THE ROLE OF PRINCIPALS IN LEARNERS' BEHAVIOUR IN MOTHEO DISTRICT SECONDARY SCHOOLS, FREE STATE PROVINCE

by

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DECLARATION

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I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.

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DEDICATION

This mini-dissertation is dedicated to my beloved family of four, namely, Thato "Fictha", Cally "Kaydesee", Mankoe "One and only" and Liphapang "Mroborobo" Mohokare. I thank these four people for allowing me to be a husband and dad.

I also wish to remember the fallen in my father's house, Benjamin, Martha, Shadrack, Zechariah, Mary and Ishmael. May their spirits continue to rest in eternal peace by the grace of God.

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ABSTRACT

The aim of the study was to investigate the principals' roles on learners' behaviour in Motheo district secondary schools in the Free State province. The study was guided by the invitational theory of practice due to its humanistic approach which enabled the researcher to approach the study qualitatively. The constructivist research paradigm was preferred to allow the researcher's thematic engagement with data. Data were collected through interviews, documents analysis and observations. An ethnographic research design allowed observations to take place. The study reaffirmed that learners' behaviour develops throughout years of exposure to the community. The study led to the conclusion that teachers and principals do not use the learners' code of conduct perpetually. The recommendations were made to the provincial department of education to ensure that schools formulate and implement various policies pertaining to bad behaviour. Principals were encouraged to always involve the representative council of learners (RCL) in matters relating to learners. Furthermore, teachers should both teach and supervise learners at all times. The study also suggested various ways that the principals can implement to positively affect learners' behaviour.

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Key words

School management, school-based support, learners' behaviour, learners' management, school violence, instructional leadership.

List of acronyms

ADHD	Attention Deficit Hyperactivity Disorder
CAPS	Curriculum and Assessment Policy Statement
DBST	District-Based Support Team
EBD	Emotional Behavioural Disorder

IE	I	Invitation	al Educa	tion		
IQMS	İ	Integrate	d Quality	Manageme	ent System	
RCL	I	Represe	ntative C	ouncil of Lea	arners	
SASA	\$	South Af	rican Sch	ools Act no	84 of 1996	
SA-SAMS		South	African	Schools	Administration	and
	1	Manager	ment Sys	tem		
SBST		School-E	Based Su	pport Team		
SIAS		Screenin	ıg, Identif	ication, Ass	essment and Supp	oort
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CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

The school is a unique organisation that brings together people from various backgrounds (Jansen, Kruger & Van Zyl, 2011:5). Jansen *et al.* (2011:2) recognised teaching and learning as the main reason for the existence of a school. This organisation is comprised of learners, teachers, parents, community, departmental officials and non-governmental organisations (NGOs). According to Botha (2014:121), learners appear to be the most important of all these stakeholders as recipients of education. They are the reason for the existence of schools (Botha, 2014:116). Learners are bound by law to attend school (South Africa 1996, s 2(3)), and every attempt to take them out of school would subsequently be unlawful. Moreover, education for learners is mentioned as a constitutional right in the national constitution of South Africa (South Africa 1996, s 2(29)). Learners' exemption from schooling remains the sole authority of the provincial head of department (HoD) (South Africa 1996, s 4).

As a result, one could deem of effective management of learners as one of the critical pursuits school principals cannot be detached from. As asserted by Coetzee and Jansen (2007:37), thorough management of learners can contribute to a positive educational climate. They added that learners' management should be coupled with unconditional respect, positive attitude and understanding of the learners' emotional needs (Coetzee & Jansen, 2007:36). The researcher has full concurrence with Coetzee and Jansen as detaching management from these positive emotions and values can utterly compromise the warm climate needed in schools. Jansen et al. (2011:5) hold that the characteristics of learners in a particular school determine largely the school's limits and possibilities. This leaves a gap in literature when one realises that leadership in schools is mostly explained in terms of relations between the principal and the teachers. Learners are mentioned as an area of management (Botha, 2013) while the researcher holds that they also need some development like teachers to develop characteristics referred to by Jansen et al. (2011). It is very interesting to note that the study conducted as early as 2006 by Harrison, Dymoke and Pell (2006) had established that both learners and teachers can be equally

supported for better performance. In actual fact, this study refers to the pupil as a "learner" and the novice teacher as a "professional learner" (Harrison *et al.*, 2006:1055). The researcher is of the view that this warrants them equal support. In line with this, the purpose of the research is to investigate the possible roles that the principal can play to influence learners' behaviour in a positive way.

At this point, we need to dissect the dimensions of the principals' duties as outlined by literature. According to Campbell, Boyd, Chaseling and Shipway (2018:12) the principal improves teacher practice, establishes positive professional learning and is dedicated to building strong relationships in the school. Kruse and Buckmiller (2015:78) add that the principal monitors processes of instruction and develops teachers. Further roles of the instructional leader include setting both the mission and objectives for the school (Jansen *et al.*, 2011:30). These duties are also assertively confirmed by a recent study of Ch, Ahmad and Batool (2018:77). In literature, the principal's duty is related more with learners' achievement. While we pursue learners' academic achievement as a goal, Moore, Viljoen and Meyer (2017:392) caution that learners are emotional beings who can develop positive behaviour and attitudes towards their own education. As a matter of fact, the matter that lacks in these duties is simply the principals' influential role in learners' behaviour.

In addition to a gap in literature, the research was also informed by various changes brought by new leaders in secondary schools located in Motheo district, circuit 1 and circuit 7 specifically. The two principals, interestingly male and female, were appointed to two schools in circuit 7 and one in circuit 1. With their arrival, their schools saw a dramatic change in learners' behaviour in the midst of gangsterism ravaging Motheo district (Motse, 2019; Geldenhys, 2019; Phillip & Maritz, 2015; Moloi, 2022). This change happened before they could even practise and establish distributed leadership explained by Caldwell (2004:93), Cansoy and Parlar (2017) which they, reportedly, later cherished in the district torn by violence (Moloi, 2022; Phillip & Maritz, 2015). These principals are normally awarded the slots to share their achievements in most of the accountability meetings organised by the district. One of the most important things that they have alluded to in their speeches is the power of influence. This is congruent with Bennett's (2017) assertion that "school leaders

should rightly aim to influence student character and attitudes in order to help students to flourish" (Bennett, 2017:13). The Wallace Foundation (2013:6) also adds that "the principal remains the central source of leadership influence". Similarly, Alsaaty and Morris (2015:5) further note, "high school principals, by virtue of being instructional leaders, can positively influence student behaviour in their schools". A careful study of these articles led the researcher to the realisation that while these authors successfully explain the concept of "influence" in education, they never dissect it further to show its power in application. As a result, the study assumed the "principals' roles" in a negative environment as a phenomenon to study. The findings of this study could possibly supplement a lack of information in the body of knowledge pertaining to the phenomenon under study. Since this study focuses on the principal-learner relationship, it could also open the need for further research on the influential role of the principal with regard to other stakeholders in the education sector.

1.2 RATIONALE OF THE STUDY

According to the researcher's personal assessment, the transition of South Africa to democracy is now drawing to completion. The first Bantu education has now given way to equal education for all. As a result, education is now offered within the constraints of freedom and human rights. Today, learners are protected by a culture of human rights enshrined in the constitution of the country (South Africa 1996, s 9(7)(a)). As a result, any harsh dealings with learners can put a teacher in a very serious situation (South Africa 1996, s 10; Montsho, 2018). This calls for lawful but powerful leadership strategies like assertively influencing learners to perpetually stay on track.

The dawn of democracy led to the enactment of various laws such as the South African Schools Act 84 of 1996 (SASA), National Education Policy Act 27 of 1996 (NEPA) and the South African Council of Educators Act of 2000 (SACE) which inform the learners' code of conduct. Although these laws stipulate the expected learners' behaviour, in practice, the opposite is experienced. Substance abuse and violence are rampant in most South African township schools (Naidu, 2019; Phillip & Maritz, 2015:55), and this negates education laws such as SASA and NEPA. That is where

this study found its spot in educational management research (EMR). SASA provides a framework for learners' discipline in schools, but the research rested largely on the influential role of the principal in enforcing it. The findings of this research can be effectively applied together with other school policies to improve learners' behaviour. SASA holds that learners who are facing disciplinary hearings need to be supported by being duly referred to the school-based support teams (SBSTs) (South Africa 1996, s 8(5)). In the researcher's observation, this has not always been possible as embattled teachers often look for ways in which learners can be disciplined. The study has proved that most behavioural problems can be addressed long before they culminate in violence. As Smith and Amushigamo (2016) argued, influencing the learners' behaviour is both preventative and proactive in nature.

Various researches were previously made on organisational climate, enforcement of learners' discipline and impact on learner performance. However, in some Free State schools, problems still persist (Moloi, 2022) and learners who cannot keep up with the desired behaviour tend to drop out of school (Hartnack, 2017; Moloi, 2020). Although the causes of learner attrition are many, schools can also contribute in some ways to the number of learners who drop out (Hartnack, 2017:3; Şahin, Arseven & Kılıç, 2016:195). This leaves the researcher with the impression that if schools can contribute to learner drop-out, the same schools can turn around and retain learners through the principals' efforts.

The researcher has noticed that some secondary schools in the 7th circuit of Motheo district in the Free State province have narrowed the gate to a grade 12 class. This is done in a bid to influence the pass percentage of a grade 12 class of a particular year (Mail & Guardian, 2020). In the process, learners are disadvantaged and rights are compromised. Grade 11 learners are denied of a borderline mark conversion which could effect a pass. It is no wonder that most learners drop out of school in grade 10 and 11 (Hartnack, 2017:1). Once more, in 2017 and 2018, schools were offered the latitude to influence learners to extend their grade 12 learning to two years (DBE, 2017). This was called multiple examination opportunities (MEO) (DBE, 2017). This strategy was expected to assist the learners but schools have little to report on the advantages of MEOs. According to the district director (DD) of Motheo, schools abused the MEOs to influence the grade 12 results (Moloi, 2020). The researcher's

view is that principals can employ the strategic influence to handle challenges such as these. Furthermore, the district of Motheo holds accountability sessions every term to review its overall performance. During the sessions, principals are expected to make presentations on strategies they intend to employ to improve the results of their schools. However, this does not go on before the DD points out to the stakeholders the difference in terms of statistics, between the high intake of learners and the last grade exit which is consistently low. Mr Moloi, the DD for Motheo district (2020) spoke in the HoD oversight and accountability session that his district is data-driven. He reported that as a district, they were concerned about the number of learners who entered the system in grade 1, but could not make it to grade 12. He emphasised that school principals should be able to account for these learners who dropped out of school before grade 12; the last grade of secondary school cycle and basic education. According to Hartnack (2017:1), 60% of secondary school learners leave school before reaching the senior class. The findings of this study could contribute to learner retention in schools.

There is inadequate research on aspects that contribute to a positive climate in schools. In a similar study in Namibia, Smith and Amushigamo (2016) found that a school under investigation had relied on relational education applied across the board to maintain positive school culture and change learners' characteristics, which Jansen *et al.* (2011) contend they determine the school culture. This study picked up the role of principals in learners' behaviour in selected areas as an aspect which can build the organisational climate. When maintained long enough, a school climate has the capacity to build a lasting culture which Smith and Amushigamo (2016) studied. Other studies looked into the relationship between school culture and climate. Although the issue of the relationship between learners and teachers was alluded to in these studies, the power of the influential role of the principal is either alluded to or is ignored. This study sought to close the gap.

Moreover, the study aims to establish the roles that principals could play to impact on learners' behaviour as was achieved by the principals of circuit 1 and 7 in Motheo educational district in the Free State. The rationale for the study also lies in the fact that some schools experience remarkable change whilst others do not seem to find some way out though situated in the same area. As a result, the study aims to close

the gap and establish the good practices or roles of the principals in dealing with the matter at hand; positively impacting on learners' behaviour.

1.3 STATEMENT OF THE PROBLEM

Schools are institutions of learning. Teaching and learning constitute a major programme of the school. School managers have a duty to protect the teaching time at all costs (Moloi, 2020) and beget a culture of uncompromised instruction coupled with learning. Learners converge at schools for the sole goal of academic achievement. This goal serves as a unifying element and this is sealed by SASA which calls for a uniform approach to education. However, learners emerge from various socio-economic backgrounds which affect each learner's attitude to education. To help learners to remain focused, we need to establish roles the principals could play to impact on their behaviour. In addition to all these, behaviours like substance abuse, gangsterism and bullying can still creep into the schoolyard in one way or another. These can mushroom into open violence inside or outside the schoolyard (Phillip & Maritz, 2015). Some schools are situated in areas which are characterised by gang violence (Phillip & Maritz, 2015). Police would go out, pick culprits and release them. In the case of children who are at the school-going age, the jury finds it difficult to confine them. Schools would normally implement relevant policies but problems may not cease at the time expected.

Based on the information provided above, this study addressed the following research questions:

1.4 RESEARCH QUESTIONS

1.4.1 Main research question

What are the roles of the principals on learners' behaviour in selected secondary schools in Motheo education district, Free State Province?

1.4.2 Sub-research questions

- What are the factors contributing to learners' behaviour?
- What are the role-players in managing learners' behaviour?
- What are the attributes of learners' acceptable behaviour in secondary schools?
- How can learners' behaviour affect teaching and learning?
- How can principals mitigate learners' bad behaviour in secondary schools?

1.5 AIM AND OBJECTIVES OF THE STUDY

The study was guided by the following aim and objectives:

1.5.1 Aim

To establish the roles of the principals in learners' behaviour.

1.5.2 Objectives

- To find out which factors in the school can contribute to learners' behaviour.
- To identify the various role-players who can manage learners' behaviour.
- To determine the attributes of learners' acceptable behaviour in secondary schools.
- To find out how learners' behaviour can affect teaching and learning.
- To find out the various ways which the principals can employ to mitigate learners' bad behaviour in secondary schools.

1.6 PRELIMINARY LITERATURE REVIEW

This part of the study is intended to introduce to the reader the theory which underpins the study and the conceptual framework. Both the theoretical framework and conceptual framework are elaborately discussed in Chapter 2.

1.6.1 Theoretical framework

Botha (2013:11) and Woofolk (2014) view a theory as a product of research, which comprises various beliefs and ideas about a certain area of study. Woofolk (2014:18) further adds that a theory can be viewed as a set of established and unified principles. The researcher employed an invitational theory because of its humanistic approach (Purkey & Novak, 2015). The theory mentions people, programmes, policies, places and processes as the most important factors to look at or somewhat influence in a bid to change the situation for the better. As a result, the theory influenced the study to be qualitative and employ the processes of interviews, observations and document analysis to collect data. Moreover, the theory holds that managers can intentionally influence people, change programmes, policies and renew places. The power of 'intention' is highly endorsed by the invitational theory. The theory is detailed in Chapter 2.

1.6.2 Conceptual framework

1.6.2.1 Leadership and management

Leadership and management are closely tied together. Some scholars believe that "leading" is a management function together with planning, organising and control (Botha, 2013:22). Leadership is correctly linked to communication and problem-handling skills (Arsovski & Nikezic, 2012:1; Kerns, 2016:73) due to its involvement with people.

1.6.2.2 Leadership as a principal's task

Botha (2013), Van Deventer and Kruger (2003) collectively assert that leadership is, by its nature, the task of school principals in their relation with people in the institution. However, Meier and Marais (2018:8) argue that principals should diligently develop these leadership skills. This leaves the researcher with the impression that leadership skills can be learnt and acquired. Again, successful leaders take regard of the needs and contributions of the people they lead (Sterling & Davidoff, 2000:14).

1.6.2.3 Positive school climate

As Rubin (2004:162) stated, positive climate is created and nurtured. In the same manner, Kelly (2005:3,5) conceptualises the school leader as a "building principal" who should play a distinct and critical role in nurturing the school climate.

1.6.2.4 Causes of bad behaviour

As bad behaviour can lead to violence, there is a need to scrutinise its causes. Bad behaviour can result from neurobiological causes like attention deficit and hyperactivity disorder (ADHD) (Munn, Johnstone, Sharp & Brown, 2007:55; Woofolk, 2014:140). On the other hand, a quantitative study by Fluck (2014:1) established that violence in schools may have social origins. Learners join cliques, and as a result, the quest for power ensues (Phillip & Maritz, 2015) which can pose a serious challenge to the principal. In this regard, Mncube and Netshitangani (2014:1) found that violence in schools is sometimes caused or perpetuated by teachers themselves by insulting, abusing and using corporal punishment on learners, which is unfavourable because violence begets violence (Grobler, 2018).

1.6.2.5 Improvement of bad behaviour

Behaviour can be improved in schools by engaging learners in extra-mural and cocurricular activities, developing positive policies and ensuring sound classroom management amongst other things (Downes & Cefai, 2016:7; Martinez, Gomez-Marmol, Sanchez, Valenzuela & Suarez, 2014:13).

1.7 RESEARCH METHODOLOGY AND DESIGN

This study followed an interpretivist paradigm, which is often associated with a qualitative approach, a case study design and related qualitative research techniques. The ethnographic research design was employed. The research methodology and design are briefly discussed below and detailed in Chapter 3.

1.7.1 Research approach

McMillan and Schumacher (2014:20) explain how a qualitative approach differs from quantitative and mixed methods approaches. Interestingly, what other researchers explain as research designs (Marczyk, Dematteo & Festinger, 2005:15), McMillan and Schumacher (2014) view as research approaches. In their view, a qualitative approach is the researcher's attempt to understand a social culture from the viewpoint of participants. The study followed a qualitative research approach as it required purposeful visits to various sites to interview and observe participants.

1.7.2 Research design

A research design is simply the researcher's plan to collect data within a particular research approach (McMillan & Schumacher, 2014). The researcher employed the ethnographic research design within the qualitative research approach to collect data from the participants. The ethnographic research design enables the researcher to collect data through observation of participants, interviews and analysis of documents (McMillan & Schumacher, 2014:369).

1.7.3 Research paradigm

This study followed a constructivist/Interpretivist paradigm, which holds that reality is in no way singular, but it is obtainable through subjective means, and is therefore, socially constructed (McMillan & Schumacher, 2014:14). Such data call for subjective interpretation to a certain extent, which the research may limit through triangulation (Kivunja & Kuyini, 2017). Various related methods of data collection were employed to access various avenues to quality information.

1.8 POPULATION AND SAMPLING

1.8.1 Population

According to McMillan and Schumacher (2014:143), "a population is a total group to which results can be generalised". The population for the study included principals, teachers and learners from all secondary schools of Motheo district in the Free State

province. Principals and teachers are the people through whom positive climate can be attained in schools. In actual fact, it is the learners who experience or feel the climate. The research was carried out in four schools out of five envisaged.

1.8.2 Sampling

From these secondary schools the researcher drew a sample of five secondary schools. Information-rich participants were purposively selected from the sampled schools. According to McMillan and Schumacher (2014:152), purposive sampling involves the action of carefully selecting particular information-rich subjects from the studied population.

1.9 INSTRUMENTATION AND DATA COLLECTION TECHNIQUES

Data were collected in three ways, namely, observations, interviews and document analysis.

1.9.1 Observations

"Observation is a way for the researcher to see and hear what is occurring naturally in the research site" (McMillan & Schumacher, 2014:376). Observation took place in the natural setting of selected secondary schools. According to Mohapatra (2018:3), observation becomes structured when it is "characterised by a careful definition of units to be observed". The observation method of collecting data in the research was structured.

1.9.2 Interviews

An interview "uses open-response questions to obtain data on participants' meanings— how individuals conceive of their world and how they explain or make sense of the important events in their lives" (McMillan & Schumacher, 2014:381). In the study interviews were used in two ways. Learners were interviewed together through the focus-group interviews while principals and teachers were interviewed by engaging them in one-on-one interviews.

1.9.3 Document analysis

Document analysis is a "systematic procedure for reviewing or evaluating documents- both printed and electronic material" (Bowen, 2009:27). School documents like the learners' code of conduct and minutes of disciplinary committee meetings were analysed. Additionally, the abridged printouts from the South African school administration and management system (SA-SAMS) were also analysed. This system bears information on attendance and demographic information about learners. Information on the discipline of learners can also be found on the SA-SAMS. These documents yielded the needed supporting information in addition to interviews and observations. Videos of past events could not be found in all the four schools. Document analysis was also used as a data collection strategy to enhance quality triangulation. Data obtained from documents were looked at together with data from interviews and observations to help the researcher to arrive at informed conclusions.

