

**THE EFFECT OF NATIONAL EDUCATION POLICIES ON LEARNER
DISCIPLINE AND ACADEMIC PERFORMANCE OF SCHOOLS IN
THE TSHWANE SOUTH DISTRICT: A FOCUS ON SCHOOL
DISCIPLINE POLICY**

by

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DECLARATION

I, Selina Patricia Matsebele declare that: THE EFFECT OF NATIONAL EDUCATION POLICIES ON ACADEMIC PERFORMANCE OF SCHOOLS IN THE TSHWANE SOUTH DISTRICT: A FOCUS ON SCHOOL DISCIPLINE POLICY is my own work. Wherever contributions of others were involved, every effort was made to indicate this clearly and acknowledged by means of complete references.



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DEDICATION

It is compelling to express my very profound gratitude to my son and daughter in law, Thabo Matsebele and Refiloe Matsebele respectively, as well as my young, dedicated colleague, MF Pole for providing me with unfailing support in the digital world, and for their continuous encouragement throughout my years of study. Not forgetting my loving, supportive husband Jack: you are my “professor” my sounding board, my life partner and my dear friend. Thank you for your sacrifices. I appreciate and value you so much.

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ABBREVIATIONS

| | |
|--------|---|
| ABET | Adult Based Education |
| CAPS | Curriculum and Assessment Policy Statement |
| COSAS | Congress of South African Learners |
| DoE | Department of Education |
| ELRC | Education Labour Relations Council |
| FAL | First Additional Language |
| FET | Further Education and Training |
| IDSO | Institutional Development Support Officer |
| INSET | In-Service Training |
| IP | Intervention Plan |
| IQMS | Integrated Quality Management System |
| LIFO | Last In First Out |
| LTSM | Learning Teaching Support Material |
| MED | Master of Education |
| MEO | Multiple Examination Opportunity |
| OBE | Outcomes-Based Education |
| ODL | Open Distance Learning |
| PL1-4 | Post Level 1 to 4 |
| PPS | Poorly Performing Schools |
| RCL | Representative Council of Learners |
| SACE | South African Council of Educators |
| SASA | South African Schools' Act |
| SASAMS | South African Schools Administration and Management Systems |
| SAT | School Assessment Team |
| SBST | School-Based Support Team |
| SGB | School Governing Body |
| SIP | School Improvement Plan |
| SSIP | Secondary School Improvement Programme |
| UNISA | University of South Africa |
| US | United States of America |

ABSTRACT

The study was limited to three national education policies, which were the teacher-learner ratio policy, teacher workload policy and learner discipline policy. The problem was the learner moral decay, which was conspicuous to the public who saw learners all over the school grounds during contact time, along streets strolling to their schools without showing any remorse long after schools had started at 8h00. Poor academic performance in public secondary schools in the Tshwane South District is a cause for concern, whereby one of the schools in Tshwane South had only 6% of learners passing in 2018 out of 300 in Grade 8, and the rest were progressed. Qualitative methodology was used, and one-on-one interviews were conducted to collect data from the SGBs, SMTs and teachers of five poorly performing schools in the district. The study revealed that the incorrect development and implementation of the new national education policies had a negative impact on learner discipline and academic performance. The classrooms were overcrowded which meant the teacher-learner ratio and teacher workload were high. The learners and the parents were not provided with the Code of Conduct, and some teachers never read the education policies and did not know that the Code of Conduct is an alternative policy to the corporal punishment policy.

Consequently, learners who misbehave and are under the leadership of COSAS defy it because they are aware that teachers are ignorant of the correct procedure to enhance the Code of Conduct implementation. This implies that any case against the learners was considered unprocedural and nullified. It became evident that the Department of Basic Education needed to invest even more in education to deal with the issue of overcrowding by deploying more teachers and teacher assistants. The intervention was also necessary to equip stakeholders with skills in the adoption and implementation of national education policies. The intervention should empower the SGBs to develop and adopt the Code of Conduct correctly, teachers to maintain discipline with confidence and effectively to improve academic performance. As well as the powerful tools for planning correctly by the SMT to involve policy authorities for stakeholders' development. The implementation of the teacher-learner ratio policy, teacher workload policy and learner discipline policies required monitoring, and to be reviewed if necessary, to avoid disparity between policy and practice.

KEYWORDS

Education policy, Academic performance, Public secondary schools, Tshwane South, Code of Conduct, Implementation, Monitoring.

KAKARETŠO

Thuto ye e akareditšwe ka melawana e meraro ya thuto ya naga, lenaneo la ditekanyetšo ya barutiši le barutwana, lenaneo la mešomo la barutiši le lenaneo la maitshwaro la baithuti. Thuto ye e dira dinyakišišo mabapi le maitshwaro a go phuhlama a baithuti: barutwana ba ba kantie ga diphapuši tša bona ka nako ya thuto, ebile go nale setlwaedi sa go fihla ka morago ga nako sekolong. Se se hlola dipelo tša go se kgotsofatše dithutong tše di phagamego seleteng sa borwa bja Tshwane, gomme se ke tlhobaboroko. Mohlala, dikolong tsa borwa bja Tshwane, ke diperesente tše tshela fela tša baithuti ba mphato wa seswai go ba makgolo a mararo bao ba phasitšego ka noši ngwageng wa ketepedi lesome seswai, mola ba bangwe ba fitišetšwe.

Thuto ye e šomiša mokgwa wa di nyakišišo wa khwaliteitifi, mme dintlha di kgobokantšwe ka go šomiša molawana wa go botšiša dipotšišo thwii, re lebelelane ka mahlong go dihlopha tša go buša dikolo (SGBs), dihlopha tša taolo ya dikolo (SMTs) le go tšwa go barutiši ba dikolo tše hlano tša go se šome gabotse seleteng seo. Thuto ye e tšweletša gore go hloka tšweletšo ya maleba le tšhomišo mpe ya melawana e meswa ya thuto ya naga e nale khuetšo e mpe taolong ya baithuti le mešomong ya sekolo. Palo e kgolo ya barutwana diphapušing e baka morwalo o boima go barutiši. Baithuti le batswadi ga ba fiwe Melao ya sekolo ya maitswaro, gomme barutiši ba bangwe le bona ga senke ba ipha nako ya go bala melawana ya thuto ebile ga ba tsebe gore melao ya maitšhwaro ke mokgwa o mongwe wa go fapana le kotlo ya go betha.

Ka lebaka leo, baithuti bao ba sa itshwarego gabotse ebile ba huetšwa ke COSAS ba nyatša melao ya maitšwaro gobane ba lemogile gore barutiši ba hlokomologile mokgwa wo o nepagetšego wa go matlafatša tšhomišo ya maleba ya melao ye. Se se bolela gore kgafetša kgafetša melato kgahlanong le barutwana e tšewa okare ga se ya maleba ebile e phošetšwe. Go molaleng gore Lefapha la Thuto ya motheo le hloka go lokiša taba ya go tlala ga barutwana ka diphapušing ka go thwala barutiši bao ba lekaneng le bathuši ba barutiši. Go tsea karolo go thuša batšeakarolo ka

tsebo ya go amogela le go šomisa melawana ya thuto ya naga gwa hlokega. Se se ka matlafatša dihlopha tša go buša dikolo go amogela le go šomiša Melao ya maitswaro ka nepo, ele ge barutiši ba holega ka go netefatša maitshwaro ama botse le go kaonafatša dipolelo tša thuto ya barutwana.

Dipolelo di hlagiša gore lenaneo la tekanyo ya barutiši le barutwana, lenaneo la mešomo la barutiši le lenaneo la maitshwaro la baithuti di hloka go hlokomelwa le go lekolwa, gomme moo go hlokegago e hlahlobje gore go efošwe thulano magareng ga lenaneo tshepedišo le tiragatšo ya lenaneo leo.

MANTŠU A BOHLOKWA

Melawana ya thuto, Mešomo ya dithuto. Dikolo tše di phagamego tša bohle. Borwa ba Tshwane. Lenaneo la maitswaro, Tirišo, Tlhokomelo

OPSOMMING

Hierdie ondersoek word beperk tot drie nasionale onderwysbeleide: die beleid op die onderwyser-leerder-verhouding, die beleid op onderwyserwerkslading en die beleid op leerderdissipline. Die navorsing ondersoek wat meestal beskou word as die morele agteruitgang van die leerder: leerders is gedurende kontaktyd buite die klaskamer en daar is gedurige laatkommery. Die kommerwekkende gevolge hiervan is swak akademiese prestasie in openbare sekondêre skole in die Tshwane-Suiddistrik. By een skool in Tshwane-Suid het byvoorbeeld slegs 6% uit 300 Graad 8 leerders in 2018 geslaag, terwyl die res oorgeplaas is.

Die ondersoek maak gebruik van 'n kwalitatiewe metodologie, en data is ingesamel in een-tot-een onderhoude met lede van die skoolbeheerliggame (SBL'e), skoolbestuurspanne (SBS'e) en onderwysers van vyf swak presterende skole in die distrik. Die navorsing toon dat die onvoldoende ontwikkeling en implementering van nuwe nasionale onderwysbeleid 'n negatiewe uitwerking op leerders se dissipline en akademiese prestasie het. Die hoë onderwyser-leerder-verhouding in oorvol klaskamers het vir onderwysers 'n hoë werkslading tot gevolg. Leerders en ouers word nie van 'n Gedragskode voorsien nie, en sommige onderwysers het nog nooit die onderwysbeleid gelees nie en weet nie dat die Gedragskode 'n alternatief vir die lyfstrafbeleid is nie.

Leerders wat hul wangedra en deur COSAS beïnvloed word, minag gevolglik die Gedragskode omdat hulle bewus is dat onderwysers oningelig is oor die juiste prosedure ter bevordering van dié kode. Dit beteken dat sake teen leerders dikwels as prosessueel ongeldig beskou word en nietig verklaar word. Dit is duidelik dat die Departement van Basiese Onderwys aandag moet bestee aan die kwessie van oorvol klaskamers deur meer onderwysers en onderwysassistente aan te stel. Ingryping is ook nodig om belanghebbendes toe te rus met vaardighede vir die ingebruikneming en implementering van nasionale onderwysbeleide. So 'n ingreep sal SBL'e bemagtig om die Gedragskode korrek te ontwikkel en aan te neem, waardeur onderwysers bygestaan sal word in die handhawing van dissipline en die verbetering van akademiese prestasie.

Die bevindinge dui aan dat die implementering van die beleide op onderskeidelik die onderwyser-leerder-verhouding, die onderwyserwerklading en leerderdissipline monitering en, waar nodig, hersiening vereis ten einde skeiding tussen die beleid en die praktyk te vermy.

TREFWOORDE

Onderwysbeleid, Akademiese prestasie, Openbare sekondêre skole, Tshwane-Suid, Gedragskode, Implementering, Monitering

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CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION AND HISTORICAL BACKGROUND

This study investigated if the national education policies such as the teacher-learner ratio policy (SASA, 1996 8(c) 1:13), teacher workload policy (DoE Circular 129 1998:12; ELRC, 2003:C63) and learner discipline policy (SASA, 1996 10(1), that is the Code of Conduct, (ELRC 2003 section (5) E -8), affect discipline of schools in the Tshwane South District. There is a plethora of national education policies, but only three, formed part of this research because the teacher-learner ratio policy and the teacher workload policy might trigger ill-discipline if not well implemented, which might also culminate in poor academic performance. The 1997 Abolition of Corporal Punishment Act banned corporal punishment in schools (Ebrahim, 2018:1). In South Africa, the Poorly Performing Schools (PPS) found themselves in a predicament when managing discipline after corporal punishment was repealed in 1996 (SASA 1996: 10(1). Section 10 states that everyone has inherent human dignity and a right to its protection and provides that no person may administer corporal punishment at a school against a learner. The National Education Policy Act of 1996 mandated that no person should administer corporal punishment or subject a learner to psychological or physical abuse at any educational institution (Ebrahim, 2018:1). The new moral ground for discipline is currently enshrined in the constitutional values (ibid).

Policies help define rules, regulations, procedures and protocols for schools to run smoothly and safely and ensure that learners receive quality education (DoE, 2012: 10). School policies also help create a productive learning environment. School policies are promulgated, by the governing bodies in line with the South African Schools Act 84 of 1996, for rules and regulations to be in place and enforced (ELRC 2003: B-35). Having these policies in place means there are determined procedures on how school operations are implemented so that teachers, staff and learners know what is expected of them and could act accordingly (DoE, 2012: 11). School policies

save time, prevent confusion, unify the school and improve academic achievement (ibid). Ignorance of school policies might contribute to learners' ill-discipline and poor academic performance.

At some of the PPS, learners are found wondering about during contact time. This could mean something is not right regarding discipline in schools. The discipline policy is the focal point of this enquiry but few other national education policies, namely, teacher-learner ratio policy and teacher workload policy, which trigger ill-discipline when not correctly implemented, were also investigated to find out how they trigger ill-discipline and contribute towards poor academic performance. Since 2009, the Gauteng Department of Education (GDE) started to analyse the academic performance of schools (SASAMS 2016:1). Academic performance in some schools in the Tshwane South District has been fluctuating and is never above 60% (SASAMS 2016:1). This was a cause for concern. The Department of Education invested much in these schools, but the output remains low for some reason. The following section provides the implications of this research.

1.2 IMPLICATIONS OF THE STUDY

There has been limited research on national education policies such as the implementation of the teacher-learner ratio policy, the teacher workload policy and learner discipline policy in Pretoria. Research is beginning to emerge when already considerable damage is done to some of the public schools in the Tshwane South District. However, devotion assisted the researcher to go through a few related education policies that might also trigger disciplinary problems. These education policies are discussed and analysed in Chapter two. Due to the scarcity of research in this regard, to back up the discussion, the researcher's own experiences were also drawn from essential issues that were noticed.

This study intended to create awareness for interested parties such as fellow researchers and the national education department stakeholders in the Tshwane South District. The teacher-learner ratio policy and the teacher workload policy were selected because if incorrectly implemented, they trigger ill-discipline among the

learners. That is, the researcher looked at a few national education policies at the perspective of how they can contribute to ill-discipline. Moral degeneration in some of the public secondary schools was noted. This research created an awareness that misconduct could fail the learners. It also provided guidelines and action points on how these national educational policies could be implemented to maintain effective discipline in schools, and thereby improve academic performance in the Tshwane South District.

1.3 LITERATURE PREVIEW

According to Skills for learning (2018: 44), a literature review assists the researcher to see how other scholars have investigated the research problem that is of interest. Some of the functions of literature in qualitative studies serve to show that the researcher has identified some gaps in previous research. It also shows how literature will provide a benchmark for comparing the new findings of the study under investigation. A detailed review of literature follows in Chapter two of this research report.

Roodt (2018: 47) states that schools are embedded in society and change when society changes. This research looked into the national education policies in the new South African context (Roodt 2018: 48). Some public secondary schools are still grappling with this transition which presents a lot of problems in learner discipline and impact negatively on academic achievement. This study investigated if the national education policies such as the teacher-learner ratio policy, teacher workload policy and learner discipline policy, affect discipline in the Tshwane South District. The following section provides this study's theoretical framework.

1.4 THEORETICAL FRAMEWORK

Mukwambo (2016: 78) calls the theoretical framework a paradigm. Three most common paradigms are positivism, constructivism or interpretivism and pragmatism. Theories are processes inside these –isms, but other authors also call paradigms theories (ibid). For example, the interpretivism paradigm is also called the

interpretive theory [<http://www.bartleby.com>>essay-2020], although it is generally known that the paradigm is a theory building process (ibid) Each of these paradigms can be further categorised by examining their ontology, epistemology and methodology [<http://www.bartleby.com>>essay-2020] Paradigms are a cluster of belief systems which dictate and influence research. Research scholars call paradigms worldviews or necessary belief systems. Paradigms are based on epistemological forms, nature that reality takes and ontological relationships between the researcher and study as well as methodological assumptions that are concerned with how the researcher can go about finding out what they believe to be known through data presentation (Mukwambo, 2016:78). Social Science consists of competing paradigms. Mukwambo (ibid), identifies the Critical Theory which emphasises reflective assessments and critique of the society and culture. Interpretivism considers that it is impossible to have value-free research because the researchers draw on their values and beliefs throughout the research process (ibid).

The type of topic for this study dictated the nature of reality to be qualitative. The researcher employed the interpretivist theory and also drew from elements of the Critical Theory. Interpretivists argue that reality is subjective, and it can be understood in its natural day-to-day setting from those who experience it (ibid). Therefore, the researcher sought to understand and portray the participants in their situations. The interpretivist theory is appropriate for this study because it enabled the researcher to collect qualitative data from the participants, that is the SGBs, SMTs and teachers from their settings or schools. Good discipline and good morals create a conducive climate for teaching and learning. Good morals lay a suitable ground for effective teaching and learning.

The study also drew from the Critical Theory. Critical theorists' critique current conditions and propel action towards better conditions in the future (Mukwambo, 2016: 79). The national education policies were critiqued and interpreted to find out if they affected discipline in schools in the Tshwane South District. That was done to identify discrepancies on the policy itself or in its implementation to improve the future climate for learning.

Roodt (2018: 52) maintains that schools are embedded in society and change when society changes. This research looked into national education policies in the new South African context. Critical Theory also examines competing for power (Mukwambo, 2016:80). However, this research critiqued the transition of the national education policies from the Bantu education system during the apartheid era into the new education system in the democratic regime. Critical Theory was suitable for this research to interrogate the implementation of the new discipline education policy further.

Finally, the methodological assumption was sourced because it is concerned with how the researcher can go about finding out what they believe to be reality. That is, which procedures were followed when conducting this study and therefore determine the research methods followed in this study for data collection, data analysis and data presentation. The next sub-topic is about the problem statement.

1.5 PROBLEM STATEMENT

The understanding and implementation of the national education policies such as teacher-learner ratio policy, teacher workload policy and learner discipline policy seem to pose endless problems in public schools in the Tshwane South District. Since the abolition of corporal punishment and the proclamation of the new disciplinary system, for instance, public schools in this district seem to be in shambles (SASA 84 1996: 10(1), (ELRC, 2003: B-37). The problem is conspicuous in the deteriorating conduct and poor academic performance by learners (SASAMS, 2017:3), particularly in public secondary schools in the Tshwane South District (DoE, 2010: 1). Passers-by have seen learners all over the school grounds during contact time, along streets strolling to their schools without showing any remorse long after schools have started at 8h00 AM. Many times on television, it has been broadcasted and shown when a Black female learner beats up a White female teacher in Gauteng; and when a male learner killed a teacher at a North West school in 2017. According to the statistics in SASAMS (SASAMS, 2017: 10), one of the schools in Tshwane South only had 6% learners passing in 2017 out of 300 in Grade 8 in 2018 (ibid), and the rest were progressed. Such learners get progressed or accelerated, as it is alternatively called, up until Grade 12 where they get stuck and are expected

to modularise to conceal the school's actual performances. Academic performance in one of these schools in the 2018 Matric June examinations, was 20% pass and it got the last position in the district (Meeting presentations & SASAMS administrator, 2017). This condition compromises the quality of education in the Tshwane South District.

Research Question

What is the effect of national education policies on learner discipline in the Tshwane South District schools?

Sub-questions

1. What are the perceptions of school stakeholders on national education policies such as the teacher-learner ratio policy, teacher workload policy and learner discipline policy, on learner discipline in the Tshwane South District schools?
2. What procedures are followed in developing and implementing the national education policies in the Tshwane South District schools?
3. How could policy authorities be involved in the successful development and implementation of national education policies?

The Aim of the Study

To investigate the effects of the new teacher-learner ratio policy, teacher workload policy and learner discipline policy on discipline in the Tshwane South District secondary schools.

Objectives of the Study

1. To determine the perceptions of school stakeholders on the effect of the teacher-learner ratio policy, teacher workload policy and learner discipline policies on discipline.

2. To verify if the stakeholders followed the correct procedures in developing and implementing the national education policies.
3. To determine recommendations for the involvement of policy authorities in the development and implementation of national education policies at public secondary schools in the Tshwane South District.

1.6 RESEARCH DESIGN AND METHODOLOGY

Different authors attach different meanings to research concepts. Most researchers call the research design a plan (Cohen 2017: 212; Mukwambo 2016: 78; Bak, 2017; [<http://www.projecguru.in/>selecting-research-approach-busi>] [Oct 12, 2016], but Cohen (2017: 2120), calls it a plan and a process and use the concepts plan and process interchangeably below. The researcher concurs with the majority of authors who call the research design a comprehensive research plan as outlined below. The research design refers to the whole plan of the study [<http://www.projecguru.in/>selecting-research-approach-busi>] [Oct 12, 2016]. However, different authors define the research design differently. According to Cohen (2017 :212), the research design is a systematic process of collecting and analysing data for some purposes. Therefore, the research design is a way in which one collects and analyses data. According to Mouton (2015), research methodology focuses on the process and the kind of tools and procedures used by the researcher. In this study, the researcher used teachers, School Governing Bodies and School Management Teams because of their knowledge and awareness of the current situation of implementing the national education policies in their respective schools.

The questions in this study aimed to investigate the effect of national education policies on learner discipline and academic performance in schools in the Tshwane South District. To answer these questions, a qualitative approach was the most appropriate choice for the researcher to adequately investigate the problem. A qualitative method was chosen as it assisted the researcher to have an understanding of the experience of the research participants and their social and

cultural context. Cohen (2017: 213) indicates that in qualitative research, the goal is to obtain knowledge that is more detailed or explore ideas rather than obtain findings. According to Cohen (2017: 214), a research design refers to a plan for selecting subjects, research sites and data collection procedures to answer the research question.

Qualitative methods such as semi-structured interviews were adopted. Semi-structured interviews were used to convert data into the information directly provided by the participants. Providing access to what is inside a person's mind makes it possible to measure what a person knows (Mukwambo, 2016: 92). A qualitative research design assisted in collecting reliable information directly from the source; the primary source. The researcher chose this method for its comprehensiveness that facilitated gathering as much data as possible and analysing it for the justification and conviction of the problem under investigation. A detailed research design and methodology is outlined in Chapter 3.

