes heightened. The SMT needed to invest time in ensuring that a follow up is made on the implementation of daily tasks and policies regarding the management of discipline. Participants assert that when people are called to account, a whole-school approach works effortlessly. All it takes it to get the initial start-up right. The whole-school approach was recommended by participants therefore indicating that it is effective in sustaining discipline. The key point to note in a whole-school approach is that when stakeholders are held accountable, the approach runs like a well-oiled machine, proving to be beneficial to sustaining discipline. Furthermore, stakeholders are collaborating in the process.

Another approach that was deemed effective by participants was that of initiating collaboration of small groups. Participants spoke of the power of communities that rally behind school to assist in all matters pertaining to discipline. This leads to an understanding that sometimes the power of a small groups can have dynamic effects. One particular school respondent spoke of a workshop in which they learnt of the power of small groups. This organization hosts workshops for SMT members, and many schools in ILembe mentioned that they were part of it. It was interesting to discover how involved the SMT of this school was in educating members on how to best help the school, that they took it upon themselves to attend a workshop out of school hours. Here they learnt about how to get the community to be involved in the management of behavior by giving everyone in the community a voice and an opportunity to bring their strengths and skills to assist the school. By bringing this back to the school and initiating this concept, they were able to kick off a whole-school approach to sustaining discipline, with respect and accountability of all individuals. The power of small groups was so highly praised by participants and the impact of this group on the cultivation of a climate of teaching and learning was apparent. It is for the reasons mentioned above that the data collected led to the discovery of how collaborations should start immediately, without awaiting intervention by the DoE.

Participants mentioned a range of NGOs and external stakeholders who were willing to assist them as schools. However, what was made clear was that the SMT was supposed to be willing to ask for help. Participants who claimed that discipline was sustained at their schools stated

that the SMT established networks with organizations that were helping other schools in ILembe district. They did not sit back and complain about the many things that the DoE was not doing to assist them. Rather, they took it upon themselves to engage, form networks and work towards the creation of a safe environment for all. Participants further stated that collaboration was a powerful tool that could be used to sustain discipline. They further maintained that regardless of the size of the group or team, collaboration can be successful if all stakeholders within the group or team are willing to work towards a common goal. Participants further noted that there is much potential in the power of small groups. They indicated that small groups can start collaboration that can yield dynamic results. Anderson-Butcher et al. (2008) state that all that is required is one leader (who does not necessarily need to be the principal) to convene a collaborative team to focus on the improvement needs of the school.

In adopting a whole-school approach to discipline, participants asserted that a buy-in of all stakeholders was necessary. Participants mentioned that the only time that approaches to managing discipline were rendered successful was when stakeholders were willing to participate in its implementation, not merely having it present on paper where it remained useless. Participants from schools that had a buy-in of all stakeholders; the SMT, educators, learners, SGB and external stakeholders, observed that collaboration was at its optimum where every stakeholder was driven to protect the school against indiscipline. One participant even mentioned that, as a principal, he got the SMT to buy-in to sustaining discipline by getting level one teachers involved in the management of the school. This is demonstrative of collaborative leadership. However, the threat to effective collaboration mostly mentioned by participants was that of lack of interest from the SGB as a major stakeholder in the management of discipline in schools. The key finding from this sub-theme was that participants asserted that the buy in and collaboration could be influenced by the leader of the school through collaborative leadership practices. If a leader sees a threat to collaboration, he can apply his collaborative leadership skills and influence the situation by asking the 'owners' of the school, i.e. the community, to get on board and to elect those who are willing to serve in the best interest of the learners and the school at large. They stated that by the leader leading by example, the community sees the investment made by the leader. In this way, when it is time to choose representation from the community, the community knows you as a leader and what you stand for, and in this way, a winning team is selected.

The findings revealed that policy was being implemented to manage learner discipline, yet; due to the fluidity of the school environment, a 'one-size-fits-all' approach to policy was not very effective in sustaining learner discipline. Hence, participants stressed the need to sustain discipline by tackling the problem collaboratively rather than merely implementing rigid policies.

Findings revealed that collaborations as support network encompasses the SMT, educators, the SGB and external stakeholders. Participants revealed that, in as much as it was the responsibility of the SMT to build strong and productive relationships with stakeholders, other stakeholders needed to be held accountable for engaging in, and creating partnerships. However, the lack of accountability greatly affected collaboration. Educators may be viewed as 'co-producers of leadership' (Harris, 2005:11), and Harris (2003:316) states that the teacher leader role focuses on participative leadership, where all teachers feel part of the change or development, and have a sense of ownership (See 2.12.4). Fullan (2001a) and Van Driel (2001) assert that experienced teachers tend not to change their current practice easily because it is rooted in their beliefs, and in the practical knowledge they have accumulated during their years of teaching (See 2.12.5). According to the South African Schools Act, parents as governors, have a greater representation amongst other governors in schools (Mestry and Grobler, 2007) (See 2.5.2). Despite such representation, research reveals that parents showed little interest in the education of their children. Bender and Emslie (2010:65), who conducted a study on family-school collaboration, noted that many parents did not instil good discipline at home as they regarded disciplining their children as the sole responsibility of the school (See 2.11.1).

Participants asserted that it was necessary for the SMT to display transparency in their management approach and collaboratively lead all stakeholders to form partnerships that can help to sustain discipline. Dewitt (2016) contends that collaborative leadership requires commitment and dedication, and that collaborative leaders need to be transparent, honest, trustworthy, compassionate, and responsible, in order to build concrete working relationships. In collaboratively leading stakeholders towards sustaining discipline, DeWitt (2016) suggests that collaborative leaders should allow others to have a voice in all decision making, allow for a shared vision, and foster partnerships for learning (See 3.5). Leithwood and Louis (2012:11) assert that collective leadership is the extent of influence that organizational members and stakeholders exert on decisions in their schools. Participants further stated that when the SMT leads by example, all stakeholders buy-in to the cultivation of a safe school environment. This is supported by Le Mottee and Kelly (2017:60) assert that a positive school climate is achieved

through a collaborative approach between learners, educators and members of the community working together and planning school improvements, identifying what works best, and what the current needs of the school are (See 2.8.1). The aforementioned sentiments are also reiterated by Woods, Levacic, Evans, Castle, Glatter, and Cooper (2006) who suggest that sustainability should be regarded as a key indication of the success of school collaboration.

6.3.3 Policies are designed yet not implemented, hence a need for collaboration

Literature suggests that the only viable way to tackle the scourge of indiscipline in schools is to ensure implementation of policies enacted by the Ministry of Education (Mestry, 2015) (See 2.8). However, there seemed to be noticeable variation in the extent to which schools implemented policies as officially conceived (Naidoo, 2005) (See 2.8). Bush (2007) says that schools are sometimes left with the residual task of transcribing external imperatives instead of determining the aims of their internal imperatives on the basis of assessment of their own needs and contexts (See 2.7). As a result, there remains inconsistencies in the implementation of policies. Some schools even did not have a clear vision of policy establishment and implementation for various reasons. Hence, the need for adopting a collaborative approach by getting all stakeholders involved to create opportunities that worked in the best interest of the learners. Many of the participants indicated that they had engaged with external stakeholders in a whole-school approach to assist in sustaining learner discipline rather than merely relying on policy implementation. In engaging with such a range of stakeholders, the finding further revealed that some schools had adopted an approach similar to that of The Ohio Community Collaboration Model (See 3.8.1). Working with such a model has a distinct advantage of allowing for multiple strategies simultaneously, subsequently enabling synchronized management, leadership and governance that extends beyond the boundaries of the school environment (Anderson-Butcher et al., 2008).

Despite the vital role of the SMT in policy implementation, findings noted that it was largely the responsibility of the SGB to establish policies related to the management of discipline. However, it was also found that in many schools, the SMT was left with the responsibility entirely. Squelch (2001) credits the current situation of indiscipline to the failure of the School Governing Bodies in establishing and implementing effective school policies, including school

safety policies, and discipline policies. Squelch (2001) further ascribes this failure to the glaring truth that SGBs are inadequately equipped to perform this indispensable function, leading to the lack of vision for policy implementation (See 2.5.2). Netshitahame and Vollenhoven (2002:314) conducted a study on school safety. The responses obtained from principals when asked about the safety missions and safety policies of their schools, indicated that most of the principals did not have a clear understanding of what was meant by the terms 'mission statement' and 'policies', nor of the importance thereof. Due to the lack of knowledge about imperatives such as a school mission statement and policy, some authors recommend that schools be encouraged to form partnerships with the school community in order to mobilize a system of school support networks (Netshitahame and Vollenhoven, 2002:317) (See 2.11.2).