1.10 DATA ANALYSIS AND INTERPRETATION

Data analysis was done through the process of inductive analysis. Inductive analysis is used when "moving from specific data to general categories" (McMillan & Schumacher, 2014:395). It called for content analysis, which is a strategy that allows data analysis to take place by "creating codes, applying codes to texts, testing the inter-coder reliability when more than one coder is used" (Kawulich, 2004:97). Content analysis led to the tabling of units and statistical analysis. Results were then presented both descriptively and statistically. Tables and graphs were used to present results as clearly as possible. The steps followed are discussed in Chapter 3.

1.11 RELIABILITY AND VALIDITY/CREDIBILITY AND TRUSTWORTHINESS

"Evaluating the quality of research is essential if findings are to be utilised in practise" (Smith, 2015:34). This quality can be attained by determining the reliability, validity and trustworthiness of the end product.

1.11.1 Reliability

Reliability in research "is concerned with consistency" (Botha, Kamper & Van Niekerk, 2011:63). To achieve reliability in this study, the researcher organised data in simple and self-explanatory categories. Reliability was enhanced by recording interviews and transcribing them verbatim. The process allowed the researcher to read the interviews over and over to establish themes.

1.11.2 Validity

Validity can be attained by "spending sufficient time with subjects" (Botha *et al.*, 2011:83). Observation was persistently done in the school which is the natural location of the participants.

1.11.3 Confirmability

According to Whatkins (2012:157), confirmability "implies adequate amount of distance exists between observer and observed". Confirmability of the study is "achieved when truth value, consistency and applicability have been addressed" (Smith, 2015:34). Triangulation was employed to ensure confirmability.

1.11.4 Credibility

Credibility in research is an attempt to maintain congruence between the findings and reality (Shenton, 2004:64). A site was visited first before the actual beginning of data collection to establish a healthy rapport.

1.11.5 Dependability

Dependability is another criterion to consider in order to ascertain the trustworthiness of findings. According to Shenton (2004:71), dependability is employed to assure that "if the work were repeated in the same context, with the same methods and with the same participants" comparable outcomes would manifest. To ensure dependability of the study, the researcher ensured that all the processes leading to the findings were

explained thoroughly as encouraged by Forero, Nahidi, De Costa, Mohsin, Fitzgerald, Gibson, McCarthy and Aboagye-Sarfo (2018).

1.11.6 Transferability

The collection of data that is aligned with the above-mentioned considerations can be transferred to other settings. Transferability is defined as the "consideration given to whether findings can be applied to other contexts, settings and groups" (Smith, 2015:35). The study was conducted in areas where gangsterism is rife. As a result, the findings of the study can be applied to other contexts with the same challenge.

1.11.7 Triangulation

Honorene (2017:91) views triangulation as an effective tool for validating data from various sources through the processes of comparison and integration. This technique was used to verify the findings of the three methods which the researcher employed to collect data, namely, observations, interviews and analysis of documents.

1.12 RESEARCH ETHICS

"Ethical issues arise from our interaction with other people" (Mouton, 2001:239). "Research ethics are focused on what is morally proper and improper when engaged with participants or when accessing archival data" (McMillan & Schumacher, 2014:129). Participants are people with human and personal rights which should be respected. Research ethics is a very important principle which "protects the rights and welfare of the participants" (McMillan & Schumacher, 2014:129). The study was endorsed by the university which granted permission to conduct research. The Free State department of education (FSDoE) granted permission to conduct research in selected secondary schools upon ensuring that all participants' wellbeing would be taken care of.

1.13 LIMITATIONS AND DELIMITATIONS OF THE STUDY

This section explains both the limitations and delimitations of the study. The global ethics of research as propounded by the National Research Foundation (NRF) and adhered to by UNISA were employed to address most of the limitations and delimitations.

1.13.1 Limitations

Limitations, according to Theofanidis and Fountouki (2019:155), "concern potential weaknesses that are usually out of the researcher's control". This study was time-bound. Data collected in this way may not present the true reflection of the situation. This study involved learners as participants. As a result, the element of a lack of comfort possibly affected data collection.

1.13.2 Delimitations

Theofanidis and Fountouki (2019:156) explain delimitations as limitations from the researcher's own perspective. Provision of the documents for analysis could pose some challenges, which include, inter alia, the unwillingness to expose administrators' weaknesses. Proactively, the researcher explained well in advance that as a researcher, he would only be looking at the specific points, not the weaknesses or strengths of the officials. The various items the researcher would be looking for were provided in advance. The study relied on the limited sample as it practically involved only four schools in Motheo district in the Free State province. Consequently, the findings may not be widely generalised.

1.14 DEFINITION OF KEY CONCEPTS

1.14.1 Leadership

Botha (2013:8,22) links the concept of "leadership" with motivation and communication. However, this is too narrow as it refers to the speaking skills of leaders whereas in real life, leaders can impact on people in various ways. According to Marishane, Du Plessis and Botha (2011:5), school managers who practise leadership as an aspect of management, simply act out "as leaders of people, they

give direction to people and assert influence". According to Bush (2008:2), most definitions of leadership include a process of social influence. This study considers leadership as a process of influencing people in a certain way.

1.14.2 Instructional leadership

"Instructional leadership" is a directive and determined approach of the principal to curriculum, teaching and learning (Hallinger, 2003:333; Marishane *et al.*, 2011:7; Botha, 2013:97). In this study the instructional leader is the principal who ensures that teaching, learning and assessment take place in a conducive environment.

1.14.3 Management

"Management" refers to the act of taking responsibility for the things that are one's responsibility like money and material (Marishane *et al.*, 2011:1). It is a function of carrying out plans and getting things done according to plan (Botha, 2013:1). In this study, management is taken as the planning and execution function of the principal.

1.14.4 Behaviour

"Behaviour" is "the way someone behaves" (Longman Dictionary of Contemporary English, 2001, s.v. "behaviour"). Merriam-Webster Dictionary (2020, s.v. "behaviour") explains behaviour as "the manner of conducting oneself" and "the response of an individual, or species to its environment". According to Collins Concise Dictionary (2001, s.v. "behaviour"), behaviour is "conducting (oneself) in a specific way". In this study, the meaning of "behaviour" shall be the response of individuals to their environment.

1.14.5 Role

Merriam-Webster Dictionary (2020, s.v. "role") explains the term "role" as a distinct "part played by an actor or actress". Collins Concise Dictionary complements the explanation by adding that the term "role" is "the part played by the person in a

particular social setting" (Collins Concise Dictionary, 2001, s.v. "role"). In the study the term "role" refers to the unique part played by individuals in the school setting.

1.15 CHAPTER OUTLINE

The min-dissertation is structured as follows:

CHAPTER 1: INTRODUCTION

This chapter introduces and provides a road-map of the whole study. It provides the rationale for the study, states the research problem and explains the data collection methods instruments.

CHAPTER 2: LITERATURE REVIEW

This chapter presents a theoretical framework that underpins the study and critically reviews literature relating to the phenomenon under study from the South African and global perspectives.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

Chapter 3 consists of various sub-topics. The sub-topics include introduction, research methodology, data collection methods, population and sampling, data analysis, trustworthiness, research ethics and then the chapter summary. This chapter is introduced by giving an overview of the chapter. The specific research problem is explained as it will determine the research design and methodology. The research design and methodology employed in the study are detailed and justified. The discussion is closed with a brief summary.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Chapter 4 opens with an introduction which is followed by a detailed discussion of the results. It closes with a summary. An introduction is made to give an overview of Chapter 4. The findings of the research are explained. Results are expressed both descriptively and statistically. The results are also presented graphically and by using tables. This chapter is closed with a summary of research results.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Chapter 5 is subdivided into eight sub-topics. These sub-topics include an introduction, summary of research findings, concluding remarks, recommendations, limitations and significance of the study. The chapter closes with a conclusion.

1.16 CHAPTER SUMMARY

It has been clear from the discussion above that researches should now concentrate on the building blocks which contribute to the school climate. Previous and current researches have said a lot about the concepts and ideas of climate and culture. The research looked at one of the building blocks or factors which contribute directly to the educational climate, namely, principals' roles in learners' behaviour. The findings of this study will be used to better the educational climate in schools. Future researches can also be based on the findings of this research.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter is dedicated to the critical review of literature relating to the phenomenon under study. The review of literature is essential as it unravels what is already known about the subject of the study. It helps the researcher to gather more information that will inform the study. This chapter unearthed previous findings related to the study on principals' roles in learners' behaviour in secondary schools. Particular attention was paid to behaviour which can empirically culminate in violence and eventually affect schooling. Strategies of curbing behaviour which have been applied before and currently will also be unravelled while on the other hand successes and failures thereof were laid bare.

2.2 THEORETICAL FRAMEWORK

Scholars view theory as a composite belief produced by research and practice (Abend, 2008:184; Botha, 2013:11; Nixon, 2004:28). As sets of principles or constructs (Plaatjies & Gcelu, 2020:27), theories generalise (Abend, 2008:177; Kivunja, 2018:45) and each theory explains a particular phenomenon (Kivunja, 2018:45). There is also a consensus that, in research, theories inform the study (Joas & Knobl, 2009:3; Rasmussen, 2017:55; Silver, 2019) for they have undergone and passed some test against reality (Plaatjies & Gcelu, 2020:27).

This study is based on and directed by the invitational theory of education. According to the researcher's evaluation, research on the dynamic ability of the instructional leader to influence behaviour of learners directly calls for the views of invitational theory. This is informed by this theory's particular belief in the possible establishment of a sound relationship with people. Invitational education (IE) is the initial finding of Watson Purkey (Shaw, Siegel & Schoenlein, 2013) together with Betty Siegel (Ekeke & Telu, 2017:143; Purkey, 1992:17). It is based on humanistic psychology and is easily applicable to schools amongst other environments (Purkey & Aspy, 2003:146,147). It holds reverence for remarkable transformation of American schools in the district of Colombia (Purkey & Aspy, 2003), Douglas Byrd Junior High school in

Carolina (Purkey, 1990:1) as well as the recent improvement of Clarkson Community school in Australia (Young, 2016).

This theory embraces the mutual values of "care, optimism, respect and trust" (Purkey & Novak, 2015:3) as pivotal variables. These values are distinct in some way, but in the researcher's view, one cannot operate without the other. Caring involves respect. When practised, it develops optimism and mutual trust. These elements can only be applied to human beings to mould human behaviour (Shaw, Siegel & Schoenlein, 2013). In a school, which is an organisation, people who can be affected include teachers, parents as well as learners themselves. This also explains the title of the theory, namely, "invitational theory". Human beings can be purposively or intentionally invited or influenced to change or adopt a new culture (Bennett, 2017:40,41). In Purkey and Aspy's own words, IE "is designed to create and maintain human environments that summon people to realise their relatively boundless potential" (Purkey & Aspy, 2003:148). This explains the belief that all the values mentioned above are deemed to be resting on the tenet of intentionality (Purkey & Novak, 2015), that is, the decisive ability to choose or not to choose. It becomes evident that "intentionality" can be deemed to be the dynamic force energising all operations which involve this theory. It permeates all the other values in that the leader intentionally – not inherently – develops the positive attitude about the people who are led. The leader intentionally commits to the services of the people and in the process, people realise their potential. When potential is laid bare, the concerned people inherently choose to act accordingly. The idea of intentionality relates directly to the study which holds that principals can intend to impact on learners' behaviour in a positive way. In this sense, IE seems to be the best or appropriate theory for this study because of its belief in keeping the people you already have in the institution and intentionally influencing them.

Furthermore, it is important to note that IE is effective when applied to institutions such as schools (Shaw, Siegel & Schoenlein, 2013:34). For a school to run effectively and achieve its educational goals, the stakeholders, particularly the principal and teachers, should organise the environment, programmes and policies properly (Kruger, 2011). This means that these factors are not only embraced and applied for effective management of the school, but to enhance the willing

participation of stakeholders. These aspects, namely programmes, policies, people and places are mentioned together with "processes" as the five Ps which underpin IE (Purkey & Aspy, 2003:152). The study drew information from the school, teachers, learners and available documents in selected schools. Programmes and processes were observed. In this way Invitational theory informed the study. One can deduce that, in a bid to "invite" or influence the stakeholders (people) which should in the researcher's view, include learners, the school programmes, policies and processes should be formulated with people in mind. As a result, people will find themselves working effectively and productively without coercion.

Moreover, invitational theory upholds the principles of democratic freedom (Purkey & Novak, 2015:2), perceptual tradition and self-concept (Purkey, 1990:5; Welch & Smith, 2014:6). A close scrutiny of the three principles left the researcher without a doubt that they all embrace the uniqueness of an individual. "Self-concept" holds that the person responds to leadership invitation as an individual while "perceptual tradition" encourages individual perception of situations (Predmore, Kushner & Anderson, n.d.:95; Schmidt, 2004:27). Democracy holds that "all people matter and grow through participation" (Purkey & Novak, 2015:2). As a result, these theories can be kept in mind for optimisation of invitational and influence-driven processes. IE recognises people as individuals, and appeals to one's self-concept for the mutual benefit of all the stakeholders.

The study fully embraced the IE principles mentioned above, namely democratic freedom, perceptual traditions and self-concept throughout the research processes. The following paragraphs explain how these principles anchored the research. In the study, these principles were assumed as driving forces governing the collection of data, analysis of data and interpretation of results. The principle of democratic freedom fully relates to the study. In the first place, the Republic of South Africa is a democratic country. This is implicit in its incorporation of the bill of human rights in Chapter 2 of the constitution (Ahmed, 2015). Harrison and Boyd (2018:81) view democracy as "a system of government adorned with equality and equal rights". Purkey and Novak (2015:2) accentuate the idea of "self-government" in their definition of democratic freedom as a principle of IE. The research was guided by this principle. Under normal circumstances, leaders and people work together in mutual

respect. Those who are led have a democratic voice that can benefit the whole institution. Consequently, the study collected data from the management teams, teachers and learners as equal stakeholders in the education sector.

The IE principle of "perceptual traditions" was also employed in the research. The researcher valued the perceptions of individuals in the institution. Consequently, the information that the interviewees provided was taken as valuable data for the study. They were assured that their individual perceptions would not be disclosed to anyone. The study relied on these perceptions to add value to the findings which would, in turn, be generalised to situations with the same problems. The researcher found the principle of "self-concept" to be inherently incorporated in the idea of individual perception. In the researcher's personal assessment, people who value their own perceptions are very likely to have positive self-concept. This implies that by employing perceptual traditions the idea of self-concept is inherently included.

Invitational theorists believe that the principles of this theory should be applied uniformly and effectively but with utter gentleness for drastic and lasting changes to occur. An analogy is made of a five-star fish which uses its five feet to open an oyster shell (Purkey & Novak, 2015). Each foot represents a particular area of the institution or organisation that needs to be beautified. In the process, equal power is relentlessly applied on the shell by each and every foot consecutively until the shell loses its power and yields to the outward pressure. This theory holds that improvement should be equally applied on the people's self-esteem, school programmes, school policies and school environment. Furthermore, improvement of these is deemed as a continuous, never ending process. After careful study of IE the researcher came to the conclusion that the distinct advantage of IE lies in the fact that it does not call for the introduction of new ideas or bringing in of new people. Conversely, IE uses what is already there in an inviting way. This is the belief embraced in the study. This is how, in the researcher's view, the influential role of the principal can change people.

The study uniformly investigated how schools may employ the art of intentional influence as underpinned by IE principles for the benefit of the school community at large. The researcher triangulated investigation of these principles through the

processes of observations, interviews and document analysis. Triangulation was carried out through observation of school processes where notable activities were noted. Again, people were interviewed in the comfort of their own workplace. Furthermore, documents were analysed. This yielded reliable findings as data were drawn from places, people, programmes, policies as well as the processes followed in achieving institutional goals. These are the five notions which underpin IE.

In conclusion, the researcher found IE to be inclusive of almost all the factors which affect schooling. These are places, programmes, policies and people. In the researcher's personal view, these factors are central dynamics which determine both the existence and operations of IE. People are related to one another through the values of trust, care, respect and optimism. In an attempt to impact positively, an understanding should be developed that application of all these tenets should be viewed as continuous processes which, however, operate systematically.

The study regarded learners as individual people who could also be consistently influenced and developed to enhance better behaviour which in turn is needed for effective learning. Again, an intentional refurbishment of the school itself, its policies and programmes may be intentionally tailored to create a warm environment which is conducive to both good behaviour and academic improvement. This explanation justifies the link the study established with IE as a theory.

2.3 CONCEPTUAL FRAMEWORK

The beautiful ideas propagated by the theory of invitational education were embraced in the study. This theory depends on the power of "inviting". The original word "invitare" refers to the friendly enticement of people (Purkey & Novak, 2015). Purkey and Novak (2015:01) further explain that "inviting is an ethical process involving continuous interactions among and between human beings". It is this definition or idea that has influenced the choice of concepts and their meanings relative to the study.

2.3.1 School type and demography

In the Republic of South Africa (RSA), schools are ranked according to quintiles (Van Dyk & White, 2019). This system of ranking is determined by the location of schools. Schools which are located in the community that is mostly socio-economically deprived are ranked quintiles 1 and 2. In the researcher's view, this ranking determines the school's composition. Learners who are from poorest communities will find themselves attending schools ranked 1 and 2. This simply suggests that these schools are not allowed to demand school funds from the learners. If that is the case, school quintiles can have significant impact on learners' general behaviour. Since such schools may not dismiss learners' applications for admission on the pretext of socio-economic deprivation (Van Dyk & White, 2019), overcrowding is very likely in such schools. Important to note, Nthebe's study found a link between overcrowding and bad behaviour (Nthebe, 2006). In overcrowded schools, acceptable teacher-learner ratio is compromised, hence the possibility of eruptions of bad behaviour (SACE, 2019:37).

2.3.2 Leadership

Taking a further look at literature pertaining to school leadership and management, one could quickly realise that learners only feature in most studies when teaching and learning are mentioned. According to Jansen *et al.* (2011:8), teachers' relationships with their learners are only related to their teaching task. Botha (2013) explains that leadership has a direct implication to relationships between the principal and other stakeholders. According to Marishane *et al.* (2011), how the principals achieve the goal will depend on how they implement their leadership styles. Irrespective of the style favoured, the IE theory which underpins the study, calls for the peaceful, cordial engagement of the staff and other stakeholders. The principal should intentionally be inviting to all the stakeholders who are attached to the institution in one way or another (Purkey & Novak, 2015).

The researcher shares the sentiment which Bennett (2017:12) fully supports that principals should intentionally find a means of shaping the learners' character and attitudes. The principal should work towards "establishing the concept of learners' behaviour within the school setup" (WCDoE, 2007:4). Meier and Marais (2018:17,18)

consider the principal's work as that of communicator and problem-solver. The researcher fully agrees with Bronfenbrenner (Botha, 2013:236) that learners are emotional beings whose lives can change through interaction with their peers, teachers and parents. According to the researcher's view, unwanted lifestyles can succumb when exposed to consistent leadership roles of principals. Moreover, the researcher is of the view that in schools where violence is rife as in Motheo district in the Free State province (Phillip & Maritz, 2015) and is coupled with substance abuse we need more than just communication and conflict management skills. For example, principals can model positive behaviour (Budhal, 2000:95) and infuse leadership with human rights culture and values (DOE, 2001:26) to optimise positive leadership effects.

2.3.3 Management

All the issues discussed above relate directly to the leadership role of the head of the academic institution. Moreover, the principal leads, organises, plans and controls (Botha, 2013). The researcher has noticed that the district requires daily reports and organises many meetings that most of the time the principal is outside the schoolyard. These practices affect the times of contact that the principal may have with learners. The ample time that could be used for guiding and moulding the learners is likely to be spent in the office or out of the schoolyard. To curb this, the researcher fully concurs with Seobi and Wood (2016:2) who claim that principals should plan jointly with the school management teams and carry them on board every step of the way. This is shared leadership. It could help with the perpetuation of the principals' ideology in their absence. Unfortunately, many researches concentrate on principals' leadership in its relationship to acquisition of learners' academic achievement only (Elliot & Clifford, 2014:7). This role of the principal is termed instructional leadership (Botha, 2013). There is therefore a need for more researches on learner management in relation to principal-learner constructive relationships which could result in the school leaders' positive impact on learners' attitudes.