1.7 STUDY AREA

The study was conducted in the Tshwane South District. The researcher made a careful selection of material that was relevant to this research in temporal and spatial terms (Seroto, 2015: 12). In temporal terms, the schools that were selected are currently still existing and performing poorly. In spatial terms, the schools are situated within a minimum distance ranging from a walking distance of one kilometre to about 15 kilometres apart. This area was selected for feasibility reasons regarding accessibility with regard to the travelling distance daily when conducting empirical interviews which were planned to stretch over a week as scheduled in Appendix D. Travelling costs to research this sampled area were also minimised. Both the reasons provided contributed to the financial accessibility and convenience in carrying out this study.

1.8 SAMPLING

Sampling is the process of selecting units from a population of interest so that by studying the sample, we may reasonably generalise our results back to the

population from which the participants were chosen (Mdluli, 2017: 9). In this study, the researcher developed a sample frame from the analysis of results for secondary schools in the Tshwane South District (DoE Gauteng Province, 2011: 13) and selected purposeful sampling to identify five public secondary schools that performed poorly in Tshwane South District in the year 2011. These schools were selected because the researcher believed they were information rich and might provide adequate knowledge of how the national education policies affect discipline and academic performance in these schools. Mdluli (2017: 9) states that purposeful sampling means that the participants are selected because of some defining features that make them the holders of the data needed for the study. Semi-structured interviews were used. The participants included a total of 45 knowledgeable members of the School Governing Body (SGB); School Management Team and teachers. That means three members per category per school were selected. This totalled nine participants per school and a total of 45 from five schools. Discipline in these schools is perceived to be a challenge, and academic performance is low.

1.9 DATA COLLECTION TECHNIQUES

Qualitative researchers prefer more open-ended, semi-structured data collection techniques listed in the interview guide in Appendix E. These were the primary sources of data collection. Out of the possible options for using structured, unstructured and semi-structured interviews, the researcher opted for the latter because it is a conversation with a purpose (Mukwambo, 2016: 92). Semi-structured interviews took the form of a conversation with the intention that the researcher explored the participants' views, ideas, beliefs and attitudes about specific events or phenomena. These interviews are directed, in-depth, informative, focused and intensive (ibid).

1.10 DATA ANALYSIS

Constant Comparative Analysis

The researcher used Constant Comparative Analysis to analyse data. Constant comparison is a data-analytic process whereby each interpretation and finding is

compared with current findings as it emerges from the data analysed (Benton, 2017). The Constant Comparative method is an inductive data coding process used for categorising and comparing qualitative data for analysis purposes. The theory developed using the constant comparison method is considered “grounded” because it is derived from everyday experiences as constituted by the data.

Coding

Data analysis is the process of bringing order, structure and meaning to the mass of collected data (Renuka & Jonathan, 2015: 27). It is a relatively systematic process of coding, categorising and interpreting data to provide explanations of a single phenomenon of interest (ibid). Responses were compared, the relationships described, categorised by identifying patterns, assigning codes to central themes and classifying them under the central themes that are identified.

Similarly, Kumar (2014) identifies three steps in analysing data:

Step 1: Identifying codes to the data.

Step 2: Assigning codes to the categories.

Step 3: Classifying the categories under the central themes.

The researcher went through the transcripts of all the materials from the interview notes, identified codes, classified codes into categories and categories into themes. Coding implied that the coded data were not presented in their original format, but the researcher wrote themes and affixed codes to a set of notes drawn from the participants, using alphabets. Removing errors of data took place before data were analysed and gaps were filled (Renuka & Jonathan, 2015: 27). The researcher returned to the field repeatedly to confirm the information and to fill gaps when some information was missing.

1.11 ETHICAL CONSIDERATIONS

Research Ethics refers to the application of a moral Code of Conduct, where participants are the focus of empirical research (Biggam, 2018). This research was conducted, keeping the ethical criteria in mind. The researcher took measures to

ensure that research Ethics were complied with by informing participants about the research programme, and also indicating reasons for the participants and why the study was conducted and why it is significant. The district office and the participating institutions were given letters requesting permission to research the premises under their jurisdiction. The confidentiality of participants was maintained by using pseudonyms. Mdluli (2017: 12) emphasises that in qualitative research, enquirers use aliases or pseudonyms for individuals and places to protect the identities of participants. The participants' right to privacy was ensured, and responses to interviews were reported without names and identifiable data. The researcher also explained to the participants that participation in this study was voluntary and they were allowed to withdraw at any time should they so wish. The participants were provided with informed consent forms to sign as proof that they agreed to participate in the study.

1.12 CHAPTER OUTLINE

Chapter 1: Introduction and Background to the Study

This chapter served as an introduction to the research. It provided an exposition of the topic. The background about the effect of the national education policies on discipline was presented as well as a brief research design. There is a plethora of national education policies but only three, namely, the teacher-learner ratio policy, teacher workload policy and learner discipline policy, were researched because they might trigger ill-discipline easily if not well implemented, which might also culminate in poor academic performance.

Chapter 2: Literature Review

The researcher explored the views of other scholars concerning the effects of the teacher-learner ratio policy, teacher workload policy and learner discipline policies on the academic performance of schools. The literature reviewed included books, theses, journal articles, newspaper articles, and policies.

Chapter 3: Research Design and Methodology

This chapter describes the research design and methodology in detail. The research design refers to the whole plan of the study [<http://www.projecguru.in> >selecting research-approach-busi] [Oct 12, 2016]. The information on how the participants were chosen was also indicated, including how data were collected.

Chapter 4: Data Analysis and Interpretation

This chapter presents details of how data were analysed, interpreted and presented. Data analysis is a systematic process of coding, categorising and interpreting data to provide explanations of a single phenomenon of interest. The constant comparative analysis method was used.

Chapter 5: Summary, Conclusion and Recommendations

This is the most critical chapter of the study where findings were summarised, and the study's recommendations suggested. The chapter presented a summary of the findings and recommendations on how the Code of Conduct could be adopted and implemented to be effective.

1.13 CONCLUSION

Chapter one was a preliminary framework for the anticipated research study, which was an outline of all topics that formed the research plan and used to complete the study. A brief overview was provided about the challenges that precipitated during the transition from the implementation of apartheid education policies to the new national education policies in the democratic South Africa. The following chapter provides a literature review on the study where different authors present information regarding the implementation of national education policies, how these policies affect discipline and academic performance of schools, as well as the recommendations of how to improve the existing conditions.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter was an introduction that provided the exposition of the topic and background of the study. Chapter two forms the basis from which the reader will have a theoretical foundation to compare the results obtained from personal interviews with participants through the Constant Comparative Analysis method. This chapter presents a review of the literature, where different authors present different views and recommendations internationally and nationally. Their views are sourced from different avenues such as reports, curriculum documents, government publications, curriculum policies, journals and articles. The purpose of the study was to investigate the effect of only three national education policies, named: the teacher-learner ratio policy, teacher workload policy and learner discipline policy on learner discipline of schools in the Tshwane South District. The related literature was reviewed to provide answers to the sub-questions. The first sub-question assessed the understanding of the participants regarding the effect of national education policies, with a focus on the policy of discipline. The second sub-question investigated the procedures for the implementation of national education policies. Finally, the involvement of policy authorities in the successful implementation of the national education policies was scrutinised.

2.2 VIEWS ON HOW TEACHER-LEARNER POLICY, TEACHER WORKLOAD POLICY AND THE LEARNER DISCIPLINE POLICY AFFECT DISCIPLINE AND ACADEMIC PERFORMANCE

National education policies are designed to govern and manage activities in schools. For manageability reasons, this research focused on a few policies that had a direct influence on discipline and academic performance of schools. Therefore, literature was reviewed on the teacher-learner ratio policy, teacher workload policy and the discipline policy only. These policies seem isolated, but they have a common

attribute of triggering ill-discipline if not correctly implemented. In this chapter, the different authors' views on the implementation of each policy and its recommendations are presented.

2.3 PERCEPTIONS ABOUT THE EFFECT OF THE TEACHER-LEARNER RATIO POLICY ON DISCIPLINE AND ACADEMIC PERFORMANCE

SASA (1996 8(c) 1:13) specifies the teacher- learner ratio. In 1995, parties to the ELRC signed a collective agreement in South Africa (ELRC Resolution 4:1995). This resolution provided a guideline on learner- educator ratio as follows: Primary schools 40:1 and secondary schools 35:1. Subsequently, in 1998 post provisioning norms were developed and fully implemented in the year 2000 (Government Notice 1676: 1998). The teacher-learner ratio refers to the number of learners enrolled divided by the number of teachers, regardless of their teaching assignment (Meier, 2017:171). The question of teacher-learner ratio has always been a matter of concern from many teachers and people who have an interest in education. The reviewed literature sheds light on the distribution of different teacher-learner ratios in schools across the world. Literature revealed that high teacher-learner ratios of up to 1:120 were experienced in poor African countries such as Kenya with the highest rates of disciplinary problems and poor academic results. The findings indicated a similar trend in KwaZulu-Natal, a rural province with ratios reaching 1:50. However, according to the Department of Education [Pupil-teacher ratio.politicsweb.co.za.] [27/07/2012]. The Department has a strategic objective to reduce the class size in schools (ibid).

In contrast, Brozak (2017: 1) points out some excellent benefits of lower teacher-learner ratios because of minimal issues of misconduct experienced, coupled with learner individual attention that is enabled. These schools keep their ratios between 15 and 20. In America, Europe and Denmark, the teacher-learner ratio is less than 1:20 while in South Africa it remains between 1:30 and 1:40 (Brozak 2017: 1) . The bigger the ratio, the more the ill-discipline and the poorer the academic performance.

The policy for the teacher-learner ratio for primary schools is 1:40 and 1:35 for public secondary schools in South Africa (Meier, 2017:171). When compared with teacher-learner ratios in other countries mentioned above, the South African ratio is too large. That is in America, Europe and Denmark, it is less than 1:20 while in South Africa it remains between 1:30 and 1:40 (ibid). The statistics indicate that the teacher-learner ratio in South Africa was 30.7 in 2009 and 37.1 in the past 29 years Pheko and Mosothwane (2017:158). This is an apparent conflict between aims and outcomes. The aim to produce good results is high, but the results are low. Hence there is a need to investigate this policy and its implementation. The teacher-learner ratio policy of 1:35 for public secondary schools and 1:40 for primary schools was rejected by many White parents (Meier, 2017:171) because they believed that it would compromise teaching standards and teacher enthusiasm (ibid).

The challenge of the teacher-learner ratio coupled with many other problems prevalent in the education system shows that there are severe inadequacies in the education system in South Africa because of the high unproportional teacher-learner ratios. A spot check in the Quko study area, indicates that most schools are understaffed by between two to eight teachers (Meier, 2017:171). Currently, the teacher-learner ratio ranges between 1:35, and 1:70 learners in the class. The teacher-learner ratio needs to be considered because it is the primary factor that affects discipline and academic performance in South African schools. In almost all the public secondary schools, disciplinary problems are triggered by overcrowded classrooms that result in ill-discipline because it is challenging to manage a big class effectively. It is not only challenging to teach big classes, but the educational goal under such circumstances is also unachievable. Learners tend to be uncontrollable and naughty. Effective classroom management enables the teachers to teach and the learners to learn (ibid).

Varinder (2017:37) concurs with Meier (2017:171) by stating that, disruptive behaviour is caused by an overcrowded classroom, among other aspects. Meier (ibid) says that high numbers will most certainly affect teachers' planning of classroom activities negatively. Teachers create an atmosphere in which the learners are allowed to learn and participate actively. Meier (ibid) states that a teacher who works under learner-overcrowded conditions is even likely to be

tempted to resort to corporal punishment should they happen to experience any didactic problems. Effective learning takes place in a relationship of love because a teacher is acting in *loco parentis*, which condemns any aggressive behaviour. Therefore, a teacher must not be coerced by an overcrowded class to that condition, to enable them to produce excellent academic results.

A low student-teacher ratio can allow the child to receive more individualised attention from the teacher, because they have fewer learners to monitor, and the teachers tend to spend less time on classroom management issues, such as ill-discipline. This would enhance the child's test scores and provide lasting academic benefits (Brozak, 2017: 1). The Centre for Public Education (PEC 2018: 1), confirms Brozak's assertion by adding that classes of not more than 15 to 18 learners seem to provide learners with the best benefits regarding achievement in Reading and Mathematics. The advantages of lower student-teacher ratios may even be higher for disadvantaged learners. Such learners have been shown to make the highest achievement gains by the end of the school year. A study published in the Economic Journal, cited by Brozak (2017: 1), found that learners who attended smaller classes during their first few years of school were more likely to take college entrance exams than learners who were enrolled with a larger learner-teacher ratio. In a class of more than 30 learners, it is easier for a naughty or unprepared learner to hide behind the others and get away with it. Conversely, in a class of 15 learners, learners may feel more accountable or more comfortable participating in class discussions. This higher degree of accountability can undoubtedly lead to better grades and higher achievement (ibid).

The cause for the larger teacher-learner ratio is partly because of the Department of Basic Education's inability to provide adequate resources to the South African schools (Sayed & Motala, 2015). In one school, all the classrooms are occupied, and laboratories and workshops are changed into classrooms. Classes are made to accommodate up to 70 learners. Consequently, teaching and learning is ineffective and the results are abysmal. According to the Gauteng Provincial Government Circulars (29 of 2007:1; 30 of 2008:7), the obligation to declare the school full is placed on the SMTs by the district office. This regulation is causing problems that lead to overcrowding in schools because the school principals keep on admitting

learners while waiting for district officials to declare the school full. Annually, the district officials never turn up to say; 'you are now full'. Consequently, the school principals who want teaching and learning in their schools to be effective, make use of their discretion to declare their schools full and thereby disregard this regulation.

The maximum recommended learner-educator ratio for South African primary schools is 40:1 and for secondary schools 35:1 (Meier, 2017:171). However, there are schools in South Africa that have far more learners in one classroom. In these schools with overcrowded classrooms, student teachers have to complete their teaching practice as required by training institutions. A document entitled Policy Brief (Meier, 2017:171) requested better teacher training to address teaching challenges, one of which is overcrowded classrooms. Overcrowded classrooms and the management thereof are still mostly unaddressed in South African schools and teacher training institutions. Marais (2016: 1) reports that in some schools in the Eastern Cape, learners sit in threes or fours on a desk meant for two, thus obstructing movement in the classroom and necessitating extraordinary tactics to move around. According to Marais (ibid), a school in the Eastern Cape had 1,300 learners but only 24 teachers (Marais, 2016: 1). This statistic gives an average of 54 learners per class. However, there were variations in individual classes in the same school. The Grade Two class had 78 learners, the Grade Three class had 57 learners, and the Grade Four class had 70 learners. Thabo Sematie, a provincial secretary of The South African Democratic Teachers Union, reported that more than 15 schools in the North West Province are overcrowded (ibid).

2.4 RECOMMENDATIONS TO AMELIORATE THE OVERCROWDED CLASSROOMS PROBLEM

One of the most significant issues facing schools and teachers today is overcrowding. A combination of an increasing population and a decrease in funding has caused class sizes to soar. In an ideal world, class sizes would be capped at 15-20 learners. Unfortunately, many classrooms now regularly exceed 30 learners, and it is not uncommon for there to be more than 40 students in a single class as it is already alluded in the section above. Classroom overcrowding has sadly become the

new normal. According to Meador (2018: 1), overcrowding is unlikely not going to go away anytime soon. So schools and teachers ought to create workable solutions to make the best out of a bad situation, such as still sticking to the correct ratios and then asking for extra resources from the district office or making overcrowding a last resort (Meador, 2018: 1).

There are many other ways to trim a budget. If all other options are exhausted, then schools may be forced to increase class sizes. However, they should immediately look for solutions to reduce class sizes back to 20 or fewer learners, especially those who perform unsatisfactorily. Academically strong learners have less to lose in an overcrowded classroom (ibid).

Overcrowded classrooms are unfortunately part of the South African education system and will remain a part for the immediate future and perhaps even for the long-term future. All teacher training institutions should, therefore, offer appropriate teacher training programmes that will enable student teachers to deal with the critical problems of teaching in overcrowded classrooms (Marais, 2016: 1). Large class sizes can be an overwhelming experience for newly appointed teachers if they lacked the exposure to teaching in overcrowded classrooms during their training years.

Teachers need to be provided with an aide or teacher assistant to accommodate overcrowding in classrooms (Meador, 2018: 1). Providing a teacher with an aide can help decrease the burden on the teacher. Aides receive a lower salary, so by placing them in overcrowded classrooms, one improves the learner/teacher ratios and reduces costs. In other countries such as the US, the aides are called teacher assistants. These assistants do all the class administration and maintain discipline for the teacher in class while the teacher only teaches the learners undisturbed.

According to Meador (2018: 1), schools administrators and teachers should regularly present their schools' condition to the state and local representatives and request for more funding. They should keep them apprised of issues caused by overcrowding. Administrators can also invite them to spend time at their school so that they can see the impact that overcrowding has on learner education. Parents, in particular, feel

valued when they are invited to schools where their children are learning to observe the environment, how their children learn and also see how their children behave. This might also break the ice that exists between teachers and parents. Some parents might not want to participate because they feel that teachers undermine their intelligence on one hand while on the other teachers might feel that the parents want to inspect them. Therefore, this activity would need to be administered with caution, to be successful.

Meador (2018: 1) maintains that schools could solicit local donations. Private schools can keep their doors open due to tuition and to a large extent by soliciting donations. In tough financial times, public school administrators ought not be afraid to request for donations either. Every Rand counts and even gathering enough donations to hire an extra teacher or two each year can make a significant difference.

According to Meador (2018: 1), public schools must apply for grants to avail extra funds for their schools. There are thousands of grant opportunities made available to schools each year. Grants exist for almost everything including technology, supplies, professional development, and teachers' development. Public schools are ignorant of this information. The schools rely on grants that are provided to them without them requesting them, such as the annual allocation for all public schools in line with the schools' quintiles. Public schools do not request furniture for instance, unless when the district office initiates the activity.

Teachers' solutions to overcrowded classrooms include planning exceptionally well (Meador, 2018: 1). Teachers in overcrowded classrooms must be exceptionally organised. They have to be well prepared for everyday lessons. They must develop a fluid system through trial and error to maximise the time they have with their students as well as creating dynamic and engaging lessons. Every lesson must be enticing, energetic and fun. It is easy for students in any class to be distracted and lose interest, and this is especially true in a large classroom. Lessons must be fast paced, unique, and full of attention grabbers (ibid). The following section presents the perceptions about the teacher workload policy on discipline and academic performance.

2.5 PERCEPTIONS ABOUT THE EFFECTS OF TEACHER WORKLOAD POLICY ON DISCIPLINE AND ACADEMIC PERFORMANCE

The workload is the amount of work that has to be done by a particular person or organisation (Gwambombo, 2018:18). Teachers' workload can be considered quantitatively and qualitatively. When the roles and duties of a teacher are listed as many teachers' job descriptions are, only quantity is projected (ibid). When one considers the time spent by a teacher in executing her or his duties, weight and effect of the teacher's work is sought to be measured. In South Africa, the teacher workload is stipulated in the ELRC document (ELRC, 2003:C63) .

The number of periods taught by one teacher per week, such as internal tests, exercises, marking load, administrative roles as well as non-administrative roles that are performed by teachers affects both teachers' workload and learners' academic performance in community secondary schools. The administrative roles performed by teachers in schools include the school principal, Heads of Departments, second master/mistresses, discipline masters/mistresses, academic masters and members of the school board. Non-administrative roles include storekeeper, cashier, patron and matron, laboratory technicians, librarian, councillors, school driver, subject club master, class teacher, teacher on duty, social affairs coordinator and students' project supervisor (ibid). All these affect both teachers' workload and students' academic performance. Teachers who are exhausted, frazzled and demoralised by a heavy workload are not effective and creative in the classroom; hence teaching, and learning processes are affected (ibid). Furthermore, heavy teacher workloads can bring stress to teachers, burnout, mistakes in work and a poor work-life balance.

The workload of teachers consists both academic and teaching responsibilities and all other duties as established by the curriculum and school programme and has to be performed during and outside the formal school day (HSRC, 2005:11; Cassim, 2003:10). The allocation of the workload to the teacher should take place after consultation with the teacher concerned, and it must be in line with the South African teacher workload policy requirement in Table 2.1 below. The workload below is limited to the scheduled teaching time per post level only (ELRC, 2003: C-63). In South Africa, teachers work for seven hours a day which amounts to 35 hours per

week (ibid). Contact time amounts to 5,5 hours per day including breaks which adds to 27,5 hours per week (ibid). To produce good results, the percentage for each post level has to be correct and at the correct teacher-learner ratio of 1:35 to allow effective teaching and learning and improved academic performance. Workload and teacher-learner ratios are inseparable according to the National Post Establishment (2018: 2).

If teachers are overloaded with work, they become ineffective, and that triggers misconduct in class. Academic performance in former Model C schools is always higher than in public schools in the townships because the teacher workload in those schools is lower than that in townships (Carnoy & Chisolm, 2018:7). The SGBs of such schools supplement the departmental teaching posts (ibid). ELRC (2003: B-45) states that since 1995 when Model C schools were required to down-size their staff establishments, many of these schools were able to recruit additional staff on Governing Body Contract posts, paid from the school funds which is in contrast with the no-fee public schools. This provides some relief for the teachers because if a school has more teachers, that contributes to a lower teacher-learner ratio, motivates learners with little or no disciplinary problems due to individual attention and effective teaching (DoE, 2006:18).

The scheduled teaching time is a guideline and it should differ according to the size of the school (ELRC, 2003: C-63). Some schools in the Tshwane South District do not understand this policy and this results in conflicts between the teachers and the SMT members. The learners notice the division very quickly and capitalise on it for their mischief. There is a need to mediate the implementation of this policy for teachers to create a shared understanding and conducive learning environment for learners. The departmental heads are the ones whose workloads need to be explained to schools. The Heads of Departments (HoDs) teach the same number of periods or percentage as the Post Level 1 (85%) but they must in turn also manage those PI teachers, with regard to class visits to the teachers in their departments for teacher development and to ensure quality teaching as subject specialists (school-based). According to the Whole School Evaluation report of a particular school in the Tshwane South District (DoE, 2012:11), the HoDs are fully utilised to provide instructional leadership, direction and development in their respective departments.