In view of lack of vision of policy implementation or lack of imperatives as revealed in the findings, the establishment of partnerships is widely encouraged in literature. These collaborations can facilitate networks that can sustain discipline in schools. Le Mottee and Kelly (2017:60) assert that a positive school climate is achieved through a collaborative approach between learners, educators and members of the community working together and planning school improvements, identifying what works best, and what the current needs of the school are (See 2.8.1). This is an index of the diverse partnerships corroborating to implement successful educational change (Wedell, 2009).

In determining which collaborative strategies were used to sustain discipline, participants noted that policy implementation was necessary, yet not always effective due to the many inconsistencies surrounding implementation. Hence, many participants were of the view that policies were established and maintained, yet what posed a threat to collaboration was the fact that SGBs did not collaborate to effectively draw up policies nor did they have much knowledge of its implementation. Participants stated that they needed the bureaucratic red tape that surrounded such policy to be cut. Participants asserted that policy implementation, rules and following protocol were important, but in the case of indiscipline, where lives were stake, waiting for a go ahead from another stakeholder could have detrimental effects. Some participants opted for the ***strongly disagree*** option when asked if policy was implemented and effective in sustaining discipline. Participants stated that they would rather adopt a collaborative approach to sustain discipline rather than rely on policies with no uniformity in application due to the severity of discipline issues. Participants further noted that a holistic, all-

encompassing approach comprising the assistance of all stakeholders could be more successful in sustaining discipline than policy driven efforts.

6.4 Recommendations

In view of the findings of the study, the following recommendations with regard to collaborative strategies used by school management teams to sustain discipline in secondary schools are proffered:

1. The study brought to the fore the loopholes in policies that contribute to the ineffective implementation of them. Stakeholders are left to apply these policies as per their discretion in many cases of indiscipline, thereby compromising collaboration. It is therefore, recommended that policy makers revisit these policies as they remain the only strategy that the DoE has provided schools with for the management of discipline.

2. The Department of Education, via the directorate of Governance and Management, should consider hosting training sessions or workshops for SGBs to capacitate them on matters related to school governance so that they contribute to their roles as stakeholders in the management of discipline. Further capacitation is required on matters related to policy establishment and implementation so that as key stakeholders in the management of discipline, they are able to contribute to the process rather than burden the SMT of schools with their duties and responsibilities.

3. Another recommendation regarding public school governors is that The Department of Education, via the directorate of Governance and Management should adopt the approach of the Independent Board's criteria for the appointment of school governors.

4. This study has illuminated the lack of contribution of the DoE in assisting schools in sustaining discipline. It has also brought to light the fact that many NGOs and religious organizations which are willing to assist schools are positioned in communities to assist schools. It is therefore, recommended that SMTs collaborate in their education districts to compile a list of NGOs and religious organizations who are situated in the area and are willing to assist and collaborate with them. Thereafter, these organizations should be paired with schools to support them in areas such as discipline.

5. In facilitating collaborative efforts, it is recommended that the SGB incorporate accountability and transparency in all matters so that collaboration is heightened.

6. It is recommended that principals adopt a collaborative leadership approach in managing schools, and further lead by example of what they want to achieve for their schools. In doing so, adopting a collaborative leadership approach will encourage stakeholders to approach all aspects of school management with stakeholders who have a vested interest in the school.

6.5 Recommendations for future study

1. The findings of this study revealed much contention around the issue of policy implementation. The inconsistencies in application remained apparent in the data. Therefore, there is a need to investigate how policy implementation has influenced the management of discipline in schools.

2. This research study was confined to public schools from one district. It would be worth conducting a comparative study of how collaborative strategies are used to sustain discipline in public schools versus that of private schools.

3. Collaborative leadership to facilitate a whole-school approach surfaced as a key finding of this study. Therefore, it is recommended that a study be conducted to investigate how collaborative leadership can influence a whole-school approach to managing discipline.

4. This study revealed that collaborations do exist in school communities, whether by means of a small group or on a larger scale. It is therefore, recommended that a study be conducted in schools based on how collaborative strategies can be enhanced.

6.6 Limitations of the study

1. Due to the Covid-19 pandemic, strict regulations regarding social distancing were imposed. Data collection was therefore, problematic as the researcher conducted interviews under Level 3 of lockdown and as such, some participants did not want to be interviewed face to face. Therefore, the researcher conducted some interviews via social media platforms such as Zoom and Skype.

2. Due to a few interviews being conducted over Zoom and Skype, the researcher could not observe crucial elements of an interview process such as body language and eye contact. Furthermore, getting people to engage in to face to face interviews during a global pandemic remained deeply challenging, and even when they did agree, the protocols to be followed remained challenging and very time consuming. As a result, the data collection time was extended by three weeks.

3. The focus of this study was on the issue of indiscipline in schools. Participants in this study comprised SMT members and were therefore, required to be knowledgeable of policies, procedures and strategies related to discipline in secondary schools. However, not all SMT members were knowledgeable about the aforementioned aspects.

6.7 Conclusions

This study sought to explore the use of collaborative strategies by school management teams to sustain learner discipline in secondary schools. Many strategies were noted in deterring indiscipline, but this study sought strategies that can support the management of indiscipline in schools. In response to the research questions, the following conclusions were made: SMT members are responsible for the daily and professional management of the school; SMT members ensure that policy regarding discipline is implemented; they ensured that where policy fails, they were still able to sustain discipline by engaging with stakeholders to ensure that the safety of learners and educators was not compromised. In sustaining discipline, it can be concluded that when stakeholders form meaningful partnerships, strategies implemented are effective. These strategies include a whole-school approach to discipline, starting with small

groups that can drive the collaboration for a safe school. Getting buy-in of stakeholders is important so that they work effectively as a team, and influence all stakeholders to approach all aspects of the sustenance of discipline management with accountability and respect for each other. It can further be concluded that the experiences of SMTs in sustaining discipline in secondary school in ILembe district was positive in terms of the opportunities for assistance available. Participants indicated that they were now turning towards external stakeholders such as NGOs for assistance, rather than awaiting assistance from the DoE.

The contribution of the SMT to matters pertaining to discipline needs improvement. Participants had strong opinions regarding the lack of contribution from the SGB due to lack of education and lack of knowledge regarding policies. The study also brought to the fore the opinions of participants regarding the difficulties experienced in applying a whole-school approach and strictly following policy and procedure. They indicated that in most instances, policies were used to guide their decisions regarding indiscipline, but the most effective way was working together as a team in the best interest of the child and the school at large.

This study sought to investigate the collaborative strategies used by SMTs to sustain learner discipline, and the findings of the study showed that such strategies were in existence and that through collaborative leadership, SMTs were influencing all stakeholders to collaborate for the good of the school.

6.8 Contribution of the study

Due to the context and limitations of the study, and that fact that it centres on an issue such as discipline, it must be acknowledged that the study may not be representative of all education districts in South Africa. However, the value of this study is in providing schools with similar contexts and environments, useful information that can lead to better discipline management and educational delivery.

The research also provided extensive literature of global collaborative strategies used to sustain learner discipline across the world. Despite such extensive literature, even beyond this study, the DoE has failed to put together a practical guide for schools, incorporating such strategies that can be used to manage discipline in schools. As a result, policy makers may be encouraged to revisit policies directed at the management of discipline and provide greater assistance to schools.

School management team members may benefit from the finding of this study revealing the strategies that are used in ILembe district to sustain discipline. Many schools apply these strategies, but the key element is that of collaboration, which has far reaching effects on the management of discipline. This study illuminated how collaboration may be used not just to deter indiscipline, but to sustain discipline.

A key finding of how collaborative leadership may be used to influence stakeholders to form strong and productive partnerships was mentioned in the last chapter of this study. School managers found it beneficial to be informed of the current collaborative leadership practices being initiated in schools. By so doing, this study may pave the way for more collaborative leadership practices.

6.9 The contribution to new knowledge by the study

This research study attempted to offer valuable insight on how school management teams can use collaborative strategies to sustain learner discipline in secondary schools in ILembe education district. This study was limited to school management team members in both the quantitative and qualitative data collection phases. Furthermore, only four secondary schools in the ILembe education District formed the sample for the qualitative phase. The study could further be broadened by including both private and public schools as well as learners' perceptions regarding collaborative relations and strategies that can improve learner discipline in schools.