2.3.4 Job description of the school principal

A closer look into the duties of the principal as described by the revised personnel administrative measures (PAM) (South Africa, 2015) document left the researcher with the impression that, as a school head, the principal is in charge of the whole school. This comes as a result of the realisation that the document outlines the duties of the principal and distinctly states that the job description is not limited to the listed duties (South Africa, 2015). The document makes mention of the parents, learners, personnel, departmental officials and the community as the stakeholders the principal is bound to work together with (South Africa, 2015:A-32). To the parents, the principal should report about the learners' academic progress and general behaviour and conduct (South Africa, 2015:A-35). Again, together with parents, learners and teachers, the principal can become part of the school governing body (SGB) whose work is primarily school governance (South Africa, 1996). In actual fact, the principal becomes ex-officio of all sub-committees of the SGB in accordance with SASA. This includes his or her role as part of the committee that formulates school policies including the learners' code of conduct. By virtue of being the ex-officio one could not see him or her excluded from participation in the disciplinary committee of the school. According to the researcher's assessment, this makes the principal the direct manager of the learners' behaviour. After all, the code of conduct also binds the principal to be responsible for enforcement of the good conduct in the school.

2.3.5 Determinants of good behaviour

Behaviour is explained as an observable attempt of a human being to change the particular status quo (Bergner, 2010). It may involve both physical and verbal movement (Bergner, 2010:147). According to Schurch (2014), behavioural patterns can be described in three ways, namely, psycho-pathological, psycho-educational and psycho-developmental. The patterns are discussed in the next sub-topic where the researcher shows how such factors can also lead to bad behaviour. The purpose of using terms related to human psychology in the study is to show without detailed psychological explanations how causes of good or bad behaviour are deeply rooted in things teachers cannot immediately control. As explained that his or her duties include reporting on learners conduct (South Africa, 2015), the principal may want to maintain good behaviour of secondary schools' learners.

According to Plowman (N.d.), behaviour can originate from various sources. In the first place an individual is born with some instincts which Plowman (N.d.) calls "Prewiring". This is the behavioural pattern attached to a human being at birth. The determinant factor here is the genetical frame originating from both the mother and the father which can cause an individual to behave in a particular way. In addition to that, about 80% of behavioural patterns are moulded by experiences one has with close family members (Plowman, n.d.). In the researcher's view, it is very likely then that distinct behaviour in schools originates from home. This calls on the principal to not only manage learners, but to also engage with their parents. Whilst Bronfenbrenner also admits that society can profusely impact on learners' behaviour (Moore, Viljoen & Meyer, 2017), Plowman (N.d.) attributes only 45% of societal impact on learners' general behaviour. Plowman (N.d.) contends that even though 'prewiring', closeness with family members and society can have immense impact on behaviour, it is left with the individual to assimilate such behaviour. This means that the individual can be influenced in a particular way but end up showing opposite behavioural patterns. Plowman (N.d.) mentions this as the last determinant of behaviour, namely, creativity. The researcher concurs with Plowman (N.d.) and Moore et al. (2017) and is left with the impression that indeed, the principal has a challenge to impact positively on learners' conduct in one way or another.

2.3.6 Causes of learners' bad behaviour in secondary schools

A close study on negative behaviour led the researcher to realise that such behaviour can be distinguished as "undesirable" (Kitishat, 2013), "deviant" (Bolu-Steve & Esere, 2017) and "disruptive" (Nooruddin & Baig, 2014:2; Veelman, 2017). Implicit from these concepts is the idea that bad behaviour is unwanted as it is capable of disrupting learning (Sun, 2014:409). As a matter of fact, learners converge at school for the sole purpose of learning. Parsonson (2012) correctly stresses that when they come together, learners bring their own "concerns, distresses, reactions and patterns of behaviour" (Parsonson, 2012:16). Given the fact that the school offers some community-like setting which calls for interaction, these behavioural patterns will surface and may pose as disturbing behaviour. In an attempt to handle these troublesome children, Parsonson (2012) further cautions against targeting learners instead of fighting ill-discipline. The researcher concurs with Parsonson (2012) and

one may add that fighting children instead of behaviour is tantamount to mere exercise in futility. Due to its complex nature and its capacity to dismally affect learning, bad behaviour obviously calls for some reactionary measures from the teachers. On the contrary, this study attempted to find some proactive ways to positively impact on learners' behaviour. To a certain extent, understanding causes of bad behaviour could be helpful.

Various scholars agree that learners' discipline remains a serious and continuous problem in schools (Belle, 2017:28; WCDoE, 2007:2). The researcher concurs unequivocally that "to properly intervene, one of the key issues is to understand why students misbehave" (Sun, 2014:409), for bad behaviour "does not exist within a vacuum" (WCDoE, 2007:2). To locate what we would call real causes, the researcher has borrowed some concepts and findings from the field of human psychology. This comes as a result of the opinion by McMillan and Schumacher (2014:9) who hold that human psychology has paramount influence on education.

2.3.6.1 Peer pressure

Peer pressure is empirically identified as one of inevitable causes of bad behaviour (Jinot, 2018). Beniwal (2017:256), Toraman and Aycicek (2018:77) view peer pressure as the influence that children of the same age group have on one another. This is the definition adopted in this study. Explaining possible reasons for existence of extreme peer pressure in schools, Toraman and Aycicek (2018) correctly elucidate how each school upholds the cohesion force through its nature as an institution of teaching and learning. Schools require learners to socialise and work together and the researcher deems the employment of socialising activities like sports and cocurricular activities as some of the practices the principal can establish and maintain. The researcher has noticed that the learning outcome on team-work is encouraged throughout the schooling period. This expected outcome is capable of growing to become a solid social relationship (Toraman & Aycicek, 2018). Based on this opinion, one can deduce that such relationships could relentlessly lead to either positive or negative peer pressure among the youth.

Scholars agree that peer pressure has led learners to adopt from fellow schoolmates attitudes, lifestyles and particular behaviour (Omollo & Yambo, 2017:76; Beniwal, 2017). Beniwal (2017:259) goes further to introduce various forms of peer pressure, namely, passive and active peer pressure. Peer pressure is passive when learners choose to give in to pressure without coercion in order to gain some favour. Lying parallel to this form is the active one where peers are intentionally enticed to participate in some kind of observable behaviour (Beniwal, 2017). Studer, Baggio, Deline, N'goran, Henchoz, Mohler-Kuo, Daeppen and Gmel (2014:5) concur with Beniwal (2017) and add that the active form can be referred to as direct while a passive one is said to be indirect peer pressure. The differences here lie in the fact that pressure can be exerted purposively (direct) and can also be unplanned (indirect). The researcher found these terms used appropriately as bad behaviour is sometimes readily noticeable while on the other hand causes of this behaviour appear to be concealed to the naked eye. Omollo and Yambo (2017) accentuate that peer pressure can lead to abuse of substances and increase the rate of learners' early drop-out. However, important to note, some learners are resiliently able to stand up against peers' influence (Omollo & Yambo, 2017). Omollo and Yambo (2017) further argue that this does not necessarily imply victory as the refusal to associate with a particular group feeling may lead to isolation and hatred.

2.3.6.2 Family

Bronfenbrenner's ecological model places peers, family and school in the "microsystem" which is the part that is closest to the learner (Moore *et al.*, 2017:392; Hameed-ur-Rehman & Sadruddin, 2012:166). This suggests that these factors may be the first to influence the learner either positively or negatively. Sun (2014:409) and Jinot (2018:35) conducted researches in Asia and Mauritius respectively and their findings also confirm that some of the causes of misbehaviour do originate from home-related problems. This is the idea the researcher cannot deny since it empirically confirms real life experiences.

Family factors contributing to negative behaviour are various and include lack of support for children, parent-child relationships, economic status, child abuses (Bennett, 2017:58) and parenting styles (Sun, 2014; Elias & Noordin, 2011:424). In

some households language register does not matter (Sun, 2014:412; Elias & Noordin, 2011:425). Vulgar and abusive language is used and children end up adopting this as proper. Other parents are ignorant of the children's cognitive and social growth (Hameed-ur-Rehman & Sadruddin, 2012:165). Such parents are neither supportive to their children nor are they involved in some way in school matters affecting their children (Botha, 2013:234). Consequently, this affects their behaviour in some way. In some homes ignorance and vulgar language culminate in open clashes and domestic violence. This may cause learners to misbehave or even leave their homes for streets (Hameed-ur-Rehman & Sadruddin, 2012:168). Again, as opined by Jinot (2018:39), strict families do not necessarily help children but can advance learners' misbehaviour in schools. Differently stated, the ineffective parenting style robs children of the opportunity to see role-models in their parents. Jinot (2018:40) calls such a family a dysfunctional one. The impression the researcher is left with is that behaviour is learnt or adopted and children are not born with behavioural patterns.

Moreover, the pain children suffer as a result of divorce may be unbearable. As a result, learners become exposed to negative effects like stress and stigma which may lead to withdrawal from peers (Bhengu, 2016:4) or association with misbehaving friends. Bennett (2017), Mudau, Mulauzi and Ncube (2018) confirm that divorce may leave children with utter depression which ends up affecting the children's general behaviour. Divorce also leads to single parenting. In some cases, single parents spend the day away in a bid to earn a living. As a result, learners' behaviour may be negatively affected due to distanced relationships. These things can lead to serious challenges with regard to psycho-social health and ultimately, low academic performance ensues (Mudau *et al.*, 2018). What Bronfenbrenner propounds is so true given the fact that children are born into families before they can develop an attachment with the larger community.

2.3.6.3 Community

According to Jacobz (2015:14), unbreakable ties exist between families' lifestyles and community influence. Subbiah (2004) accentuates that families exist within broader communities and "the interactional problems in one area frequently spill over into

other areas". Differently stated, the public perception of life may permeate families and determine lifestyles. However, the researcher is of the opinion that children can still directly learn a lot of negative and positive things directly from the local community. Sheldon and Epstein (2002:8) correctly point out that the community in which the school is situated can have a direct influence on learners' behaviour. Attesting to this idea, Maluleke, Manu (2017), Chidaura (2014:15) and Belle (2017:31) add that drugs, gang wars and crime can find some way into the schoolyard. Many drug dealers use children as agents through which drugs enter schools. Sad to say, learners tend to imitate distinct community members in their actions (Stewart, 2004; Belle, 2017). However, although the community can have an impact on the learners (Botha, 2013), the researcher is of the view that families can still help learners to be resilient through early engagement in relevant matters. The researcher concurs with Turliuc, Mairean and Danila (2013:1) who maintain that, in addition to families, schools as part of the community can instil positive influence in the behaviour of children. Consequently, one is left with the impression that schools are forever indebted to the community they serve.

2.3.6.4 Psycho-educational causes

Schurch (2014) cites emotional and behavioural disorder (EBD) as an example of a cause of one of many problems affecting learners' behaviour. EBD is a mental condition birthed by various things that children have or are going through (Ganado & Cerado, 2015). Children may be exposed to death of a loved one, disease and a negative environment. This ends up affecting the learners' behaviour and impacts negatively on others. EBD can manifest in various forms including the well-known attention deficit hyperactivity disorder (ADHD) (Ganado & Cerado, 2015:70). Schurch (2014:7) further asserts that the affected child is likely to drop out of school or get embroiled in extremely negative behaviour. Given the nature of the root-cause of these problems, one could arrive at the conclusion that it may not be always effective to harshly correct behaviour by application of punitive measures. Clearly, some patterns of bad behaviour call for specialists' attention.

2.3.6.5 Psycho-pathological causes

Schurch (2014) further makes notable contribution by citing examples of behavioural problems of psycho-pathological origin. Examples include sudden intermittent eruptions, problems regarding conduct and oppositional disorder (Schurch, 2014:5). In the classroom these behaviours may disrupt the lesson and affect learners' concentration. The teacher may also spend some notable time trying to re-gain concentration and order. Whilst Woofolk (2014) suggests that such behaviours may be ignored, in the researcher's view, ignorance may not pay-off positively as learners may expect the teacher's decisive intervention. Again, the researcher is of the view that it is possible for these problems to develop into some form of bad behaviour, patterns or habits if not attended to. Alternatively, teachers may want to correct behaviour using relevant policy documents, the step which the researcher values as the appropriate move. However, taking into consideration the psychological origin of these strands of behaviour, it is very likely that learners may continue with negative behaviour not long after punishment was meted out.

2.3.6.6 Psycho-developmental causes

According to Schurch (2014:6), this is the disorder of the behaviour informed by stages of growth. The normal child grows from one stage of development to the other. This becomes a disorder when the child mixes stages. This means that the child may be ahead or behind in a stage of growth. As a result, depression ensues and destabilises the child psychologically (Sroufe, 1997:252). The child may, consequently, develop temporary behavioural and mental problems. In the classroom, teachers would, unfortunately, want to correct resultant behaviours in ways extremely detached from psychological basis. Given the origin and causes of these problems, one can only deem of teachers as people trapped in misunderstanding. Perhaps this would call for teacher re-training in an interdisciplinary body of knowledge. However, if that can be possible, the researcher is of the supposition that the beauty of specialisation would be detrimentally compromised.

2.3.6.7 Media

Media is supposedly a broad term which includes social media, television, television games, magazines, etc. The impact of media and technology on learners is immense (Belle, 2017:31). The researcher found it to be an undeniable fact that media is capable of changing personal thoughts as affirmed by Wahab, Othman and Muhammad (2017:169). It is the irrefutable truth that one can relate to real life experiences. Impact can be both positive and negative. According to Mim and Islam (2018:302), media is useful and in line with the technological development that is taking place worldwide but it calls for personal responsibility. This is also attested to by Wahab *et al.* (2017:166) who argue that technological advancement is in line with current growth of lifestyles.

On the other hand, the same technological devices, namely, mobile phones and television, can develop particular behavioural patterns in the lives of children. This is the empirically tested fact that Mukui (2015:26), Arifin, Wahab, Teh and Otman (2018:935) attest to in their respective studies. These authors share the sentiment that violence notably appears to be the characteristic factor in movies (Mukui, 2015:27) and television games (Arifin *et al.*, 2018:935). This affects the children negatively. However, the researcher differs slightly with Mukui (2015) and Arifin *et al.* (2018). The researcher holds that conflicts are part of real life situations and children still need to be exposed to them. As a result, we could think of helping children to acquire problem-solving skills rather than denying them access to media.

The researcher views "social media" as a two-way communication using technological devices through connection to the internet. This is done by employing various platforms like Twitter, Facebook, and YouTube, etc. Social media has many profound uses. However, Mukui (2015) holds that, if handled irresponsibly, social media may lure learners into sexting and cyber-bullying amongst other things. These can cause emotional affliction "with accompanying mental health conditions for victims" (Mukui, 2015:26). Mukui's study looked into the impact of media on student behaviour in Kenya. It was found that there is a causative relationship between media and bad behaviour such as violence-related habits in schools (Mukui, 2015:55). Another study of the same kind conducted in Nigeria by Umar and Idris (2018) also yielded the same results. The findings further add intolerable fear and nervousness as consequences (Umar & Idris, 2018:43) to complement Mukui's

study. Since these studies yielded the same findings though conducted in different democratic countries, the researcher is of the view that generalisations thereof can be made to democratic South Africa as well. However, the researcher strongly believes that teachers can still employ the same media for achievement of positive academic goals rather than total discouragement thereof.

2.3.7 Low-level behaviour

Low-level behaviour can be explained as "anything that undermines the flow of your lesson without actually blowing it out the water" (Edlounge, 2015:7). Again, low-level behaviour may not be significantly challenging but is capable of utter disruption of classes (Edlounge, 2015). This type of behaviour is prevalent in most schools (Educational support, n.d.:3). The discussion of low-level behaviour finds its spot here due to its capability to culminate in high-level behaviour (Educational support, n.d.; Budirahanyu & Susan, 2017; Bucher & Manning, 2005).

For the purpose of the study, the researcher adopted Fakhruddin's view that low-level behaviour is simply the opposite of what is expected in the classroom or school at large (Fakhruddin, 2019). In the researcher's view, the continued occurrence of low-level behaviour is a needed depiction of the need to assess one's class. Again, this behaviour may be viewed to be directly inviting an integrated approach of teaching (South Africa, 2000:13). In actual fact, one cannot envisage a possibility of a school that is absolutely free from low-level behaviour. As Fakhruddin opines, low-level behaviour can call for special attention where it affects the personal rights of the other learner (Fakhruddin, 2019). This type of behaviour, adds Serakwane (2007:138), is calling for a democratic attitude of dealing with learners. This is the idea supported by the researcher as democratic values happen to define and limit our actions and possible reactions.

Sullivan, Johnson, Owens and Conway (2014) opine that bad behaviour can be both productive and unproductive. Unproductive behaviour includes talking, moving around the classroom, using a mobile phone, teasing, etc. (Sullivan *et al.*, 2014; Educational support, n.d.). Bucher and Manning (2005:56) argue that trivial and minor as they may appear, these things can develop into serious behaviour which, if

left unattended, can culminate in open violence. Budirahanyu and Susan (2017) also found out that most school-based violence follow minor issues. Rivers (2010:7) also shares the same sentiment and added that learners' drop-out starts a long time back as truancy. The impression the researcher is left with is that these low-level actions should be handled before they grow into serious misconducts. However, early identification of low-level or "below the radar" (Ofsted, 2014) behaviour appears to be difficult for the teachers. It is also not easy to deal consistently with low-level behaviour (Ofsted, 2014:4). Notwithstanding its insignificant nature, in the researcher's view, there is still a need to tackle behaviour whilst it is still low. However, News24 (2018) opines that "schools and teachers by extension are reluctant to deal with such little issues and they grow into huge unbearable cases". Again, according to Ofsted (2014:5), "teachers underestimate the prevalence and negative impact of low-level disruptive behaviour". Another reason which poses a need for prompt attention is that bad behaviour, no matter the level thereof, exists within an ecosystem of environments and people whom it can directly affect (Sullivan et al., 2014:47). Differently stated, one can say of low-level behaviour that it matures, ripens and then manifests. Although the researcher fully agrees with the scholars' view of low-level behaviour, it was noted that SASA and school policies do not address many of the forms of low-level behaviour, presumably due to apparent harmlessness of low-level behaviour.

2.3.8 Manifestations of bad behaviour

Bad behaviour manifests in distinctly observable ways in schools. The following discussion under various sub-topics does not preclude the fact that one learner can be a culprit of two or more of these habits at the same time.

2.3.8.1 Physical violence

Owing to the impact that violence and gangsterism have on secondary schools in the researcher's area, violence is discussed here as a separate topic. Interestingly, researchers found that violence occurs between learners themselves and between learners and teachers (Power, 2016:300; Ngidi, 2018:7; Grobler, 2018:26). Khaliq and Rasool (2019) mention physical violence as a form of anti-social behaviour. The

researcher fully concurs with Budirahanyu and Susan (2017), who argue that all forms of violence imply some deviation from and violation of human rights.

It is worth noting that corporal punishment itself should also be considered as a form of violence directed towards learners and is, as a result, a criminal offence (Shaikhnag, Assan & Loate, 2016:276). Grobler (2018:28) holds that by its very nature of being violent, corporal punishment is capable of causing more violent actions. It is amazing to notice that unions still report cases of corporal punishment after more than 20 years of democracy (Mthethwa, 2018). It is probable, I suppose, that teachers still feel belittled by lack of proper ways to exert authority as was reported by Adendorff, Mason, Modiba, Faragher and Kunene (2010:61) some years ago. The learners also turn against teachers who stand firm against them and who would like to enforce discipline. Recently, a teacher was killed by a learner in Limpopo for trying to enforce discipline in the classroom (Montsho, 2018). This incident sparked many more onslaughts on teachers throughout South Africa (Montsho, 2018) and as a result fear grips teachers in the country. This is worse in the district of Motheo in the Free State province where violence, gangsterism, killings and substance abuse are rife (Phillip & Maritz, 2015, Moloi, 2022). It is the researcher's view that corporal punishment can be perfectly replaced by positive influence. There is absolutely no law against positive influence.

Mampane (2018) views violence in schools as a legacy of apartheid struggles and contends that South Africa obtained its freedom through struggles which include the 1976 learners' active resistance of apartheid laws. The researcher's view differs with that of Mampane (2018) in that it is abuse and incomprehension of democracy more than it can be of legacy that spurs more violent actions. According to Mukui (2015:28), violence in schools instils much fear in all stakeholders. Mlangeni's study found that children join gangs to seek identity while some experience lack of support from parents (Mlangeni, 2018:31,32). Today's schools are surrounded by gang members during the day (Magidi, Schenk & Erasmus, 2016:5). One can think of their presence as intended exertion of intimidation and invitation to join gangs. Moreover, gangs have tattoos peculiar to distinct groups and draw some strength and fearlessness from abusing drugs (Magidi *et al.*, 2016). The researcher fully agrees with Magidi *et al.* (2016) that police's consistent battle against gangsterism should be

backed by organised relevant researches (Magidi *et al.*, 2016:13). In support of this notion, the researcher is of the view that research could unearth real causes which could lead to lasting solutions.