In addition to monitoring, HoDs provide support and guidance for curriculum provisioning.

Furthermore, HoDs also serve as Grade heads to monitor and control classes in a particular grade, and they are ex-officio members who serve in the following bodies: SMT; School Assessment Teams (SAT); School-Based Support Teams (SBST); Integrated Quality Management Systems (IQMS) and in LTSM. All these duties have to be performed during contact time. The HoD has to moderate the work of the teachers. Such workloads require a teaching time schedule of about 50% to create time for them to carry out all these duties effectively. In these schools, the HoDs bunk classes in order to be able to complete the management tasks mentioned above. This means they leave learners unattended to complete management duties and set a precedence, which is a bad example to their subordinates.

At Vista University, which merged with the University of South Africa (UNISA) to become an Open Distance Education (ODL) institution (VISTA, 1998) the allocated percentage per post level is 100% and it should be sub-divided as follows: PL1 in secondary school the minimum is 85%. It is their 100% and it must be sub-divided into 90% teaching and learning while 10% goes to classroom management and administration, PL2. Fifty per cent (50%) of the workload allocated, which is also 85%, goes to teaching and learning and the other 50% is used for all the management and administrative duties discussed in the paragraph above. Then the workload of PL4 is the opposite of PL1. That means the principal utilises only 10% of their workload for teaching and learning while 90% is used for leadership, management and administration. Authors are quiet about these new policies, and these pose many challenges, particularly in public schools run by African managers who are also challenged by the foreign language in which the policies are presented.

Teacher workload

| Primary schools | Secondary schools |
|--------------------------------------|--------------------------|
| Post level 1, 85% to 92% (Teacher) | Post level 1, 85% to 90% |
| Post level 2, 85% to 90% (HoD) | Post level 2, 85% |
| Post level 3, 60% (Deputy principal) | Post level 3, 60% |
| Post level 4, 10% to 92% (Principal) | Post level 4, 5% to 60% |

Table 0.1: Teacher scheduled teaching time per post level in primary and public secondary schools

Source: (DoE Circular 129 1998:12; ELRC, 2003:C63)

Working Hours and Patterns of Senior Leaders

The Teacher Workload Survey 2016 (Higton, 2017: 43), asked a separate set of questions about the hours spent on different tasks by headteachers, deputy headteachers or assistant headteachers. This group has been labelled as “senior leaders”. Senior leaders in the secondary phase reported longer hours than those in primary schools in the reference week on school management, staff supervision, interacting with other teachers, teaching and on other tasks related to their jobs. Self-reported total working hours at primary schools were 167 and secondary schools had 180.

Different schools measure the workload in terms of periods. A period is a particular length of time for accomplishing a particular task (Higton, 2017: 54). In Tanzania, the government through the Ministry of Education has set the number of periods to be taught by one teacher per week (ibid). A teacher can teach from Grade 8 to Grade 11 especially the Science subjects, due to the shortage of teachers. Therefore, many teachers escape from the teaching career. Some teachers teach more than 40 periods per week while the maximum teaching load per week is 30 periods (ibid). When comparing the teacher workload allocation in Tanzania, it is less than the South African workload allocation in public schools although it is not directly comparable because it is periods in Tanzania and percentages in South Africa. In South Africa it is allocated in percentages as shown on table 2.1 above (DoE

Circular 129 1998:12; ELRC, 2003:C63). Apost level 1 teacher will teach a maximum of 52 periods of 30 minutes length in South Africa for example. Therefore, the percentages for each of the four post levels need to be converted into periods (Teaching Science, Vista University:1998).It will also differ from school to school, depending on the length of periods used. The revised PAM document only stipulates the condition of service and job descriptions for the four post levels (Gazette No.39684 PAM A-18 2016). This says schools use the ELRC document (DoE Circular 129 1998:12; ELRC, 2003:C63) for the amount of workload for educators. No training is documented on the use of these two policy documents to principals in South African public schools. This say interpretation of the workload document differ from school to school.The principals applauded the researcher for conducting research on school policy and indicated that the researcher was the first one to conduct research on policy at their school. In addition, the UNISA librarian who was allocated to the researcher by the university to assist in literature review in 2012 could find very few documented literature on education policy in general. Currently literature on education policy is emerging.

The Teacher Workload Surveys conducted in November 2014 at Warwick (Higton, 2017: 43) asked teachers to share their experiences, ideas and solutions on how to tackle unnecessary and unproductive workload. This entailed individual planning or preparation of lessons either at school or out-of-school, teamwork, dialogue with colleagues within the school, marking, correcting of learners' work, learner counselling, learner supervision, tuition, learner discipline including detentions. As well as participation in school management, general administrative work, communication and cooperation with parents or guardians and engaging in extracurricular activities as shown in Table 0.2 below (ibid). The participants indicated that implementing the disciplinary procedure among other aspects, consumes a lot of time which impacts negatively on contact time. The table below shows that disciplining the learners takes time which is more or less equivalent to that used for tuition. Considering the South African example, it would mean the implementation of the Code of Conduct takes half of the 27,5 hours which makes 13,75 hours wasted on instituting the disciplinary procedure. Meaning, it takes 50 per cent of tuition time. This situation leaves the annual teaching plan uncompleted at the end of the school year thus contributing to poor academic achievement. In

America, schools get assistant teachers to do all this administrative work so that the duty of teachers is teaching and learning only, while former Model C schools provide SGB posts to reduce the teacher-learner ratio to manageable groups with very little or no disciplinary problems because learners in smaller groups become so motivated that they conduct themselves responsibly.

Time spent on non-teaching tasks

| Task | Primary | | | Secondary | | | Secondary classroom teachers only | | | TALIS 32 |
|---|---------|-----|-----|-----------|-----|-----|-----------------------------------|-----|-----|----------|
| Individual planning or preparation of lessons either at school or out-of-school | 719 | 9.1 | 8.0 | 2,0 | 8.4 | 7.0 | 1,45 | 8.8 | 8.0 | 7.8 |
| Marking/correcting of learners' work | 714 | 8.2 | 7.5 | 2,0 | 8.0 | 7.0 | 1,42 | 8.0 | 7.0 | 6.1 |
| Learner counselling | 353 | 1.2 | 1.0 | 1,1 | 1.6 | 1.0 | 766 | 1.5 | 1.0 | 1.7 |
| Learner supervision and tuition (see text in preceding page) | 374 | 4.3 | 1.0 | 1,6 | 3.8 | 2.0 | 1,11 | 3.8 | 2.0 | |
| Learner discipline including detentions | 352 | 1.0 | 1.0 | 1,5 | 1.6 | 1.0 | 1,03 | 1.5 | 1.0 | |
| Participation in school management | 343 | 2.6 | 2.0 | 1,0 | 2.6 | 2.0 | 491 | 2.2 | 2.0 | 2.2 |
| General administrative work | 703 | 4.4 | 3.0 | 2,0 | 4.6 | 4.0 | 1,42 | 4.2 | 3.0 | 4.0 |

| | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|------|------|------|-----|
| Communication and cooperation with parents or guardians | 665 | 1.7 | 1.0 | 1,7 | 1.9 | 1.0 | 1,16 | 1.7 | 1.0 | 1.6 |
| Engaging in extracurricular activities | 432 | 1.7 | 1.0 | 1,1 | 3.0 | 2.0 | 774 | 2.9 | 2.0 | 2.2 |
| Other activities | 90* | 4.9 | 4.0 | 195 | 5.3 | 3.0 | 908 | 3.3 | 2.0 | 2.3 |
| Total time on listed activities | 732 | 32 | 31 | 2,1 | 33 | 32 | 1,46 | 34.0 | 32.0 | n/a |

Table 0.2: Average (mean and median) hours in the reference week spent by classroom teachers and middle leaders on non-teaching tasks

The overloaded teacher workload implies the shortage of teachers because when the teacher-learner ratio is 1:35, it means one teacher teaches 35 learners at a time, but when the teacher-learner ratio is 1:70, it implies disaster. This means now that one teacher is teaching the workload for two teachers at a time, they will fail to maintain discipline in that class. Therefore, if the classes are overcrowded, it leads to ill-discipline in the classroom and poor academic performance.

2.6 RECOMMENDATIONS FOR MANAGING WORKLOADS BETTER

Senior leaders said schools use different strategies to manage and plan professional time (DoE, 2018:47). The most common are statutory protected blocks of non-teaching time, working collaboratively with other staff to plan work and using existing schemes of work and associated lesson plans that can be adapted by teaching staff. Teachers felt they had the ICT skills needed to perform data recording and analysis tasks quicker (Lin, 2017: 1). These teachers use technology to reduce teacher workload as follows: Firstly, through automatisation using online videos and whiteboard activities, secondly, through technology integration that assists in logging on quicker into numerous Apps in separate tabs. Finally, the teachers could also use technology-based lesson plans (ibid). Teachers also confirmed that their school supports Continuing Professional Development. Overall, over half of all teachers

agreed that their school working environment allows them to collaborate effectively and that teaching assistants are effectively deployed (DoE, 2018:47).

Deploying teacher assistants is cheaper because they earn lower salaries than teachers. If senior teachers' service is used to plan lessons for a Post Level 1 teacher, the workload of senior teachers is increased which makes them fail to do their management duties. If the teacher's duties include learner discipline which is currently a very long process that goes through four stages, as compared to corporal punishment which was inflicted in a short space of time, the new policy must be accompanied by the necessary labourers to enable a smooth transition. Teachers are also acting as social workers. There must be social workers that are deployed at every school to look into issues of child abuse and neglected children to alleviate the work of the teacher. Teachers also act as police officers as it is no longer babysitting as it used to be. Learners carry dangerous weapons to schools. Police officers need to be deployed permanently into schools and not to merely give schools police contact numbers so that when conflict arises, they are immediately available to assist.

School principals need to be trained to achieve a common understanding of the new education policies with regard to workload allocation in schools. According to the revised workload allocation Gazette (No.39684 PAM A-18 2016), the teaching duties in all four post level differ, and that is where the misunderstanding lies with different principals. To Post Level 1 teachers, teaching is their priority and forms about 80% of their total workload, and the rest of the percentage is reserved for class administration. Teaching is also a priority duty of a departmental head, but it forms about 30 % of the 100% duties allocated to them. The rest is leadership, administration and management duties. Teaching is not a priority for deputy principals, but it is priority number 2. To the school principal, it is priority number 4 (Gazette No.39684 PAM A-18 2016). The interpretation of this section of policy differs from school to school and thereby complicates the workload issue and causes constant conflicts among the Curricular Staff (CS) in schools.

This sub-section presented the perceptions of how the policy of teacher workload affects discipline and thereby affects the academic performance of schools. In

addition, strategies for reducing teacher workload were looked into. The following section looks at the perceptions about the effect of the discipline policy on academic performance.

2.7 PERCEPTIONS ABOUT THE EFFECT OF THE DISCIPLINE POLICY ON LEARNER DISCIPLINE AND ACADEMIC PERFORMANCE

Davidowitz (2017:4) argues that a school stands or falls on the effectiveness of discipline. Furthermore, discipline is a prerequisite for effective teaching and learning in a school (ibid). Teachers hold the primary responsibility of facilitating and instilling an effective discipline structure in a classroom to enable the objectives of learning to be achieved. There are huge concerns among teachers that the SASA has negatively affected the control of learners and that it has contributed to the increase of disciplinary problems and violence in schools (ibid). South Africa is a democratic country; therefore, discipline in schools must be in accordance with democratic principles. Davidowitz (2017:9) proposes liberal views on discipline such as learners participating in the development of school rules (SASA, 1996 8(c) 1:13).

Mlalazi (2015, 30) indicates that the Governing Body's functions are set out in section 20 of SASA. She maintains that in order to govern efficiently and effectively, the Governing Body has to be able to design the rules for the good governance of the school. In addition, the Governing Body should also have the capacity and the will to implement these rules in the school situation. Finally, the Governing Body should be able to enforce the rules by means of specific disciplinary measures provided for in the Code of Conduct, in cases of learner misconduct. If the SGB is not efficient in any of the above core duties, disciplinary problems will be experienced.

The majority of schools still maintain a reasonable level of order and discipline, and a positive culture of teaching and learning prevails. However, most of the respondents in Rossouw's research (2018:423), including learners, mentioned that there has been an apparent decline in the level of discipline and academic performance during the last five years (Rossouw, 2018:423). There is still limited research that explains why the new discipline policy, which is designed to bring order, present the opposite

outcome. That says this condition is still emerging and it started in township schools where learners are watched on television beating up, slaughtering and gunning down the teachers daily. This research sought to create awareness despite limited resources, that something needs to be done urgently before many learners notice that it is possible to undermine teachers and not face the consequences. Democratic governance systems in schools need to be in place or correctly developed and implemented. What is currently happening in township schools is not yet adequately researched. Authors are still silent about it, because the principals applauded the researcher for conducting research on school policy and indicated that the researcher was the first one to conduct research on policy at their school. In addition, the UNISA librarian who was allocated to the researcher by the university to assist in literature review in 2012 could find very few documented literature on education policy in general. The researcher tried google scholar in vain, but they learned it at the university and would not like that information to vanish. This condition provides disparity between the inaccessible policy and practice because the VISTA information seem to have disappeared when schools in the Tshwane South district need it. This explains why there are problems relating to maintaining discipline in Township schools. Currently literature on education policy is emerging which is a prerogative to better learner discipline in Tshwane South district schools.

School Governing Bodies are not adequately equipped with the skills to deal with misconduct in schools. Rossouw (2018:423) confirms that there is a severe challenge in drafting and implementing the Code of Conduct in township schools. Knowledge of legislation relating to learner discipline is still a challenge. Rossouw (2018:423) further states that many parents serving on the SGB lack the necessary knowledge, skills and experience on school matters and especially knowledge of legislation. Some of the participants indicated that they do not even have a matriculation certificate. They cannot understand all the laws that they must know and how to design the Code of Conduct. Some have little knowledge of the provisions of the South African Schools Act (SASA) and are not fully informed. Some parents attend school but have problems understanding the law. They are at the mercy of the principal and teachers in the SGBs. If the teachers and principal do not have sufficient knowledge, the whole SGB suffers. Consequently, delinquent

learners who are represented by the student trade union, which is more informed about school policy development and implementation, transgress due to ignorance to the correct development and implementation of the Code of Conduct by some of the public secondary schools.

Most parent members of the SGB have limited knowledge of relevant legislation underpinning the learner Code of Conduct and are uncertain as to whether that knowledge could empower them to design and enforce the Code of Conduct (Mlalazi 2015, 30). Designing and enforcing codes of conduct for learners were in most cases, left to the principals and educators at schools. Mlalazi (2015, 30) concurs with Rossouw (2018:423) by maintaining that according to the Report of the Ministerial Review Committee on School Governance (Republic of South Africa, 2004:175), SGBs in South African schools are under-capacitated and not useful in engaging with the business of education. A common sentiment sometimes constrains the ability of parents to govern effectively; that they are people without training and experience and therefore should not be allowed to interfere in professional activities (Republic of South Africa, 2004:175) .

Problems Related to the Training of School Governors

SGBs are not given adequate training to enable them to perform their duties effectively (DBE, 2019:1). Parents are called to a training workshop after being elected as new SGBs. The workshop lasts for one day, and the trainer tries to teach everything in one day. It becomes challenging to learn everything in a day. Next, they are promised that there will be another workshop if the budget allows. Yet, this does not materialise (ibid).

It was established that the days set aside for training, the duration of the training and the selected venues posed severe challenges to the SGBs, particularly the parent governors (ibid). Most training conducted by the districts or provincial departments of education was scheduled for Saturdays. Parents and teachers explained that this encroached on their commitments and excluded them from their social duties such as attending funerals, weddings and even doing their shopping. Even if the department were to conduct training during the weekdays, working parents would

need to take official leave to attend these meetings, and if it they were held during the evenings, transport appeared to be the main reason for their non-attendance.

Criticisms were also levelled on the use of English as the language of instruction at the one-size-fits-all training programme. Often, members of the SGB lack the experience in the drawing-up of a Code of Conduct, as some members are illiterate or semi-literate (Mlalazi 2015, 35). This contributes towards difficulty in understanding the national education policies to which they have to align the Code of Conduct, because of the language barrier which is also a challenge to the teacher component. Parents will find it easier to understand the various policies and legislation if these were also explained in their home language, mainly to simplify the legalese in legislation according to Pheko and Mosothwane (2017:155). Pheko and Mosothwane (2017:158) also states that SGBs are not trained before they start their role as governors. 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, not knowing how to contribute, and not knowing the appropriate legislation.

2.8 RECOMMENDATIONS FOR MAINTAINING DISCIPLINE BETTER IN SCHOOLS

The 1997 Abolition of Corporal Punishment Act banned corporal punishment in South African schools (SASA, 1996). Section 10 provides that no person may administer corporal punishment at a school against a learner and that everyone has inherent human dignity and right to its protection (ibid). Section 12(1) of the Constitution states that everyone has the right to freedom and security, including the right to be free from all forms of violence, not to be tortured, treated or punished in a cruel, inhumane or degrading way. Section 28(1)(d) protects every child from maltreatment, neglect, abuse or degradation (Ebrahim, 2018:1). The National Education Policy Act of 1996 mandated that no person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution (ibid). All these legislative frameworks emphasise that one

ought to refrain from all forms of corporal punishment. Therefore, any person found to contravene this Act will be charged and sentenced with assault.

There is a difference between discipline and corporal punishment. Discipline means teaching acceptable behaviours and unlearning maladaptive behaviours through support guidance and direction in managing behaviour. Discipline is about setting limits, clarifying roles, responsibilities, mutual expectations and creating a predictable, orderly and stable life. It is not punitive, and it is in the best interest of a child. Section 7(1)(h) of the 2005 Children's Act says any behaviour that would inflict injury on a child whether it is physical or emotional is not allowed.

Provincial departments of education are required by the Schools Act to provide appropriate money for the training of SGBs (Ebrahim, 2018:1). Section (19) (1) of the Schools Act states that the head of the department must establish a programme to:

(a) provide introductory training for newly elected SGBs to enable them to perform their functions; and

(b) provide continuing training to SGBs to promote the effective performance of their functions or to enable them to assume additional functions.

(c) Ensure that the principal and other officers of the department render all the necessary assistance to SGBs in the performance of their functions. However, this does not happen in practice because the provincial departments often claim that they have insufficient financial resources for this purpose.

Lack of training impacted negatively on the effective functioning of SGBs in public schools in the townships. When people are not trained, they cannot be effective. While it can be argued that training is not the only factor that can improve SGBs' abilities to design learner codes of conduct, it can be equally accepted that it has a significant role to play in facilitating the understanding of governors regarding designing learners' codes of conduct (Mlalazi 2015, 41). The inadequate training they receive creates a lack of proper insight into the Code of Conduct. The end-results may be the inadequate involvement of the SGB in the implementation of the

Code of Conduct in schools and thus not contributing to addressing poor learner behaviour as alluded to by Mlalazi (2015, 41). The School Governing Bodies also need to comprehend what they are doing. This calls for regular monitoring to assess if the Code of Conduct is correctly designed and implemented.

Authors concentrate on the training of School Governing Bodies only as if they are the only ones who need support, but at least the SGB's in public schools in townships will be able to develop and adopt the Code of Conduct. There are teachers and principals in public schools who do not understand the jargon in which national policies are written. It should be noted that most teachers and School Management Teams studied English second language in their schools, also the language of teaching their subjects was the second language. Therefore, it would be difficult for them to understand any content that is written in English First Language. This implies that the educational policies need to be taught to them and also their implementation of the discipline policy be monitored (Mlalazi 2015, 43).

2.9 METHODS THAT COULD BE USED TO DISCIPLINE LEARNERS

The focus of learner discipline must be on maintaining safe and dignified schooling for learners (Ebrahim, 2018:1). Examples include implementing strategies such as Reward charts; merit and demerit systems; taking away privileges; time outs; detention where learners can do school work and picking up litter are viable options (ibid). Any engagement that makes a learner to learn insight into the wrongful actions like in the case of Thurgood Marshal is acceptable. Thurgood Marshal is an American lawyer who was made to recite the American Constitution every time he misbehaved and ended up knowing it by heart. He later interpreted it and picked some discrimination among the races. That is, this punishment made him decide to be a lawyer to have access to dealing with the malpractices. Also in South Africa, reciting the Code of Conduct during detention might help learners to know the content thoroughly; the do's and don'ts by heart.

The Department of Basic Education's discipline policy recommends four approaches for the teacher in the classroom (Davidowitz, 2017:9). Firstly, behaviour modification by giving precise and consistent rules and consequences. Secondly, taking into

account the learners' total context or contextual factors such as teacher-learner ratio; poor teaching; underqualified teachers; teacher workloads and family background. Thirdly, a democratic discipline that emphasises the learner participation in the development of rules and consequences. Lastly, community building for socially accountable self-discipline (Davidowitz, 2017:17). According to Pheko and Mosothwane (2017:158) and Davidowitz (2017:17), the reasons for the persistence of poor teacher-learner relationships include lack of knowledge regarding the effective use of alternatives to corporal punishment and the use of power to establish teacher authority. Pheko and Mosothwane (2017:158) point out that those who are successful in managing the behaviour in the classroom maintain good relations with the learners; encourage self-discipline and dignity; involve the parents, learners, peers, teachers and all people who are close to the learner in the learning process.

The SGBs of all schools need to adopt a Code of Conduct for the teachers to develop class rules that are in line with the Code of Conduct. The learners and other stakeholders need to be allowed to participate in the preparation of the Code of Conduct. The SGBs in schools in the Tshwane South District must be functional and be able to execute the duties of adopting the Code of Conduct and setting up tribunals. This would facilitate conducting fair hearings on severe disciplinary case proceedings with regard to suspension and expulsion, in terms of the provision of the SASA of 1996 (DoE, 2011:3).