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Appendices

Appendix A: Title registration

UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA
UFS UV

Postgraduate Office
Faculty of Education

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University of the Free State
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Bloemfontein 9300
South Africa

T: +27(0)51 401 3651

www.ufs.ac.za
Duvenhagecs@ufs.ac.za

1 July 2020

APPLICATION FOR TITLE REGISTRATION

Applicant: Padayachee, AS
Student Number: 2017551959
Discipline: Education Management and Leadership
Study Code: Doctoral (EDML9100 / BC798883)

Dear Ms Padayachee

Your registered title is as follows: *"Exploring the use of collaborative strategies by school management teams to sustain learner discipline in secondary schools"*

All of the best with your study.

Yours sincerely,

Prof Jan Nieuwenhuis
Chair: CTR committee

Ms CS Duvenhage
Secretary: CTR committee

Appendix B: Ethical clearance

UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA
UFS UV

GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

28-Oct-2020

Dear Ms Amy Padayachee

Application Approved

Research Project Title:
Exploring the use of collaborative strategies by school management teams to sustain learner discipline in secondary schools

Ethical Clearance number:
UFS-HSD2020/1288

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis
Chairperson: General/Human Research Ethics Committee

205 Nelson Mandela Drive
Park West
Bloemfontein 9301
South Africa

P.O. Box 339
Bloemfontein 9300
Tel: +27 (0)51 401 9337
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Appendix C: Permission to conduct research

KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 3921063 / 033-3921051
Email: Phindile.duma@kzndoe.gov.za
Buyi.ntuli@kzndoe.gov.za

Enquiries: Phindile Duma/Buyi Ntuli
Ref.:2/4/8/6003

Ms AS Padayachee
120 Millview Road
Gledhow
STANGER
KWAZULU-NATAL
4450

Dear Ms Padayachee

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"EXPLORING THE USE OF COLLABORATIVE STRATEGIES BY SCHOOL MANAGEMENT TEAMS TO SUSTAIN LEARNER DISCIPLINE IN SECONDARY SCHOOLS",** in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 11 August 2020 to 10 January 2023.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma/Mrs Buyi Ntuli at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

ILEMBE DISTRICT

Dr. EV Nzama
Head of Department: Education
Date: 11 August 2020

GROWING KWAZULU-NATAL TOGETHER

Appendix D: Results from quantitative data

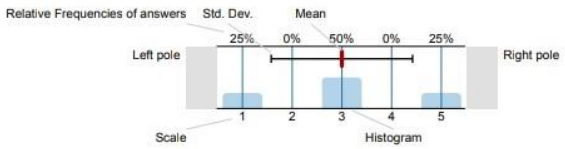
Ms Amy Padayachee

EduCol2 (EduCol2)
No. of responses = 87

Survey Results

Legend

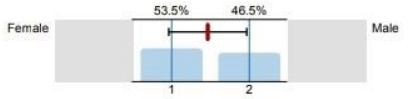
Question text



n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

1. Section A: Biographical Information

1.1) Gender



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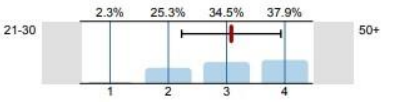
dev.=0.5

1.2) Age group



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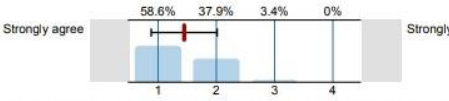
dev.=0.9

2. Section B

2.1) You promote structures at class and school levels to enable learners to be involved in the management of learner behaviour



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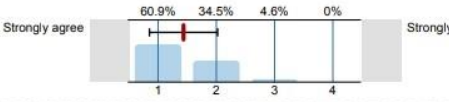
2.2) As a SMT member, you provide support to educators at all levels and support them in the management of discipline



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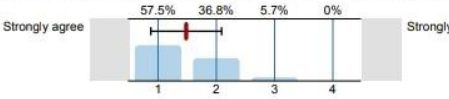
dev.=0.6

2.3) When dealing with indiscipline, you use policies and procedures to remind learners of unexpected behaviours



n=87
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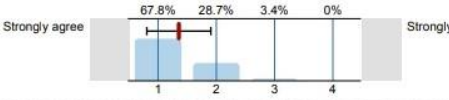
dev.=0.6

2.4) You encourage and display participation and teamwork



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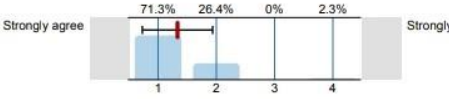
dev.=0.5

2.5) As a school management team member, you are accountable for the daily professional management of the school



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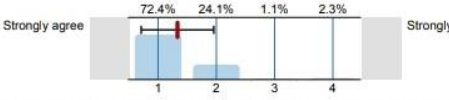
2.6) As a school management team member, you have a responsibility towards the implementation of policies



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av.=1.3
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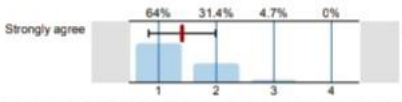
2.7) One of your roles as a school management team member is to protect educators from indiscipline related interruptions that may occur in instructional time



n=86
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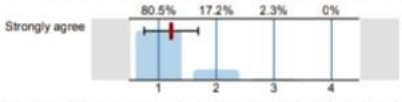
2.8) As a SMT member, you have a role to play in the creation of a safe environment for educators and learners



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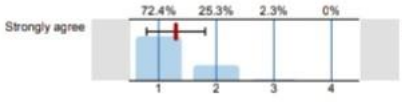
2.9) A role of the SMT is the implementation and maintenance of the school code of conduct



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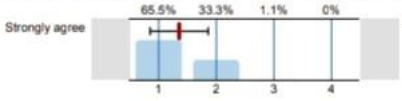
2.10) As a SMT member, you ensure that learners, staff and parents are aware of the decision-making process at all levels, particularly those pertaining to the management of discipline



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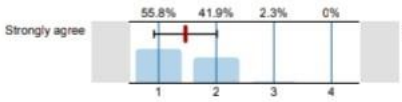
3. Section C

3.1) The management of discipline adopts positive behaviour support in line with notional legislation which is designed to promote constructive behaviour support



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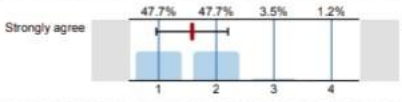
dev.=0.5

3.2) The school has a mandate to develop its own internal safety policies and procedures which is clearly communicated and disseminated to the school community in an inclusive way

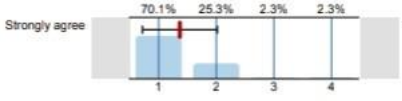


n=86
av.=1.6
dev.=0.6

3.3) Providing a safe school environment is linked to enforcing school rules

n=87
av.=1.2
dev.=0.5

3.4) Correct structures and procedures are implemented so that any disciplinary measures taken against ill-disciplined learners are administered in a fair and reasonable manner in accordance with the South African Schools Act and the Constitution of South Africa



n=87
av.=1.4
dev.=0.6

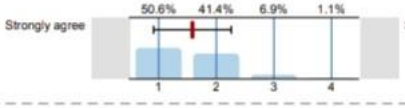
3.5) The School Safety Policy guides the course of action to be taken in the event of a situation that compromises the safety of any person on the school premises

n=87
av.=1.4
dev.=0.7

3.6) The SMT builds strong and productive relationships with stakeholders

n=87
av.=1.6
dev.=0.8

3.7) Learners discipline is approached collaboratively, rather than as a form of delegated duty



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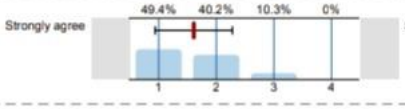
3.8) The National School Safety Framework is implemented as a whole-school approach to sustaining discipline



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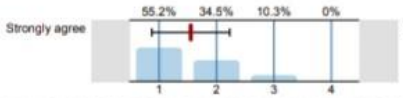
dev.=0.7

3.9) A School Discipline and Safety Committee is established and maintained



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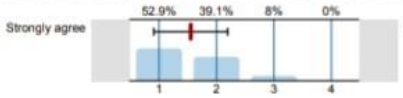
3.10) Strategies related to discipline management takes place within a framework where there is accountability and responsibility of everyone involved



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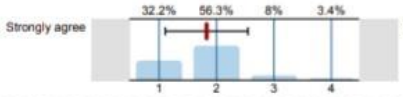
dev.=0.6

4. Section D

4.1) In applying a whole-school approach to policy implementation, indiscipline is deterred