2.3.8.2 Anti-social behaviour

"Anti-social behaviour refers to the destructive, harmful, negative actions or maladaptive behaviour of an individual towards other individuals or things in the society" (Khaliq & Rasool, 2019:116). Examples include substance abuse, stealing of items, vandalising things that are crucially needed as well as bullying. Causes of this kind of misbehaviour can be found in the factors associated with families, school and community (Khaliq & Rasool, 2019) which have already been discussed. Given the dilapidated buildings, falling ceilings, broken windows and doors and holes in the fences that are seen in some township schools, one can conclude that most schools experience this kind of behaviour.

2.3.8.3 Substance abuse

Njeri and Ngesu (2014:1) view substance abuse as an intentional use of drugs to cause a desired physiological and psychological outcome. The purpose here excludes medicinal reasons. For the reason that drugs like alcohol and marijuana (Maluleke & Manu, 2017; Benningfield, Riggs & Hoover, 2015:293) are easy to get in South Africa (Maluleke & Manu, 2017:15), one is left with the assumption that drugs are rife in township schools. The study by King'endo (2015:171) managed to establish a causative link between peer pressure and increasing substance abuse in schools. This is the finding that the researcher concurs with since learners naturally tend to adopt habits from peers. The most serious problem affirmed by scholars is that substance abuse leads to addiction from which learners may not easily break loose (Weeks, 2000:193; Tshitangano & Tosi, 2016:5). Interestingly, Njeri and Ngesu (2014:3) found that addicted students are always aware of their condition.

King'endo's study found a correlation between substance abuse and sharp rises in rates of bullying and learner drop-outs (King'endo, 2015). Tshitangano and Tosi (2016:1) confirm learner drop-out as a problem resulting from substance abuse. Their

study was based in the rural areas of South Kenya and looked at substance abuse in the designated rural schools. According to Tshitangano and Tosi (2016:2), substance abuse accounts for about 60% of crimes in South Africa. This percentage is too high and simply suggests that substance abuse is a crisis in the country. Another lightshedding qualitative study was conducted in South Africa in 2014. This study sought to establish a relationship between school violence and drug abuse (Ramorola & Taole, 2014). Participants were sought from all the provinces of the country. It was found that there is a causative relationship between drug abuse and violence (Ramorola & Taole, 2014:15). These studies confirm earlier findings by Coetzee and Bray (2010:60) who found a correlation to be high between drug abuse and learners' worst behaviour. The similarity of findings in the discussed studies brought the researcher to the conclusion that drugs are used to beget and advance violence. Consequently, drug abuse leads to violence, insults and a drop in academic performance. This established truth is substantiated by a healthcare-related study conducted by Netcare (2018). According to Netcare (2018), about 80% of male deaths in South Africa were directly linked to substance abuse in 2018. One can eventually conclude that South Africa is experiencing the effects of substance abuse like other countries.

2.3.8.4 Truancy

Bad behaviour can also manifest in continued truancy. Truancy for this study can be explained in two ways. Firstly, it is a voluntary habit of absenting oneself from school without permission (Rivers, 2010:1; Prabha & Maheswari, 2017:236). Secondly, truancy is also a habit of not showing up for particular periods. Moseki (2004:100) views truancy as a global problem. However, the level of truancy differs from one school to the other in the same area as well as from one country to the other (Moseki, 2004:19). Truancy may result from boredom (Ruiz, Mink & Aleman, 2018), continued drunkenness, parental divorce, physical or verbal attacks and frequent movement of parents from one area to the other (Prabha & Maheswari, 2017).

Causal ties have been established between factors that are of personal, school, family and social origin and truancy (Moseki, 2004; Balkis, Arslan & Duru, 2016). Moseki (2004:30) identified personal factors as factors which are within the learner's

own life like personal behaviour, nervousness, low self-concept and diseases. Naturally, learners with despondent morale are likely to absent themselves from school or from targeted periods. On the other hand, according to the psychological study of Woofolk (2014:153), learners with autism naturally tend to withdraw from society since the disease affects general communication and social interaction. Important to note, schools can also contribute to learners' truancy (Baier, 2016; Prabha & Maheswari, 2017:236). This is confirmed by the study of Prabha and Maheswari (2017:238) in which participants pointed out to school-related factors which prohibited them from daily attendance. Examples of school-related factors include an uninviting school environment, overcrowding, poor classroom management, teachers' conduct and bullying (Moseki, 2004).

Family life can also lead to truancy. Moseki (2004) quotes parents' marital problems and lack of support as examples that can lead to learners' truancy. Baier (2016:191) asserts that most truants suffer rejection and are overtaken by loneliness. Based on these findings, the researcher views loneliness as a gateway to gangsterism which subsequently provides solace to a lonely child. Baier (2016:191) maintains that a correlation exists between truancy and delinquency. This idea is also accentuated by Prabha and Maheswari (2017:236) who also add "shoplifting, vandalism, substance abuse" and gangsterism as things that can result from truancy. On the other hand, Rivers (2010) holds that truancy can lead to learners' drop-out. Rivers (2010) further explains Khan's findings that truancy can give birth to drop-out which may also culminate in crime and imprisonment. Khan's study was conducted in the United States. This study was extended to prisons and it was found that inmates who had dropped out were generally illiterate. It is very likely, in the researcher's view, that these findings can also be generalised to South Africa since the country is also experiencing truancy in terms of the findings of Moseki (2004:100).

2.3.8.5 Bullying

Bullying is believed to be the continuous action where stronger persons abuse their power to inflict extreme authoritative pressure on weaker persons (Dhaliwal, 2013:20; Moseki, 2004:34). It is birthed by various things which include negative self-esteem, envy and intolerance (Dhaliwal, 2013). Moseki (2004) adds to the list of causes

negative family relationships and psychological factors. The former includes parenting styles where parents do not react on time to children's challenges and also where parents' support can be rated at 0% (Moseki, 2004). According to Moseki (2004), the psychological factors which could cause bullying may include "depression, anxiety and suicidal ideation" (Moseki, 2004:34). Given these perceptions, the researcher finds bullying to be a very complex attitude requiring more than mere school-based interventions. Bullying can take various forms including verbal, physical and social forms (WCDoE, 2007; Al-Raqqad, Al-Bourini, Talahin & Aranki, 2017:44; Power, 2016:300). These comprise negative remarks, pushing and exclusion of the bullied learners to name a few (WCDoE, 2007). Al-Raqqad *et al.* (2017) correctly view bullying as a form of violence. According to the researcher's assessment, some forms of bullying may not be immediately observable to the untrained eye of the teacher unless reported by victims. As a result, one is left with the impression that prompt attention to this matter may not be readily possible.

The study by Al-Raqqad *et al.* (2017) found that bullying exists in every school and can be advanced by teachers themselves (UNESCO, 2017:10). Bullying can be so serious in schools that it may attract police intervention (Power, 2016:301). However, according to Power (2016) only less than 20% of cases of bullying are reported by learners. Again, bullied learners can seek groups they can find solace with (Swearer, 2011:5; Al-Raqqad *et al.*, 2017:45). Obviously, this could lead to gang formation and open violence. On the basis of the fact that all schools are somehow affected by bullying, Al-Raqqad *et al.* (2017) also encourage schools to plan against bullying right away. The researcher concurs with this view and further opines that where possible various policies may be formulated to control distinct behavioural patterns such as bullying.

The recent Mbilwi case confirms the need of principals' assertive influence on learners' behaviour in areas torn with violence. Recently, a learner of Mbilwi secondary school in Limpopo was extremely bullied outside the schoolyard (Kubheka, 2020). The incident – which the principal had been reportedly cautioned of its perpetual occurrence earlier – ultimately led to a suicide by the learner who had lost trust in the school. The principal was held responsible of the incident despite an earlier indication by the national minister of the department of basic education (DBE),

Angie Motshekga, by the beginning of 2020 that schools cannot control whatever goes beyond the schoolyard (Mvumvu, 2020). Later the incident in Alexander seemed to refute Motshekga's statement or at least confirmed that violence exists in schools as outside schoolyards. While the school disciplinary committee of Alexander-based Pholosho secondary school was attempting to handle the violence which had occurred in the schoolyard where three school learners were involved, a learner was brutally stabbed to death by a fellow learner (Mlangeni, 2021). The seating of the disciplinary committee implies usage of the learners' code of conduct but the school did not achieve much as a killing occurred at midday in their presence. The impression here is that although schools can accept violence in schools as normal, there is a need for schools to ensure that positive discipline is developed.

2.3.9 Impact of bad behaviour on the academic programme of teaching and learning

South African schools experience a high rate of violence (Shaikhnag *et al.*, 2016:275; Mncube & Netshithangani, 2014; Naidu, 2019). The impact of this state of behaviour on teaching and learning is confirmed to be detrimental to the instructional programme itself (Shaikhnag *et al.*, 2016; Hlatshwayo, 2018:18; Mampane, 2018). As also asserted by Rossouw (2003:413), "a lack of learner discipline may seriously hamper the teaching and learning process".

2.3.9.1 Impact of violence-related actions

Various studies confirm that school violence can impact negatively on the academic programme (Joubert, De Waal & Rossouw, 2004:84; Mncube & Netshithangani, 2014). As clarified by Budirahanyu and Susan (2017:15), violence in schools "could result in psychological and sociological impacts" on stakeholders. Those who are affected in this way are likely to have academic and cognitive challenges. Bullying also affects learners' attendance, self-esteem and academic achievement (WCDoE, 2007:44). Victims of bullying may abscond or even bunk classes. The researcher fully concurs with Mncube and Netshithangani (2014) who opine that teachers who torture children on the pretext of discipline enforcement are also contributing to bullying. The depressed learner struggles to develop and may resort to isolation and

even suicide (WCDoE, 2007). All these factors will affect the bullied and fellow schoolmates and will have a detrimental impact on learners' performance. In addition to this, violence can lead to destruction of school buildings and facilities. Violence has led to killings of teachers like the one reported by Morin (2020). The researcher is left with the impression that if intervention is not secured, schools may end up losing their purpose and turn into sites which also advance violent actions.

2.3.9.2 Impact of low-level behaviour

Ofsted (2014) found in their study that considerable instructional time is lost daily by teachers. This is the time which is spent by teachers trying to establish positive learning environment before commencement of lessons. Children would be "talking unnecessarily or chatting, calling out without permission, being slow to start work or follow instructions, showing a lack of respect for each other and staff, not bringing the right equipment and using mobile devices inappropriately" (Ofsted, 2014:4). An estimated time of about one hour, made up of daily combined minutes is lost weekly in the United Kingdom schools due to low-level behaviour (Ofsted, 2014). In the researcher's view, this is likely to be the case in South African schools. This is evident in the inclusion of performance standard 1 in the assessment tool of integrated quality management system (IQMS). This tool requires amongst other things, that the teacher should be skilled in establishing a positive learning environment in the classroom. One can infer from this that South African schools employ this tool to curb classroom disruptions. Given all these factors, one may conclude that schools ought to develop ways of dealing with bad behaviour which may impact negatively on teaching and learning. For example, schools can opt for buying their own collectible equipment for daily use by learners instead of requiring them to bring theirs.

2.3.10 Possible solutions for bad behaviour

South Africa suffered a loss of a great number of teachers in recent years. The South African Democratic Teachers' Union (SADTU) reported that about 67 000 teachers had resigned by 2011 due to learners' lack of discipline amongst other things (Ramadwa, 2018; Mafukata & Mudau, 2016:2250). According to the view of the

researcher, the problem is likely to continue as a result of continuing lack of discipline in schools worsened further by the inability of teachers to handle bad behaviour. This is evident in the two cases which were reported at the beginning of both 2019 and 2020 academic years respectively. Teachers at two different schools locked learners in strong rooms for many hours (Shange, 2020; Grobler, 2020). The researcher finds the inclusion of life orientation (LO) as a subject in the curriculum as a way of orientating learners in matters of a positive life. It embraces positive life skills, values and principles like positive self-esteem, self-control and a positive attitude (DBE, 2019:9). The following aspects are discussed with the realisation that a foundation of LO has already been built in our schools.

2.3.10.1 Effective teaching

Given the fact that sometimes bad behaviour is birthed by situations where teaching cannot meet the learners' needs, Sun (2014:413) and Mgonjwa, (2016:15) opine that effective teaching, backed by relevant teaching aids can be helpful. Mgonjwa (2016) further encourages sound relationships between teachers and learners in the classroom. The researcher fully supports these ideas since very tense situations and lessons unsupported by teaching aids only discourage learner engagement; however, teachers should guard against excessive relationships which could undermine their authority. Mgonjwa (2016:15) also cautions of the impact of monotonous teaching methods and encourages variety. In addition to that, teachers' attendance should be consistent (Mgonjwa, 2016:15) and punctuality can be added as a notable value (WCDoE, 2007). Consequently, one can deduce that positive learning environments are created and do not occur by themselves. After all, the principal is considered to be the curriculum manager together with the school management team (SMT) and their duties include control, monitoring and supporting all activities pertaining to teaching and learning (DBE, 2018). According to the department of basic education (2018), this can be bettered through data-taking, analysis of performance and comparison with previous years' performance.

2.3.10.2 Zero-tolerance policy

Some schools adopt a zero-tolerance policy towards unacceptable behaviour. However, this principle may likely not lead to achievement of the goal for which it was formulated for four reasons. Firstly, it sometimes leads to contravention of the learners' human rights (South Africa 1996, s 2) as it always involves harsh measures. Secondly, in the process of application, innocent learners may be punished and expelled from school (Morin, 2020). Thirdly, the researcher has noticed that a zero-tolerance principle calls for aggressiveness in handling the cases of learners. Fourthly, it can also lead to suspension of learners who simply needed counselling, support or trivial correction (Karanxha, 2017:3). Given these facts, it is possible that schools may boast helping learners who are not in need of help and are not threatening the school's order. These are the learners who are somehow behaving well, are somewhat supported at home and some only need slight correction.

Mabea (2013:45) advises teachers to never underestimate negative behaviour in classrooms. The researcher feels convinced that it is a feeling like this that often leads to the adoption of zero-tolerance policies. Initially, these policies were developed to handle the hardest situations and whenever the safety of learners was compromised (Erquiaga, 2019:4). Principals who prefer the zero-tolerance policy should assist with its implementation and ensure appropriate punishment is lined with the offence (Keeling, 2015). Again, Keeling (2015) holds that zero-tolerance policy should be coupled with continued teaching and learning to mitigate occurrences of bad behaviour. Unfortunately these policies do not leave room for caring and positive motivation (Erguiaga, 2019) as propounded by IE. Through a careful study of zerotolerance ideology, the researcher managed to establish a link it has with the autocratic leadership style due to its strictness. As a result, the researcher concurs with Reynolds, Sheras and Conoley (2008) who are of the view that zero-tolerance policy gives no regard to a comfortable learning environment. The study conducted by Reynolds et al. (2008) found that zero-tolerance policies are too strict to be helpful. Furthermore, it was found that although this policy could, to a certain extent, rid the school of violence, it increased low performance and the number of suspensions and dismissals. Based on these findings Reynolds et al. (2008:101) opine that zero-tolerance as a policy can be eased to fit particular school contexts. It is the view that the researcher emphatically supports that this policy can still be used on extraordinary cases to rid the institution of violence and serious cases. However,

the researcher is of the opinion that this policy should never replace care, support and positive influence. Furthermore, Reynolds *et al.* (2008:101) believe that application of a zero-tolerance policy could lead to an increase in delinquency and imprisonment. Learners may forfeit their rights due to harsh measures applied on the pretext of no-nonsense strategies. In accordance with the researcher's assessment, the zero-tolerance policy was found to be a direct opposite of IE due to its failure to take into account the value of care.

2.3.10.3 Classroom management

Mabea (2013) and Jacobsz (2015:18) record how classroom management has been useful in curbing misconducts in various countries. The researcher concurs with Korb, Musa and Bonat (2016:80) who argue that this strategy can only be effective if implemented as early as possible and with ardent consistency. The researcher strongly believes that the teachers who practise that in their classrooms are directly contributing to the effectiveness of the whole school management.

One of the successful ways of handling bad behaviour involves the positive attitude of the teacher. Educational psychology scholars propound that bad behaviour can be deterred while good behaviour is reinforced (Morin, 2020; Woofolk, 2014:218; Child and adolescent mental health services, 2014:2). This can be done through application of methods of rewards and praising to reinforce positive behaviour in the classroom (Woofolk, 2014; Morin, 2020). Praise can be employed as a gesture of appreciation. At the same time, bad behaviour can be ignored as every learner would inherently want to be praised (Woofolk, 2014:218). However, the researcher is of the view that teachers should guard against total reliance on these methods. Again, the researcher is of the opinion that these methods should not replace appropriate punishment.

However, this strategy is discouraged by Serakwane (2007:41) who argues that it only achieves less. On the other hand, Serakwane proposes the attitude of cooperation with learners as a strategy (Serakwane, 2007). The argument is based on the fact that praising only controls behaviour while the need is to change behaviour and develop positive self-discipline. Given these points, one could

conclude that though praising and rewarding can empirically attain much, they should be applied with care lest the worst behaviour remains untouched. Serakwane (2007:41,42) further explains the need for the attitude of influence in schools which is attainable through the employment of the model of "teacher effectiveness training". This model develops learners' perception of behaviour by influencing them to take full responsibility of their actions.

Western Cape department of education (WCDoE) (2007) suggests that punishment is effectively applied when the teacher sticks to the stipulated guidelines. Serakwane (2007) adds that teachers should put aside authoritative assertiveness to successfully handle bad behaviour. This practice would be in line with the "logical consequences model" (Serakwane, 2007) which holds that learners have social, educational and psychological needs which can lead to bad behaviour if left unsatisfied. The role of the teacher in terms of the logical consequences is to convince learners of the right way to acquire their needs. This practice, according to Serakwane (2007), is capable of preventing ill-discipline in schools. With this practice carefully applied, learners will learn to face the consequences of their actions rather than being bitterly punished. However, effective as these strategies may be, the researcher finds them to be too demanding for the teacher. Much time might be lost while trying to apply and establish particular models or strategies.

In addition to these strategies, teachers and learners can jointly develop their own classroom rules (WCDoE, 2007). Parsonson (2012:17) encourages setting of clear, simple rules. The researcher has noticed that in addition to these rules, practices like celebrations of birthdays and visiting homes of the learners who lost a loved one could help in the management of classrooms. It appears obvious that this practice also plays a significant role in enhancing social cohesion.

Botha (2013) explains the importance of engaging learners' representatives in school management. Learner leaders could be elected by fellow classmates (Botha, 2013). By virtue of being representatives, these learners do assist with classroom care while they also represent learners in the SGB. There is also a need for considering productive seating arrangements in classes (Parsonson, 2012:170). Teachers may re-arrange seating to meet the needs of learners. In agreement with this opinion, the

researcher's view is that some learners would behave well when they are seated in the front row or when they are appointed as group leaders.

Furthermore, parents can be involved in classroom management through the formation of parents' class committees (Botha, 2013). These committees may converge as they wish or whenever there is a need. Whilst Botha (2013) raises a good strategy with regard to parents' class committees, in the researcher's view, this strategy is likely to be ineffective as many families are either child-headed or led by single parents. Consequently, problematic learners may not have parents or guardians to represent them in these committees. Conversely, these committees would likely benefit less problematic children.

Whilst teachers are directly responsible for classroom management, the contribution of the principal could be supportive. Principals should subject teachers to in-service training on the matters relating to classroom management (South Africa, 2015:2 A-32).

2.3.10.4 Discipline and punishment

Discipline and punishment have become buzzwords in our schools today. The advent of drugs in schools, school violence and general anti-social behaviour all necessitate the need for a deeper look into discipline and punishment in schools. Based on the researcher's experience, these two words have been used interchangeably to refer to punitive measures meted out as a result of behaviour. However, according to Coetzee and Bray (2010:53) we need to draw a line of demarcation between the two terms as used in schools.

Discipline, is a way of ensuring an environment that is conducive to teaching and learning (DBE, 2012:21). It refers to the preparation of the environment for learners' rights to thrive in (DBE, 2012:2). This perception of discipline is contrary to that of associating discipline with rigorous rules (Serakwane, 2007:30). Bayraktar and Dogan (2017:30) hold that discipline can be preventative, corrective and supportive. Schools help to thwart possible behavioural problems by communicating classroom rules and policies to learners. Normally, correction of behaviour is carried out

according to the code of conduct. The researcher is of the opinion that teachers should learn to manage anger and anxiety and allow the policies to determine punitive procedures. This has indirectly been one of the aspirations of IE. The need for supportive discipline leaves the school indebted to the learners for provision of a positive educational climate where negative behaviour shall never thrive and mushroom into complicated cases. The researcher upholds the idea propounded by Ebrahim (2017) that learners should be guided, supported and directed in the process of offering supportive discipline.