Guidelines for Policy Development

There are procedures to be followed when developing and implementing policies. These procedures provide an overview of stages to be followed in policy development and implementation (Honig,2006). Policy development involves identifying the need, gathering information, drafting, consulting, finalising and approving a policy, considering whether procedures are required, implementing, monitoring, reviewing, and revising the whole procedure (ibid).

The following steps summarise the key stages involved in developing policies (Honig,2006):

- Identifying the need. Policies can be developed in anticipation of a need. For example, in order to start a school, we need an admissions policy, safety policy, staff recruitment policies and policies that organise teaching and learning as well as policies for services. In response to need identification, a school needs to continually assess its activities, responsibilities and the external environment in order to identify the need for policies and procedures (ELRC, 2003: A-3). This means that the SGB has to contextualise the policies, look for existing templates or examples that they could draw on and also involve the district support officials for guidance. When drafting the policy, they need to ensure that the wording and length or complexity of the policy are appropriate to all stakeholders (ibid).
- According to the ELRC (2003: A-3), it is imperative to consult with appropriate stakeholders for the policy to be effectively developed and implemented. The objective of the National Education Policy Act 27 of 1996 cited in the ELRC (ibid) is to provide for the consultations that need to be undertaken before the determination of policy, and the establishment of certain bodies for consultation. Policies are most effective if those affected are consulted. They become supportive and they have the opportunity to consider and discuss the potential implications of the policy. Therefore, the SGB needs to consult and involve the teaching and non-teaching staff, the parents and the learners for the purpose of drafting school policies. The same stakeholders finalise, approve and adopt the policy as theirs (ELRC, 2003: B-35).
- The next objective of the Act is to provide for the publication and implementation of the National Education Policy (ELRC, 2003: A-3). This implies that the SGB has to consider whether procedures to be followed are required for distribution and implementation of the school policies (Honig, 2006). Volunteer now states that it needs to be considered whether there is a need for clear guidance regarding how the policy will be implemented. For example, a policy regarding receiving complaints will require a set of procedures detailing how complaints will be handled. Who will be responsible for developing these procedures? When will these be done?

What will be the processes for the whole implementation? That is, how will the policy be communicated and to whom? Is training required to support the implementation among staff and volunteers (ibid)?

- According to the ELRC (2003: A-3), monitoring and evaluation of education policies is essential. It is monitoring which reveals the challenges in policy implementation and also indicates if there is a need for support. Monitoring, reviewing and revising are crucial in policy implementation (Honig,2006). On what basis and when will the policy be reviewed and revised is also necessary at that school (ibid). Each stakeholder ought to receive a copy of the Code of Conduct and be consulted when the Code of Conduct is reviewed annually or when any amendments are made (NEPA in ELRC 2003: B-35).

2.10 CONCLUSION

This chapter presented the views from different authors, educational specialists and scholars about the perceptions, beliefs and attitudes of teachers on the impact of the teacher-learner ratio policy, the teacher workload policy and the discipline policy on discipline and academic performance. The teacher-learner ratio is a worldwide broad concern, particularly in economically challenged states where it can reach 1:70. This figure is double the teacher-learner quota for the South African public secondary schools and triple the size of schools in the Western world, of which in some of their schools it is even less than 20 learners per teacher. The teacher-learner ratio goes hand in glove with learner overcrowding, and both correlate with learner ill-discipline. The correct implementation of the two policies in developed countries and keeping the quotas as low as possible made ill-discipline history and contributed to very little misbehaviour and improved academic performance. The opposite is true with third world countries with the highest teacher-learner ratios, whereby teachers become tempted to revert to corporal punishment as their aid when overwhelmed by learner misconduct in their overcrowded classes. It was noted that teachers' workload is also high because one teacher does the work of various specialists such as social workers, policing and more. HoDs' leadership and management tasks are not allocated time because of the misunderstanding of the teacher workload policy.

There are enormous difficulties and challenges experienced by teachers during the process of implementing new education policies, which need serious interventions from the Department of Education. The chapter also referred to the various authors and scholars who cite various factors that hinder the transition from corporal punishment to the Code of Conduct in schools while possible solutions were also identified. In the following chapter, the researcher presents the methodology used for data collection and analysis.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter provided a literature review on the perceptions about the effects of the teacher-learner ratio policy, the teacher workload policy, the discipline policy on learner discipline and academic performance as well as the recommendations for better implementation of these policies to improve learner discipline in schools. In this chapter, the research design which was presented briefly in Chapter one, is explained in detail.

3.2 RESEARCH DESIGN

Different authors attach different meanings to research concepts. Most researchers call the research design a plan (Cohen 2017: 212; Mukwambo 2016: 78; Bak, 2017; [<http://www.projecguru.in>] >selecting research-approach-busi] [Oct 12, 2016], but Cohen (2017: 2120), calls it a plan and a process and use the concepts plan and process interchangeably below. The researcher concurs with the majority of authors who call the research design a comprehensive research plan as outlined below. The research design is a very comprehensive plan which ranges from the demarcation of the study area through the research methods to be used, the theoretical framework, population, sample, sampling techniques, data gathering techniques and ends with the research ethics, Cohen (2017: 212). The research design refers to the whole plan of the study [<http://www.projecguru.in>] >selecting research-approach-busi] [Oct 12, 2016]. However, different authors define the research design differently. According to Cohen (2017: 213), the research design is a systematic process of collecting and analysing data for some purposes. The research design in this study unfolded as follows, demarcation of the study, population, sampling, data collection techniques, data collection procedure, data analysis, trustworthiness and ethical considerations. This chapter provided the framework or the structure and the methodology of the study on which the researcher put information that was collected

from the empirical survey, to be able to answer the research question. According to Cohen (2017: 213), qualitative research is a form of research which was extended later to social sciences such as Sociology, Economics and all that deal with human behaviour. Qualitative research has to do with peoples' qualities, attributes or characteristics such as feelings, beliefs, thoughts, perceptions and social issues that cannot be quantified (Cohen 2017 : 214). The type of topic prescribes the type of research. Therefore, this study followed the qualitative route because it is a Social Science topic that researched human behaviour.

3.3 THEORETICAL FRAMEWORK

Mukwambo (2016: 78) calls the theoretical framework a paradigm. Three most common paradigms are positivism, constructivism or interpretivism and pragmatism. Theories are processes inside these -isms. Each of these paradigms can be further categorised by examining their ontology, epistemology and methodology [<http://www.bartleby.com/essay-2020>]. Paradigms are based on epistemological forms, nature that reality takes and ontological relationships between the researcher and study as well as methodological assumptions that are concerned with how the researcher can go about finding out what they believe to be known through data presentation (Mukwambo 2016: 78). Paradigms are a cluster of belief systems, which dictate and influence research. Research scholars call paradigms worldviews or necessary belief systems. Social Science consists of competing paradigms. Mukwambo (ibid), identifies the Critical Theory, which emphasises reflective assessments and a critique of society and culture. Interpretivism considers that it is impossible to have value-free research because the researchers draw on their values and beliefs throughout the research process (ibid).

The type of topic for this study dictated that the study be qualitative. The researcher employed the interpretivist theory and drew from elements of the Critical Theory. Interpretivists argue that reality is subjective, and it can be understood in its natural day-to-day setting from those who experience it (ibid). Therefore, the researcher sought to understand and portray the participants in their situations. The interpretivist theory is appropriate for this study because it enabled the researcher to collect qualitative data from the participants: the SGBs, SMTs and teachers from their

settings or schools. Good discipline and good morals create a conducive climate for teaching and learning. Good morals lay a suitable ground for effective teaching and learning.

The study also drew from the Critical Theory. Critical theorists critique current conditions and propel action towards better conditions in the future (Mukwambo, 2016: 79). The national education policies were critiqued and interpreted to find out if they affect the discipline and academic performance of schools in the Tshwane South District. This was done to identify discrepancies on the policy itself or in its implementation to improve the future climate for learning.

Roodt (2018: 47) maintains that schools are embedded in society and change when society changes. This research looked into national education policies in the new South African context. The Critical Theory also examines competing for power (Mukwambo, 2016:80). However, this research critiqued the transition of the national education policies from the Bantu education system during the apartheid era into the new education system in the democratic regime. The Critical Theory was suitable for this research because it interrogated the implementation of these new education policies further.

Finally, the methodological assumption was sourced because it is concerned with how the researcher can go about finding out what they believe to be reality. That is, which procedures were followed when conducting this study and therefore determine the research methods followed in this study for data collection, data analysis and data presentation.

3.4 RESEARCH METHODOLOGY

The research methodology was based on the methodological assumption, approach or worldview that is concerned with how the researcher can go about finding out what they believe to be known (Mukwambo, 2016: 78) as it explains how research is to be carried out. The methodology section of a paper answers two questions, firstly, how data were collected and secondly how data were analysed (ibid).

3.5 DEMARCATION OF THE STUDY

The study was conducted in the Tshwane South District. The researcher made a careful selection of material that was relevant to this research in temporal and spatial terms (Seroto, 2015: 12). In temporal terms, the schools that were selected are currently still existing with ill-discipline and poor performance to date (SASAMS 2017). In spatial terms, the schools were situated within a minimum distance ranging from a walking distance of one kilometre to about 15 kilometres apart. This area was selected for feasibility reasons in terms of accessibility with regard to travelling distance daily when conducting empirical interviews. These interviews were planned to stretch over a week as scheduled in Appendix D. The travelling costs to research this sampled area were also minimised. Both the reasons provided contributed to financial accessibility and convenience in carrying out this study.

3.6 SAMPLING

A sample is a part or fraction of a whole or a subset of a more extensive set that is selected by the researcher to participate in a research study (Bak, 2017). Sampling is the researcher's process of selecting the sample from a population to obtain information regarding a phenomenon in a way that represents the population of interest (ibid). Therefore, sampling involves decisions about which people, settings, events, behaviours and or social processes to observe. The researcher should be able to select a sample that will be representative of the population about which the researcher aims to draw conclusions (ibid). The sampling technique used in this study is discussed below.

Purposive Sampling of Public Secondary Schools

Sampling is concerned with the selection of a subset of individuals or objects from the population (Bak, 2017.). The sample that was chosen for this study consisted of the poorly performing five public secondary schools with regard to academic performance in 2012, in the Tshwane South District (DoBE, 2012:1). These schools were located in Mamelodi, a township in Pretoria East. The names of the schools

were not mentioned for confidentiality and anonymity reasons. They were referred to as schools V, W, X, Y and Z. This sample was chosen because the five public secondary schools were information rich and representative of all poorly performing secondary schools in the Tshwane South District. The other reason for the feasibility and convenience of the study was in terms of the smaller size and manageability of data. The quantity of data to be recorded were manageable, and the public secondary schools were accessible with less transport costs involved and the time spent on travelling was also minimal.

Purposive Sampling of Participants

Sampling involves making decisions about which people, setting, events or behaviours to include in the study (Bak, 2017). Matheba (ibid) alludes that sometimes it is appropriate to select a sample on the basis of knowledge of a population, its elements, and the purpose of the study. The subjects in this research included a sample of nine stakeholders per school. There were five Poorly Performing Schools (PPS) which were sampled and from which the participants for this study were drawn and that were schools V, W, X, Y and Z. The principals were requested to suggest individuals, in the categories teachers, SGB and SMT who possessed the necessary attributes regarding the topic about school policies. The principal, as a headmaster of the school and an ex- officio member of the SGB, knew who was excellent in what field and they could tell the researcher who would be a useful participant. Only extreme cases that were information-rich were included in terms of the participants selected (Turner, 2016:6). The participants included knowledgeable members of the SGB; SMT and teachers. For instance, the principal knows the policies and activities in the school as a whole.

The researcher managed to interview nine participants per school. The three categories of participants consisted of three SGB members, three SMT members and three teachers per school. The principal then requested the HoDs to assist in selecting the best teachers in their department. Each HoD understood the subjects and teachers in their departments better, and the SGB provided a better representation for all the parents in terms of school policy design and implementation. Forty-five (45) participants were asked questions with the main aim being to formulate themes. All the participants who participated in this study were

asked the same questions. However, in some instances, the researcher had to probe for clarity seeking or to dig deeper into the question. The sequence and follow up questions were determined by the participants' previous responses. The probing method of questioning was used to obtain maximum differences in perceptions of how the national education policies affect discipline and academic performance in schools (Seroto, 2015: 15). The section below presents the data collection techniques used in this research.

3.7 DATA COLLECTION TECHNIQUES

Interviews

An interview is a two-way conversation in which the interviewer asks the participant questions, to collect data and to learn about ideas, beliefs, views, opinions and behaviours of the participant. The aim is always to obtain rich descriptive data that will help one to understand the participants' construction of knowledge and social reality (Turner, 2016:4). Turner (ibid) defines the interview as a method of data collection in which an interviewer obtains responses from a participant in a face-to-face encounter, through a telephone call or by electronic means.

Interviews were the only instruments used for data collection in this study. Therefore, the bulk of the data were gathered using interviews. An in-depth interview is described as a purposeful interaction in which the researcher attempts to learn what another person knows about a topic, to discover and record what a person has experienced, or what significance or meaning it might have (Turner, 2016:8). The interviewing process was accompanied by the selection of interviewees from SMTs, SGBs and teachers in the five poorly performing public secondary schools in the Tshwane South District. The above participants were selected because of their managerial and governance positions, the knowledge, insight and the experience they have on the study's phenomenon. Turner (ibid) notes that as the researcher designs a research project, they should consider the rationale for interviewing which is among others, to understand the individual perspective, to deepen the

understanding, to generate rich data, to gather insight into the participants' thinking and to learn more about the schools' context.

Semi-structured Interviews (One-on-one)

Interviews are categorised into structured, semi-structured and unstructured (Disco-Bloom & Crabtree, 2006 in Mdluli, 2017:41). The researcher selected semi-structured interviews.

This study used face-to-face semi-structured interviews to ensure that participants were free to express their perceptions and opinions about the effects of national education policies on academic performance of schools, with a focus on the policy of discipline. The researcher encouraged the participants to be free to express their ideas in their own words by using open-ended questions and giving clarity where questions were misunderstood. The researcher asked one question at a time; encouraged the responses with a nod or uh huh; remained neutral and was careful of gestures; provided transition between topics, for example, '*lets move on to another topic*'; and she did not lose control of the interview in case the participants went astray or took too long to answer the question (Turner, 2016:4). The SMTs were interviewed using face-to-face interviews in their offices. The staffrooms were used to interview the teachers, while the classrooms were used to interview the SGBs. An interview schedule was designed to conduct interviews with the selected sample from the selected schools. The interviews were pursued according to the interview schedule in Appendix D. Appendix D shows the date, interview times and durations of the interviews conducted.

3.8 DATA ANALYSIS

According to Renuka and Jonathan (2015: 27), data analysis is the process of bringing order, structure and meaning to the mass of collected data. Data analysis methods enable the researcher to organise and bring meaning to the vast amounts of data (Patton, 1990).

The researcher used the Constant Comparative Analysis to analyse data. The Constant comparison is the data-analysis process whereby each interpretation and finding is compared to existing findings as it emerges from the data analysed (Benton, 2017). The Constant Comparative method is an inductive data coding process used for categorising and comparing qualitative data for analysis purposes. The theory developed using the constant comparison method is considered “grounded” because it is derived from everyday experience as constituted by the data.

Coding

Maree (2007) defines coding as a process of reading carefully through one’s transcribed data, line by line and dividing it into meaningful analytical units. Interviews were transcribed, and the researcher then interpreted and analysed data before the final findings were presented.

Having edited or cleaned data to ensure that it was free from inconsistencies through inferences, recall or going back to the respondents, the researcher proceeded to code data (Kumar 2014). Nowadays, data analysis is called a systematic process of coding, categorising and interpreting data to provide explanations of a single phenomenon of interest. (Ezzy, 2017:18). Data analysis is a way of organising, ordering and summarising data to the specific research questions. Bringing order to data is done through coding. Coding is the process of organising and sorting data. Codes serve as a way to label, compile and organise data. They also allow the researcher to summarise and synthesise what is happening in their data. In linking data collection and interpreting the data, coding becomes the basis for developing the analysis. It is generally understood that coding is data analysis (Tips_Tools_18,_2012:1).

One of the keys in coding data, and in conducting a qualitative analysis more generally, is developing a storyline, an element that is primary for analysing data. This is the reason that thinking about the purpose of the evaluation before, during and after data collection is critical. The storyline is the analytic thread that unites and integrates the major themes of the evaluation. In this manner, it is the answer to the question: “What is this evaluation about?” (ibid). Developing a storyline is vital to the

coding process because it helps to decide what concepts and themes the researcher wants to communicate in their evaluation, it guides in how data should be organised and coded, also gives the basic structure for one's coding scheme. Analysis of data in this study was carried out using the steps of analysing data described by Kumar (2014).

Step 1: Identifying Codes of the Data

A code is a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and evocative attribute for a portion of language-based or visual data (Ezzy, 2017:3). To codify is to arrange data into a systematic order, to make something part of a system or classification or to categorise (ibid). As a fundamental process, codifying usually follows an ideal and streamlined scheme in which codes form categories and categories form themes that end up in theory. This implies that the differences between codes and themes are that one initially codes to form themes, not that they are separate entities. Therefore, a code can summarise or condense data into the formation of categories that are themes. According to Ezzy (2017:4), coding is the transitional process between data collection and more extensive data analysis.

In this study, the researcher assigned codes to the selected schools first and then went through all the raw descriptive responses from the participants and sorted them in order to identify similar phrases. Similar responses to questions by participants in the five public secondary schools were identified, grouped and summarised, to produce the transcripts. Contrasting data were also included.

Step 2: Classifying Codes into Categories

In this study, the schools were allocated the pseudo names V, W, X, Y and Z to discuss the characteristics of these schools. The participants' biographies were tabulated using ta – to, sma-smo, sga- sgo for teachers, SMT and SGB respectively. Three categories of participants were developed as shown in Table 4.1.

Step 3: Formulating Themes from Categories

Codes serve to label, compile and organise data. Codes form categories and categories form themes which end up in theory (Tips_Tools_18, _2012:1). In this study, data from the three categories of the participants were manipulated and sorted under the fundamental concepts, perceptions, procedures and involvement from the three sub-questions as shown in Table 4.1. The sub-questions formed themes under which all data were presented and discussed. The responses were compared to the authors' views in Chapter two to provide an answer to the central question: What is the effect of national education policies on academic performance of schools in the Tshwane South District with a focus on the policy of discipline?

3.9 TRUSTWORTHINESS

According to Rossman and Rallis (2008) cited in Matheba (2009:43), the trustworthiness of a qualitative research project is judged by three sets of standards. Firstly, was the study conducted according to norms for acceptable and competent research practice? Secondly, was the study conducted in ways that honoured participants and was it conducted ethically? Thirdly, was the researcher sensitive to the politics of the topic and setting? In order to maintain this study's trustworthiness, the researcher followed all three sets of standards mentioned above. This indicates that this study was ethically conducted and was more than reliable and valid. The researcher used the following ways in order to arrive at trustworthiness.

Credibility

Leedy (2019: 30) defines credibility as the confidence that can be placed in the truth of the research findings. According to Leedy (ibid), credibility involves establishing that the results of qualitative research are credible or believable from the perspective of the participants in the research. In order to address the credibility in this study, the researcher allowed member checks, which according to Renuka and Jonathan (2015: 37), is a crucial process that any qualitative researcher should undergo because it is the heart of credibility. To ensure credibility in this study, participants were selected purposively to produce accurate results, because valid results are

credible. Member checks were also carried out to eliminate bias when analysing and interpreting the results. The analysed data were then sent back to the participants for them to evaluate the interpretation of the findings and to comment on the interpretation of their views on the research questions.

Conformability

Brink, van der Walt and van Rensburg (2012) state that conformability guarantees that the data support the findings, conclusions and recommendations and that there is an internal agreement between the researcher's interpretation and the actual evidence. It refers to the potential for congruency of data in terms of accuracy, relevance or meaning (ibid). The information recorded should represent the voice of the participants, not the researcher.

3.10 ETHICAL CONSIDERATIONS

Renuka and Jonathan (2015:40), contend that researchers should be aware of ethical responsibilities and legal constraints that accompany the gathering and reporting of information in such a way as to protect the rights and welfare of the participants involved in the research. The researcher's understanding was that anyone who is involved in research needs to be aware of the general agreement about what is proper and improper in scientific research. Renuka and Jonathan (2015: 41), emphasise that if educational research deals with human beings, it becomes necessary to understand the ethical and legal responsibilities of conducting research. In this study, the researcher tried to gather information as to what should be done first when conducting research. The researcher did the following in order to attend to various ethical aspects of research:

Letters for Permission to Conduct the Study

The researcher completed an application form and emailed it to the Gauteng Department of Education (GDE) to seek permission to visit public secondary schools in the Tshwane South District. Request letters were sent to the principals of the

selected schools to ask for permission to conduct the research in their schools. Appendix A shows the letter.

Informed Consent

The informed consent letters were issued and explained to the participants in the meeting at the schools. Appendix B is an attachment of the detailed informed consent letter. According to Leedy (2019: 36), participants must all receive a clear explanation of what the research study expects of them so that they can make an informed choice to participate voluntarily in the research. Leedy (ibid) substantiates this by saying that participants have a right to know what the research is about, how it will affect them, the risks and benefits of participation and the fact that they have a right to decline to participate or discontinue their participation at any time during the process. In this study, participants were made aware that participation was voluntary and they had the right to withdraw their participation if they wished. The researcher also explained what was expected from them in terms of participation, and the purposes of the research were also mentioned. Each participant was then asked to sign a return slip (Appendix C) which was an indication that they indeed understood the contents of the study and what had been explained to them.