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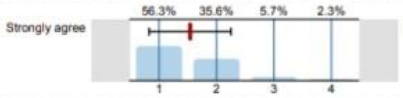
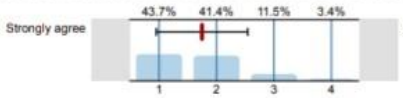
4.2) The SMT follows through with the implementation of policies to ensure a safe school environment



n=87
av.=1.5
dev.=0.7

4.3) Educators have a systematic discipline plan for all learners, outlining consequences for poor behaviour



n=87
av.=1.7
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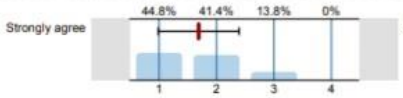
4.4) There is a shift from reactive strategies to preventative strategies



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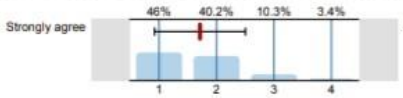
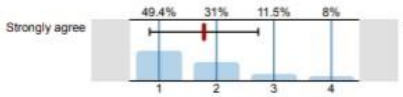
4.5) School stakeholders participate at different levels to identify problems, analyse situations and achieve solutions



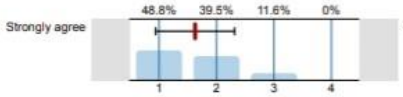
n=87
av.=1.7
dev.=0.8

4.6) Parents are invited to participate in the management of learner discipline



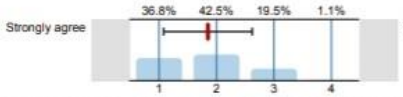
n=87
av.=1.8
dev.=0.9

4.7) Strategies related to discipline management takes place within a framework where there is accountability and responsibility of everyone involved



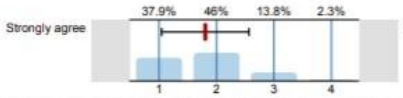
n=86
av.=1.6
dev.=0.7

4.8) There is partnership of many individuals in solving complex educational problems, generating a climate of remediation and prevention



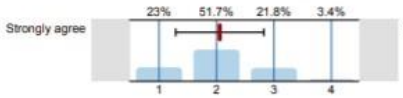
n=87
av.=1.9
dev.=0.8

4.9) The school displays a working relationship between two or more equal participants involved in shared thinking, shared planning and shared creation of integrated instruction



n=87
av.=1.8
dev.=0.8

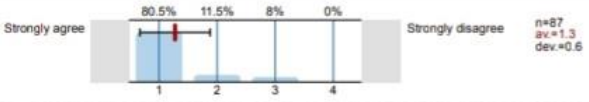
4.10) An effective behaviour management programme is built on choice



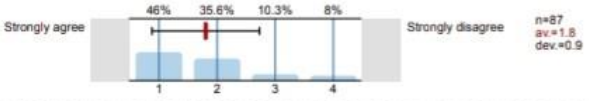
n=87
av.=2.1
dev.=0.8

5. Section E

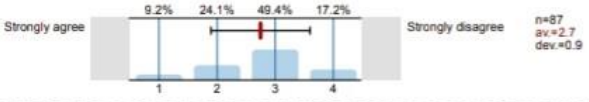
5.1) Indiscipline has a direct impact on learners, school personnel, families and the community at large



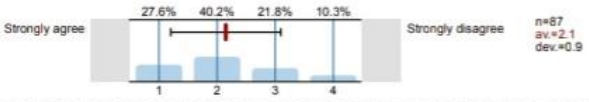
5.2) Despite learner discipline strategies being established and implemented, discipline remains a problem



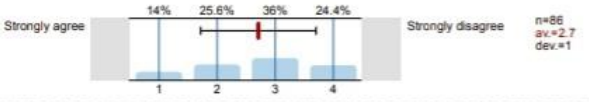
5.3) The South African Schools Act together with its stipulations, is sufficient as a strategy in sustaining learner discipline



5.4) All educational stakeholders and related stakeholders communicate effectively and are active participants in the management of discipline



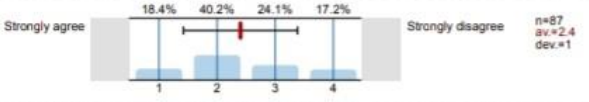
5.5) The school still subscribes to outdated learner discipline strategies



5.6) In handling indiscipline, there is accountability and responsibility of everyone involved

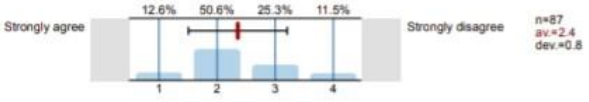
5.7) Adopted discipline strategies are effective in sustaining learner discipline

5.8) Learner behaviour is uncontrollable and learners display disrespectful behaviours



5.9) Intervention strategies by the Department of Education are being implemented and are successful in sustaining learner discipline

5.10) There is a clear and unambiguous communication amongst relevant stakeholders

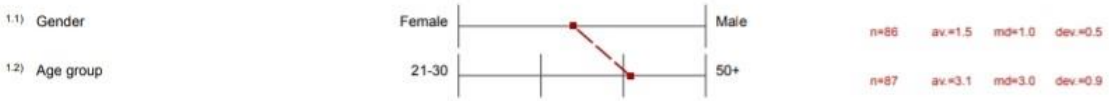


Profile

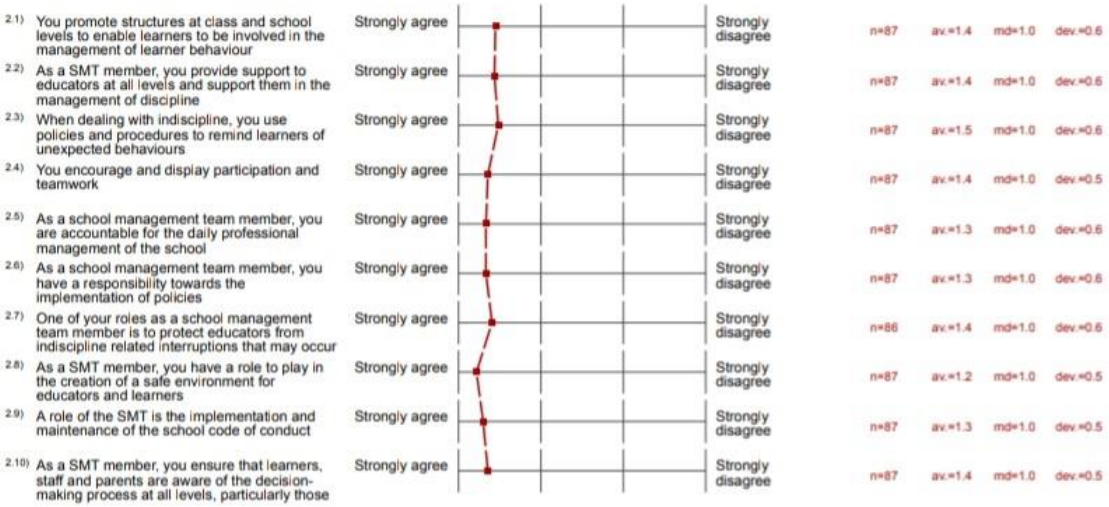
Subunit: Education
Name of the instructor: Ms Amy Padayachee
Name of the course: (Name of the survey) EduCol2

Values used in the profile line: Mean

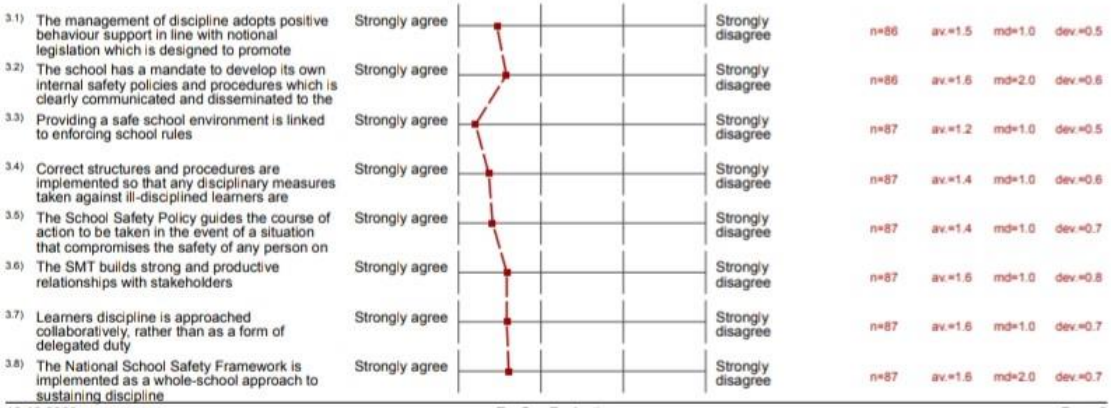
1. Section A: Biographical Information



2. Section B



3. Section C



3.9) A School Discipline and Safety Committee is established and maintained	Strongly agree	Strongly disagree	n=87	av.=1.6	md=1.0	dev.=0.7
3.10) Strategies related to discipline management takes place within a framework where there is accountability and responsibility of everyone	Strongly agree	Strongly disagree	n=87	av.=1.6	md=1.0	dev.=0.6