Coetzee and Bray (2010:53) view punishment as an endeavour by the teachers to enforce discipline. It is an attempt by the teacher to correct behaviour (South Africa, 1998). This is done by ensuring that the learner who misbehaves is imposed with appropriate consequences. However, Subbiah (2004:18) correctly cautions that punishment should be meted out with uttermost care. The researcher also concurs that teachers should communicate desired behaviour with learners (Dhaliwal, 2013:23) before application of punitive measures. Detention of learners can be employed as a strategy to curb behaviour. According to Stewart (2004:328), detentions should be closely monitored by the teacher responsible. The challenge that the researcher envisages is that detention leads to extended working hours for the teachers. Recently, teachers in South Africa unlawfully locked learners in rooms toughened for safekeeping of school materials for long periods of time (Montsho, 2018; Morin, 2019). Stewart (2004) further states that learners may be excluded from the classroom for a shorter time as a form of punishment. This provides protection of teaching time so that, in the meantime, lessons can continue. Extreme exclusion can take the form of suspension (Stewart, 2004). However, Stewart (2004) argues that suspension simply provides time for the learner to reinforce bad behaviour. However, the researcher believes that if applied both carefully and lawfully, suspension policy could establish some discipline.

The researcher concurs with Serakwane (2007:31) who upholds a democratic attitude to discipline and punishment. Both learners and teachers can work together to arrive at decisions concerning discipline and punishment (Serakwane, 2007:31). The researcher views this as a fair procedure of handling discipline where repercussions of bad behaviour can be looked at together by the teacher and the

learner. Serakwane (2007) views self-discipline as the effort of the individual to behave accordingly. This is in line with Merriam-Webster Dictionary which explains self-discipline as "the ability to make yourself do things that should be done, correction or regulation of oneself for the sake of improvement" (Merriam-Webster, 2020, s.v. "self-discipline"). According to Serakwane (2007:30), discipline should lead to the development of self-discipline. In Serakwane's own words, learners should arrive at a point where they "further internalise self-discipline and display it in the classroom and elsewhere" (Serakwane, 2007:30). Besides that, the principal is bound by his or her role as the member of the SGB to draw and implement policies pertaining to discipline and ensuing punishment (South Africa 1996, s 8). Furthermore, care should be taken to both handle and report about learners' general behaviour to education stakeholders (South Africa, 2015).

2.3.10.5 Ethics of 'care'

Dhaliwal (2013:23) argues that concentrating on physical behaviour alone may not produce needed results. Naturally, in schools, physical behaviour calls for appropriate and lawful reaction. However, we can also saturate our relationships with ethics of care to ensure discipline is developed. Bergmark and Allerby (2006) report on the success of this principle in Swedish schools. The words "ethics" and "morals" are closely related. These words speak of a "habit" or "practice" (Bergmark, 2009:17). The words "habit" and "practice" carry the idea of continuity of behaviour (Longman Dictionary of Contemporary English, 2001, s.v. "habit" s.v. "practice"). This suggests that ethics and morals should be deemed as continuing attitudes. It is in this understanding that we discuss ethics of caring as a strategy to mitigate bad behaviour.

Care and respect are encouraged in a battle against bad behaviour (WCDoE, 2007:4). Care can take various forms. According to Grobler (2018:14) care and respect include protecting learners, attending to them, ensuring their development and empowering them cognitively, socially and psychologically. Again, learners should be motivated accordingly (WCDoE, 2007:1) to establish positive attitudes in their lives. Given these explanations, one can conclude that "care" finds its power in positive relationships. At this point, the relationship between "care" and "punishment"

should be clarified. The researcher is of the view that care does not necessarily replace punitive measures which can be employed lawfully. In actual fact, "care" and "punishment" can be carried out simultaneously. As Dhaliwal (2013:3,32) notes, punishment done with respect produces mutual trust. Again, when policies are applied, fairness should not be compromised (Stewart, 2004:321).

"Caring" is the responsibility of the principal and teachers in the school. The ability of the principal to enhance moral ethics of both learners and teachers by embracing and implementing the values of "care" is termed "ethical leadership" by the Queensland University of Technology (2015). These principals "promote values such as inclusion, collaboration, and social justice" (Queensland University of Technology, 2015:2). According to Queensland University of Technology (2015), caring is the most important value of all that principals can employ. "Care" is "the process of looking after someone or something, especially because they are weak, ill, old, etc." (Longman Dictionary of Contemporary English, 2001, s.v. "care"). The researcher believes that learners are also people with emotions and as a result they need guidance, direction and care.

Nguyen (2016:2,3) adds the elements of modelling, attentiveness and sensitivity to the needs of learners. Good teachers will model the behaviour they envisage (Turk & Vignjević, 2016:498). The ideas of modelling and care are also emphasised in the manifesto on values, education and democracy (DoE, 2001). Caring teachers are sensitive to learners' needs (Bergmark & Allerby, 2006:11). In fact, as Nguyen (2016) asserts to, by attempting to meet learners' educational needs, teachers are indirectly uplifting the value of care (Nguyen, 2016). In the researcher's view, this can be deemed as the first step towards a caring attitude. According to Budirahanyu and Susan (2017:17), fixing general attention unto learners can lead to a drop in bad behaviour in schools.

Interestingly, Mampane (2018) explains the importance of "in loco parentis" in relation to care and management of learners in schools. This principle requires teachers "to act in the place of parents" (Mampane, 2018:183). In the process of applying this principle, learners are taken care of and consequently, bad behaviour will also subside (Budirahanyu & Susan, 2017). As elucidated by Grobler (2018:44),

where care is practised, trust is developed and "interpersonal relationships are developed". Mampane (2018) further indicates that the principle of "in loco parentis" legally authorise the teachers to take "legal responsibilities and functions in line with the fundamental rights of children in the constitution of the Republic of South Africa" (Mampane, 2018:183). Interestingly, as Coetzee and Bray (2010:35) further accentuate, learners should also be allowed to present their side of the story before an official verdict is declared by the disciplinary committee. In the researcher's view this requirement is another form of "care" in practice.

The researcher would encourage schools which adopt the principle of "care" to ensure that all the stakeholders adopt the principle. This will help the school to establish relevant sub-committees which offer quality services such as the counselling service explained by Rossouw (2003:416). According to SASA, learners who should appear before the disciplinary committee should be subjected to counselling and support. The researcher is fully convinced that if teachers can apply the law without harbouring their own feelings and emotions, the notion of care would still be carried out.

The findings of the research by Coleman (2005) also shed more light on the importance of the attitude of "care" in leadership. The study looked at "gender and secondary school leadership" (Coleman, 2005) in schools based in the United Kingdom. Leaders were required to choose from a list of provided words the ones they thought would energise them more in their teaching career should they be applied by school leadership. "Care" was the most favoured word chosen by 91 men and 85 women. Evidently, all leadership practices mingled with care can attain much. This is confirmed by the case study conducted in a Namibian secondary school that explored the principles of care in practice (Smith & Amushigamo, 2016). The elements of care, respect and understanding were found to be uniformly prevalent in this school. In the researcher's view, the findings of these researches can be generalised to South Africa since they yielded almost similar results even though they were done in the continents of Europe and Africa. Further accentuation of the notion is made by Barnes, Brynard, De Wet (2012:73) as well as Dipietro, Siocum and Esbensen (2015:300) who further add that a warm climate created through ethics of care and support naturally ushers a platform in which violence cannot thrive. This culture can be initiated, applied and maintained by the principal. Communication of clear vision and objectives, handling learners' issues carefully and upholding of individual dignity can be some of the strategies principals may employ to ensure applications of care and ethics in the schoolyard (Smith & Amushigamo, 2016).

2.3.10.6 Bronfenbrenner's theory of development in practice

This theory teaches that learners are impacted directly by life circles around them (Agosto, Soto, Oppenheimer, Molina & Cool, 2017). These include parents, schools and community. The researcher concurs with Swearer (2011) who opines that "we are all products of the interaction between our biology and our environment" (Swearer, 2011:4). In a bid to curb behaviour in schools the ideas of Bronfenbrenner's theory can be successfully employed to fight bad behaviour. As Mlangeni (2018:38,39) postulates, schools can work together with parents and community members to impact on children's behaviour. This is the idea propounded by the quality learning and teaching campaign (QLTC) (DBE, 2008).

Botha (2013) is of the opinion that parental participation should be encouraged and developed until they are actively involved. The highest level of involvement will be displayed when parents show support to children and are also actively involved in school matters (Botha, 2013). Botha (2013:227) further states that parental involvement is also pursued by the South African government. This is evident in the school's need to elect the SGB (South Africa, 1996). Again, letters, SMSs and social platforms can be used to enhance parental engagement. In the situations where schools have managed to secure active parental involvement, the following benefits can be witnessed: "decreased truancy, improved attitudes of learners, improved learners' behaviour and decrease in drop-out rate" (Botha, 2013:232).

Bronfenbrenner's model of ecological development stresses the significant impact of the local community in learners' lives. Society has social values to impart on learners directly or on the community, families and schools which will in turn affect learners' behaviour. Important to note, the influence of various spheres in learners' lives is not necessarily linear but can overlap from macro-system directly to micro-system and vice versa (Botha, 2013). According to Botha (2013), communities can be involved in

the various projects organised by the school. The school can seek service providers from the community, offer its buildings for community development and even organise programmes to develop communities.

In schools, inclusive education calls for the establishment of SBSTs (DoE, 2001). A close view of the suggested composition of this sub-committee led the researcher to conclude that it indirectly addresses Bronfenbrenner's theory. This is evident in the fact that police, social workers, non-governmental organisations, nurses and other members of the community should become members of the SBST. Again, the composition of the QLTC committee (DBE, 2008:38) should include members from the community. The researcher realised that this matter can be attended to without much effort by simply applying the law and establishing sub-committees in schools. The principal should ensure that various structures are developed and are functional in the school to ensure parental and community participation in the education and behaviour of the learners (DBE, 2008).

2.3.10.7 Teacher empowerment

Mlangeni (2018:54) postulates that when teachers are empowered, they are better able to impact positively on learners. Consequently, learners can begin to consider their teachers as role-models. Teachers can be empowered in the things of management and in life skills programmes (Mlangeni, 2018). This is the idea that the Western Cape department of education views as a duty of the school manager (WCDoE, 2007:4). As a matter of fact, Mukui (2015) has also found that integration of technology and technological devices in education is possible in all learning areas. The practice will help to curb behavioural challenges as it has the capacity to do away with boredom and monotony (Mukui, 2015:24). It is therefore mandatory that the teachers be developed on the integration of technology and technological devices in education. McEvoy (2014) assertively explains how teacher empowerment in matters relating to violence and bullying can also lessen bullying in schools. Although teacher empowerment appears to be effective, it seems to the researcher that its power depends on stakeholders' honest role-playing like a relay marathon where athletes carry sticks to the next point. One athlete depends largely on the swiftness and loyalty of the other. It appears to be the duty of the principal to ensure that

teachers are empowered by implementation of already established IQMS (Steyn & Van Niekerk, 2012) and organise in-service training according to the emergent needs (South Africa, 2015).

2.3.10.8 Media for raising awareness

Mlangeni (2018:54) further holds that schools can use media to communicate beliefs, values and principles. These include SMSs, school calendars, posters, flyers and newsletters. The school can still hold ceremonies where they uphold these positive values. Holidays like Youth Day, Freedom Day and Heritage Day can be celebrated with the purpose of communicating the values which the school upholds. Recreational games can be arranged for the purpose of assenting to the values the school stands by. According to Kruger (2011), schools can also develop and vividly display their visions and missions to affect the school climate and develop a particular culture. In addition to these, the school can also officially open its Facebook page, Instagram account, YouTube account as well as a WhatsApp group to communicate with stakeholders. The researcher strongly believes that employment of these strategies will present stakeholders with interesting challenges which are worth undertaking. The school principal can organise a school calendar and oversee that it is kept accordingly (Botha, 2013).

2.3.10.9 Extra-curricular and co-curricular activities

Curricular learning can be supported by both extra-curricular and co-curricular activities which actively involve learners for provision of needed variety. Botha (2013:183) correctly states that these activities "complement the total development of learners". According to Darby (2019), the difference between extra-curricular and co-curricular activities lies in the prefixes of these words. "Extra" in extra-curricular refers to additional activities which are not meant for examination while "co" in co-curricular refers to activities which can be carried together and are supportive of the examinable content (Darby, 2019).

Budirahanyu and Susan (2017:18) discovered that violence in schools can be minimised by integration of curricular instruction with extra-curricular and co-

curricular activities. Weber (2008:18) states that these activities help learners to expand the skills of problem-solving and role-playing within the school community. Co-curricular facilities include the school library, the laboratory, debates and use of subject-related electronic devices amongst other things. The researcher has experientially learnt that these activities can enhance interest and learning in the classroom. Extra-curricular activities such as various sporting codes also help to lower boredom and increase realisation of the values of team-work, time management and order. Weber (2008:18) puts it clearly that the importance of extra-curricular and co-curricular activities can be found in their dependence on mutual interaction and support for learning. While co-curricular activities may form a prescribed package together with authorised curriculum, extra-curricular activities remain both the choice and responsibility of individual schools (Bartkus, Nemelka, Nemelka & Gardner, 2012:697).

According to Botha (2013:185), extra-curricular activities are useful for the development of learners' total being including individualisation, identification, socialisation, differentiation and specialisation. Learners realise that they are individuals who have to contribute to the team. As individuals, they are unique and have to develop self-identification. In life they are able to identify with certain people whose lifestyles they hold dear. They socialise with peers and realise their own standpoint and self-confidence. They learn to develop responsibility by role-playing and assumption of leadership roles within peers. The art of differentiation holds that "learners are able to develop in a variety of activities" (Botha, 2013:184). Mastery of specific activities will eventually lead to determined specialisation.

Weber (2008:32) learnt that full engagement of learners in extra-curricular and cocurricular activities decreases negative behaviour and deters learners' drop-out. A report is also made on the findings of Kleese who found that involvement in cocurricular actions can dwindle "alienation at risk" experienced by some learners (Weber, 2008:38). Marsh and Kleitman (Weber, 2008:32) found active learners to be totally attached to school. The study conducted by Everson and Milsap (Weber, 2008:34) discovered that learners who actively participated in every possible activity developed an attitude of diligence towards school work. Whitley, on the other hand, managed to establish that the number of learners referred to disciplinary structures was less for athletic learners compared to passive learners (Weber, 2008:28). The researcher can infer from these findings that co-curricular and extra-curricular activities are essential for developing positive behaviour. The possible challenge the researcher can envisage is that, to accommodate these activities, principals may be required to cut instructional time which may not be supported by the district. Moreover, if enough time is not provided for these activities, their value may decline.

2.3.10.10 Learners' assessment

Fakhruddin (2019) assertively puts forward the need of assessment prior to any attempt to employ any correction strategy. This idea is supported by Leif and Berg (2019). According to these scholars, children's lives are like the iceberg with a small tip protruding out of the ice. Under the ice, the root is deeper and this is analogically used to portray the causes of behaviour. According to Leif and Berg (2019), this speaks of the inevitable need to assess the children to determine causes of bad behaviour. Fakhruddin (2019) further opines that children's problems may have internal or external origins, hence the need of assessment. Internal problems show up as anger, intolerance and anxiety. External problems have their origin from the surroundings which include peers, school, families and the community. Assessment of behavioural causes helps with diagnosis of the root-cause of the problem. Once the cause is discovered, teachers will be able to uproot or take care of the problem (Fakhruddin, 2019). Again, the researcher finds the need of more time evident here. The school day is very short and calls for hectic engagement of the teacher. In actual fact, the department places various responsibilities on the teachers, leaving them with limited time for implementing strategies such as this one.

A close study of white paper 6 led the researcher to conclude that South African schools already apply part of this strategy by employment of the referral system (DoE, 2001). This led to further documentation of the screening, identification, assessment and support (SIAS) manual. SIAS provides for the formation of the SBST and district-based support team (DBST) which also reports to higher structures (DoE, 2014). Problematic children as well as children in need of social and mental support are diagnosed and referred to various governmental and non-governmental organisations (NGOs). SIAS policy targets learners whose problems originate in

"family disruptions, language issues, poverty, learning difficulties, disability, etc." (DoE, 2014:1). Family-related problems have been identified as root-causes of some negative behavioural patterns in children. This is stated clearly by the department of education (DOE, 2014:78) that SIAS also seeks to identify causes of extremely negative behaviour. Although this policy addresses various behaviours from the departmental perceptions, we can still individually employ a more personalised and direct strategy offered by Leif and Berg (2019).

Leif and Berg (2019) stipulate some practical steps teachers can follow to assess and ultimately uncover the causes of problems in individual learners' disruptive behaviour. Teachers should first assume that learners learn lifestyles from other people and as a result, this behaviour is an attempt to acclimatise with the surrounding environment (Leif & Berg, 2019). With these assumptions in mind, the teacher can proceed to inquire about the learner. People in the learner's circles are the ones who can be approached and information about the learner gathered. The next step would be to examine the current environment to find out how it contributes to the development of unwanted behaviour. The curriculum is also scrutinised to determine if the particular learner is in the relevant cognitive level to understand the content area. The reason behind this is that curriculum may be too easy or too difficult for a particular learner. Direct observation of the learner whilst in class would be the next step. Leif and Berg (2019) believe that bad behaviour is readily recognisable. The last step would be to draw up a hypothesis which will state the cause of behaviour and the ensuing behaviour. From the researcher's point of view, this strategy calls for a straining and time-consuming process due to its focus on the individual learner.

2.3.11 Democratic rights of learners

Every action we take as individuals, institutions or government in South Africa should be looked at through the eyes of section 27 (Dlhamini-Zuma, 2020). Based on this statement, the researcher believes that the human rights principles should serve as a yardstick which determines the extent to which our actions can be legally acceptable. Again, the researcher is of the opinion that the idea of learners' legal protection should not be deemed a threat but an opportunity to handle misconducts lawfully.

Consequently, as Coetzee and Bray (2010) explain, learners should enjoy rights where these rights do not interfere with other learners' rights. This section looks at the rights that relate to correction of behaviour. The researcher fully concurs with Stewart (2004:317) that rights do not exist outside of responsibilities. However, Rossouw (2003:424) correctly cautions against "over-emphasis of rights". It is therefore significant to be aware that rights are limited.

2.3.11.1 Laws against physical infliction of punishment

Learners, as children, are protected from all forms of abuse including sexual, physical, psychological and emotional abuses. Children's protection is considered in all levels of law-making including international laws, national constitutional laws, acts and policies. It is worth noting that recognition of human rights should permeate all laws and policies intended to direct processes (South Africa, 1996). Chapter 2 of the constitution of South Africa is dedicated to individuals' democratic rights.

2.3.11.2 Equality

All South Africans should be treated equally (South Africa, 1996). Equality has some implication to the manner in which management of learners is done in the classroom. According to McConnachie (N.d.:99), learners' differences should be realised and addressed through inclusive education. This affects actions that schools may take against bad behaviour. Learners may not be unlawfully expelled from school as that would be directly infringing on learners' democratic rights unless it is carried out as the last resort. SASA stipulates that expulsion of learners is the sole responsibility of the HoD (South Africa, 1996). Again, it becomes clear that suspensions and isolation from class should only be temporary to attempt to bring desired correction. According to Joubert *et al.* (2004:79), punishment should be designed to provide a safe haven for learners. Again, punishment should be fairly meted out without discrimination of any sort against the learner (South Africa, 1998).

2.3.11.3 Personal dignity

Learners' human dignity should be respected (South Africa, 1996; South Africa, 1998:5). Consequently, punishment should be appropriately matched with misconduct. Conversely, shameful punitive acts should be avoided. This right calls for mutual respect from both partners, that is, both the teacher and the learner. For example, learners may only be searched when there is reasonable suspicion that they are carrying weapons or drugs (South Africa, 1998). Furthermore, learners may not be locked in solitary places and left unattended. In the researcher's view, this is pure degradation of human dignity.

2.3.11.4 Personal freedom and security

This section of the law emphasises democratic freedom and personal safety of the individual. Every South African is "free from all forms of violence from either public or private sources; (d) not to be tortured in any way; and (e) not to be treated or punished in a cruel, inhuman or degrading way" (South Africa, 1996). In schools, forms of violence can include corporal punishment, bullying and fights (Gerli, 2019:177). These violent actions directly lead to contravention of the law. This makes violence a criminal offence which can draw individuals to appear before a court of law. Corporal punishment is also a direct contravention of section 17 of the Employment of Educators Act (South Africa, 1998) which classifies corporal punishment as a serious misconduct. It clearly indicates that those who practise corporal punishment in schools may be dismissed from the teaching fraternity (South Africa, 1998). Simply stated, it is clear that although punishment is allowed in schools, it should not be severe and should be applied within the constraints of the approved code of conduct.