Personal Harm to Participants

Mouton (2015:43) cites that participants can be harmed physically and emotionally. Harm can be caused by revealing information that would embarrass the participants and endanger their lives, friendships or jobs. Participants should be informed well beforehand about the potential impact of the investigation to allow them to withdraw from the inquiry if they so wish (de Vos, Strydom, Fouche & Delport, 2011:115 in Mdluli, 2017:47). In this study, the researcher took an obligation to avoid anything that would humiliate the participants and cause physical or emotional harm or any feeling of discomfort by adhering to the principle of beneficence. According to this principle, the researcher needs to secure the well-being of the participant, who has a right to protection from discomfort and harm, be it physical, psychological, emotional, spiritual, economic, social or legal (Mdluli, 2017:47). This was communicated to the participants during the first meeting before they signed the consent forms.

Privacy

Privacy is to keep to oneself that which is usually not intended for others to observe or analyse (de Vos, Strydom, Fouche & Delport, 2011:119 in Mdluli, 2017:48). Every individual has the right to privacy, and it is his or her right to decide when, where, to whom and to what extent his or her attitudes, beliefs and behaviour will be revealed (ibid). The privacy of the participants can be affected by using hidden apparatus such as video cameras, one-way mirrors and microphones. The researcher ensured that the right to privacy was protected during this study. No hidden or unauthorised apparatus were used. Every action was communicated to the participants beforehand.

Confidentiality and Anonymity

A participant may be considered anonymous when the researcher cannot identify a given response with a given participant (Babbie & Mouton, 2016). The participants' interests and well-being should be protected through the security of their identity. The researcher assured the participants that no names would be mentioned. For this reason, participants in this study were given code names to ensure that they were unidentifiable.

3.11 CONCLUSION

This chapter focused on the research design and methodology of this study. In this study, the researcher introduced the chapter by defining what a research design is and gave examples of sub-topics that could be included in a research design, which is the overall plan of the study. The research methodology used in data collection and data analysis was also discussed. Additional important issues discussed were the trustworthiness of this study that concluded with the ethical considerations. The following chapter looks at the presentation of findings, analysis and the study's discussion.

CHAPTER 4

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 INTRODUCTION

In the previous chapter, the methodology and the research design were outlined. A detailed discussion of how data were collected was also provided. This chapter focuses on data analysis, presenting the findings and on the interpretation of data that were gathered from the total interviews of 45 participants from a sample of five poorly performing public secondary schools in the Tshwane South District. Data were edited to ensure that they were clean and free from inconsistencies and incompleteness. Gaps were filled by going back to the participants to confirm the accuracy of the data. This chapter rolled-out the following main research question, sub-questions, aims and objectives as follows:

Research Question

- What is the effect of national education policies on learner discipline in the Tshwane South District schools?

Sub-questions

- What are the perceptions of school stakeholders on national education policies such as the teacher-learner ratio policy, teacher workload policy and learner discipline policy on learner discipline in the Tshwane South District schools?
- What procedures are followed in developing and implementing the national education policies in the Tshwane South District schools?
- How could policy authorities be involved in the successful development and implementation of national education policies?

The Aim of the Study

- To investigate the effects of national education policies such as the teacher-learner ratio policy, teacher workload policy and learner discipline policy on disciplinary problems in the Tshwane South District secondary schools.

Objectives of the Study

- To determine the perceptions of school stakeholders on the effect of national education policies such as the teacher-learner ratio policy, teacher workload policy and learner discipline policy on learner discipline in secondary schools in the Tshwane South District.
- To verify if the stakeholders followed the correct procedures in developing and implementing the national education policies.
- To determine the recommendations for the involvement of policy authorities in the implementation of national education policies at public secondary schools in the Tshwane South District.

Data were acquired through semi-structured or one-on-one interviews. The researcher managed to interview nine participants per school. The three categories of participants consisted of three SGB members, three SMT members and three teachers per school. A total of 45 participants was interviewed. All the participants who participated in this study were asked the same questions. However, in some instances, the researcher had to probe for clarity or to dig deeper into the questions. The sequence and follow up questions were determined by the respondents' previous response. The section below explains how data were analysed.

4.2 DATA ANALYSIS

The researcher used the Constant Comparative Analysis to analyse data. Constant comparison is the data-analytic process whereby each interpretation and finding is compared with current findings as it emerges from the analysed data (Benton, 2017). The Constant Comparative Method is an inductive data coding process used for categorising and comparing qualitative data for analysis purposes. Theory developed using the constant comparison method is considered “grounded” because it is derived from everyday experience as constituted by the data.

Coding

Data analysis is the process of bringing order, structure and meaning to the mass of collected data (Renuka & Jonathan, 2015: 27). This process is called coding. Responses were compared, the relationships described, categorised by identifying patterns, assigning codes to central themes and classifying them under the central themes that were identified. Kumar (2014) identifies three steps in analysing data:

Step 1: Identifying codes to the data.

Step 2: Assigning codes to the categories.

Step 3: Classifying the categories under the central themes. The researcher went through the transcripts of all the materials from the interview notes, identified codes, classified codes into categories and categories into themes.

The researcher wrote themes and affixed codes to a set of categorised notes drawn from the participants, using alphabets only to make analysis easier. Sometimes numbers and symbols can be confusing. The initial or pre-set codes were derived from the research sub-questions. In this study, the researcher used a storyline to provide a framework on which the research questions formed codes and themes.

Table 0.1 below shows coded data according to the research questions to provide themes. Table 0.1 also outlines how data were analysed. The five secondary schools were allocated the codes, V, W, X, Y and Z. The three categories of teachers, SMT and SGB, were allocated codes **ta** to **to** for a total of 15 teachers. **Sga** to **sgo** were used to code the category of 15 school governors, while **sma** to **smo** represented

the 15 members of the school managers, SMT, which provided a total of 45 participants. The names of schools and the participants were coded for ethical reasons of confidentiality and anonymity. Data were codified using the fundamental concepts in the sub-questions to form themes, which formed the sub-topics on which data were presented in an attempt to provide an answer to the main research question. Therefore, this chapter presented the findings from the interviews, on the perceptions of teachers, SGBs and SMTs regarding the effect of the teacher-learner ratio policy, teacher workload policy and learner discipline policy on learner discipline and academic performance. As well as the procedures followed in developing and implementing the national education policies and how the policy authorities could be involved in the successful development and implementation of the the national education policies. Therefore, all the subjects' responses to the question on perceptions were categorised and interpreted in the first theme. The responses to the procedures followed in developing and implementing policies formed the second theme, whereas the responses to the involvement of policy authorities formed the third theme.

| School codes | Teacher codes, category 1 | SGB codes, category 3 | SMT codes, category 2 | Data codes Key concepts | Themes From sub-questions |
|---------------------|----------------------------------|------------------------------|------------------------------|--------------------------------|---|
| | Categories | | | perceptions | 1.the perception of teachers, SGBs and SMTs, regarding the effect of national education policies |
| V | ta,tb,tc | sga,sgb,sgc | sma,smb,smc | | |
| W | td,te,tf | sgd,sge,sbf | smd,sme,smf | procedures | 2.procedures |

| | | | | | |
|----------|-----------------|--------------------|--------------------|--------------------|--|
| | | | | | followed in developing and implementing the national education policies |
| X | tg.th.ti | sgg,sgh,sgi | smg,smh,smi | | |
| Y | tj,tk,tl | sgj,sgk,sgl | smj,smk,sml | involvement | 3.Involving policy authorities in the development and implementation of the national education policies |
| Z | tl,tm,to | sgm,sgn,sgo | smm,smn,smo | | |

Table 0.1: Coded data according to research questions to provide themes

The grounded theory approach was employed in this study as data were analysed while being gathered from the ground. Cohen (2017: 238) defines grounded theory as a strategy of inquiry in which the researcher derives a general, abstract theory of a process, action or interaction grounded in the view of the participants. The grounded theory is an interactive process by which the researcher becomes more and more grounded in the data and develops more productive concepts and models of how the phenomenon being studied works. This method assisted the researcher to stick to what was happening on the ground, which was the views and experiences of the participants on the main question of this study.

The Characteristics of Schools

This paragraph presents the discussion of the tables. Firstly regarding the characteristics of the schools in Table 0.2. Secondly, Table 0. presents the demographics of the teachers, the SMT and the SGB respectively. The research was conducted in the bottom five schools, also called PPS in the Tshwane South District. The schools received copies of the permission letter from the GDE; the ethical clearance certificate and the interview schedule a week before the commencement of the interviews. The alphabetical codes were used, and the schools were referred to as schools V, W, X, Y and Z to ensure confidentiality and anonymity. Many learners in these schools fail. School X has the most significant enrolment while the number of learners has decreased in schools Y and Z. Effective public schools have enrolments of less than 600, and extra SGB paid posts to reduce the workloads of teachers to a manageable size. These are all African schools using English Second Language as a medium of instruction. The schools are situated in the townships next to the squatter settlement that forms part of the schools' feeder area. Table 0. shows the demographic data of the teachers who participated in the study in the Tshwane South District.

| Characteristic | School V | School W | School X | School Y | School Z |
|------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| 2015 matric pass % | 30-40 % | 50-60 % | 30-40 % | 50-60 % | 50-60 % |
| Medium of instruction | English FAL | English FAL | English FAL | English FAL | English FAL |
| Number of learners | 1336 | 1200 | 1415 | 850 | 900 |
| Number of teachers | 35 | 30 | 36 | 22 | 23 |
| Racial group | African | African | African | African | African |
| Formal structures | RCL; SMT; SGB; Sub- | RCL; SMT; SGB; Sub- | RCL; SMT; SGB; Sub- | RCL; SMT; SGB; Sub- | RCL; SMT; SGB; Sub- |

| | | | | | |
|------------------------------|------------|------------|------------|------------|------------|
| | committees | committees | committees | committees | committees |
| Socio-economic status | Poor | Poor | Poor | Poor | Poor |

Table 0.2: The characteristics of schools

Demographic Data of the Teachers

| School codes | Teacher codes | Gender | Age group | Highest qualification | Training on new Discipline policy |
|---------------------|----------------------|---------------|------------------|------------------------------|--|
| V | Ta | M | 35-50 | STD | No |
| | Tb | F | 35-50 | STD | No |
| | Tc | M | 35-50 | BA-ED | No |
| W | Td | M | 35-50 | BA;PTC | No |
| | Te | M | 51-65 | BA;STD | No |
| | Tf | F | 35-50 | BA;HED | No |
| X | Tg | F | 35-50 | BTECH | No |
| | Th | F | 20-34 | BA-HONS; BA-ED | No |
| | Ti | F | 35-50 | BA;STD | No |
| Y | Tj | M | 35-50 | STD | No |
| | Tk | F | 35-50 | BA-ED | No |
| | Tl | M | 51-65 | BA;STD | No |
| Z | Tm | F | 35-50 | BA;HED | No |
| | tn | F | 20-34 | BA-ED | No |
| | To | F | 35-50 | STD | No |

Table 0.3: The demographic data of the teachers

Table 0.2 shows the demographic data of the teachers who participated in the study in the Tshwane South District. Three teachers per school were interviewed. To ensure confidentiality and anonymity, the teachers were assigned the numerical codes from **ta** until **to**, which gave the total number of 15 interviewees in this sample.

Nine of the participants were females and only six males. The graph showing age distribution would be bell-shaped, that is showing the majority in the middle at the age group 35-50, with few on top (ageing) and bottom (young staff). The staff was suitably qualified to teach at a secondary school which makes the reader expect a 100% matriculation pass rate in these schools. However, since the repeal of corporal punishment (SASA section 10 (1)), the teachers did not receive any training, workshop or intervention by the district officials to teach them about the alternative discipline policy to corporal punishment. One could not expect someone who has been using corporal punishment for all the years in teaching to use an alternative to corporal punishment successfully without training or workshops attended on the alternative method of discipline. Maintaining discipline in the Tshwane South District public secondary schools warrants the training of teachers about what the alternative method to corporal punishment entails.

The following table shows the demographic information about the interviewed members of the SMTs in the five public secondary schools. The alphabetic codes **sma** to **smo** were assigned to SMT members to conceal their real names and identities.

Demographic data of School Management Teams

| School codes | SMT codes | Gender | Age group | Highest qualification | Training on new Discipline Policy |
|---------------------|------------------|---------------|------------------|------------------------------|--|
| V | Sma | F | 50-60 | BA;HED | No |
| | Smb | F | 61-65 | BA-ED | No |
| | Smc | F | 50-60 | BA;PTC | No |
| W | Smd | M | 50-60 | STD | No |
| | Sme | F | 50-60 | BA-ED;MED | No |
| | Smf | M | 50-60 | BA-ED; BA-HONS | No |
| X | Smg | M | 50-60 | BA;PTC | No |
| | Smh | F | 61-65 | BA;STD | No |

| | | | | | |
|----------|------------|---|-------|--------|----|
| | Smi | F | 50-60 | BA;HED | No |
| Y | Smj | M | 50-60 | BA;HED | No |
| | Smk | M | 50-60 | BA;STD | No |
| | Sml | M | 61-65 | BA;HED | No |
| Z | Smm | M | 50-60 | BA;STD | No |
| | Smn | F | 50-60 | BA;STD | No |
| | Smo | F | 50-60 | BA-ED | No |

Table 0.4: The demographic data of School Management Teams

The Demographic Data of the School Governing Bodies

| School codes | SGB codes | Gender | Age group | Highest qualification | Training on new Discipline policy |
|---------------------|------------------|---------------|------------------|------------------------------|--|
| V | Sga | F | 45-60 | Grade 12 | No |
| | Sgb | M | 45-60 | BA | No |
| | Sgc | M | 45-60 | Grade 10 | No |
| W | Sgd | F | 45-60 | BTECH | No |
| | Sge | F | 45-60 | STD | No |
| | Sgf | F | 45-60 | Grade 11 | No |
| | | | 45-60 | BA | |
| X | Sgg | F | 45-60 | Grade 10 | No |
| | Sgh | F | 45-60 | Grade 11 | No |
| | Sgi | M | 45-60 | STD | No |
| Y | Sgj | F | 45-60 | BA | No |
| | Sgk | M | 45-60 | MED;BAED | No |
| | Sgl | F | 45-60 | Grade 12 | No |
| Z | Sgm | F | 45-60 | BAED | No |
| | Sgn | F | 45-60 | BTECH | No |
| | Sgo | M | 45-60 | Grade 12 | No |

Table 0.5: The demographic data of the School Governing Bodies

The SGB participants fell within the age group 45-60, and the majority were female. Some teachers also serve in the SGB as the teacher component. There were also parents who were serving in the SGBs who have very little education. The SGB did not receive any training regarding the new discipline policy. The learners in these schools misbehave, and they could not be held accountable or disciplined.

Consequently, indiscipline continued to impact negatively on the academic performance of these schools in the Tshwane South District. Much depended on what the researcher saw, heard and observed. The following section intended to present the coded data as shown in Table 0.1 after the responses were studied and compared. Similar responses to each sub-questions from the three categories of subjects were grouped together under the themes and different answers were also discussed under the same themes in which the sub-questions were codified. The verbatim quotes are presented in italics and comments are presented after each presentation of data, in the order: presentation, interpretation, recommendation and discussion.

4.3 DATA PRESENTATION, INTERPRETATION, RECOMMENDATIONS AND DISCUSSION

Renuka and Jonathan (2015: 28) specify that interview transcripts must not be rephrased to be grammatically correct, and the raw data must not be summarised. Thus, the researcher presented the participants' views without adding any information that was not part of the participants' responses as it would no longer be the original data. However, the data that are presented here were manipulated through coding, meaning they were sorted, grouped, linked, summarised and interpreted. The original words of the participants are italicised and presented in verbatim form.

Theme 1

THE PERCEPTIONS OF TEACHERS, SMT AND SGB REGARDING THE EFFECT OF NATIONAL EDUCATION POLICIES ON LEARNER DISCIPLINE

In this section of the study, the researcher intended to get a deeper understanding of the teachers', SGBs and SMT's, awareness of the new education policies, and their impact on discipline. This part also explored more on the beliefs and attitudes of teachers towards national education policies and their readiness to implement them in their schools. Data are presented, interpreted and then the discussion follows in every participant's response. The following are responses from teachers and then followed by the SMT categories.

Question 1: What Is Your Perception on the Impact of National Education Policies Such as the Teacher-learner Ratio Policy, Teacher Workload Policy and Learner Discipline Policy on Learner Discipline at Your School?

Category 1: Teachers (Codes Ta-to).

When asked the first question, this is what participant **tf** a Grade 8 teacher in school **W** said:

The classrooms are packed to capacity, and I can't even move between the desks easily. Individual attendance of learners is not possible; school attendance is irregular. Consequently, continuity with teaching becomes difficult. The shortage of textbooks is another challenge. I make them share the textbooks, but before sharing, they make noise first. I make those who make noise to face the wall up until the end of the period or write down their names and give them punishment such as cleaning the classrooms. The learners who disturb the lesson, who do not do school work, I make them sit on the floor or stand in front and face the chalkboard or scrub the floor. Sometimes I invite their parents to school to tell them about what their children do at school. I make sure I am thoroughly prepared when I go to class so as to arouse their interest and eliminate class disruption. I engage and involve all learners in the lesson by asking questions, giving them pictures to interpret and assignments to complete in class. I become exhausted at the end of each school day. All these

strategies become a futile exercise because eventually, they fail dismally. Only 6% of learners in Grade 8 passed last year; the rest were progressed.

Interpretation

A Grade 8 teacher in school W mentioned that their school has learner overcrowding in the classrooms, which results in the shortage of teaching learning material such as textbooks. This then triggers disciplinary problems when sharing the resources. Learners do not pass, but they are progressed in terms of the national education learner acceleration or progression policy.

Discussion

Overcrowding is the source of all the disciplinary problems and poor performance in schools because the teacher loses control over all the learners. Some disrupt the class while hiding behind the others. As a result of overcrowding, there will be a shortage of resources such as textbooks and furniture, followed by fights over seats in particular because they cannot be shared. The teacher-learner ratio of 1:35 for public secondary schools (Meier, 2017:171), as mentioned earlier on in Chapter 2, is quite a significant number when compared to the American and British ratios of 1:20 including the private schools around Tshwane South, where the very same public-school teachers take their children to. Discipline in such schools is best, and the pass rate is 100% irrespective of learner intelligence. The district officials instruct the principals of public schools that they must continue admitting learners until the district office declares their schools full. The novice principals comply and act accordingly until experience teaches them that no one returns to say 'you can stop admitting' or to say 'you are now full and you may, therefore, close learner admission'. This implies that there is a disparity between policy and practice. Overcrowding in 2018 was aggravated by online enrolments by the district office.

When the researcher tried to make sense of all that was said by the teacher, they understood that this teacher used various strategies to reduce misbehaviour in class. However, these strategies to maintain discipline were only punitive. This indicated an inadequacy in the development of the Code of Conduct from which all school rules

are cascaded. There is a difference between discipline and punishment. Discipline is the development of a self-control character, orderliness and efficiency. Discipline should be more than a response to misbehaviour (Ebrahim, 2018:1). A positive outcome results in a satisfying and productive life. This is the reason why the Code of Conduct should include merits and de-merits, learner praise, motivation and annual awards to reward good behaviour (ibid).

This is what participant **Ytj** had to say:

We teach too many classes and it becomes difficult to know the learners by their names to call them by so as to discourage the misbehaviour. One may imagine a teacher teaching eight classes of 50 learners each. About 300 (6 classes times 50 learners) learners, it is quite a significant number to be able to manage such learners effectively, without disciplinary problems which disrupt classes and result in poor academic performance. Correct teacher-learner ratios coupled with the Code of Conduct would be the only answers to proper behaviour. But it needs to be correctly developed and well implemented with all systems in place, to be effective. It works for the former model C schools to produce excellent results, always 100% pass rate. It could also work for us.

Interpretation

Ytj echoed Wtf by stating that the teacher-learner ratio at their school was also higher than the policy requirement. According to Ytj, their school did not have a Code of Conduct. Teacher Ytj recommends that their school should have disciplinary systems in place. A low student-teacher ratio can allow the child to receive more individualised attention from the teacher, because they have fewer learners to monitor, and the teachers tend to spend less time on classroom management issues, such as ill-discipline. This would enhance the child's test scores and provide lasting academic benefits (Brozak, 2017: 1). The Centre for Public Education (PEC 2018: 1) confirms Brozak's assertion by adding that classes of not more than 15 to 18 learners seem to provide learners with the best benefits regarding achievement.

Discussion

The consequences of teacher-learner ratios exceeding the quota implies that the number of learners in class exceeds the education policy limit. Discipline ought to be maintained in schools to ensure that the education of learners proceeds without disruptive behaviour and offences. Its goal is to teach and lead the learners to self-discipline. Thus in managing the school environment, a system of disciplining proactively and constructively should be implemented rather than punishment (Ebrahim, 2018:1).

Ztn pointed out that:

No Code of Conduct, no good discipline and no good results. Appropriate action needs to be taken against learners who misbehave. Because the behavioural problem might recur if not dealt with accordingly. A comprehensive Code of Conduct must be developed to deal with all sorts of misconduct. All parties need to have understood on where they stand with regard to disciplinary problems. The strategies which I am using to discipline the learners are not effective because I never saw a Code of Conduct at our school. I developed the class rules by myself from the knowledge I got from my teacher training. And I always keep my learners busy so that they do not have time to be out of control. I try to communicate with the parents of the learners. I walk around in class and call the naughty learners by names. I know all the learners so that I can call them to order by calling their names.

Interpretation

School **Z** did not have a Code of Conduct. Teacher Ztn's class rules were not cascaded from any Code of Conduct which means in this school, rules differ from teacher to teacher, and there is a possibility that other teachers might not have any. Their school needed to have a Code of Conduct. The Code of Conduct had to be clarified to all parties to be on the same page or to have a common understanding when implementing it.

Discussion

Teacher **Ztn** did not know the Code of Conduct of their school. She provided a routine of self- developed strategies with an attempt to improve discipline in class, which might be a tedious and time-consuming exercise. However, Subbiah (2015:81) supports these strategies because the strategies can reduce disciplinary problems in the classroom.