4. Section D

4.1) In applying a whole-school approach to policy implementation, indiscipline is deterred	Strongly agree	Strongly disagree	n=87	av.=1.8	md=2.0	dev.=0.7
4.2) The SMT follows through with the implementation of policies to ensure a safe school environment	Strongly agree	Strongly disagree	n=87	av.=1.5	md=1.0	dev.=0.7
4.3) Educators have a systematic discipline plan for all learners, outlining consequences for poor behaviour	Strongly agree	Strongly disagree	n=87	av.=1.7	md=2.0	dev.=0.8
4.4) There is a shift from reactive strategies to preventative strategies	Strongly agree	Strongly disagree	n=87	av.=1.7	md=2.0	dev.=0.7
4.5) School stakeholders participate at different levels to identify problems, analyse situations and achieve solutions	Strongly agree	Strongly disagree	n=87	av.=1.7	md=2.0	dev.=0.8
4.6) Parents are invited to participate in the management of learner discipline	Strongly agree	Strongly disagree	n=87	av.=1.8	md=2.0	dev.=0.9
4.7) Strategies related to discipline management takes place within a framework where there is accountability and responsibility of everyone	Strongly agree	Strongly disagree	n=86	av.=1.6	md=2.0	dev.=0.7
4.8) There is partnership of many individuals in solving complex educational problems, generating a climate of remediation and	Strongly agree	Strongly disagree	n=87	av.=1.9	md=2.0	dev.=0.8
4.9) The school displays a working relationship between two or more equal participants involved in shared thinking, shared planning	Strongly agree	Strongly disagree	n=87	av.=1.8	md=2.0	dev.=0.8
4.10) An effective behaviour management programme is built on choice	Strongly agree	Strongly disagree	n=87	av.=2.1	md=2.0	dev.=0.8

5. Section E

5.1) Indiscipline has a direct impact on learners, school personnel, families and the community at large	Strongly agree	Strongly disagree	n=87	av.=1.3	md=1.0	dev.=0.6
5.2) Despite learner discipline strategies being established and implemented, discipline remains a problem	Strongly agree	Strongly disagree	n=87	av.=1.8	md=2.0	dev.=0.9
5.3) The South African Schools Act together with its stipulations, is sufficient as a strategy in sustaining learner discipline	Strongly agree	Strongly disagree	n=87	av.=2.7	md=3.0	dev.=0.9
5.4) All educational stakeholders and related stakeholders communicate effectively and are active participants in the management of	Strongly agree	Strongly disagree	n=87	av.=2.1	md=2.0	dev.=0.9
5.5) The school still subscribes to outdated learner discipline strategies	Strongly agree	Strongly disagree	n=86	av.=2.7	md=3.0	dev.=1.0
5.6) In handling indiscipline, there is accountability and responsibility of everyone involved	Strongly agree	Strongly disagree	n=87	av.=1.9	md=2.0	dev.=0.8
5.7) Adopted discipline strategies are effective in sustaining learner discipline	Strongly agree	Strongly disagree	n=87	av.=2.0	md=2.0	dev.=0.8
5.8) Learner behaviour is uncontrollable and learners display disrespectful behaviours	Strongly agree	Strongly disagree	n=87	av.=2.4	md=2.0	dev.=1.0
5.9) Intervention strategies by the Department of Education are being implemented and are successful in sustaining learner discipline	Strongly agree	Strongly disagree	n=87	av.=2.7	md=3.0	dev.=0.9
5.10) There is a clear and unambiguous communication amongst relevant stakeholders	Strongly agree	Strongly disagree	n=87	av.=2.4	md=2.0	dev.=0.8

Comments Report

1. Section A: Biographical Information

1.3) Number of years experience as an SMT member

- Five
- 0
- 1
- 1.5
- 2 (4 Counts)
- 3 years
  3
- 3 (7 Counts)
- 4 (5 Counts)
- 5 (10 Counts)
- 6 (2 Counts)
- 7 (5 Counts)
- 8 (3 Counts)
- 9 (5 Counts)
- 10 years
- 10
- 11 (4 Counts)
- 12 (4 Counts)
- 13 (2 Counts)
- 14 (4 Counts)
- 15 (3 Counts)
- 16 (4 Counts)
- 17 (3 Counts)
- 18 (4 Counts)
- 20
- 21 (2 Counts)
- 22 years
- 26
- 30 (2 Counts)
- 31

6. Section F

6.1) Further comments

- A direct strict line of communication should be implemented as complaints progress up to a point and there are no follow up mechanisms in place.
- All the best and I hope you achieve the desired outcomes!

- Discipline in schools and society at large is a huge problem that hampers effective teaching and learning. Thus in turn affects the child's holistic growth and maturity. All stakeholders needs to effectively work together to reduce ill discipline from home, communities
- Discipline is still a major problem because our learners stayed with grandparents that fail to instill discipline to them which lead to be difficult as a school to discipline the learner who is from the background where they is no discipline at all.
- Discipline is the foundation in the transmission of effective lessons and obtaining excellent results. Strategies must be put into place bySMT to ensure that all stakeholders are on board with implementation of a discipline policy.
- Educators are warned against implementing corporal punishment but no alternative measures are given to help curb problems associated with discipline. Thank you.
- Indiscipline is an ongoing problem at schools. A possible way to solve this problem, is to find the root of it. A child's background or home situation could be the cause of indiscipline.
- Learners discipline should a shared duty and responsibility of all education and community stakeholders.
- Much as policies are in place with regards to discipline in the school collaborative implementation is still a challenge as a result the discipline of the whole school is still not up to the required level.
  Parental involvement is minimal which makes it difficult to achieve the expected level of academic performance.
- No further comments.
- Parental involvement in managing ill-disciplined learners must be encouraged. Social partners must play a more active role in assisting the school and identify learners to rehabilitate themselves. The nature of community service must be outlined clearly for offending, ill-disciplined learners.
- Smt play a larger role than the principal as an individual
- Social services/drug rehabilitation services are consulted. SAPS regularly consulted to assist.
- Strict discipline policies need to be implemented for effective learning to take place.
- Teachers usually develop their own styles of discipline for their classroom because we are dealing with children that are having different problems at home. Issues and stresses at their homes are major reasons for them to act against school rules.
- The role of SMT in implementing and maintaining learner discipline is as effective as the responsibility educators take in supporting th vision of the school and it's longer term success.
  Steering of a holistic multi disciplinary approach to handling disvoplineneeds full support from all stakeholders including the "culprits" in many cases namely,the parents.
- The school does experience discipline problem, but not to the extend that it becomes uncontrollable. When teachers follow the correc procedures and policies the discipline problems often become manageable.
- The survey has a positive bearing on the intention of the study to assist to curb indiscipline in schools.
- There is a very effective Displine policy adopted at school, which if implemented consistently, would eradicate ill-dscipline. But sadly, most teachers do not implement it in their classrooms or outside.
- There is no module/subject in the curriculum where learners are taught how to behaviour and it is disturbing when they have to shape their own behaviour based on what they believe is good without inculcation of good behaviour from professionals.
- When all stakeholders are involved in the policy making process then learners become more responsible and accountable as they realise that the rules and consequences are what they agreed on. Parents must take more responsibility as far too many of them shirl this duty.
- With a myriad of challenges experienced in South African schools, indiscipline poses as the greatest. With substance abuse, violent behaviors of learners on teachers and other learners, disrespectful learners, the lack of interest and motivation of learners towards their academic performance, further cripples the pedagogical objectives of the South African schools curriculum. Furthermore, the lack of assistance in dealing with indiscipline at schools, is also problematic, with little or no guidance from the Department of Education, and the lack of parental involvement in dealing with learner behavioral problems, further contributes toward indiscipline.
- excelent in everything

Appendix E: Quantitative data tool

EvaSys	**Exploring the use of collaborative strategies by school management teams to sustain**	Electric Paper

Mark as shown: ☐☒☐☐☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction: ☐■☐☒☐ Please follow the examples shown on the left hand side to help optimize the reading results.