2.3.11.5 Protection of children

This law states that a child is any person below the age of 18 (South Africa, 1996). All children are protected from physical, emotional and other forms of abuse and degradation. This further puts corporal punishment out of approved punitive measures that can be applied to correct bad behaviour (Ebrahim, 2017). Children may be detained for as short a time as possible and this should be done under supervision. The law further states that children must be protected from conflicts

which involve weapons. As a result, all forms of violence are prohibited in schools. Again, as opined by Mncube and Netshitangani (2014:2), learners who are involved in violence may not be exposed to further violence by being punished corporally.

2.3.12 Laws governing correction procedure

All forms of behaviour attract some repercussions. These consequences are always written clearly in the code of conduct. However, correct and just procedures ought to be followed. The following two laws are discussed to give light on the correct procedure to be followed when applying disciplinary measures.

2.3.12.1 Just and fair administrative action

It pays-off to be well-versed in the beautiful laws which provide for the acceptable control of ill-discipline like SASA and NEPA. However, this knowledge is likely to be fruitless if we cannot apply the laws in a procedurally acceptable way. Naicker (2014:20) warns about the danger of meting out punishment in anger. The researcher concurs with Naicker (2014) as emotions can only spoil the beauty of punishment and worsen the same behaviour we would want to curb. This explains the inevitable need for a just administrative action. The South African constitution and SASA both set the procedure for the carrying out of punishment. "Everyone has the right to administrative action that is lawful, reasonable and procedurally fair" (South Africa, 1996). Squelch (2006) explains the legality of administrative action. It encompasses the relevant law on which we legally base the nature of the offence, the composition of the disciplinary committee and the legal authority of the responsible official (Squelch, 2006:362). For example, a learner may only be deregistered by the relevant departmental official only and the reason may only be a serious offence as explained in the law or policy (South Africa, 1996). Again, the administrative action should attain reasonability by ensuring that it is "based on reason and capable of objective substantiation" (Bray, 2006:362).

Moreover, Coetzee and Bray (2010:161) explain that teachers should strive for "substantive and procedural fairness" when handling offences, particularly, through disciplinary seating. According to Coetzee and Bray (2010) a child has the right to a

fair procedure that should be followed during disciplinary proceedings. Firstly, the disciplinary proceedings are substantive when they are based on particular laws. Secondly, disciplinary action should be fair in terms of procedure. A notice specifying the offence should be provided to culprits. Further procedural fairness can be practised by allowing learners to present their side of the story (Coetzee & Bray, 2010:160). Again, learners may be represented at the hearing. Alternatively, the learner may enjoy the company of a parent or a guardian. The outcome of the hearing must be clearly communicated to the learner. Lastly, the learner has the right to appeal the decision of the disciplinary committee (South Africa, 1996).

2.3.12.2 Limitation of human rights

Human rights may not be abused or applied for personal interest. According to SASA, learners' interests should be taken into cognisance in all actions of the SGB, the principal and the disciplinary committee. However, according to the constitution, all rights are limited (South Africa, 1996). For example, a violent learner whose behaviour is dangerous to fellow classmates may be subjected to temporary suspension even though he or she has the right to education. Suspending such a learner for violent actions would be done for the interest of the rights of others which may be contravened by exposing them to violent actions. The law requires that the relevant officials should consider the "nature of the right" and "the importance of the purpose of the limitation" (South Africa, 1996) when limiting the rights. In the scenario above, the purpose of limiting the right of the violent learner would be to protect both the violent learner and the other learners. In the researcher's view, in terms of the scenario, the nature of the right to education would be covered in the fact that the suspension would be provisional.

2.3.13 Official documents concerning correction of bad behaviour in schools

As already stated, IE advocates the humanistic approach in the formulation and implementation of policies. There are two documents which are lawfully designed to run South African schools, namely, SASA and the learners' code of conduct. The discussion below looks briefly at each of these documents including the official document on alternatives to corporal punishment, guidelines for random search and

seizure and drug testing in schools and regulations to prohibit initiation practices in schools.

2.3.13.1 Basic law governing learners' discipline

SASA is the executive law that draws its precepts from the constitution. Sections 8, 9 and 10 of the act in particular address matters relating to discipline and punishment. This is the authoritative law that also provides for the formation of the SGB and the formulation of the learners' code of conduct (South Africa, 1996). In terms of section 8 (South Africa, 1996), the SGB is responsible for the adoption of the learners' code of conduct. It also emphasises the need for fair procedural terms for the learners who face disciplinary hearings. Section 8(A) (South Africa, 1996) stipulates the procedure for a random search which schools should conduct. The search for weapons and drugs may only be carried out upon suspicion that they may be found. This will be discussed later. Section 9 of the act explains the processes of expulsion and suspension (South Africa, 1996). Suspension is the responsibility of the governing body through active engagement of the disciplinary committee, while expulsion is only carried out by the HoD (South Africa, 1996). These can only be done after just and fair disciplinary hearings have been carried out. Section 10 prohibits the use of corporal punishment and initiation practices. Infringement of section 10 is purely an invitation of the legal proceedings against the perpetrator. These could lead to immediate dismissal in the case of corporal punishment (South Africa, 1996).

2.3.13.2 Learners' code of conduct

In a bid to handle learners' problems, it is proper for normal schools to resort to learners' code of conduct to manage general discipline. The Kwazulu-Natal department of education explains the learners' code of conduct as "a statement of behavioural norms compiled in terms of SASA, to regulate the conduct of learners attending a public school" (KZNDoE, n.d.:5). Joubert *et al.* (2004:85) correctly note that the code of conduct of learners primarily seeks to prevent behaviour before it occurs. This is achieved through provision of knowledge of expected behaviour as documented in the code of conduct. It does not, adds Joubert *et al.* (2004) totally prohibit occurrence of bad behaviour but provides a framework for correction. "The

code of conduct for learners serves as the basis for the development and promotion of positive learners' behaviour" (WCDoE, 2007:3).

Every school is bound by the law to have a code of conduct for learners (South Africa, 1996). This policy is organised through proper consultations and approved by the SGB in terms of the guidelines for the adoption of the learners' code of conduct. The provision of guidelines for the adoption of the learners' code of conduct makes the learners' code of conduct a reliable school-based document. The guidelines help to thwart any form of partiality and bias. This document then addresses learners' behaviour and details appropriate punitive measures (KZNDoE, n.d.). It helps teachers to respond uniformly to negative behaviour. It sets standards for expected behaviour then categorises misconducts into levels of seriousness and appropriate punishment. The researcher is of the view that schools should stick to the stipulations of the policies to avoid any form of bias. However, with the application of this policy and ensuing punishment, learners are likely to continue with negative behaviour (Woofolk, 2014:224; Karanxha, 2017:3) and bad behaviour may not be totally wiped out.

2.3.13.3 Alternatives to corporal punishment

Corporal punishment should not have a place in South African schools. It was not only legally banished but also led to the introduction of alternative measures. By virtue of South Africa's status as a signatory of the international convention on the rights of the child (South Africa, 2000:5), the South African government is bound to abolish all forms of corporal punishment. This notion is covered in the South African constitution, NEPA and SASA (South Africa, 2000).

Teachers are advised to draw classroom rules (South Africa, 2000). Meier and Marais (2018) explain that rules set the standard of behaviour envisaged (Meier & Marais, 2018). Good behaviour can be reinforced and positive responses made to all forms of behaviour. Learners should be informed of the consequences accrued by the portrayal of bad behaviour (South Africa, 2000:17). These include "withdrawal of privileges" and "time-out" (South Africa, 2000:17). The former strategy refers to praising and acknowledgements of good behaviour while the "time-out" refers to

taking learners out of class to allow some reflection. The teacher can also make daily reports to trace improvement of behaviour and record relapses of unwanted behaviour. Finally, as already alluded to, teachers must portray the behaviour they want learners to emulate.

2.3.13.4 Policy for regulation of random search, seizure and drug testing in schools

The department of education formulated a document on guidelines for random search and seizure and drug testing in schools (DoE, n.d.). Drugs should not be allowed to prevail in schools. Recently, in a nearby school, a boy was found selling cookies made with marijuana and other products. These cookies were, reportedly, edible to eat. This suggests that in one way or another, drugs continue to enter schools. This justifies the need for random searching and drug testing in schools. However, this should be done within the constraints of the law since children have the right to privacy and not to have their property searched. Coetzee (2008) explains that searching should be done on reasonable suspicion that there is a possible contravention of the law and illegal possession of drugs or illegal items. Suspicion can be based on reliable information from informants who may be learners or parents. In addition to that, the search may be justified by tracing a scent of drugs within the schoolyard, the sight of drug remains and dangerous objects or any other justifiable reason. For this end, application of section 36 of the national constitution states that the law can be limited for the interest of the people (Coetzee, 2008:282; South Africa, 1996). The principal can conduct the search and testing or alternatively delegate a colleague (DoE, n.d.). In the case where a learner refuses to be searched, parents should be informed. The principal should ensure that testing of drugs is done in accordance with the guidelines specified. Dangerous objects should be seized and may be handed to the parent of the learner or presented at the police station. After all searches have been made and illegal objects have been seized, the culprit must be subjected to counselling and support (DoE, n.d.; South Africa, 1996). At this point, the researcher reiterates that all disciplinary measures should be applied without anger and indignation as the law always speaks for itself.

2.3.13.5 Departmental policies which regulate initiation practices in schools

These regulations are binding to both teachers and learners alike. Not one of them should in anyway harass, assault, humiliate, maltreat or cause anyone to undergo initiation of any kind (DoE, 2001). The regulations call for sound relationships between the teachers and the learners and among the learners themselves. The members of RCL should represent learners very well and also help with behaviour control (DoE, 2001). Lastly, violence and abuse of any kind is discouraged. If any of these are noticed, the normal handling of behaviour as stipulated by the learners' code of conduct and SASA should be followed. Although the researcher is of the view that the principal should always be cautious about these things; to rid the school of bad behaviour, the principal can always encourage learners to report cases such as these and assure them of anonymity.

2.3.13.6 Formulation of additional local policies

Schools can still develop policies and action plans that address one or more of the issues which are prominently affecting school culture and climate (DoE, 2001). The researcher finds the formulation of policies necessary as they encourage a uniform approach to one or various problems by anyone. One such policy is the policy against violence (Barnes, 2012; DoE, 2001). Botha (2013) and Barnes (2012:80) explain that application of these policies could be very effective if learners themselves could be invited to partake in the formulation thereof. The constitution states clearly that "this constitution is the supreme law of the Republic; law or conduct inconsistent with it is invalid, and the obligations imposed by it must be fulfilled" (South Africa, 1996). This statement is self-explanatory. All the laws and policies of the country should be based on the constitution.

2.3.14 The need for strategic moulding of learners' behaviour

The department of education has provided educational laws on which to base thorough management of educational institutions. The school structure itself, whether bureaucratic or professional, leads to an organised way of dealing with school management and control of instructional programmes and behavioural problems of learners. In addition to that, there are structures in schools which handle relevant issues. In the case of learners' behaviour and punishment thereof, the educational

laws provide for the establishment of the disciplinary committee and also offer guidelines to deal with ill-discipline. In the researcher's view, when all these avenues have been exhausted, the need for strategic influence naturally arises whether we are aware of it or not.

"The headmaster is ultimately responsible for the creation and maintenance of a safe and positive learning environment and the development of processes for the effective management of learners' behaviour" (Jacobsz, 2015:20). The following question can be posed: After everything else has been done, is that all there is? This question is the reason for this research, namely, the role of principals in learners' behaviour.

2.3.15 Quest for safer schools

This section looks at the need for safe schools. There are many perceptions of the concept "safe" where it relates to school. For the purpose of this study, "a safe school is one in which the total school climate allows students, teachers, administrators, staff, and visitors to interact in a positive, non-threatening manner that reflects the educational mission of the school while fostering positive relationships and personal growth" (Bucher & Manning, 2005).

Ramorola and Taole (2014:12) have noticed that "the constitution of the Republic of South Africa declares that everyone is entitled to live in a safe environment, yet this safety is not entirely realised in South African schools due to violence". Smit (2010:4) also affirms that "a lack of discipline in schools creates an environment that can become violent and unsafe". One of the roles of the principals is to establish a safe environment for learners (DBE, 2012:18). However, as Smit (2010) postulates, there should be a joint effort of schools, parents and the community to prevalently combat unrest in schools. Effective education cannot take place effectively in unsafe environment. The need for safety in schools is in line with human rights. The researcher is of the view that safety is not just a need, it is a constitutional right and so is unhindered education. According to the law every South African child cannot be exempted from education except in cases that may be of interest to the learner (South Africa, 1996). In the researcher's view, this explains why government, schools and the community should join hands against unsafe schools.

The government notice issued in 2001 serves the purpose of making an official declaration on the prohibition of weapons and drugs in South African schools (DoE, 2001). It declares schools as "violence and drug free" (DoE, 2001) institutions. It further calls for displaying of messages prohibiting entry by people carrying weapons and drugs except governmental officials like police officers. This further indicates the need for safety in South African schools. Lastly, it provides for the formulation of school-based plans to ensure the safety of all stakeholders (DoE, 2001). The researcher deems the need for safety in schools as a fundamental right of learners and all stakeholders. Weapons and drugs in schools usually lead to a compromise of this right. This compromise can be propelled further by bad behaviour which is prevalent in our schools. Measures towards safe schools should be formulated and applied equitably across the board. In the first place the principal should ensure that a safety policy is drawn and implemented (Mubita, 2021:84). Furthermore, risk assessments can be regurlaly done. Again, the principal can ensure that learners know about possible risks and how to report occurrences.

2.4 CHAPTER SUMMARY

Literature reveals that bad behaviour is prevalent in South African schools. It can be in observable forms like bullying, violence, substance abuse and truancy. Every form of bad behaviour starts as low-level behaviour which is directly and indirectly influenced by peers, school, family factors and societal beliefs. Schools legally rely on the learners' code of conduct to curb misbehaviour and to set an expected code of conduct for learners. When all avenues, as required by the code of conduct, have been exhausted, the vacuum is still left open and it is this hollow that this research attempted to fill.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The success of the study lies in the correct choice as well as the rigorous application of the research design and methodology. Having delved in relevant literature in the previous chapter, this chapter explains the design and methodology which the research employed. The choice of research approach, research design, research paradigm and data collection methods were influenced and informed by the tenets of IE as expounded by Collins and Stockton (2018:2). It is worth reiterating that IE as a theory upholds relationships between the people concerned as well as beautification of current programmes, policies and places. According to this study, places refer to schools. The methodologies employed are discussed below.

3.2 RESEARCH METHODOLOGY

3.2.1 Research approach

The study preferred the qualitative approach over other research approaches. The qualitative approach offers a clearer understanding of phenomena under study (Whatkins, 2012). Whatkins (2012:153) further encourages researchers to be skilful with this type of research approach due to the fact that it is "grounded in the social and behavioural sciences". As a result, the nature of this study called for the qualitative approach due to its interest in attaining data from natural settings. The study investigated behaviour and attitudes of people developed over a certain period. As a result, quality information had to be sought from people who are actively experiencing the phenomenon under study (Bradshaw, Atkinson & Doodey, 2017). This speaks of a natural site where social interactions are actively taking place. Only the qualitative approach offers such opportunity. Moreover, this approach opens room for "rich descriptions about a phenomenon which little may be known about" (Bradshaw *et al.*, 2017:3). The study sought to establish a link between data collected through interviews and data collected by direct observations and document analysis. This was trusted to produce somewhat reliable findings.

The beauty of this approach is found in the fact that, it completely relies on participants' experiences. Participants are people with views and various perspectives. This approach embraces the individuality and uniqueness of people (Rehman & Alharthi, 2016) hence their engagement through interviews and observations. The study depended largely on the participants' engagement and on their various perspectives. The researcher found the need of a purely qualitative study to be more essential for the study. This is further made possible by the study's special embracement of IE theory. A close scrutiny of IE left the researcher with the impression that it can be advanced by enhancing mutual communication and continued motivation. The researcher deems these qualities as factors inherently held together within the qualitative study due to its dependency on direct and subjective engagement with participants amongst other things. As Rehman and Alharthi (2016) elucidate, this approach finds its strength in the belief that knowledge can be attained from various sources in variegated ways.

It is also worth considering that in the qualitative research words are used to extract and present data. As a result, the answers can be found for the three questions, "what, why and how of phenomenon" (Patton & Cochran, 2002:3). Once more, for the study, a qualitative research design was preferred over mixed and quantitative research designs due to a need for richer information from firsthand sources. Participants can speak for themselves to elaborate facts. In addition to that, data obtained through interviews can be triangulated with documents and data from observations.

Again, a qualitative approach offers quality data. Shedding more light on that, Whatkins (2012:153) believes that a qualitative approach provides "deeper data" by engaging both the researcher and the participants. A contrast between Whatkins (2012) and McMillan and Schumacher (2014:363) with regard to the type of data attainable through qualitative design led the researcher to realise that the latter formulated the term "in-depth data" to explain Whatkins "deeper data". This speaks of the richness of qualitative data. Consequently, the researcher's choice of a qualitative research design for the study is factually justified. Moreover, through participants, the researcher would be able to seek deeper information and engage in further

information-seeking strategies and visits after the first contact. This may be limited in other research approaches.

Limitations involved with the qualitative approach need to be explained at this point. Although Ngidi (2018:48), is of the view that an added advantage of employing the qualitative research approach is that variables which may be of interest to the researcher cannot be manipulated, in actual fact, subjectivity is not absolutely controllable in this approach. Bias and interest may surface. As Kamal (2019:1387) puts it, in a qualitative study, although various methods of data collection can be used, "the instrument for data collection and data analysis is primarily the researcher". This explains how this approach depends on the full involvement of the researcher. From the very beginning of the process, the researcher should be involved and their perspectives about the situation matters (Patton & Cochran, 2002).

3.2.2 Research design

Mouton (2001:55) analogises a research design to a builder's plan. This plan is put on paper from the beginning all the way to the completion of the building project. In research, researchers plan how they will achieve the end product (Mouton, 2001:56). With this vision in mind, steps to be taken are determined and are directly influenced by the set goals of the builder. McMillan and Schumacher (2014:28) explain the importance of choosing the appropriate research design. This blueprint of a research (Mouton, 2001) helps with fitting the research within restrictions and limitations of a particular design (McMillan & Schumacher, 2014). In addition to that, it guides with formulation of particular research aims. Furthermore, McMillan and Schumacher (2014) emphatically explain that findings of a study can only be stated in line with the research design chosen.

The study employed an ethnographic research design. This research design allows the researcher to study a social group which has adopted a particular culture (McMillan & Schumacher, 2014:31). This is relevant to the phenomenon under study since, in the researcher's experience, the principal operates within a particular developed climate and culture. McMillan and Schumacher (2014) further state that ethnography as a research design, allows the researcher to investigate "all aspects"

of group life". It provides room for in-depth interviews, observations and analysis of documents while one is actively in the field (McMillan & Schumacher, 2014). In an attempt to establish principals' influential roles in learners' behaviour in violence-ridden areas, an ethnographic study allows rigorous studying to take place. Consequently, in the study, the need for this type of research design arose in the midst of other forms such as phenomenology, case study, grounded theory and critical studies. However, some shortcomings were possible for this design. According to McMillan and Schumacher (2014), the ethnographic study depends much on a prolonged stay with the group under study. This would lead to somewhat reliable results. In the study only one week was spent at a particular site. Again, there was a challenge of the observed people attempting to behave differently. The researcher has addressed these matters as explained in relevant sections of the study.

3.2.3 Research paradigm

A research paradigm is widely defined as a worldview of the researcher with regard to research activities (Kaushik & Walsh, 2019). Another view by Kamal (2019:1389) views a paradigm as the researcher's personal beliefs about the world. This understanding is attested to by Rehman and Alharthi (2016:51) who view a paradigm as a personal way of both comprehending and attaching meaning to a phenomenon. These beliefs normally influence the particular research as well as the research methodology to be employed. On the other hand, Magano (2018) views a paradigm as a scheme which helps the researcher to organise the research. In actual fact, derivation of the word "paradigm" depicts its definition as a simple pattern (Kivunja & Kuyini, 2017). A further look into the meaning of the word "pattern" in the Merriam-Webster Dictionary (2020, s.v. "pattern") reveals the meaning of a pattern as "something designed or used as a model for making things". Given these definitions, the researcher is left with the impression that a research paradigm is simply an already existing plan which, after assessment to test for relevancy, one can follow in executing a research. It involves looking at the world of knowledge and research from the favoured perspective of the researcher.