Xti said:

We used to sing and pray for the children before we conduct our morning briefings and we used to teach the children good morals at the assembly gathering, and the children behaved in an acceptable manner and they showed respect to us. Our principal announced to us in the meeting that we must sing the national anthem in meetings and at learner assemblies. Ever since then the learner no longer discriminates between right and wrong. They don't greet anyone, and they are no longer scared of us. When I make them aware that what they are doing is wrong, they wonder, they say why madam? They don't see any wrong and those who are worse (COSAS), tell us that they are not afraid of us because the school is theirs. These children have so much confidence to undermine authority. When we report them to the district office, we are told to bring them closer to us. They don't explain how we can bring them closer. We are scared of these kids. I have footage where in three different schools the learners beaten up teachers, one white lady teacher beaten up by the black girl learner and two black lady teachers one beaten up by a boy and the other by a girl child. Performance under such learning conditions is expected to be at its worst. They are not passing, they fail once and then get progressed every year up until in Grade 12.

Interpretation

Xti pointed to the replacement of the Christian doctrine by the national anthem as a source of all the misconduct that is happening in their school. Learners are ignorant of good morals. This increased the high failure rate, which led to progression.

Discussion

The religious policy in education is outside the scope of this research, and it will need further research. The researcher thought a moral ground is needed to teach good morals to the learners (Rens, 2016: 2). Singing the national anthem will not assist in any way to improve learner behaviour. Schools could rather develop school songs in which good morals are enshrined, or let learners recite the Code of Conduct during detention sessions as in the case of the American lawyer, Thurgood Marshall, and benefit from that, as pointed out in Chapter 2 ([http: www.nps.gov/features/malu/feat0002/wof/Thurgood.Marshall.htm-2015](http://www.nps.gov/features/malu/feat0002/wof/Thurgood.Marshall.htm-2015)).

Xth gave a hesitant answer to the question by indicating that:

I am not sure because I don't read policies. I want to be honest with you. Whats the use, laws are written in English first language. I struggle to understand English second language which I did at school. The language in which the policies are written needs to be explained to me by specialists. It is challenging. What I heard from the principal is that policy says we can no longer beat up the learners. What do we do with naughty learners then? When we report them to the principal, he shifts the problem to HoDs and say we must follow protocol. We are frustrated. Learners bunk classes, they sit in the toilets, gamble and do drugs there. We see them on footage. They broke the schools' brick fence and do drugs under the trees behind the fence. The district officials saw the footage and they came to our school, but the principal did not give us the report about the purpose of the visit up until today. Learners do not pass due to class disruptions when those culprits are in class. They take all learners out of classes at any time as it pleases them.

Interpretation

Xth gave a hesitant answer to the question due to uncertainty based on their ignorance on school policies, because they do not understand Law jargon. They could no longer beat up children (no more corporal punishment). **Xth** felt that policies need to be taught to them for better understanding.

Discussion

According to the responses given by **Xth**, the blame was put on their own ignorance for not reading school policies because of jargon (unique words or expressions used by a profession or group that are difficult for others to understand). In this case, it is the law language that also makes it difficult to understand the Education law course. Consequently, teachers become reluctant to read these new policies. This condition makes education policies inaccessible to many readers. All the stakeholders, not teachers only, need to be trained to have a better understanding of the education policies. Volunteer now (2018:1) states that it needs to be considered whether there is a need for clear guidance regarding how the policy will be implemented and if training will be required to support the implementation among staff and volunteer members.

Xti expressed their views as follows:

The new discipline policy has a negative impact towards learner discipline because the kids are out of control. Late coming is rife. School starts at 8h45 but you will find learners dragging their feet to school up until 9h30, that is during period 3. When we close the gate when doing ground duty, they push us and push the gate wide open and then proceed to class. They also pushed the SGB chairperson one day, and he could not take any further step against them. Most of the learners do not do their school work; they do not respect their teachers; they do not bring their textbooks to school while others are very bully. We hear from COSAS whether the school will function normally for the day or not. I believe that they do all these because we no longer have the powers to discipline them thoroughly and because they will not be held accountable for their deeds. They know that there is no way we could enforce discipline. How are they going to pass if they do all these, never! They fail.

Interpretation

This teacher thought it is the use of the Code of Conduct that sparks ill-discipline, due to the misunderstanding of how the discipline policy works. Teacher Xti also

believes the new education policies ripped them off of the means to punish the learners because it provides a positive way of maintaining discipline in schools.

Discussion

Xti expressed their views about the impact of the discipline policy on maintaining order in their school. They could not perceive that the cause of ill-discipline could be the incapability to develop and implement the Code of Conduct correctly. Xti was also unaware that the Code of Conduct could be used effectively to discipline the learners to the extent that the learner might end up being expelled if the correct procedure was followed. What was required was a better understanding of how the Code of Conduct is developed and implemented, through the training of all stakeholders in discipline policy development and implementation. Masekoameng (2010: 41) indicates that the Governing Body should be able to enforce the rules using specific disciplinary measures provided for in the Code of Conduct, in cases of learner misconduct.

Vtc said:

My perception is they do have an impact because some of the learners do not listen ever since these new education policies were introduced. I report them to the principal or call their parents. Some learners refuse to take punishment, and it becomes difficult to discipline them thoroughly, they are also humiliating us. Others enjoy punishment which makes all the effort not effective. Some parents are not interested in their children's work. They are not involved in the education of their children. When we invite them to school through letters, they don't turn up. as a result, it becomes difficult to maintain discipline in class or at school. I think the reluctance of parents in participating in their learner education is caused by the fact that they are not paying school fees for their children and the food for lunch is for free. So they don't care.

Interpretation

The blame for learners who no longer obey teachers is put on the emergence of the new education policies after corporal punishment was repealed. Learners who belong to student organisations such as COSAS are more informed about education policies that affect them. If they notice something that is unprocedural, they defy the teacher by refusing to take punishment, knowing very well that the HOD will dismiss the case. The no-fee policy also contributes to parents adopting a 'do not care' attitude and not giving support to teachers.

Discussion

Parents play a significant role in the education of their children. They must provide a foundation of good discipline on which the school has the duty to build on. Age cohort emerges, and they become dropouts and contribute to more issues that are social. Consequently, the parents should always avail themselves when needed at school. However, the school must engage parents from the beginning of each year, provide them with a Code of Conduct and explain it to them. Learner discipline should not be an individual aspect. It is a team venture, and the learners who misbehave must be given the demerits. When the demerits have exceeded the agreed upon number, the teacher should hand over or escalate the learner for a hearing which might end up in suspension or expulsion. The teachers need to be trained and given support in maintaining discipline in their classrooms. Tables 4.2.4; 4.2.5 and 4.2.6 indicate the biographies of the participants and indicate that none of the stakeholders received training on the new education policies. This explains why the teachers were ignorant about the new education policies that affect learner discipline.

Ytk presented their perspective below:

I think the discipline policy is only focusing on the teacher than on the learner. The policy will end up punishing the teachers than disciplining the learners. It instils fear to us, and we will, therefore, leave the learners to do as they please and end up failing. It gives the learners all the rights to disrespect us and put us mostly at a

disadvantage. I feel that the learners are overprotected by the education law. As a result, they misbehave. On the other hand, the discipline policy has created fear to maintain discipline because you might end up being charged for disciplining a learner. Consequently, the learners in these schools do as they please.

Interpretation

The teacher seemed to confuse corporal punishment with the Code of Conduct by stating that *'you might get charged for disciplining the learner. You get charged when you beat the learner, but your case gets dismissed if one did not follow the correct procedure to discipline a learner'*. It is ignorance of how the policy works that created fear to implement it because the participant said it protects the child and punishes the teacher.

Discussion

The discipline policy appeared to be one-sided to those who did not undergo any training and understood it. The discipline policy needed teachers to go through it, and it warranted the training of teachers to be able to understand and implement it effectively. The DOC file (2010:1) indicates that the challenge lies in the implementation of disciplinary measures that will maintain order in the schools with understanding and compassion. Punishment is an aspect of discipline that involves action taken procedurally in response to inappropriate behaviour to correct or modify the behaviour and to restore harmonious relations (DOC file, 2010:1). The alternative method of discipline to corporal punishment (which was immediate) needs time for the learner to develop a sense of self-discipline under the guidance of a teacher. It takes more time to follow the disciplinary process than building positive behaviour and by keeping classes smaller and manageable, also by rewarding good behaviour. The caring teacher's disciplinary approach should help the children to develop self-control. Children must be taught how to do the right things. This goal is accomplished by setting limits, giving the learners responsibilities, helping them to develop self-confidence in their abilities, teaching them to solve problems and to make sound judgements (ibid).

Zto said:

It is time-consuming to discipline these learners, which impacts negatively on the time allocated to teach them what they are here for. Mostly, the learners are aware of their rights and do not know their responsibilities or just ignore them. They are aware that they are overprotected by the law and there is no much I can do about it. I referred a learner to the class rules after they have broken the rules and he said to me which rules are you talking about? I don't know anything about the rules. The learners who are stubborn, do not want to listen, they tell me about COSAS that they will report me to COSAS. They refuse to cooperate, and there is little that you can do.

Interpretation

The disciplinary process impacted negatively on contact time as shown in Table 0.2 showing average hours spent by classroom teachers on non-teaching tasks. The table shows that most time is consumed by learner discipline only as compared to other classroom activities including teaching, which is about 50% of contact time (Higton, 2017: 43). The teacher showed a misunderstanding of the Code of Conduct.

Discussion

If teachers are inadequately informed about school policies, learners will misbehave. Learners will defy any ready-made rules that they find in the classroom. They are aware that the class rules are supposed to be democratically developed. Meaning learners have to be involved in participating in the development of their class rules. If they were involved, they would regard the rules as their own and comply with them. That is the requirement of developing the Code of Conduct, and it should be cascaded to class rules. The SGB needs to consult and involve the teaching and non-teaching staff, the parents and the learners to drafting school policies. The same stakeholders finalise, approve and adopt the policy as their policy (ELRC, 2003: B-35).

Some teachers were able to identify and explain the national education policies that directly triggered disciplinary problems such as the high teacher-learner ratios and the Code of Conduct. Teachers also pointed at the impact of these policies on poor academic performance that culminated in learner progression. However, their explanations indicated their ignorance of the new discipline policy in particular. They proclaimed their helplessness as if the Code of Conduct did not exist to replace the corporal punishment policy, which is an indication that there was a dire need regarding the explanation of the policies to the teachers in the form of training.

Category 2: School Management Teams (SMT, Codes Sma-smo).

Zsmn said:

My perception is that it has an impact because, the learners are not doing their work, they come late to school, disrespect and fail the tests; knowing that nothing will be done because they are protected by the policy and COSAS.

Interpretation

This HOD shared the same beliefs with the teachers who said nothing could be done about learner discipline. That revealed a misunderstanding of the role of the alternative form of punishment to corporal punishment.

Discussion

In recent years, learners' poor academic performance is attributed to the school's administration, teacher and student indiscipline (Simba, 2016:184). Indiscipline in schools can manifest itself in learners' violent behaviour, poor disciplinary style, ineffectiveness and inefficiency of a teacher, poor time management, ineffective Code of Conduct and so on. These acts of indiscipline disrupt learning and have a direct impact on learners' performance.

Vsmc answered this question by saying:

I think the current disciplinary policy has a massive impact on discipline and academic performance. Learners are full of disrespect knowing precisely that teachers have been ripped off their powers to institute or instigate the disciplinary measures to the learners. Should a teacher overstep the stipulated terms and conditions set by the ELRC, (Education Labour Relations Council) such a teacher might face expulsion from work, but if learners commit serious misconduct, only the principal has the power, together with the SGB, not to expel, but to recommend expulsion to the HoD, which after so much effort it could be disapproved.

Interpretation

Saying teachers no longer have powers to discipline learners who misbehave, shows no understanding of this policy just like Zsmn. It is true, only the HoD can decide whether a learner can be expelled or not. The principal and the SGB only make recommendations to the HoD. The HoD assesses if there is a case, there are systems in place to carry out the case such as a disciplinary committee and the child has the Code of Conduct. As well as if the correct procedure was followed such as involving parents or the representative, and the learner was given the opportunity to present their side of the story after the principal introduced the case to the tribunal. According to SASA of 1996 (DoE, 2011:3), The SGBs in schools in the Tshwane South District must be functional and be able to execute the duties of adopting the Code of Conduct and setting up tribunals. This would facilitate conducting fair hearings on severe disciplinary case proceedings with regard to suspension and expulsion, in terms of the provision of the SASA of 1996 (DoE, 2011:3).

Discussion

Vsmc's opinion coincided with that of most teachers about the fact that the discipline policy protects the learner and punishes the teacher. Thousands of teachers had no choice but to resign and lose their jobs because they inflicted corporal punishment to learners who were aggressive and provocative to teachers. Lengthy procedures were followed and impacted negatively on contact time. The best solution was to develop good behaviour, as stated earlier on, to assist in limiting misconduct cases.

Zsmd, the principal responded as follows:

Currently yes they have an impact because we don't have the Code of Conduct. The learners need to be made aware of the learner Code of Conduct and what implications it has for them. It also notifies the learners of their rights and responsibilities in the event of transgression. The Code of Conduct also empowers the principal to carry out specific sanctions, such as the precautionary suspension, which may have a direct impact on learner performance the end of the year.

Interpretation

The principal knew the contents of the Code of Conduct but did not develop one for their school. Knowing it alone does not help because it does not benefit the school in any way. Learner discipline is effective when the stakeholders are involved and work as a team. This condition reveals that the school had no disciplinary systems in place. Therefore, the learners misbehave and got away with it resulting in moral decay whereby learners would have the guts to say to the teacher: '*.....so what? What will you do if I misbehave?*'

Discussion

It is noted that some of these schools do not give the learners the Code of Conduct. It is evident from the response of this SMT member that suspension hits the learner hard because these learners misbehave because they are not aware of the consequences of their misbehaviour. In some schools, they were not involved in developing the Code of Conduct. This means that learners did not get it on admission. Systems need to be put in place to ensure that all the learners access the contents of the Code of Conduct to be able to assimilate it and act accordingly to minimise indiscipline in these schools. Section 8 (1) of the SASA 84 of 1996 as cited in the Education Labour Relations Council (ELRC) (2003) empowers the SGB of a public school to adopt a Code of Conduct for learners after the parents, learners and

teachers have been consulted. In agreement with the SMT, this activity has to be a democratic process of decision making that involves all role players of the school because the learners should have a say in the school affairs, including the disciplinary measures of the school. The education managers have to involve the teachers in the formulation of school policies.

Ysmk stated that:

My perception is that the new policies have an impact, because it becomes complicated to maintain discipline as the learners see the teachers as toothless, the writing of the learners' names as a means of control, yield no useful results as it is not taken seriously, even if punishment, for example, cleaning is meted out, it does not deter them. The teachers are reminded time and again that they will be reported to COSAS if they keep discipline, not referring to corporal punishment. The learners are having the wrong impression that having the rights means they can be abused. The policy gives the learners all the rights to disrespect the teachers while it puts the teachers mostly at a disadvantage.

Interpretation

Ysmk had a viewpoint that is similar to that of teachers; the new education policy for discipline rendered them toothless or somewhat powerless. They do not know how to use it effectively to be more effective than corporal punishment. The Code of Conduct is more effective because if it is correctly implemented, it results in suspension and expulsion of the learner. The teachers think the Code of Conduct is complicated and difficult to implement which means it needs to be taught to them. It is not a challenge to former Model C schools; it has been working smoothly for them, and they can handle misconduct cases with ease to date. Their pass percentage remains at 100, and it is unwavering (Brozak, 2017: 1; The Centre for Public Education (PEC) 2018: 1).

Discussion

Different schools use the point system as punishment, whereby the Code of Conduct indicates the expected behaviour with the offences categorised and the points allocated according to the severity of the misbehaviour. After the learners have accumulated a certain number of points, the parents are invited to come to school for an interview with either the principal, deputy principal or disciplinary hearing committee to see how they can help the learners. In some schools, a learner who has accumulated a certain number of demerits goes into detention, in which the learners are kept in a class and get supervised by a teacher after school hours. In other schools, they sit in the classroom bored, given work to write or do work that will not be marked. Detention proved to be a successful method of discipline with positive repercussions. For instance, the American lawyer, Thurgood Marshall, who was a joker at school and therefore disruptive in class, was also detained repeatedly. At detention, he was made to recite parts of the American Constitution. Eventually, he knew the Constitution and its flaws on discrimination thoroughly, which made him to study law in order to correct the wrongs in the Constitution (<http://www.nps.gov/features/malu/feat0002/wof/Thurgood.Marshall.htm-2015>). Similarly, the learners at the detentions could be made to recite the Code of Conduct or create a slot for all to read the code every morning.

Here is what **Vsma** had to say:

We have to follow a lengthy procedure in order to institute the disciplinary measure, that is to call the parents who at certain times do not cooperate, to call the disciplinary committees, to attend to the matter. It takes time, and some cases fade away. It is tough for the township schools to apply the detention methods, unlike in the former model C schools where my child is attending. They use the points system. Our interpretation of the policy is one-sided. The teacher would understand and try to implement it, but the other parties, the parent and the child, play ignorance to it. Lack of support from the parent is also a challenge. African parents in the townships, unlike the white parents, are not committed in the education of their children. They leave the education of their children entirely in the hands of the school. Some of

them even if they come after being invited, one could pick up from the way the child talks to them that, they do not have control over them even at home.

Interpretation

HoD Vsma also raised concerns about the implementation of the disciplinary procedure that it is a time-consuming process. Indeed, it is time-consuming especially when classes are too big with many learners and exceed the teacher-learner ratio quota. A better approach to the Code of Conduct implementation is to prevent bad behaviour from cropping up by teaching good behaviour to the learners. Another factor that impeded proper implementation of the Code of Conduct by these public schools was the lack of parental support. These public school parents' component left the education and discipline of their children entirely to the school. In this way, the policy cannot work, and this poses another obstacle to policy implementation. Learner education and discipline should be three-pronged, including the parent-teacher-learner working together to lead the learner towards meaningful adulthood. Vsma also proposed the use of a point system and demerits.

Discussion

For the Code of Conduct to be effective, parents and learners need to be involved from the beginning. They must sign for the receipt and state that it was explained to them. In addition, they ought to sign that they agree with the contents and they will abide by them. What is important is that schools need to make the parents to give full details of their contacts so that the letter system of communication with parents abolished because it becomes a problem when the learner is supposed to deliver it; it does not reach the parents. Learners cannot be adequately disciplined without cooperation between parents and teachers. An active partnership between the parents and the school offers excellent benefits (Simba, 2016: 56). When the parents of the learners are familiar with the Code of Conduct that they received on behalf of the learners on admission, they comply with invitations and requests by the teachers concerning the discipline of their children. They will know that they are considered important and they will respond to any call. If they feel that the teachers do not undermine them, they will cooperate.

Zsmn answered as follows:

Learners tend to be loose and neglect their duties because corporal and reprimanding (called verbal abuse) is regarded as misconduct. We are aware of all the misconduct, we have given up, we do not say anything to any learner. Communicating the Code of Conduct to the learners is a challenge because the document is bulky. Similarly, getting the parents to receive and understand the code is another problem. They can only be given a summary of the code which includes school rules only. Some powers of the learner code are referred to the HOD, which may slow down the disciplinary process that is the protocol has to be followed. The procedures are complicated, because the Code of Conduct must comply with the South African Constitution, The South African Schools Act and other Provincial and District legislation. It could result in the one who implements it, the one who initiated the discipline process being dismissed on procedural grounds. The political student organisation may choose not to respect the learner Code of Conduct which makes implementation thereof tricky. Their leaders told them that should a teacher dare punish you, call us. The children are also making use of footage, which creates fear among the teachers to punish them in any way.

Interpretation

The HoDs faced challenges in implementing the Code of Conduct, which means it was not given to learners and parents. Zsmn raised some challenges they encounter when trying to implement the new alternative discipline policy such as complicated procedures to be followed. They were scared to implement it because they could be dismissed on procedural grounds. The HoD was also troubled by the fact that schools cannot decide on learner punishment. They can only recommend the verdict to the HOD, who is the only one who has the power to pass judgement and the process takes long. The student organisation might defy the policy if not correctly implemented. HoDs are hesitant to punish learners because they take footage of the discipline action. In addition, they could not reprimand learners because it is regarded as verbal abuse. Reducing the bulky Code of Conduct into school rules was proposed by **Zsmn**.

Discussion

The schools do not have the authority to expel a learner. They could only recommend to the HOD, and their request might be turned down after much effort has been wasted. The SMT member also highlighted that *'you might lose your job if you did not implement the process correctly'*. The Governing Body might only suspend a learner pending the decision of the HOD as contemplated in Regulation 8 (2), for a period not longer than 14 school days. The total period of suspension of a learner from school shall not be extended to more than 21 school days. On giving notice to the learner and the parent of a disciplinary hearing, the SGB must notify the learner and the parents of the learner in writing, that the disciplinary proceeding will be instituted against the learner.

The notice must be as follows: The principal must give notice contemplated in sub-regulation (1) to the learner and deliver a copy thereof to the parents of the learner at the address of the learner indicated in the school admission register or the learner profile. If the HOD expels a child, the SGB and parents are notified in writing, and the HoD must include a reference to the right of appeal to the Provincial Minister. If the appeal is upheld, the alternative sanction is upheld. If expelled, and they are in Grade 1 – 9, under compulsory education, the HOD must make alternative arrangement for their placement at school but if they are in Grade 10 – 12, not subject to compulsory education, the parents may make alternative arrangements for their placement. It is quite a long process (21 days), half a term, to discipline a child and this might impact negatively on the academic performance of that learner. This requires patience, training and support or intervention from the district officials, to the teachers, SMT and SGB members.