1. Section A: Biographical Information

		Female	Male
1.1	Gender	☐	☐

		21-30	31-40	41-50	50+
1.2	Age	☐	☐	☐	☐

1.3 Number of years experience as an SMT member

2. Section B

		Strongly agree	Agree	Disagree	Strongly disagree
2.1	You promote structures at class and school levels to enable learners to be involved in the management of learner behaviour	☐	☐	☐	☐
2.2	As a SMT member, you provide support to educators at all levels and support them in the management of discipline	☐	☐	☐	☐
2.3	When dealing with indiscipline, you use policies and procedures to remind learners of unexpected behaviours	☐	☐	☐	☐
2.4	You encourage and display participation and teamwork	☐	☐	☐	☐
2.5	As a school management team member, you are accountable for the daily professional management of the school	☐	☐	☐	☐
2.6	As a school management team member, you have a responsibility towards the implementation of policies	☐	☐	☐	☐
2.7	One of your roles as a school management team member is to protect educators from indiscipline related interruptions that may occur in instructional time	☐	☐	☐	☐
2.8	As a SMT member, you have a role to play in the creation of a safe environment for educators and learners	☐	☐	☐	☐
2.9	A role of the SMT is the implementation and maintenance of the school code of conduct	☐	☐	☐	☐
2.10	As a SMT member, you ensure that learners, staff and parents are aware of the decision-making process at all levels, particularly those pertaining to the management of discipline	☐	☐	☐	☐

3. Section C

		Strongly agree	Agree	Disagree	Strongly disagree

3. Section C [Continue]

3.1	The management of discipline adopts positive behaviour support in line with national legislation which is designed to promote constructive behaviour support	☐	☐	☐	☐
3.2	The school has a mandate to develop its own internal safety policies and procedures which is clearly communicated and disseminated to the school community in an inclusive way	☐	☐	☐	☐
3.3	Providing a safe school environment is linked to enforcing school rules	☐	☐	☐	☐
3.4	Correct structures and procedures are implemented so that any disciplinary measures taken against ill-disciplined learners are administered in a fair and reasonable manner in accordance with the South African Schools Act and the Constitution of South Africa	☐	☐	☐	☐
3.5	The School Safety Policy guides the course of action to be taken in the event of a situation that compromises the safety of any person on the school premises	☐	☐	☐	☐
3.6	The SMT builds strong and productive relationships with stakeholders	☐	☐	☐	☐
3.7	Learners discipline is approached collaboratively, rather than as a form of delegated duty	☐	☐	☐	☐
3.8	The National School Safety Framework is implemented as a whole-school approach to sustaining discipline	☐	☐	☐	☐
3.9	A School Discipline and Safety Committee is established and maintained	☐	☐	☐	☐
3.10	Strategies related to discipline management takes place within a framework where there is accountability and responsibility of everyone involved	☐	☐	☐	☐

4. Section D

		Strongly agree	Agree	Disagree	Strongly disagree
4.1	In applying a whole-school approach to policy implementation, indiscipline is deterred	☐	☐	☐	☐
4.2	The SMT follows through with the implementation of policies to ensure a safe school environment	☐	☐	☐	☐
4.3	Teachers have a systematic discipline plan for all learners, outlining consequences for poor behaviour	☐	☐	☐	☐
4.4	There is a shift from reactive strategies to preventative strategies	☐	☐	☐	☐
4.5	School stakeholders participate at different levels to identify problems, analyze situations and achieve solutions	☐	☐	☐	☐
4.6	Parents are invited to participate in the management of learner discipline	☐	☐	☐	☐
4.7	Strategies related to discipline management takes place within a framework where there is accountability and responsibility of everyone involved	☐	☐	☐	☐
4.8	There is partnership of many individuals in solving complex educational problems, generating a climate of remediation and prevention	☐	☐	☐	☐
4.9	The school displays a working relationship between two or more equal participants involved in shared thinking, shared planning and shared creation of integrated instruction	☐	☐	☐	☐
4.10	An effective behaviour management programme is built on choice	☐	☐	☐	☐

5. Section E

5. Section E [Continue]

		Strongly agree	Agree	Disagree	Strongly disagree
5.1	Indiscipline has a direct impact on learners, school personnel, families and the community at large	☐	☐	☐	☐
5.2	Despite learner discipline strategies being established and implemented, discipline remains a problem	☐	☐	☐	☐
5.3	The South African Schools Act is sufficient as a strategy in sustaining learner discipline	☐	☐	☐	☐
5.4	All educational stakeholders and related stakeholders communicate effectively and are active participants in the management of discipline	☐	☐	☐	☐
5.5	The school still subscribes to outdated learner discipline strategies	☐	☐	☐	☐
5.6	In handling indiscipline, there is accountability and responsibility of everyone involved	☐	☐	☐	☐
5.7	Adopted discipline strategies are effective in sustaining learner discipline	☐	☐	☐	☐
5.8	Learner behaviour is uncontrollable and learners display disrespectful behaviours	☐	☐	☐	☐
5.9	Intervention strategies by the Department of Education are being implemented and are successful in sustaining learner discipline	☐	☐	☐	☐
5.10	There is a clear and unambiguous communication amongst relevant stakeholders	☐	☐	☐	☐

6. Section F

6.1 Further comments

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA

Appendix F:

Research study information leaflet

Dear PrincipalPrincipal

I am conducting research for my PhD thesis and would like to request permission to conduct the research at your school.

DATE

01 July 202001 July 2020

TITLE OF THE RESEARCH PROJECT

Exploring the use of collaborative strategies by school management teams to sustain learner discipline in secondary schools

PRINCIPAL INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Ms Amy Sarah Padayachee 2017551959 071 970 0798

FACULTY AND DEPARTMENT:

Faculty of EducationFaculty of Education
School of Education Studies: Education Management and Leadership School of Education Studies: Education Management and Leadership

STUDYLEADER(S) NAME AND CONTACT NUMBER:

Dr N. Gcelu
071 044 4316

WHAT IS THE AIM / PURPOSE OF THE STUDY?

The aim of the study is to explore the use of collaborative strategies used by School Management Teams for sustaining discipline in the ILembe District.

The focus of this study is to explore how school management teams (SMTs) use collaborative strategies to sustain learner discipline in secondary schools. The study seeks to explore ways in which SMTs can use collaborative strategies to manage the issue of poor discipline which is prominent in secondary schools in the Republic. Literature suggests that education

departments worldwide are implementing strategies to assist school managers and educators to manage discipline, yet learner misconduct remains a reality Although SMTs currently are using existing strategies to manage learner, SMTs are not focused on using collaborative strategies, therefore, the reality of the situation regarding discipline in schools remains a bone of contention. This study is therefore aimed at exploring collaborative strategies to sustain learner discipline in secondary schools.

WHO IS DOING THE RESEARCH?

I, Amy Sarah Padayachee, am an educator at a secondary school in ILembe district and I am employed by the KwaZulu-Natal Department of Education. I am studying towards a Doctoral degree in Education Management at the University of Free State. I am conducting my study on exploring the use of collaborative strategies by school management teams to sustain learner discipline in secondary schools. My study will seek to find collaborative ways of sustaining discipline in secondary schools. My study on exploring the use of collaborative strategies by school management teams to sustain learner discipline in secondary schools. My study will seek to find collaborative ways of sustaining discipline in secondary schools. I, Amy Sarah Padayachee, am an educator at a secondary school in ILembe district and I am employed by the KwaZulu-Natal Department of Education. I am studying towards a Doctoral degree in Education Management at the University of Free State.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received approval from the Research Ethics Committee of UFS. A copy of the approval letter can be obtained from the researcher.

Approval number: UFS-HSD2020/1288

WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

The specific target group of school management team members is invaluable to this study. As a stakeholder, you will provide information on how school management teams enhance collaborative strategies to sustain learner discipline in secondary schools. The knowledge and

experience of school management teams with regard to managing discipline will contribute to the study by providing insight into effective strategies for managing indiscipline through a collaborated effort.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

The data collection instruments that will be used in this study is in the form of questionnaires and interviews. The questionnaires, as a self-report measure, allow participants to express their attitudes, experiences, opinions, beliefs, and feelings toward a topic of interest. The interviews, as data collection instruments, will allow me to investigate and probe the responses of various interviewees to acquire valuable information regarding their thoughts, feelings, ideas, attitudes, values as well as concerns. The expected time for the completion of the questionnaire is approximately fifteen minutes and the expected time for the completion of interviews is approximately 30 minutes per participant.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

Information that participants will provide will not reveal their identity in any way whatsoever. The researcher will inform participants of their rights whilst participating in the study. Participants will remain anonymous throughout the study and no participants' names will be disclosed. The researcher will treat all information regarding the research as confidential. Participants may, at any time, for any reason, withdraw or terminate their participation in the research. Participation is entirely voluntary. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. Unfortunately, it will not be possible to withdraw once you have submitted the questionnaire or participated in an interview.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

This study may enlighten SMTs and educators on the leadership style and management strategies that can be used simultaneously in such a way that learner discipline strategies are enhanced, to effectively manage discipline in secondary schools. The school governing body (SGB) is a central component in the effective functioning of schools as the legalities of learner

discipline remain vested in the SGB. This study therefore, may benefit the parent component of school governance, as it may provide insight on the benefits of collaboration with other educational stakeholders. This study may highlight the plight of key role-players in the management of discipline and hence, enable policy makers to have a better understanding of the effect of these policies on discipline management in schools, and encourage the revision of those policies. This study may enlighten SMTs and educators on the leadership style and management strategies that can be used simultaneously in such a way that learner discipline strategies are enhanced to effectively manage discipline in secondary schools.

WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?

There are currently no anticipated risks to the study. However, if any risks arise during the course of the study, I will make the necessary referrals.

WILL WHAT I SAY BE KEPT CONFIDENTIAL?

All information will be kept entirely confidential and will not be disclosed at any time. All participants will receive full anonymity. All necessary measures will be taken by the researcher to ensure that no participant is harmed in any way by the research

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet in my home. For future research or academic purposes, electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval, if applicable. All copies of interviews will be destroyed after the project has been completed. Use of the stored data will be subject to further Research Ethics Review and approval if applicable. All copies of interviews will be destroyed after the project has been completed. This information may be used in the future for Research Ethics Review and or approval from the committee. No persons will have any access to the information that you will present in the interviews, and when presented to my supervisor, pseudonyms will be used rather than actual names of

participants. The interviews will be conducted at times convenient to you, probing through pre-set questions, but allowing them to share their perspectives freely.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICPATING IN THIS STUDY?

Participants will not benefit financially from participating in the study. No financial gain, cash nor kind will be rewarded to any participant.

HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact Amy Sarah Padayachee on 071 970 0798 or 032 552 3522. The findings are accessible for a year. Departmental and/or mobile phone numbers are acceptable. Should you require any further information or want to contact the researcher about any aspect of this study, please contact Amy Sarah Padayachee on 071 970 0798 or via email at amysarahp@gmail.com. Should you have concerns about the way in which the research has been conducted, you may contact Dr. N. Gcelu on 071 044 431.

Thank you for taking time to read this information sheet and for participating in this study.

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Appendix G:
Request for permission to conduct research

Dear PrincipalPrincipal

I am conducting research for my PhD thesis and would like to request permission to conduct the research at your school.your school.

DATE

01 July 202001 July 2020

TITLE OF THE RESEARCH PROJECT

Exploring the use of collaborative strategies by school management teams to sustain learner discipline in secondary schools

PRINCIPAL INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Ms Amy Sarah Padayachee 2017551959 071 970 0798

FACULTY AND DEPARTMENT:

Faculty of EducationFaculty of Education
School of Education Studies: Education Management and LeadershipSchool of Education Studies: Education Management and Leadership

STUDYLEADER(S) NAME AND CONTACT NUMBER:

Dr N. Gcelu
071 044 4316

WHAT IS THE AIM / PURPOSE OF THE STUDY?

The aim of the study is to explore the use of collaborative strategies used by School Management Teams for sustaining discipline in the ILembe District.

The focus of this study is to explore how school management teams (SMTs) use collaborative strategies to sustain learner discipline in secondary schools. The study seeks to explore ways in which SMTs can use collaborative strategies to manage the issue of poor discipline which is prominent in secondary schools in the Republic. Literature suggests that education departments worldwide are implementing strategies to assist school managers and educators to manage discipline, yet learner misconduct remains a reality Although SMTs currently are

using existing strategies to manage learner, SMTs are not focused on using collaborative strategies, therefore, the reality of the situation regarding discipline in schools remains a bone of contention. This study is therefore, aimed at exploring collaborative strategies to sustain learner discipline in secondary schools.

WHO IS DOING THE RESEARCH?

I, Amy Sarah Padayachee, am an educator at a secondary school in ILembe district and I am employed by the KwaZulu-Natal Department of Education. I am studying towards a Doctoral degree in Education Management at the University of Free State. I am conducting my study on exploring the use of collaborative strategies by school management teams to sustain learner discipline in secondary schools. My study will seek to find collaborative ways of sustaining discipline in secondary schools. My study on exploring the use of collaborative strategies by school management teams to sustain learner discipline in secondary schools.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received approval from the Research Ethics Committee of UFS. A copy of the approval letter can be obtained from the researcher.

Approval number: UFS-HSD2020/1288

WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

The specific target group of school management team members are invaluable to this study. As a stakeholder, you will provide information on how school management teams enhance collaborative strategies to sustain learner discipline in secondary schools. The knowledge and experience of school management teams with regard to managing discipline will contribute to the study by providing insight into effective strategies for managing indiscipline through a collaborated effort.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

The data collection instruments that will be used in this study are questionnaires and interviews. The questionnaires, as a self-report measure, allow participants to express their attitudes, experiences, opinions, beliefs, and feelings toward a topic of interest. The interviews, as data collection instruments, will allow me to investigate and probe the responses of various interviewees to acquire valuable information regarding their thoughts, feelings, ideas, attitudes, values as well as concerns. The expected time for the completion of the questionnaire is approximately fifteen minutes and the expected time for the completion of interviews is approximately 30 minutes per participant.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

Information that participants will provide will not reveal their identity in any way whatsoever. The researcher will inform participants of their rights whilst participating in the study. Participants will remain anonymous throughout the study and no participants' names will be disclosed. The researcher will treat all information regarding the research as confidential. Participants may, at any time, for any reason, withdraw or terminate their participation in the research.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

This study may enlighten SMTs and educators on the leadership style and management strategies that can be used simultaneously in such a way that learner discipline strategies are enhanced to effectively manage discipline in secondary schools. The school governing body (SGB) is a central component in the effective functioning of schools as the legalities of learner discipline remain vested in the SGB. This study therefore, may benefit the parent component of school governance, as it may provide insight on the benefits of collaboration with other educational stakeholders. This study may highlight the plight of key role-players in the management of discipline and hence enable policy makers to have a better understanding of the effect of these policies on discipline management in schools and thus encourage the revision of these policies.

WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?

There are currently no anticipated risks to the study. However, if such a risk may arise during the course of the study, I will make the necessary referrals.

WILL WHAT I SAY BE KEPT CONFIDENTIAL?

All information will be kept entirely confidential and will not be disclosed at any time. All participants will receive full anonymity. All necessary measures will be taken by the researcher to ensure that no participant is harmed in any way by the research. No participants' names or school names will be disclosed in any way. I will allow participants to view the letters of informed consent. Participants will also be allowed to have access to the permission letters granted by the respective Departments of Education, allowing me to conduct research. These letters will serve as proof that permission would not have been granted if any unethical practices were involved. I will then explain to participants the significance of the forms from the Department of Education and the stipulations of what is allowed or not during the research process. Participants will also be briefed on the implications of the consent letter. Participants' names will not be recorded, anywhere and no one will be able to connect you to the answers you give. Participants' answers will be given a fictitious code number or a pseudonym and will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. Participants' anonymous data may be used for other purposes, e.g. research report, journal articles, conference presentation, etc. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report. h. No participants' names or school names will be disclosed in any way. I will allow participants to view the letters of informed consent. Participants will also be allowed to have access to the permission letters granted by the respective Departments of Education, allowing me to conduct research. These letters will serve as proof that permission would not have been granted if any unethical practices were involved. I will then explain to participants the significance of the forms from the Department of Education and the stipulations of what is allowed or not during the research process. Participants will also be briefed on the implications of the consent letter. Participants' names will not be recorded, anywhere and no one will be able to connect you to the answers you give. Participants' answers will be given a fictitious code number or a

pseudonym and will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. Participants' anonymous data may be used for other purposes, e.g. research report, journal articles, conference presentation, etc. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet in my home. For future research or academic purposes, electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. All copies of interviews will be destroyed after the project has been completed. Use of the stored data will be subject to further Research Ethics Review and approval if applicable. This information may be used in the future for Research Ethics Review and or approval from the committee. No persons will have any access to the information that you will present in the interviews, and when presented to my supervisor, pseudonyms will be used rather than actual names of participants. The interviews will be conducted at times convenient to the participants, probing through pre-set questions, but allowing them to share their perspectives freely.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICPATING IN THIS STUDY?

Participants will not benefit financially from participating in the study. No financial gain, cash nor kind will be rewarded to any participant.