In the study, the researcher has employed the constructivist paradigm which can also be referred to as interpretive (Schwandt, 1994). However, these concepts are discussed separately to disclose the researcher's goal. According to the researcher's assessment, this is the most appropriate paradigm for a qualitative study. This explains the reason for using qualitative and constructivist concepts interchangeably in some studies (McMillan & Schumacher, 2014:344). According to Schwandt (1994), a constructivist paradigm allows the researcher to construct information as retrieved from a field of study. The study relied completely on the information that participants had to share. This process involved sound communication within a healthy rapport. To add on that, the researcher was subjectively involved in the research by interpreting observations, analysing documents and interviewing participants. In this interplay (Jakubik, 2011:10), knowledge is shaped, beautified and increased (Cunningham & Fitzgerald, 1996:36). Differently stated, in the process, as knowledge is interpreted, new knowledge is constructed. This explains the conceptualisations of the concepts "interpretive" and "constructive" in a bid to explain this type of a paradigm.

Nwanna (2007) mentions the interpretive dynamic of a qualitative research as an advantage together with its descriptive characteristic. This further explains the need for an interpretive paradigm for the qualitative study. Differently stated, an interpretive paradigm holds that truth is neither singular nor whole (Rehman & Alharthi, 2016.). Truth transforms with engagement of people and processes. The processes of data collection which culminate in the inductive stage fully call for the researcher's subjective involvement. According to Rehman and Alharthi (2016), an inductive approach is where "the researcher tries to discover patterns in the data which are collapsed under broad themes to understand a phenomenon and generate theory". To achieve this, an interpretive approach was needed.

The researcher must emphatically reiterate at this point that distinct constructivist ideas were also embraced in the study. Employment of the constructivist technique is an acknowledgement of the fact that truths are multiple, evolve and are socially built (Rehman & Alharthi, 2016:55). This explains the reason why this study sought information from various sources, namely, interviews, observations and documents.

Furthermore, constructivist ideology holds that the needed knowledge can be attained through interpretation of firsthand data (Patel, 2015).

The discussion of the two elements, namely, "constructivist" and "interpretive" explained the need of a constructivist/ interpretive research paradigm for the study. Discussing these elements separately led to the discovery of some disadvantages inherent in the application of the paradigm. Truths remain quiet until interpreted through the active involvement of the researcher which could somehow be disadvantageous to the findings. In the process new truths are constructed. This may attract some unplanned influence from the interpreter. However, enough attempts to handle this problem have been discussed in the relevant sections.

3.3 DATA COLLECTION METHODS

Qualitative data collection methods, namely, interviews, observations and document analysis were used to collect data from participants and documents. Usage of these instruments was generally coupled with ardent reflexivity. McMillan and Schumacher (2014:356) explain reflexivity as honest self-examination of one's own actions and attitudes during data collection. This requires the qualitative researcher to be flexible enough as a result of solemn adherence to integrity in as far as reflexivity is concerned. This process helped to refine the researcher's approach without compromising the quality of methods of data collection. Following immediately hereafter, is the explanation of various methods of collecting data employed in the study.

3.3.1 Interviews

Fox (2009:4) explains an interview as a verbal engagement of the researcher and the informant. Whilst interviews are likened to day-to-day conversations, when used for collecting data, interviews become purposive and focused (Patton & Cochran, 2002:13). In this way, interviews are strategically organised to meet the main research question and objectives of the study (McMillan & Schumacher, 2014). Moreover, interviews are intended to yield rich information from the primary source. Following the lawful and ethically acceptable procedure of requesting and acquiring

permission by writing, selected participants were interviewed. These participants were principals and teachers of selected schools and the learners who are members of the RCL. Interviews took place in places deemed comfortable by the informants themselves and within the suitable time-frame. Whilst this strategy helped with assurance of trustworthiness, the ultimate purpose was to ensure collection of rich, rigorous and reliable data from relevant participants as explained by Patton and Cochran (2002). In the study interviews were used in various ways.

In terms of questioning, both structured and semi-structured questions were employed. Pre-set, uniform questions were formulated and consolidated in a user-friendly interviews guide (McMillan & Schumacher, 2014). The interviews guide was used to pose questions to interviewees. Structured questions were helpful to ensure an initially uniform approach. As a result, the first part of interviews involved structured questions which were also helpful to set the required mood of interviews. These structured questions were developed into longer semi-structured questions. The semi-structured questions required some elaborations and questions involved were open-ended. The advantage of open-ended questions is to provide answers on subjects which require rich information and when little or nothing is known about the phenomenon under study (Fox, 2009:6).

Generally speaking, during the interviews, relaxation of participants was enhanced through the strategic employment of "probing" and "pausing". Fox (2009) explains probing as follow-up questions which are triggered by answers provided by interviewees themselves. They are simply clarity-seeking questions in the interview. The researcher successfully employed this strategy to ask for more information and more clarity on some aspects. Furthermore, room was provided for re-phrasing questions for the interviewees whenever it seemed necessary. Again, pausing was strategically employed to allow questions to simmer and allow thoughtful and rich answers. Fox (2009) explains pausing as the purposive silence between answers and questions and this is purposively created by the interviewer. The researcher allowed some time to pass after each and every answer provided. This gave the interviewee enough time to reflect on the questions and provide information which is needed.

In addition to pausing and probing, cues and prompts were employed successfully as suggested by Fox (2009). These are the non-verbal strategies used in communications and interviews (Steyn & Van Niekerk, 2012:154). These include usage of body language and choice of words to show interest, seek further elaborations and acknowledge statements made. Relaxed facial expressions, maintained posture and relevant gestures are further examples of cues employed. The researcher employed two types of interviews in the study, namely, one-on-one and focus-group interviews. The former type was organised for the teachers while the latter was appropriate for verbal engagement with the learners. The one-on-one interviews were done in a secluded area where the interviewer and the interviewees were engaged in unhindered face-to-face interview purposed to be not less than thirty minutes long. The thirty minutes length equalled the length of a single period which was envisaged that teachers were likely to require. The thirty minutes timeframe allowed data collection to take place within the teachers' free periods and consequently avoid interference with instructional time. Interview questions asked related directly to the research questions of the study.

The learners were gathered together as a homogeneous group (McMillan & Schumacher, 2014:389) of the RCL members and interviewing was done through verbal engagement lasting for not less than an hour. Homogeneity was found in the fact that the participants who engaged in the focus-group interview were peers and RCL members of the same school. In the focus-group interview with learners, some strict formal proceedings were intentionally relaxed to enable maximum use of cues and prompts. The researcher assured learners of the researcher's interest in the information they provided, not on how they commanded the English language. Again, the researcher did not show concern of the posture the learners showed during the interviews. They had the latitude to engage with one another during the focus-group interview. Questions were tailored to the level of secondary school learners. Mainly, learners were required to respond to questions on their experiences of the leadership influence of the management team, particularly the principal.

All the interviews which involved learners were held after school. The focus-group interviews were scheduled for a period amounting to an hour. This allowed verbal engagements to take place. Sensitive questions were avoided to keep data collection

within the constraints of the participants' rights of freedom from emotional and psychological harm (Mouton, 2001:245). The participants were made aware of this process of data collection. Lastly, all the interviews were duly recorded. An advanced technological device was used to record data. This assisted with analysis and safe-keeping of data. Moreover, the researcher noted important contributions as well as non-verbal cues and body language (McMillan & Schumacher, 2014). The information would be triangulated with verbal responses to construct meaning.

3.3.2 Observations

The second method of gathering data was through observing participants in their natural working place. McMillan and Schumacher (2014) identified two main actions which are involved in observation. Observation calls for the researcher's purposeful actions of "hearing" and "seeing" natural life in the field (McMillan & Schumacher, 2014:376). According to Nwanna (2007:89), whilst observation can be considered to be the powerful tool of data collection, it can also indirectly ensure trustworthiness of findings.

The researcher decided beforehand that observation would take a structured form as explained by Mohapatra (2018:3) and McMillan and Schumacher (2014). In line with this, the researcher decided on the things to observe and these are discussed in the next paragraphs. The researcher further adopted the observation grid or checklist explained by McMillan and Schumacher (2014:379) which was tailored and adapted to fit the requirements of the study. Though somewhat rigid, the grid also provided for new ideas which might emerge during the process of observation. The observational grid or checklist generally aided with focusing on research questions, aim and objectives as it is largely made up of pre-conceived points to consider during observational processes (McMillan & Schumacher, 2014).

The researcher chose to be involved in observations as a participant-observer. A participant-observer partakes in activities of the observed (McMillan & Schumacher, 2014:376) whilst at the same time he or she is observant of the surrounding environment. In accordance with that, the researcher became fully involved with participants where possible. The researcher availed himself according to the

institutional and research needs. Moreover, the researcher intensively observed how people expressed their "actions, thoughts and beliefs" (McMillan & Schumacher, 2014:378). The researcher was utterly cognisant of the mood, feelings and voice tones as displayed by the participants. In addition to that, verbal and body language were observed to find meaning.

The researcher further listened to how assemblies were addressed and observed other in-school social gatherings such as staff meetings if there were any during the observation period. The point of interest in all gatherings was to establish the stressed points, namely, discipline, motivation, academic improvement, and so on. Again, the school climate was measured through the conduct of both the organiser and attendants of gatherings. A total number of five weeks was spent observing four out of five envisaged schools where approximately one week was spent in each school. Field notes were used to record information. Field notes are "notes created by the researcher during the act of conducting a field study to remember and record the behaviors, activities, events, and other features of an observation" (Schwandt, 1994). The researcher took notes on settings, time, measurable behaviour and relevant conversations.

A description of distinct events or activities and the impact they have on the people were observed according to the grid. The researcher also described the role-players and their positions at school. Permission to take pictures and clips of selected events was requested but was not granted. With photos of these events and clips the researcher had purposed to establish the participants' mood and ambience during certain activities. The researcher also made room for noting reflex records. These are the notes which the researcher writes immediately after leaving the research site (McMillan & Schumacher, 2014:380). The researcher wrote daily impressions experienced and commented on the collected data. Distinct activities which appeared irrelevant to the study were noted for further synthesis. The researcher also checked possible biases and handled them right away. Furthermore, the researcher established links that were evident between the field notes and IE theory which underpins the study. For example, in the case where teacher reaction is required as a result of learners' late-coming, the researcher observed if reaction invited some harsh measures like physical punitive measures or whether punitive measures and

positive influence were used together. Moreover, in this part of the note-taking process, the researcher attached question marks on unclear data which needed reconsideration and further elaboration on the next day. This would also provide room or a need for a return-visit to the site for more data collection.

3.3.3 Documents analysis

According to Bowen (2009:27), written documents and electronically produced material can be assessed as part of this method. This led the researcher to ask for access to both SA-SAMS and written material. Almost all events, disciplinary hearings, learners' attendance statistics and information pertaining to learners' demographic statuses are captured on SA-SAMS. The researcher requested extraction of information needed from SA-SAMS and it was made available as printed material. These included learners' daily attendance rate and captured learners' offenses amongst other things.

In the case where learner offenses reports and disciplinary hearings were not electronically captured, written documents such as the disciplinary meetings' minutes were requested. In addition to that, the learners' code of conduct was looked at. These documents were analysed together following the development of themes relevant to the research aim and objectives. Findings established from document analysis were triangulated with interviews and observation findings.

Collectively stated, documents which were requested included policies which determine learners' conduct such as policies on bullying and drug abuse where they were available. Additional documents included registers for recording learners' daily attendance as well as minutes of disciplinary meetings. The learners' code of conduct as a legal document was looked at in contrast with the hearing procedures as noted in minutes to determine if learners' rights were taken into consideration.

3.4 POPULATION AND SAMPLING

The study aims to bring about an empirical approach to dealing with the problem at hand. This problem is a social issue which directly involves people. Like an iceberg's

bottom part, the problem is apparently rooted deeply in social interactions among the various stakeholders. The purpose of dealing with this issue empirically was to allow generalisations of findings to be made to broader situations with the same context. As a result, the researcher explains below the overall population and ensuing sampling for the study.

3.4.1 Population

McMillan and Schumacher (2014:143) explain a population as a body to which generalisations can be made. This study was concerned with secondary schools situated in violence-ridden townships of the Free State. The population of the study was the principals and learners from these schools. The population under study is further characterised by some delimiting variables as explained by McMillan and Schumacher (2014:143). Due to the advanced age of secondary school learners, these schools experience extremely bad behaviour as a result of the community where they are situated as well as the current political era. Politically speaking, the Republic of South Africa is a democratic country where teachers' reaction to bad behaviour is looked at through the uncompromising eyes of the law, particularly the bill of rights and education-related laws. Again, in terms of democratic freedom, the law allows some consumption of drugs like marijuana while only possession of too much of this drug is prohibited. Important to note, the secondary school learners are in a position where they can somewhat responsibly choose between right and wrong and their lives may be directly or indirectly influenced by fellow contemporaries. In the study, the issue of gender and race were not necessarily taken into account when the population was considered. This is the information that needs clarification since some schools in the area are led by female principals whilst other schools are either girls-only or boys-only schools. As a result, race and gender cannot be listed as delimiting variables of the researcher's population. Every misrepresentation or inclination with regard to these two factors was purely unplanned.

3.4.2 Sampling

A sample is a "group of individuals from whom data are collected" (McMillan & Schumacher, 2014:143). Sampling is therefore the action of drawing a sample that

could represent a population. For this study, a sample of five principals, ten teachers and learners from the RCL was drawn from a population. The choice of schools was purposive in nature. According to McMillan and Schumacher (2014), purposive sampling depends on "the researcher's knowledge of the population". The idea is that the researcher will draw a sample from information-rich members of the population. The researcher selected five schools three of which were likely experiencing some impact of learners' bad behaviour in some way while the other two were, reportedly doing well in handling bad behaviour. All these schools were faced with daily challenges as far as learners' discipline was concerned.

3.4.3 Participants

Participants are also known as subjects of the study (McMillan & Schumacher, 2014:142). They are people or individuals from whom the researcher draws needed data. As units of study, they are sources of information and the information they provide can be triangulated with "documents, sites or other sources from which data are gathered" (McMillan & Schumacher, 2014:142) as is the case with this study. From a secondary school population, purposeful sampling was followed to identify information-rich participants. Principals as accounting officers were selected. They are responsible for every programme in the school including disciplinary policies. An invitation of voluntary participation was also extended to teachers, preferably SMT members. New appointees were not selected. Furthermore, the learners, preferably the RCL members, were also purposively selected. Each party was allowed to be interviewed in the comfort of their own places of choice.

3.5 DATA ANALYSIS, DISCUSSION AND PRESENTATION

Data collected through interviews, observations and documents analysis remain silent until rigorously analysed to produce meaning. In the process of analysis, data are read, re-read, classified, grouped and coherently presented in a reliable and convincing way. These processes are detailed below and the methods used are peculiarly related to data collected qualitatively.

3.5.1 Data analysis and discussion

Data were collected through interviews, observations and document analysis. As a result, rigorous methods of data analysis were employed. Due to the qualitative nature of data collection methods, the method of content analysis was followed. According to Kawulich (2004:15), this method is characterised by creation and application of codes. As a point of departure, segments were identified and normal coding followed. Segments are those pieces that normally stand out on themselves (McMillan & Schumacher, 2014:398) when perusing through data. This method was used to ensure that inductive analysis takes place effectively. According to McMillan and Schumacher (2014:395), "inductive analysis is the process through which qualitative researchers synthesise and make meaning from the data, starting with specific data and ending with categories and patterns". This is done in order to make generalisations possible. In a quest for a systematic analysis, the researcher adopted the seven steps of data analysis as elucidated by Onwuegbuzie and Combs (2011). These steps are useful to analyse data when triangulation has been applied and juxtaposition of data is necessary. These steps are explained below.

3.5.1.1 Reduction of data

Data obtained needs to be reduced. According to McMillan and Schumacher (2014), this process can be applied right from the beginning of data collection in a qualitative research. Through the processes of content analysis and thematic analysis, data were reduced. Keywords, synonyms and repeated words were coded as explained by Namey, Guest, Thairu and Johnson (2008). Furthermore, ideas and themes that seemed similar were also coded through the process of thematic analysis. Coding is the process of distinguishing data by names or topics (McMillan & Schumacher, 2014:404). It is a process which normally precedes categorisation of data. In this way data were reduced by putting aside less frequent pieces of data. However, the collected data were kept safe in line with trustworthiness of the study which holds that research data should be kept for as long as possible. Data were reduced by schools, that is, before correlation of data was made between schools. Thus interview data of V, W, X, Y and Z schools were reduced separately before merging schools' data.

3.5.1.2 Displaying of data

Qualitative data were displayed, that is, put on paper. Themes and content-based topics led to grouping of data into clear topics or clusters. A tree diagram explained by Namey *et al.* (2008) was used to show clustering of themes. Next to clusters, a number was attached to indicate frequencies a theme is alluded to in the sources. Sub-clusters were made to further break the clusters into sub-topics. Themes which were not frequently touched were shown hanging loosely on the tree diagram. Data obtained through interviews were transcribed verbatim for easy coding. Sketches and tables were made on charts so as to display data and make patterns easily realisable.

3.5.1.3 Transformation of data

Transformation refers to the process of transforming data from one form to the other (Onwuegbuzie & Combs, 2011). In most cases raw data needs to be transformed to a readable and understandable format. The displayed data were at this stage explained. Words were used to explain data. Data were also expressed statistically using numbers, graphs and grids. This was the case with interviews. Furthermore, data obtained through observations also had to undergo the process of transformation. Field notes and reflex records were transformed to logical statements. Documents were also relived through the process of interpretation and this simply speaks of data transformation.

3.5.1.4 Data correlation

Data from the same source in each of the four schools had to be correlated. The idea was to arrive at one presentation under the same unit of study without referring to various schools. For example, data obtained through interviews from various schools were correlated and consolidated before being compared with data from other sources. At an advanced stage of data correlation, data obtained from various sources were juxtaposed. This is triangulation. Links were established. Same themes, ideas and content were identified. The idea behind this was to form new data sets.

3.5.1.5 Consolidating data

After establishing themes, data were consolidated. Themes and ideas were brought together under one topic. This process led to three topics where data were not representing a particular school anymore. The three topics were actually the three units of analysis, namely, interviews, document analysis and observations. Data were further reduced. The processes of data consolidation and comparison of data were actually carried out together although they are explained separately here. Again, this step also engaged correlation of data.

3.5.1.6 Comparison of data

Themes from various data collection methods were compared. Linking was done across various collection methods. The processes of data correlation and consolidation were repeated to ensure correct procedure, rigorous data reduction and presentation. Data correlation, comparison and integration appeared to be so intertwined that one could not say a certain step has been completely covered and would therefore move to the next step.

3.5.1.7 Integration of data

Data from various methods of collection were integrated. Whole and comprehensive interpretations of data were done. From this whole presentation, conclusions and generalisations were made. This led to development of findings and recommendations. It is worth explaining at this point how the steps explained above were carried out separately in various units of analysis, namely, interviews, document analysis and observations.

Interviews

All interviews were recorded. Data obtained through interviews were transcribed verbatim. Ideas which were related were coded and categorised. Initial grouping was done through relating data to research questions and cascaded to analysis in terms

of content and thematic analysis. This was done until all interviews' data from various schools could be integrated as one.

Observations

"Observation" refers to the action of staying at the field to observe people in their real life situations without influencing behaviour in anyway (McMillan & Schumacher, 2014). Actual observation and analysis thereof were carried out simultaneously. Since the observations were structured, the grid tailored for this study was used for the grouping of facts. Re-classification of facts was done in line with points of observation as detailed in the grid. Themes were also classified according to thematic analysis as they emerged. Similar items were grouped together from school to school until the merging of observation data was completely done under one heading. This made it possible to place items on the tree diagram explained under the seven steps of Onwuegbuzie and Combs (2011).

Document analysis

Document analysis is the process of assessing documents so as to develop empirical evidence necessary for the study (Bowen, 2009:33). The researcher started first by skimming the documents so as to develop a comprehensive picture thereof. The process of reading and re-reading followed until ideas could stand out for easy classification. The ideas were interpreted. Ideas or themes identified were then used for coding and categorisation. This process was followed when analysing documents from each of four out of five sampled schools.