The better and quicker method of discipline is the prevention of the misconduct. Learners need to be taught how to behave well, and teachers have to play their modelling role effectively to create or develop self-disciplined learners. Section 12(1) of the Constitution states that everyone has the right to freedom and security, including the right to be free from all forms of violence, not to be tortured, treated or punished in a cruel, inhumane or degrading way. Section 28(1)(d) protects every child from maltreatment, neglect, abuse or degradation (Ebrahim 2018:1). Section

7(1)(h) of the 2005 Children's Act says any behaviour that would inflict injury on a child whether it is physical or emotional is not allowed (ibid). After corporal punishment was banned in South Africa, the Sacred Heart College (Subbiah, 2015: 158) expressed a sentiment that echoed in many schools: 'We need an education system which is based on the principles and values of the new Constitution. The best results could be obtained through vigilantly reminding learners about discipline in school and monitoring their compliance with it'.

This is what the SMT member (**Ysml**) stated:

Many other policies relate to giving the teachers too much paperwork, which makes the teachers to lose focus on implementing the curriculum. My time table does not have free periods for two days in the week. What is worse about the workload, I have more or less equal teaching periods to my subordinates whom I need to monitor and develop. When am I going to do that because when they are in class, I am also in class. When they need support say they experience a disciplinary problem during their lesson presentation due to overcrowding and shortage of chairs because the learners are following the teachers, I have no alternative but to leave my learners alone because I am always not available to do management work, to attend to the emergency. Every day we have a misconduct case to attend to at our school. Really something needs to be done about the HOD workload, I am a teacher full time, I am the head of my department of Social Sciences which is the biggest at our school, I also head Tourism which I was not employed for and it belongs with the hospitality studies and therefore illegal to head it and I am also a grade head. Really HoDs in schools are overworked.

Interpretation

Too much administration work made the HODs lose focus on curriculum delivery because no time is allocated to leadership, administration and management; the full workload quota is allocated to teaching only. The HOD workload exceeded that of their subordinates overall. The HOD for Social Sciences is allocated to head Tourism, which belongs to a different group, and he was not employed to teach this subject. Too many teaching periods for HoDs failed the management part, or it

caused the HOD to bunk classes in order to attend to urgent management issues, which means those HOD duties that are not urgent must be taken home, as well as lesson preparations.

Discussion

Different countries get an assistant teacher to get all the paperwork done for the teacher. This assistant reports to the teacher. In the Dinaledi School project in South Africa, such teachers are allocated to Science teachers, but one finds that only one such teacher is allocated per school. Not being conversant with the duties of such teachers, the principals allocate them full workload, just like the other teachers and they, therefore, end up no longer being able to perform their roles as teaching assistants, and thereby no longer serving the purpose.

Compounding the lower teacher-learner-ratio in the United States, American schools make use of teacher assistants who work under the teacher's supervision to give learners additional attention and instruction to reduce the workload of a teacher (www.sokanu.com.teacher assistant). A teacher assistant typically does the following to reinforce lessons presented by teachers: reviewing material, interviewing learners one-on-one or in small groups, enforcing school and class rules to help teach learners proper behaviour and so on (ibid). In South Africa, teachers perform all these duties while in other countries one teacher assistant performs them. Hence, the SMT members state that too much paperwork is a cause for concern in South African schools.

School principals need to be trained to achieve shared understanding of the new education policies about workload allocation in schools. According to the revised workload allocation Gazette No.39684 (PAM A-18 2016) the teaching duties in all four post levels differ, and that is the part that is misunderstood by different principals. To Post Level 1 teachers, teaching is their priority and forms about 80% of their total workload, and the rest of the percentage is reserved for class administration. Teaching is also a priority duty of a departmental head, but it forms about 30 % of the 100% duties allocated to them. The rest is administration and

management duties. Teaching is not a top priority to deputy principals, but it is priority number two. To the school principal, it is priority number four. This interpretation differs from school to school and thereby complicates the workload issue and causes constant conflicts in schools. This workload allocation parallels that of timetabling in teaching Science whereby the workload of principals is 90% school management and administration and 10% teaching. The HOD's is 50% management and administration while 50% goes to teaching. Teachers are allocated the other way round to the principal's workload; that is 10% classroom management and administration while 90% goes to teaching.

The responses to the first question revealed that most teachers and SMT members are still struggling to maintain discipline in their schools and they attribute this to the education policies because moral degeneration in learners is new, which emerged concurrently with the new education policies. Teachers and HoDs do not deny the point that the policies are difficult to understand and implement due to the inaccessibility of their content in terms of English First Language coupled with the law jargon. All participants indicated that they did not receive any training regarding the national education policies that affect learner discipline in schools. They mentioned that ill-discipline is aggravated by the incorrect implementation of the teacher-learner ratio which is evident in class overcrowding and high teacher workloads.

Theme 2

THE PROCEDURES FOLLOWED IN DEVELOPING AND IMPLEMENTING THE NATIONAL EDUCATION POLICIES

This section sought to investigate if the School Governing Bodies followed appropriate procedures in developing the national education policies and whether the policies are correctly implemented (SASA, 1996 10(1), that is the Code of Conduct, (ELRC 2003 section (5) E -8).

Question 2: Which procedures do you follow when developing and implementing the Code of Conduct at your school?

The South African Schools Act made provision for maintaining discipline better in schools (SASA, 1996 10(1), that is the Code of Conduct, (ELRC 2003 section (5) E - 8). The 1997 Abolition of Corporal Punishment Act banned corporal punishment in South African schools (SASA, 1996). Section 10 provides that no person may administer corporal punishment at a school against a learner and that everyone has inherent human dignity and right to its protection (ibid). Section 12(1) of the Constitution states that everyone has the right to freedom and security, including the right to be free from all forms of violence, not to be tortured, treated or punished in a cruel, inhumane or degrading way. Section 28(1)(d) protects every child from maltreatment, neglect, abuse or degradation (Ebrahim, 2018:1). The National Education Policy Act of 1996 mandated that no person shall administer corporal punishment, or subject a student to psychological or physical abuse at any educational institution (ibid). All these legislative frameworks emphasise that one ought to refrain from all forms of corporal punishment. Therefore, any person found to contravene this Act will be charged and sentenced with assault.

There is a difference between discipline and corporal punishment. Discipline means teaching acceptable behaviours and unlearning maladaptive behaviours through support guidance and direction in managing behaviour. Discipline is about setting limits, clarifying roles, responsibilities, mutual expectations and creating a predictable, orderly and stable life. It is not punitive, and it is in the best interest of a child. Section 7(1)(h) of the 2005 Children's Act says any behaviour that would inflict injury on a child whether it is physical or emotional is not allowed.

Provincial departments of education are required by the Schools Act to provide appropriate money for the training of SGBs (Ebrahim, 2018:1). Section (19) (1) of the Schools Act states that the head of the department must establish a programme to:

(a) provide introductory training for newly elected SGBs to enable them to perform their functions; and

(b) provide continuing training to SGBs to promote the effective performance of their functions or to enable them to assume additional functions.

(c) Ensure that the principal and other officers of the department render all the necessary assistance to SGBs in the performance of their functions. However, this does not happen in practice because the provincial departments often claim that they have insufficient financial resources for this purpose.

Lack of training impacted negatively on the effective functioning of SGBs in public schools in the townships. When people are not trained, they cannot be effective. While it can be argued that training is not the only factor that can improve SGBs' abilities to design learner codes of conduct, it can be equally accepted that it has a significant role to play in facilitating the understanding of governors regarding designing learners' codes of conduct (Mlalazi 2015, 41). The inadequate training they receive creates a lack of proper insight into the Code of Conduct. The end-results may be the inadequate involvement of the SGB in the implementation of the Code of Conduct in schools and thus not contributing to addressing poor learner behaviour as alluded to by Mlalazi (2015, 41). The School Governing Bodies also need to comprehend what they are doing. This calls for regular monitoring to assess if the Code of Conduct is correctly designed and implemented.

Category 3: School Governing Body (SGB codes sga-sgo).

Vsgb remarked:

There is no cooperation between the parents and the school. Some of us are not literate in terms of educational matters. We need effective workshops or training so as to be able to do our duties effectively. We did not develop any Code of Conduct yet and our term is ending this year. Policies are difficult to understand. We did not talk about policies in any of our meetings and we did not develop a disciplinary committee. Teachers invite the parents of the misbehaved learners to school by giving the learners the letters to give to their parents, when they committed the misconduct. We get reports that some learners do not give the letters to their parents

and one COSAS member has torn the letter in front of the teacher and put it in the rubbish bin. We could not do anything about that behaviour up until today.

Interpretation

School V did not develop any Code of Conduct because policies are challenging to understand. The disciplinary committee was not set up to deal with learner misconduct. **Vsgb** requested to be workshopped about policy development and implementation.

Discussion

The SGBs of public schools have a responsibility to draw all school policies in line with the national education policies because it is the minister of education who determines the National Education Policy in accordance with certain principles as abridged below (ELRC, 2003: A-3). In a democratic country like South Africa, it is imperative to consult with appropriate stakeholders for the policy to be adequately developed and implemented. Therefore, the SGB needs to consult and involve the teaching and non-teaching staff, the parents and the learners for drafting school policies. The same stakeholders finalise, approve and adopt the policy as their policy (ELRC, 2003: B-35). In schools W and Y, the SGB participants also shared the same sentiments by giving the same responses that they did not develop any Code of Conduct. The teachers developed their own various class rules and applied them with varied and inconsistent responses to the same behaviour.

Ysgk responded as follows:

We have designed a Code of Conduct for the learners. It tables the learner discipline measures to be taken when the learner has committed the misconduct, but we did not give it to the learners. The Code of Conduct was shown to parents just to emphasise the implementation, but the intelligence of the SGB concerning that Code of Conduct is undermined by the SMT. We have COSAS and RCL. RCL is legitimised and COSAS is not. COSAS is more potent than RCL and it is very disruptive. The learners put COSAS at the forefront and this result in school

stoppages. Some of us are not familiar with policies and legislation and we always disagree in our meetings. We are not adequately consulted by the school, we are being limited. We, in turn, get influenced by the teacher component and this becomes a challenge.

Interpretation

Learners were not involved in developing the Code of Conduct. The SGB has drawn the code of conduct but it was not issued to learners simply because the school did not approve it because the SMT undermines their intelligence. Their Code of Conduct is only punitive. SGB meetings were not fruitful because the parent component was not familiar with policies and the parent and teacher components in the governing body differed and they were ever arguing. COSAS becomes powerful in such schools with no Code of Conduct. The teacher component usually dominates the SGB meetings.

Discussion

It is not a matter of undermining the intelligence of parents. The SMT knows that according to the policy development guidelines stated in Chapter 2 section 2.4.1, policy development involves identifying the need, gathering information, drafting, consulting, finalising and approving a policy. As well as considering whether procedures are required, implementing, monitoring, reviewing, and revising the whole procedure (Honig,2006). The objective of the National Education Policy Act 27 of 1996 cited in the ELRC (ibid) is to provide for the consultations which need to be undertaken before the determination of policy, and the establishment of individual bodies for the purpose of consultation. School Y developed the Code of Conduct for the learners that means the stakeholders were not involved. The correct procedures were not followed in developing and adopting the Code of Conduct.

Zsgm said:

We formulated the Code of Conduct according to the Constitution and the South African Schools' Act (SASA). We read it to the parents and the kids, and the parents

signed for attending the meeting. Our Code of Conduct is bulky, therefore we could not give it to the learners.

Interpretation

The teacher in school Z already mentioned this point which is highlighted by the SGB and it was widely deliberated on earlier above. The teacher put it categorically clear that their learners did not receive the Code of Conduct because it is bulky.

Discussion

The objective of the Act is to provide for the publication and implementation of the National Education Policy (ELRC, 2003: A-3). This implies that the SGB has to consider whether procedures to be followed are required for distribution and implementation of the school policies. What will the processes for the complete implementation be? That is, how will the policy be communicated to the stakeholders? Is training required to support the implementation among the stakeholders? Lastly, the objectives of the Act cited in the ELRC (2003: A-3), provide for the monitoring and evaluation of education policies. It is monitoring which reveals the challenges in policy implementation and indicates if there is a need for support. Monitoring, reviewing and revising are crucial in policy implementation. This step would obviously not be available because public schools in Tshwane South are still grappling with the first step and the schools are in shambles.

Three schools did not have any Code of Conduct. Only two schools stated that they have the Code of Conduct in the offices. In two schools, the Code of Conduct is kept in offices; the stakeholders do not have it. It was not issued to the learners and their parents. Only one of the schools followed proper procedures in adopting the Code of Conduct, but the process was incomplete because it did not reach the intended recipients. Effectively all learners in these schools do not have the Code of Conduct. This condition needs urgent attention and warrants intervention and support to all the stakeholders of poorly performing secondary schools in the Tshwane South District. The HoD will not uphold any recommendation by any SGB regarding learner suspension and expulsion, in any school if the systems are not put in place and the

procedures for development and implementation are not followed. This implies that the learners would misbehave and get away with it, as is the case with COSAS.

Theme 3

INVOLVING POLICY AUTHORITIES IN THE DEVELOPMENT AND IMPLEMENTATION OF THE NATIONAL EDUCATION POLICIES

This section of the study aimed at understanding the competence of planning by the schools to involve the policy authorities in providing support in policy development and implementation in the school's year plan.

Question 3: Explain How Do You Involve Policy Authorities in the Successful Implementation of the National Education Policies?

Category 2 (SMT) and 3 (SGB)

All five schools do not involve policy authorities in their school planning.

All the participants gave the same responses and pointed out that:

We engage the GDE when we have severe problems only because some learners are violent. For example, COSAS said it does not want a particular teacher in school Y. The school was disrupted time and again and this resulted in learners falling behind their schedules or ATPs (Annual Teaching Plans). The District Director, the Circuit Manager and the IDSO (Institutional Development Support Officer) intervened and stabilised the conditions. We only attended the workshops that are initiated by the district office, but we never plan to invite them for support of any kind. We also did not attend any workshop on discipline policy. We attended workshops such as those on OBE and CAPS policies only.

Interpretation

Not all schools involved policy authorities in policy drafting and implementation. Schools only invited district officials after a crisis had occurred to assist in solving significant problems such as in school Z.

Discussion

Schools are required to plan for short, medium and long-term goals in which they include staff development in all nine areas of the school. Schools are also expected to liaise with universities, the district office and organisations regarding staff development, which implies that it should be planned for. The results from the interviews showed that little attention is paid by schools in planning for outsourcing expertise in all areas. This condition that prevailed in all the five schools also indicated poor planning in these schools because they did not plan for stakeholder development in any field or area that required development. It is a sign for not only poor management but also poor governance. These schools are in shambles and need the immediate intervention of the district office to provide training to all stakeholders about the discipline policy adoption and implementation in particular. Policy implementation follow-ups by the district office with regard to the Code of Conduct were also lacking.

4.4 CONCLUSION

In this chapter, the presentation of data gathered from the participants was displayed and analysed into codes and themes. The findings from this study revealed some of the issues raised by many scholars and authors presented in Chapter two on how the national education policies affect discipline and academic performance of schools. This chapter also looked at the extent to which the participants understood the effect of the national education policies on discipline and academic performance of schools. Subjects provided their perspectives on education policy development and implementation. Tables 4.2.4; 4.2.5 and 4.2.6 indicated the biographies of the participants and indicate that none of the stakeholders received training on the new education policies. Consequently, teachers and SMT members dominated theme 1.

They are the ones who could respond to the perceptions regarding the effect of national education policies from the education they received at colleges and because they are dealing directly with the learner discipline. This also says the SGBs are not functional, they could not respond to this question in all five schools. The SGBs did not put effective discipline systems in place. They know absolutely nothing. The responses also revealed the position of schools regarding the involvement of policy authorities in developing and implementing school policies. It is evident from the findings of this study that public schools in the Tshwane South District still need enormous guidance regarding the development and implementation of the national education policies to uplift their confidence because these policies are new to them, as well as the monitoring aspect of plan implementation.

CHAPTER 5

SUMMARY OF FINDINGS, RECOMMENDATIONS, LIMITATIONS, DELIMITATIONS AND CONCLUSION

5.1 INTRODUCTION

Chapter four presented data whereby the discussions on the analysis of data were made after each presentation. The purpose of this chapter is to discuss the findings at a different level of interpretation; draw conclusions to indicate that the research question has been addressed. The limitations, delimitations of the study and recommendations for further research were also discussed.

5.2 SUMMARY OF THE STUDY

It is imperative to recall that the aim of this study, according to the research question that sought to investigate if the implementation of the new teacher-learner ratio policy, teacher workload policy and learner discipline policy causes disciplinary problems and poor academic performance in secondary schools in the Tshwane South District. This summary of the findings is based on a literature review as well as the responses received during the data collection process. The study ensured that the effects of national education policies on discipline and academic performance were addressed on time. The outline of how the chapters of this study were organised to achieve this goal is indicated hereunder.

Chapter one outlined the background information of the study. The main question and the objectives of the study were presented in Chapter one. The primary aim of this study was to investigate if the implementation of the new teacher-learner ratio policy, teacher workload policy and learner discipline policy causes disciplinary problems and poor academic performance in secondary schools in the Tshwane South District. The chapter also presented a brief description of the research design

and methodology used. In Chapter one, the researcher presented the significance of the study and the need for conducting this research.

Chapter two was a literature survey conducted on the effect of the new teacher-learner ratio policy, teacher workload policy and learner discipline policies on learner discipline and academic performance of schools in the Tshwane South District. Literature was reviewed observing different countries with a history of how education policies affected discipline and academic performance. The chapter also outlined the procedures required in the development and implementation of policies as well as some guidelines on involving policy authorities in schools.

In Chapter three, the researcher outlined a detailed description of the research design. Chapter three also showed data collection strategies whereby the semi-structured interviews were the only instrument used to collect data. It also looked at how participants were sampled. A brief description of the study area and how data were analysed was discussed. Issues of trustworthiness and ethical considerations were presented in this chapter.

Chapter four presented the data that was collected through one-on-one interviews with participants. Data were presented and analysed into categories and themes to ensure that the participants' views are well reflected. Chapter four presented data from the interviews, provided data interpretation by the researcher, followed by a discussion of the findings while backed up by what the authors stated in Chapter two.

This chapter describes and provides the initial results and findings of the research concerning the research question. Chapter five provides the summary of the findings, recommendations, limitations and delimitations of the study, fulfilment of the objectives of the study and recommendations for further research. A summary of the critical findings is highlighted in the following paragraph.

5.3 ANALYSIS OF CRITICAL FINDINGS

To ensure that the principal findings analysed in this chapter are in line with the research question of the study and its sub-questions, a literature preview on the effect of national education policies on learner discipline and academic performance was conducted. The perception of school stakeholders on national education policies such as the teacher-learner ratio policy, teacher workload policy and learner discipline policy on learner discipline and academic performance was carried out. The procedures followed in developing and implementing the national education policies in the Tshwane South District schools and whether policy authorities were involved in the successful development and implementation of national education policies was carried out. Literature from different authors in Chapter two was used to accomplish the following objectives as compared to the findings in Chapter four.

5.4 FULFILMENT OF RESEARCH OBJECTIVES

The three objectives of the study were analysed to indicate whether they were achieved.

Objective One

To Determine the Perceptions of School Stakeholders on the Effect of Teacher-learner Ratio Policy, Teacher Workload Policy and Learner Discipline Policies on Learner Discipline and Academic Performance

The inferences that were derived from data indicated that all teachers and HoDs believed that all the learner misconduct they were facing was caused by the introduction of the new education policies such as the Code of Conduct, teacher-learner ratio policy, workload policy and many more. These were perceived to be outside of the scope of this research and this contributed to the high failure rate. It was clear that teachers did not know how the code of conduct works. Therefore, all learners in all schools were not issued with any Code of Conduct for a variety of reasons that were provided. Consequently, the teachers and HoDs failed to maintain discipline and learners misbehaved and did not face the consequences.

Objective Two

To Verify If the Stakeholders Followed the Correct Procedures in Developing and Implementing the National Education Policies

Three of the five schools did not develop any Code of Conduct because of various reasons which indicated ignorance of education policies due to the lack of training in new education policies which affect discipline. The study revealed that the two schools that developed the Code of Conduct did not give it to learners due to the unprocedural development thereof. In addition, the Code of Conduct did not meet the requirements of an effective Code of Conduct, because it was only punitive and lacked learner discipline systems in place. All these conditions made COSAS have a powerful stance in these schools because if the disciplinary processes do not follow correct procedures, the outcome of the process is nullified by the HoD.

Objective Three

To Determine the Recommendations for the Involvement of Policy Authorities in the Development and Implementation of National Education Policies at Public Secondary Schools in the Tshwane South District

All schools did not plan to invite any district official for support in education policies' development and implementation in their school management plans. It was apparent from this study that also the management skills by the SMT were poor regarding short-term, medium-term and long-term planning in schools. All schools did not plan for stakeholder development. They did not plan to involve knowledgeable sources to provide training to the stakeholders regarding any aspect in which they are lacking. Schools only responded to workshops, training and subject meetings that were initiated by the district office on other areas of schools but neither support nor intervention were received on the discipline policy in particular. The procedures for the adoption and implementation of the Code of Conduct are tabled, but support and monitoring of the development and implementation by the district officials were lacking.

5.5 LIMITATIONS OF THE STUDY

The study investigated only three national education policies for feasibility reasons. There are abundant education policies, most of which were pointed out by the participants, that they also trigger ill-discipline but could not be included as they were outside the scope of this study. The fact that the researcher used interviews as the only instrument to collect data may not provide truthful information since the participants could have provided answers to please the researcher or protect their roles. The number of participants was reduced from five teachers, five SMT members and five SGB members to three members per school for the sake of managing the data. The smaller the sample, the bigger the generalisation. This study was limited to the Tshwane South District. Therefore, the findings from five sampled schools under this district may not give a fair generalisation of the entire South African schools. There were budgetary and time constraints due to the extended time consumed by the ethical clearance process.