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If you would like to be informed of the final research findings, please contact Amy Sarah Padayachee on 071 970 0798 or 032 552 3522. The findings are accessible for a year. Departmental and/or mobile phone numbers are acceptable. Should you require any further information or want to contact the researcher about any aspect of this study, please contact Amy Sarah Padayachee on 071 970 0798 or via email at amysarahp@gmail.com. Should you

have concerns about the way in which the research has been conducted, you may contact Dr. N. Gcelu on 071 044 431.

Yours sincerely

Amy Sarah Padayachee

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Appendix H:

Consent to participate in this study

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study focus as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable). I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I agree to the recording of the insert specific data collection method.

I have received a signed copy of the informed consent agreement.

Full Name of Participant:

_____

Signature of Participant: _____

Date: _____

Full Name(s) of Researcher:

_____

Signature of Researcher: _____

Date: _____

Appendix I: Interview schedules

Dear Colleague

I take pleasure in sincerely thanking you for volunteering your kind assistance towards the research being undertaken at your respective school. I wish to conduct my research project at your school by interviewing you as a school management team member who contributes to the effective management of the school. My research topic is "**Exploring the use of collaborative strategies by school management teams to sustain learner discipline in secondary schools**" The information obtained from each participant will be handled with the utmost confidentiality and will be solely used for the purpose of this research project.

I thank you in advance for assisting me in this research process. I have confidence that the information obtained from this research will be beneficial in identifying strategies to curb indiscipline in secondary schools.

Yours sincerely

Amy Sarah Padayachee

BIOGRAPHICAL DETAILS OF PARTICIPANT:

1. Gender:

Male	Female

2. Age:

21-30	31-40	41-50	50+

3. Highest qualification:_____

4. Years of experience in teaching: _____

INTERVIEW SCHEDULE:

- Describe the safety policies that are designed and implemented to create a safe environment at your school.
- Can you explain the role of the SMT in sustaining learner discipline at your school?
- Describe the school climate in terms of the culture of teaching and learning.
- The school atmosphere is one where systems are in place, strategies are formed and implement and assistance is available for teachers. Do you agree or disagree? And why?
- Do learners communicate effectively with educators?
- Does the school incorporate a range of stakeholders join in to share the responsibility of school improvement and educational change? If so, can you briefly describe these stakeholders and their role in sustaining learner discipline?
- How do educators ensure that learners are aware of behaviour expectations?
- Does the school focus on promoting positive discipline? If so, how?
- Is self-discipline of learners encouraged? If so, How?
- Does the school principal, in collaboration with the SMT and SGB, build partnerships with and between the internal and external school community for their mutual benefit? If so, briefly describe how these partnerships are built and with whom?
- Are behavioral interventions research-validated? If so, How?
- How does the school and community collaborate in making important decisions about educational alternatives, particularly those pertaining to discipline?
- How are school rules reinforced by stakeholders?

Appendix J: Letter from language editor

Dr Jabulani Sibanda
Senior Lecturer: English Education
School of Education
Tel: (053) 491-0142
Email:Jabulani.Sibanda@spu.ac.za
Alternate e-mail: jabusbnd@gmail.com
Website: www.spu.ac.za
Cell: 0845282087

Date: 09.03.2021

RE: CERTIFICATE OF LANGUAGE EDITING

To whom it may concern

I hereby confirm that I have proof read and edited the following PhD Thesis using Windows 'Tracking' System to reflect my comments and suggested corrections for the author(s) to action:

TITLE: EXPLORING THE USE OF COLLABORATIVE STRATEGIES BY SCHOOL MANAGEMENT TEAMS TO SUSTAIN LEARNER DISCIPLINE IN SECONDARY SCHOOLS

Reference

- Author(s): AMY SARAH PADAYACHEE
- Student No: 2017551959
- Affiliation: University of the Free State

Although the greatest care was taken in the editing of this document, the final responsibility for the product rests with the author(s).

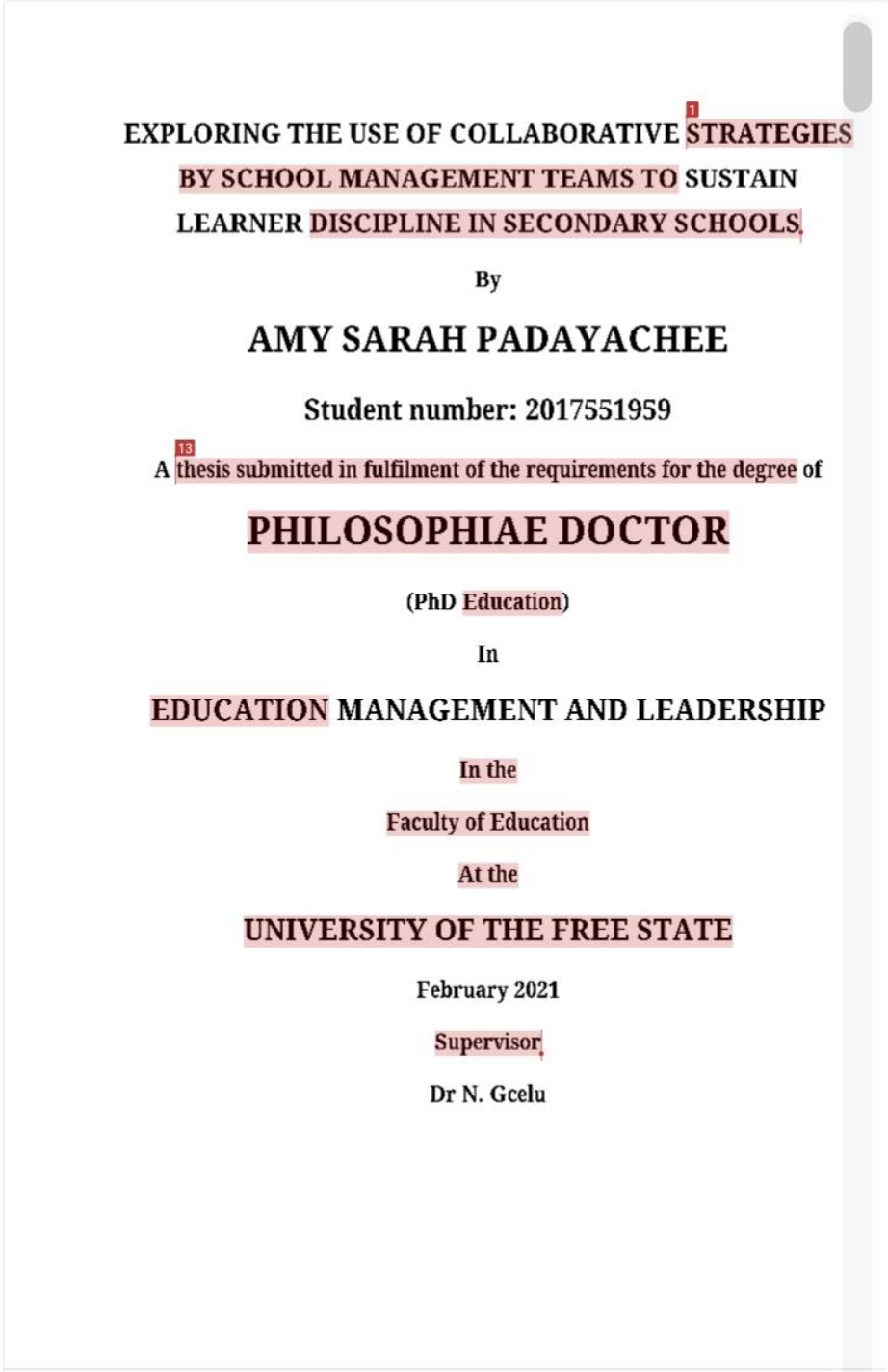
Sincerely

09.03.2021

SIGNATURE

This certificate confirms the language editing I have done in my personal capacity and not on behalf of SPU

Appendix K: TURNITIN report



EXPLORING THE USE OF COLLABORATIVE STRATEGIES BY SCHOOL MANAGEMENT TEAMS TO SUSTAIN LEARNER DISCIPLINE IN SECONDARY SCHOOLS

By

AMY SARAH PADAYACHEE

Student number: 2017551959

A thesis submitted in fulfilment of the requirements for the degree of

PHILOSOPHIAE DOCTOR

(PhD Education)

In

EDUCATION MANAGEMENT AND LEADERSHIP

In the

Faculty of Education

At the

UNIVERSITY OF THE FREE STATE

February 2021

Supervisor

Dr N. Gcelu

List of tables and figures

Tables

Figures