5.6 RECOMMENDATIONS

The following recommendations were derived from the participants and supported by the literature consulted in Chapter 2. It was then supported as to why these could be effective, based on the researcher's findings. This study raised many concerns regarding the impact of national education policies, such as the teacher-learner ratio; workload and learner discipline policies, on discipline and academic performance in secondary schools in the Tshwane South District. The concerns require attention from different stakeholders in the education system. Amongst others, the participants complained a lot about the emergence of many new education policies and new requirements without any guidance provided to them in terms of policy development and implementation. The participants mentioned many other new education policies, which are outside the scope of this study, that trigger ill-discipline. The higher the teacher-learner ratio, the higher the risk of ill-discipline because it implies overcrowded and unmanageable classes. Overworked teachers become burnt-out,

and it closes up space for important leadership, administration and management duties especially in the case of HoDs. This implies there are no schools where everyone's workload is 100% teaching. No Code of Conduct means no discipline and no excellent academic performance. The researcher identified that most factors hindering the success of the implementation processes of new education policies emanates from the ignorance of education policies. Other factors identified from the participants in schools were the lack of strategies to enhance education policy implementation among teachers, SMTs and SGBs, poor planning by the SMTs, failure to execute duties by the SGBs and lack of monitoring by the district office officials.

5.6.1 Recommendations for teachers

Teachers are the most important implementers of the new education policies. Therefore, all challenges facing incorrect implementation get back at them and affect them adversely and severely. Ill-disciplined learners disrespect teachers who take care of them for a minimum of seven hours per school day. When they fail, it is said it is because the teacher cannot teach. Therefore, it is imperative that teachers study the new education policies to be empowered on how to implement them effectively, also to be able to assist other parties because discipline is a team venture. The education law course studied by all teachers is inadequate and no longer relevant for these new education policy challenges. The following actions ought to be taken by teachers for the effective management of the new education policies:

- Study the education policies from google scholar and keep informed in policy and amendments, especially the ELRC (2003) and the PAM (2016) document.
- Know the correct South African teacher-learner ratio and strive for it to be maintained by their schools for their teaching to be effective.
- Understand the split of their workload within the overall percentage allocated to them.

- Make sure they are provided with a correct Code of Conduct of the school, also ensure that every learner and parent is provided with a copy and it is discussed for all parties to be on the same page in terms of learner discipline.
- Ensure that the parent signs for the receipt of the Code of Conduct and that the content is understood.
- Request for an aide to help decrease their workload.
- Plan their lessons exceptionally well to promote learner interest in their lessons and minimise ill-discipline.
- Command respect of learners by treating them with respect first in speech, dress code; considering their environments and contexts.
- Request education policy training workshops.

The findings confirmed that the teacher-learner ratios in Tshwane South are higher than the policy requirement and implies overcrowding and ill-discipline in classes and poor academic performance because the teacher-learner ratios and overcrowding are inseparable and trigger misconduct. The literature revealed that high teacher-learner ratios of up to 1:120 were experienced in poor African countries such as Kenya with the highest rates of disciplinary problems and poor academic results obtained. In contrast, Brozak (2017: 1), points out to some excellent benefits of lower teacher-learner ratios because of minimal issues of misconduct experienced, coupled with learner individual attention. These schools keep their ratios between 15 and 20. In America, Europe and Denmark, the teacher-learner ratio is less than 1:20 while in South Africa it remains between 1:30 and 1:40 (Huebler, 2018:18). It is not only challenging to teach big classes, but the educational goal under such circumstances is also unachievable. It is effective classroom management that enables the teachers to teach and the learners to learn (Meier, 2017:171). Varinder (2017:37) concurs with Meier (2017:171) by stating that disruptive behaviour is caused by an overcrowded classroom, among other aspects.

5.6.2 Recommendations for SMTs

SMTs include the HoDs, deputy principals and principals. HoDs are subject specialists, school-based. They are in charge of the subjects in their departments. In

case there is poor performance in the subjects they are in charge of, they must account. This study revealed that the new education policies affect learner performance in these various subjects they are in charge of. The study also revealed that the workload percentage of HoDs is equivalent to that of PL1 teachers or teachers who report to them. Moreover, 100% of this workload is allocated to teaching duties only. No time is allocated to HoDs to do administration, leadership and management of the subjects because of the misunderstanding of the workload policy by the principals in terms of their responsibility of ensuring the equitable distribution of the workload.

- HoDs must study and be informed about the education policies that affect the subject allocation, administration and management of the subjects in their departments such as the teacher- learner ratio policies, workload policies and the Code of Conduct.
- HoDs have to plan for Continuing Professional Development of teachers in their departments in terms of the use of technology to reduce their workloads and make their lessons more interesting to the learners.
- The 85% workload policy allocation to HoDs (ELRC, 2003) and PAM (2016), is their 100%, which had to be split to 50% teaching and 50% administration, leadership and management (VISTA, TSC 1988) to avail time for assisting the teachers in their departments in learner discipline and thereby improve performance in the subjects in their departments.
- Learner discipline in the whole school is the domain of the deputy principal, among other duties. They must liaise with student bodies and ensure a pleasant climate for learning.
- The principal must ensure correct teacher-learner ratio through correct learner admission in terms of the school's staff establishment and capacity.
- The principals must study and understand school policies for correct implementation.
- The principal must ensure correct workload splits, particularly for HoDs to enable them to carry out their teaching, administration, leadership and administration duties on the subjects they manage.
- School SMT's require training in terms of the three levels of school planning.

- Principals must plan and budget for workshops and training of the stakeholders on all new education policies that affect learner discipline, particularly the Code of Conduct.

All the researched schools did not involve policy authorities in policy drafting and implementation in their school management plans. The ELRC (2003 C-65) requires the principal to plan for teacher development. School planning is done at three levels, namely, at micro, meso and macro level. Schools only invited district officials after a crisis had occurred to assist in solving significant problems such as in the case of COSAS in school Z. The SMT is responsible for the functional and management tasks of the school. They have to ensure that quality teaching and learning take place in the school.

The study highlighted that the percentages of workload allocated to teachers (PL1) and HoDs (PL 2) in most cases is equivalent and is allocated to teaching time only. This allocation left the HoDs with no time to do management work. The HoDs are fully utilised to provide instructional leadership, direction and development in their respective departments, in addition to monitoring. Such workloads require a teaching schedule of about 50% to allow 50% time for them to carry out all these other duties effectively. In these schools, the HoDs bunk classes in order to be able to complete the management tasks mentioned above. When considering timetabling, as it was presented in the Teaching Science at Vista University (1998), 50% of the workload must be allocated to teaching and the other 50% to management and administration. If the entire percentage is allocated to teaching, then it means there will be no management and control in the various departments and no time to attend to learners who misbehave, thus this is escalated to HoDs. The revised PAM (2016) document prioritises the duties of Post Level 1 to 4. For Post level 1 and 2, teaching is the priority in which one could roughly work out percentages as 80% and 30% respectively. For Post Level 3, teaching duties go to second priority and to priority number four for principals. The data revealed that none of the workload policy was implemented correctly in the Tshwane South District, because of the misunderstanding of the PAM document and ELRC (2003: C-63; 1993). According to the revised workload allocation Gazette (No.39684 PAM A-18 2016), the teaching duties in all four post levels differ, and that is where the misunderstanding lies.

5.6.3 Recommendations for SGBs

The study indicated little and no understanding of national education policies that affect discipline in schools in the Tshwane South District, particularly the code of conduct. None of the participants received training on the new education policies that affect learner discipline, except for curriculum policies.

- The SGBs need to be workshopped about policy development and implementation.
- They also need to provide for the establishment of certain bodies for the purpose of consultation, such as setting up the disciplinary committee to enable the disciplinary process to take place.
- The SGBs of public schools have a responsibility to draw all school policies in line with the national education policies because it is the minister of education who determines the National Education Policy in accordance with certain principles (ELRC, 2003: A-3).
- The teachers proposed the use of a point system and demerits in the Code of Conduct. A correct Code of Conduct includes merits and demerits, while a well-developed Code of Conduct is procedurally developed (ELRC, 2003: A-3).
- The objective of the National Education Policy Act 27 of 1996 cited in the ELRC (ibid) is to provide for the consultations that need to be undertaken by the SGBs before the determination of policy.
- SGBs have to set up procedures required for the distribution and implementation of the policy. The objective of the Act is to provide for the publication and implementation of the National Education Policy (ELRC, 2003: A-3).
- The SGBs also have the role of availing funds through fundraising, to be able to employ extra teachers or aide teachers to reduce the teacher workloads, so as to improve the quality of teaching and learning.

The SGBs of all schools need to adopt a code in which learners and other stakeholders are allowed to participate in the preparation of the Code of Conduct. The SGBs must be able to execute the duty of adopting the Code of Conduct and to set up tribunals to conduct fair hearings on severe disciplinary case proceedings with regard to suspension and expulsion, in terms of the provision of the SASA of 1996 (DoE, 2011:3). The study revealed that three schools did not develop any Code of Conduct because policies were difficult to understand. With regard to the other two schools, the Code of Conduct for one was incorrect in terms of structure and content, whereas the other school did not follow the procedure in the development of the Code of Conduct. Consequently, the two schools also did not issue out the Code of Conduct to learners and parents. The role of the SGB is central to policy formation and implementation particularly the Code of Conduct as a new policy of discipline. The Code of Conduct should be correctly developed and reviewed annually to bring on board the newly admitted learners (Rens, 2016: 1). Findings revealed that the Tshwane South secondary schools either did not have the Code of Conduct that was in the three schools, or the Code of Conduct was lying somewhere in offices because it was either incorrect or unprocedurally developed. Hence it could not reach their destinations. This implied that all learners in these schools did not have the Code of Conduct. This means no learner could be punished for wrongdoing. Hence they misbehaved and did not face the consequences. Where there is no Code of Conduct, there can be no successful discipline. Consequences of ill-discipline could no longer be hidden.

5.6.4 Recommendations for the Department of Basic Education

The Department of Education ought to provide training of stakeholders in public schools in policy development and implementation because it is the area that poses the most significant challenges in these schools. Full session training needs to be budgeted for. Lastly, the objectives of the Act is to (ELRC, 2003: A-3), provide for the monitoring and evaluation of education policies. It is monitoring that reveals the challenges in policy implementation and also indicates if there is a need for support. Monitoring, reviewing and revising are crucial in policy implementation (Honig,2006).

The Congress of South African Students (COSAS) [<https://www.sahistory.org.za › article › congress-south-africa, 2019>], need to be pro-actively involved in schools so as to curb the current ill-discipline condition in schools. The aims of COSAS are harmless to the smooth running of the school. What COSAS needs is recognition. If the researcher had power, they would call COSAS, RCL. COSAS is a trade union to ensure that the learners' rights in the democratic country, are upheld in South Africa. The learner's rights are clearly stated in SASSA (1996 10(1), that is the Code of Conduct, (ELRC 2003 section (5) E -8). The following aims of COSAS as a trade union need to be recognised and included in school plans just like the teacher trade unions are observed:

Section 5.5.3 of COSAS constitution state [<https://www.sahistory.org.za › article › congress-south-africa, 2019>]

1. To assist the staff to instill responsibility, determination, farsightedness and dignity into students.
2. To activate students in all matters effecting the student concerning the school, their education end developement.
3. To represent the student body wherever necessary.
4. To promote students developement from the grassroots level.
5. To promote the alms and objectives of COSAS amongst students.

COSAS' aims are nothing but a back-up to a no-corporal punishment policy (SASSA 1996: 10(1). The governing bodies of secondary schools need to be functional, like of of model-C schools. No need for COSAS to strike because all systems are in place and policy is followed to the latter because the SGB knows it. COSAS stands for learner abuse.

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5.7 RECOMMENDATIONS FOR FURTHER STUDY

The topic for this research was the effect of national education policies on academic performance of schools in the Tshwane South District with a focus on the policy of

discipline. The study made it evident that scholars still need to research education policies enormously. This study investigated only three policies. The findings indicated that education policies such as the learner progression policy affect discipline, Multiple Examination Policy (MEO) also called the modularisation policy and the no-fee policy. There is very little knowledge made available by authors regarding most education policies. Future research could also focus on training and monitoring of policy development and implementation where the biggest challenge of the participants was discovered.

5.8 DELIMITATIONS OF THE STUDY

Other national education policies which also trigger ill-discipline, such as the teacher selection policy, quality-teaching policy and the no-fee policy, were not included in this study. One of the policies that the participants mentioned included the prompt learner misconduct, but the researcher decided to exclude it because it is outside the scope of this study.

5.9 CONCLUSION

This study aimed to investigate if the national education policies had an impact on discipline and academic performance of schools in the Tshwane South District. The participants believed that the introduction of the new education policies was the major cause of learner misconduct in their schools because they protected learners more than teachers, and the learners can no longer be punished which rendered teachers ripped off of the means to discipline learners. The finding was that the participants are conscious that the national education policies affect the learner discipline and academic performance negatively, the reason being failure by the township schools to develop and implement the national education policies correctly and effectively. Most parents in this district are uneducated, and lack the skills to execute duties such as these (Matheba, 2016: v). School education policies are contextual and cannot be copied from other schools. Roodt (2018: 47) states that schools are embedded in society and change when society changes. The education

policies are new because society has changed from the apartheid and Bantu education system to a democratic education system in a democratic society. The findings revealed that this transition poses a considerable challenge. Drafting and implementing these policies needed training and monitoring, which proved to be lacking in the secondary schools in Tshwane South District. The absence of training, mentoring, coaching and monitoring from the developers of the national education policies was evident.

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APPENDICES

Appendix A: Permission letter to the school principal

REF: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

Research topic: The effect of National education policies on academic performance of schools in the Tshwane South District, with a focus on the policy of discipline.

Date: 2 June 2016

Contact person: Patricia

Department: Education

Cell no: 084 419 8026 email: selinapatriciam@gmail.com

Dear Sir/ Madam

I, Selina Patricia Matsebele, am doing research under the supervision of Dr Baloyi GP, a lecturer in the Department of Adult Basic Education (ABET) and Youth Development, towards an MEd degree at the University of South Africa. We are inviting you to participate in a study entitled: The effect of National education policies on academic performance of schools in the Tshwane South District, with a focus on the policy of discipline.

The aim of the study is to: Identify what the effect of the policy of discipline is on academic performance of schools in the Tshwane South District with a focus on the policy of discipline.

Your school has been selected because: it is one of the PPS in the Tshwane South District.

The study will entail: The research conducted at the bottom five schools in the Tshwane South District. The SMT, SGB and other teachers will be interviewed. Permission is sought from the Ethics committee at the UNISA and the GDE. We will

also need to hold the meeting with the participants to ask for their consent to participate in this activity as participation is voluntary.

The benefits of this study are: A contribution of the effect of the policy of discipline on academic performance of schools in the Tshwane South District, to academic information.

Potential risks:

Category 2: Low risk

Research involving human participants directly in which the only foreseeable risk is one of inconvenience.

- Research in which the investigation of mostly uncontroversial topics is undertaken through interviews, surveys and observation.
- The participants are adults and not considered to be a vulnerable research population.
- The research will collect information that would generally be regarded as non-sensitive.
- The information can generally be collected anonymously or participants may not insist on keeping the collected information strictly confidential.

Examples:

- Use of questionnaires/surveys (that do not involve sensitive questions) sent to non-vulnerable adult participants, and returned anonymously so that participants cannot be identified.
- Recording information from groups of participants (rather than individual participants) in an educational setting where participants are not identified

Feedback procedure will entail: Each school, which has participated receiving a hard copy of the outcomes of the study or the disc format outcomes. Nationally, the information will be shared with other academics.

Yours sincerely

Matsebele SP

Email: selinapatriciam@gmail.com-Mobile: 084 419 8026.

Appendix B: Informed consent letters

Attention: SMT/SGB / teachers.

Date: 2 June 2016

Title: The effect of National education policies on academic performance of schools in the Tshwane South District, with a focus on the policy of discipline.

Dear Prospective Participant

My name is Selina Patricia Matsebele, I am doing research under the supervision of Dr Baloyi GP, a lecturer in the Department of ABET and Youth Development towards an MEd degree at the University of South Africa. We are inviting you to participate in a study entitled: The effect of National education policies on academic performance of schools in the Tshwane South District, with a focus on the policy of discipline.

What is the purpose of the study?

I am conducting this research to find out if the National Education Policy has an effect on academic performance of schools in the Tshwane South District. The National Education Policy is broad; this study will focus on one of the National Education Policy, namely, the policy of discipline. The outcomes of the research will be shared with all the stakeholders.

Why am I being invited to participate?

You have been invited as you are stakeholders in the school as parents or/ and staff members who are information rich.

Number of participants: 5 SMT; 5 SGB; five teachers.

What is the nature of my participation in this study?

Being interviewed.

The study entail an interview where the researcher will ask questions related to the policies and in particular the policy on discipline and its effect on academic performance of schools.

Participation is voluntary and you may withdraw from the interview without giving reasons and it will not have any negative consequences.

With your permission the interview will be recorded. If you do not want your answers to be recorded I will write it down. The reason for recording your responses is to ensure that the data collection is accurate.

Type of questions to be asked:

1. Teachers Interview: Expected duration 30 minutes

1.1 How do you maintain discipline in your class?

1.2 What are the challenges that you face when implementing your strategies?

1.3 Do you think the current disciplinary policy has an impact on this performance? Explain how.

2. SMT interview: Expected duration 30 minutes

2.1 Do you think the current disciplinary policy has an impact on your matriculation results? Explain how.

2.2 What challenges do you experience in implementing the current disciplinary policy effectively?

2.3 What other policies do you think have a negative impact on learners' academic performance?

3 SGB interview: Expected duration 30 minutes

3.1 What systems did you put in place to assist the teachers in learner discipline?

3.2. How often does the school refer disciplinary cases to you and how do you deal with such cases?

3.3. What challenges do you face in executing your duties of your school in maintaining discipline?

What are the potential benefits of taking part in this study?

There will be no direct benefits. I am conducting this research to find out if the National Education Policy has an effect on academic performance of schools in the Tshwane South District. The National Education Policy is broad; this study will focus on one of the National education policies, namely, the discipline policy. The outcomes of the research will be shared with all the participants.

Are there any negative consequences for me if I participate in the research project?

This research is associated with neither risk nor any harm, only inconvenience as stated above.

Will the information that I convey to the researcher and my identity be kept confidential?

You have the right to remain anonymous. Your name will not be recorded anywhere. Your answers will be given a code, number or pseudonym and you will be referred to in that way in the data, in publications and at conferences.

How will the researcher(s) protect the security of data?

Hard copies of your answers will be stored in a lockable cupboard/ filing cabinet for five years. Electronic information will be stored in password protected computer for future research or academic purposes.

Will I receive any payment or any incentives for payment in this study?

No payment, however a copy of the outcomes will be made available for the participants.

Has the study received Ethics approval?

Yes, the study, has received written approval from the Research Ethics Review Committee at the UNISA. A copy of the approval letter may be obtained from the researcher.

How will I be informed of the findings/ results of the research?

If you would like to be informed of the final research findings please contact Ms SP Matsebele on 0844198026 or email to selinapatriciam@gmail.com.

Should you require any further information, about any aspect of this study please contact the researcher Ms SP Matsebele or Dr GP Baloyi, at 0722019276, Email baloygp@unisa.ac.za.

Alternatively contact the chairperson of the research Ethics committee Dr M Claassens at mcdtc@netactive.co.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Matsebele SP

Appendix C: Return Slip

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ confirm that the person asking for 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 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 processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the audio tape.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print) _____

Participant Signature _____ Date

Researcher's Name & Surname (please print) _____

Researcher's signature

Date_____

Appendix D: Interview Schedule

Schedule for the schools

| DATE | SCHOOL | PLACE | TIME |
|------------|--------|----------|--------------------------------|
| 22/08/2016 | V | Mamelodi | 14H15-15H15 and 17H30-18H00 |
| 23/08/2016 | W | Mamelodi | 14H15-15H15 and 17H30-18H00 |
| 24/08/2016 | X | Mamelodi | 14H15-15H15 and 17H30-18H00 |
| 25/08/2016 | Y | Mamelodi | 14H15-15H15 and 17H30-18H00 |
| 29/08/2016 | Z | Mamelodi | 14H15-15H15 and 17H30-18H00 |

Appendix E: Interview Guide

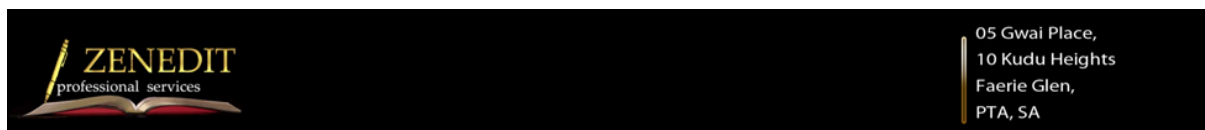
Questions:

- 1, What is the perception of school stakeholders on national education policies such as the teacher-learner ratio policy, teacher workload policy and learner discipline policy, on learner discipline in the Tshwane South District schools?

2. What procedures are followed in developing and implementing the national education policies in the Tshwane South District schools?

3. How could policy authorities be involved in the successful development and implementation of national education policies?

Appendix F: Declaration of professional editing



9 May 2019

DECLARATION OF PROFESSIONAL EDIT

I declare that I have edited and proofread the Master of Education dissertation entitled: THE EFFECT OF NATIONAL EDUCATION POLICIES ON LEARNER DISCIPLINE AND ACADEMIC PERFORMANCE OF SCHOOLS IN THE TSHWANE SOUTH DISTRICT: A FOCUS ON SCHOOL DISCIPLINE POLICY by Ms SP Matsebele.

My involvement was restricted to language editing: contextual spelling, grammar, punctuation, unclear antecedent, wordiness, vocabulary enhancement, sentence structure and style, proofreading, sentence completeness, sentence rewriting, consistency, referencing style, editing of headings and captions. I did not do structural re-writing of the content. Kindly note that the manuscript was formatted as per the agreement with the client.

No responsibility is taken for any occurrences of plagiarism, which may not be obvious to the editor. The client is responsible for ensuring that all sources are listed in the reference list/bibliography. The editor is not accountable for any changes made to this document by the author or any other party subsequent to my edit. The client is responsible for the quality and accuracy of the final submission/publication.

Sincerely,

A handwritten signature in black ink that reads 'P. ZENGELE'.

Professional
EDITORS
Guild

Pholile Zengele
Associate Member

Membership number: ZEN001
Membership year: March 2018 to February 2019

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