3.5.1.8 Data presentation

Integrated data were presented in various ways. Words were used to describe data. Data were also presented statistically as called for by interview analysis. The researcher also used graphs and table-like grids to present data in a clear and self-explanatory way. The processes of thematic analysis and content analysis were also explained.

3.6 TRUSTWORTHINESS

Various researches are done to address issues which pose as problems to society. All studies have some research questions to answer. As a result, the trustworthiness of a study needs to be established. Scholars interchangeably use the concepts "trustworthiness" and "rigor" to refer to the process of attaching authenticity to the study. If the study can be trusted or can be reliable in some way, then it can likely solve particular problems. This study considers trustworthiness in a very special way. A careful and extensive study of trustworthiness led the researcher to believe that it is helpful in ensuring some genuineness and honesty in a research. As a result, the researcher has singled out aspects pertaining to trustworthiness and discussed them as independent entities. However, these concepts are closely related. This means that when one is intentionally attended to, some aspects of the other are also indirectly addressed. As Elo, Kääriäinen, Kanste, Pölkki, Utriainen and Kyngäs (2014:2) encourage, the researcher has also ensured trustworthiness in crucial stages of research, namely, "data collection, analysis, and presentation of the results of content analysis". Furthermore, in the study the researcher has clearly detailed "the purpose of the research, how it was conducted, procedural decisions, and details of data generation and management" (Hammerburg, Kirkman & De Lacey, 2016). The various aspects pertaining to trustworthiness are discussed below.

3.6.1 Reliability

According to Gunawan (2015:10), reliability can be attained by employment of any of the reliability tests. These include letting one's work to be checked by a peer. Again, participants can be asked to check if analysis done by the researcher is in line with the information they provided. The researcher presented the analysis in simple and understandable words, avoiding ambiguous words as far as possible. The researcher did this in an attempt to avoid misleading and distorted phrases which could lead to ambiguous readers' versions. In line with the first test explained above, the data collection methods used in the study were also examined by the researcher's supervisor as was also done in Anney (2014). In addition to that the researcher also returned back to the site where he checked with available participants if the analysis represented the information they provided.

3.6.2 Validity

Validity in research can also be employed to ensure rigour and trustworthiness. Elo et al. (2014) hold that "from the perspective of validity, it is important to report how the results were created". In the process, the activities of preparing and organising collected data should be detailed. Lastly, reporting of results should also be presented clearly. According to Anney (2014), validity can be internal and external. Streefkerk (2019) explains the difference between internal and external validity. Validity is internal when there is a direct and reliable link between findings and data. Again, internal validity can be attained when this link is not influenced in anyway by any variables. On the other hand, external validity is attained when results can be applied in other contexts. In the study, the strategies employed to ensure reliability, confirmability, credibility, dependability, transferability and triangulation (refer to relevant sub-headings above and below) will directly ensure that both internal and external validity are attained. If internal validity can be assured, external validity can eventually be possible. The findings may be readily generalised.

3.6.3 Confirmability

Confirmability refers to a state where the findings of the research are detached completely from the researcher's personal view (Shenton, 2004). This is confirmed by Nyathi (2018:138) who holds that confirmability can be viewed as an attempt to ensure objectivity in the study. This can be achieved through a careful employment of the audit trail (Anney, 2014:278; Nyathi, 2018). In the process of keeping an audit trail, the researcher ensures that the interview recordings, reflective notes and the assessed documents are kept safe. The process of analysis can then be repeated time and again by re-visiting the kept data (Anney, 2014). This ensures confirmability of the study. As the researcher has indicated before, this study is qualitative. As a result the data collection methods involved could not be totally applied without subjective involvement of the researcher. Through triangulation, subjectivity was minimised. Again, the researcher kept the data collected safe and re-visited it several times to further minimise subjectivity. In this way confirmability was ensured.

3.6.4 Credibility

Shenton (2004) views credibility as the harmony between research findings and facts. Findings are regarded as correct interpretations of the collected data. Subjectivity is brought under control by seeking findings congruent to data. Data are funnelled by employment of inductive analysis to arrive at the findings. According to Anney (2014:276), a researcher who conducts a qualitative study ensures credibility by allowing some convincing time in the site where data can be collected. Sampling is carried out systematically, a note journal is kept and triangulating methods of data collection are carried out. Again, where possible, peer involvement is ensured. The study valued credibility and all the necessary steps. Sampling was not compromised to second available schools or participants. Observations took a week long at each school and the researcher took the position of the participant-observer. This was done strategically to experience the situation firsthand. Although the researcher was a participant-observer, every effort was made to detach oneself from influencing participants' actions to avoid possible effect on findings. The researcher aligned himself with the activities and roles he was asked to play. In this way, credibility was ensured. A note journal was kept and reflex records were noted uncompromisingly. Reflex records are the researcher's notes made immediately upon departure from a site (McMillan & Schumacher, 2014:280). Interviews were explained in detail. Every fact noted had been drawn from the recorded interviews. As Hammerburg et al. (2016) suggest, extracts of data from interviews were presented as quotes and coding carefully and descriptively led to data-based conclusions. Triangulation was also ensured as explained in sub-section 3.6.7. Furthermore, the researcher discussed the analysis and ensuing findings with the people who participated and were also available for this extra session.

3.6.5 Dependability

Elo et al. (2014:2) explain dependability as "the stability of data over time and under different conditions". Again, the study may be regarded as dependable if it can yield the same results should it be conducted again in the same setting with participation of the same people (Shenton, 2004:71). Hammerburg et al. (2016) provide the

relevant term "consistency" for dependability. This term carries an idea of consistent findings by various researchers who have access to the same data.

The researcher has ensured that the results of the study are dependable. The research design was chosen carefully and the methodology explained in detail as encouraged by Forero *et al.* (2018). All the steps which led to the findings were explained thoroughly. The participants were chosen because the phenomenon under study was directly related to them. These participants were deemed to be rich in the information needed. As a result, people who were new to the school or who have been at the school for a period less than a year could not be selected. The researcher discussed the findings of the research with the available people who participated in the research. As a result, dependability and consistency of the findings were secured.

3.6.6 Transferability

According to Elo et al. (2014:2), "transferability refers to the potential for extrapolation". This means that it is reached when findings can be generalised or applied to other situations (Forero et al., 2018:3; Hammerburg et al., 2016). The study employed a qualitative research design. The researcher investigated the phenomenon as experienced in the total of four schools which are situated in different areas of the district with the same social challenges. Schools selected are situated in areas of Motheo district where physical violence is rife (Motse, 2019). In these areas of the district, gangs happen to be actively engaging in violent actions which negatively affect schooling (Motse, 2019; Geldenhys, 2019; Phillip & Maritz, 2015; Moloi, 2022). Some of the learners happen to be members of gangs (Moloi, 2022). It is factually true that the findings of the study may not be generalised to other areas where order is distinctly prevalent due to its special focus on contexts deprived of positive conduct by learners and the community at large. However, the fact remains that every school, regardless of where it is situated, may still need to establish influential roles of principals relevant to their situations. On the other hand, the researcher believes all schools which are experiencing violence or bad behaviour such as drug abuse and bullying, can benefit from the findings of this research. In a

nutshell, as IE which basically informs this study can be applied in all private and public schools irrespective of their distinct contexts, so are the findings of this study.

3.6.7 Triangulation

Triangulation refers to the employment of various methods of data collection, two or more researchers studying the same phenomenon together or one after the other as well as employment of various research methodologies (Anney, 2014). In its essence, variegated ways are employed or followed for verification of results. Anney (2014) asserts that by its very nature, triangulation assists in ensuring credibility. This study employed and relied on triangulation of instruments of collecting information, namely, interviews, observations and document analysis. Data collected through these instruments were juxtaposed to ensure validity and enhancement of reliability and credibility. Correlation of data from the field, interviews and analysis of documents was established. The process of inductive analysis was lastly employed to arrive at the findings.

3.7 RESEARCH ETHICS

It is a known truth that individual people are vital in almost all phases of research (Mouton, 2001:239; McMillan & Schumacher, 2014:23). This study is also of no exception. It is true that we cannot debate that participants are people whose individual lives are protected by the laws of the country. As a result, people cannot be invited into the research without being assured of participation that is voluntary, disclosure of the purpose of the study, minimisation of possible risks and protection of identity (McMillan & Schumacher, 2014:129-131). In addition, there is a university's academic credibility to uphold at all stages of the research.

3.7.1 Ethical clearance

As a point of departure this study was granted an ethical clearance by both the University of South Africa (UNISA) and the Free State department of education (FSDoE). As a result the study was conducted within the constraints of the terms set

by both UNISA and FSDoE. This was done as an attempt to keep up with the integrity and decency of research as upheld internationally and nationally.

3.7.2 Purpose of the research

The general principles which are usually employed to ensure ethical and legal adherence were taken into consideration. The researcher was frank and honest about the purpose of the study as advocated by McMillan and Schumacher (2014). The researcher communicated the purpose of this research to the participants. The procedures of data collection, benefits of the research and "extent of confidentiality" (McMillan & Schumacher, 2014:131) were among the things which the researcher discussed with the possible participants. However, the researcher did not disclose much to the learners lest that would in some way affect data collection and the validity of information. The researcher felt that learners were likely to reveal limited information about their school and the level of support they normally receive from school leaders.

3.7.3 Voluntary participation

The previous step led to the one where participants were required to indicate their willingness to participate in the study. This was done to ensure that a rapport is established before the actual data collection takes place. The researcher also required the participants to identify the place where they will be at maximum comfort where interviews can be held. The researcher emphasised that they had the right to change their minds about voluntary participation. The researcher assured them that they could stop participating at anytime of data collection. A mutual agreement bearing these terms was signed and the researcher pledged to keep up with the agreement.

3.7.4 Right to privacy

Again, the researcher promised to uphold the participants' right to privacy. Anonymity and confidentiality were consequently promised and assured. According to McMillan and Schumacher (2014:363), researchers should "protect the individual's confidence

from other persons in the setting and to protect the informants from the general reading public". As a result, the informants' identity was not exposed to anyone. Sensitivity was taken into account during questioning, probing and reporting so as to avoid emotional harm. Mingling data collection with reflexivity helped with sharpening sensitivity needed to avoid negative impact. To further ensure participants' right to privacy, the researcher went back and shared the report and findings with them.

3.7.5 Referencing

Plagiarism, as absolutely discouraged by the universities, was avoided in the study. The ideas were correctly acknowledged using the Harvard system as embraced by UNISA. The referencing of documents consulted was kept accordingly in the form of in-text references and a list of references. The researcher also pledged by signing that the research and reports are one's own original work. This work also passed the Turnitin test which is an online plagiarism measuring tool.

3.7.6 Full report of findings

Lastly, reporting was fully done. Facts were not manipulated to fit the researcher's own expectations. Data would be safely kept for a period required by the university as evidence of findings. This was meant to keep the study from being distorted and avoid fabrication of facts.

3.8 CHAPTER SUMMARY

This chapter explained the research design and methodologies employed by the study. The chapter was intended to justify the choice of a qualitative approach over other research approaches. The strategies for ensuring trustworthiness and rigour of data collection methods were detailed. Lastly, the chapter explained in detail the ethical and legal considerations of the study. Data are presented, analysed and interpreted in the following chapter. This is done through tables, graphs and words.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The previous chapter explained the processes of data collection through interviews, observations and document analysis. Participants were purposively selected and included principals, teachers and learners. The principal as the school head, SMT members and learners from the RCL were deemed to be information-rich participants of the study. The principal and teachers were involved in one-on-one interviews while learners were interviewed in four separate focus-group interviews. Observations were made at the research sites and available documents were analysed. In this chapter, data collected through interviews, observations and document analysis are analysed thematically. This process has been presented and displayed in tables and graphs while interpretation is made in words. Data were collected aiming at answering the following research questions:

Main research question

 What are the roles of the principals on learners' behaviour in selected secondary schools in Motheo education district, Free State Province?

Sub-research questions

- What are the factors contributing to learners' behaviour?
- What are the role-players in managing learners' behaviour?
- What are the attributes of learners' acceptable behaviour in secondary schools?
- How can learners' behaviour affect teaching and learning?
- How can principals mitigate learners' bad behaviour in secondary schools?

4.2 NATURE AND INFORMATION ABOUT SCHOOLS SELECTED

It is of the uttermost importance for the researcher and the reader to understand the nature and demographic information about schools which were sites of observation and from which the participants were drawn. The purpose is to shed light on the factors which could contribute to the negative or positive behaviour of learners. Below is a table with information extracted from SA-SAMS about each of the selected schools. This table provides a visual presentation of the demographic information and the nature of the schools for enhanced understanding.

Table 4.2.1: Schools' demography

Name of school (Fictitious names have been used)	Type of school	Gender of school manager	Grades offered	Number of learners	Quintile	Section	Number of teachers	T/L ration
School A	Secondary school	Male	08-12	843	01	Partly Section 21	27	1/31
School B	Secondary school	Male	08-12	791	01	Partly-section 21	29	1/27
School C	Secondary school	Female	08-12	994	02	Partly-section 21	30	1/33
School D	Combined school	Female	R-12	1770	02	Section 21	50	1/35

Data were obtained from four schools as shown in table 4.2.1. Of the four secondary schools, one school is a combined school with a large enrolment of 1 770 learners. Selection of four schools where two of these schools were led by male principals and the other two by female principals was not based on gender. This precludes the issue of gender from the findings of the research. Two schools are financially classified as quintile 1 schools while the other two schools are quintile 2 schools. Quintiles 1 and 2 classification in this case means that such schools are situated in the areas which are somewhat socially and economically deprived. This explains the socio-economic influence of the community on schooling. Interestingly, such schools, that is, quintiles 1 and 2, are legally forbidden to require monetary charges in the form of school funds from the learners (Van Dyk & White, 2019). Three schools are further classified as partly-section 21 while one is a full section 21 school. Section 21 schools receive full financial grants from FSDoE while partly-section 21 schools only receive part of the

grant. Schools will then use the provided money to run the school in accordance with the stipulated school budgets. One can realise that schools have restricted autonomy to financially support their programmes. A careful look at the teacher-learner ratio - not forgetting its possible impact on learners' behaviour (SACE, 2019)- in the last column led to the conclusion that these schools have enough staff to supervise, control and teach learners in accordance with the daily routines. It is in the light of this information that the researcher would like to take the reader through the socio-economic status quo of each school by way of triangulation and data consolidation to the funnelling of data into themes.

4.3 PARTICIPANTS IN THE STUDY

The study was mainly based on interviews with principals and teachers in selected schools. Focus-group interviews with learners were held in the learners' most comfortable places. The following table depicts the participants which were voluntarily involved in the study.

Table 4.3.1: Participants

SCHOOLS		PARTICIPANTS	NUMBER OF PARTICIPANTS			
	Principals	Teachers	Focus-Group/ Learners	Learners	Number of learners	Total number of participants per school
			•			
School A	Principal 1	Teacher A1	Focus-group 1	Learners	04	07
OCHOO! A		Teacher A2		1-4		0,
School B	Principal 2	Teacher B3	Focus-group 2	Learners	03	06
School B		Teacher B4		5-7		
School C	Principal 3	Teacher C5	Focus-group 3	Learners	04	07
3011001 0		Teacher C6		8-11		07
School D	Principal 4	Teacher D7	Focus-group 4	Learners	04	07
		Teacher D8	1	12-15	04	07
Total participants	04	08	04		15	31

Data were collected from schools A to D. Four principals volunteered to be interviewed and in the study they are referred to as Principals 1, 2, 3 and 4. From each school the researcher managed to secure interview sessions with two teachers who are SMT members. The teachers are referred to as Teacher A1 and A2 to

indicate that they were both from school A. The coding continues as Teacher B3, B4, C5, C6, D7 and D8 to link various teachers with their respective schools. Focus-groups were grouped as focus-groups 1, 2, 3 and 4. All groups had four members of the RCL except group 2 which was composed of only three participants. Added together, 31 participants voluntarily and unanimously participated in the study. Data collected were analysed in three categories, namely, interviews, document analysis and observations.

The processes of data collection and analysis were undergirded by IE. The theory recognises people in the system and holds that plans, policies and programmes are made to support and assist processes done by people. Data collection was done with this view in mind. Participants were interviewed with disclosed latitude to quit, thus adhering to democratic element propounded by IE. Interviews were done in all respect and care as required by the theory. Furthermore, policies were analysed to discover rate of use not loopholes in structures. Lastly, conclusions and recommendations were based on the elements of respect, honesty and intentionality as required by the theory and the researcher assured the participants of return-visit should it be required by the individuals with the aim of disclosing findings and recommendations of the study.

4.4 INTERVIEWS AND SUBSEQUENT THEMES

Data from the interviews, observations and document analysis were arranged according to the steps offered by Onwuegbuzie and Combs (2011). Participants included principals as school managers, teachers who are members of the SMT with the principal and learners who are members of the RCL. As explained in Chapter 3, these members were deemed to be information-rich participants as school managers in the case of teachers and representatives of learners in the case of learners. Data were reduced, displayed, transformed, correlated, consolidated and compared. The last step; integration of data finally led to the emergence of themes as discussed immediately hereafter. The following table displays the themes and sub-themes which developed from the interviews.

Table 4.4.1: Themes and sub-themes

	Themes	Sub-themes					
1.	The relationship between the school and the	1.1	Factors contributing to learners' behaviour.				
	community.	1.2	The effect of learners' behaviour on teaching				
		1.3	Principals' reaction to bad behaviour				
2	Diligent protection of learners' rights						
3	Uncompromised supervision of classes and all						
	activities						
4	Awareness campaigns and observation of						
	holidays should be held						
5	The school principal as the communicator						
6	Continual engagement of the RCL members in						
	matters which relate directly to learners						
7	Fostering and maintenance of the culture of		7.1 The role of class teachers in managing learners'				
	teaching, learning and assessment		behaviour				
8	Strategic empowerment of learners		8.1 The integrated approach of Learner discipline				
			8.2 Leadership training				
			8.3 Co-curricular and extra-curricular structures				
			8.4 Counselling				
9	Strategic representation of community members in						
	school structures						
10	Ethics of care and support						

4.4.1 The relationship between the school and the community

Bronfenbrenner's ecological model elucidates the impact of peers, school, family and the society at large on the individual's life (Botha, 2013). These aspects were discussed in Chapter 2. The findings of the research re-affirm the reality and level of impact that the community has on school learners.

4.4.1.1 Factors contributing to learners' behaviour

On determining the causes of learners' bad behaviour, social factors such as local initiation practices, drug abuse, gang wars and family socio-economic factors were raised by various participants, namely, principals, teachers and learners. This confirms the findings of Nthebe (2006) and Bucher and Manning (2005). One can conclude that in most cases, problems in schools originate from the community. This is confirmed by the principals' responses to questions which required them to identify both the worst behaviour they experienced in their schools and causes of such behaviour. Principal 1 is quoted verbatim:

"Ok,... One could...em... it's caused by traditional belief systems"

The principal further explained how he discovered that factions which started in initiation schools continued to war in schools. Principal 3 could not say less. Principal 3 identified...

"fighting in the schoolyard" and "abuse of drugs"

... as some of the forms of bad behaviour experienced in the schoolyard. This confirms the findings of Ramorola and Taole (2014) as well as Coetzee and Bray (2010), whose studies established a causative link between drugs and gang wars. These wars continue in the schoolyard as gangsterism. This is confirmed by Principal 2 who confidently indicated that...

"The worst behaviour we experienced in our school was that of gangsterism"

The principal further explained the special drive he took through the community to explore the social organisation of society:

"I wanted to see where the behaviour comes from because this is the... this is the community that I do not know. According to me when I move to the other school or I find work, the first thing that I do is to understand the community and that will enable me to understand the type of learners that I am teaching. So I saw roughness of life, I saw disorder in the community, ill-behaviour in the community..."

The community's impact on learners' behaviour appears to be more serious. This was realised when all teachers interviewed referred to fighting, and stabbing as a result of wars which started outside the school and gangsterism as worst behaviours they experienced in schools. According to Teacher C6 the matter destabilised her own ability to handle bad behaviour:

"Yo, ntate, Children fought hard in my presence. It is worst because I lost temper when they could not be parted. I gave one a hot whack on a cheek"

When asked on how she minimises occurrences of bad behaviour in the classroom, the teacher went on to say:

"I don't have much control since that time. The only thing that I do is to do my work".

The researcher noticed the seriousness of the matter in the teacher's body language which the researcher could associate with feelings of disappointment and helplessness.

4.4.1.2 The effect of learners' behaviour on teaching and learning

Participants agreed that the bad behaviour that they have experienced at school led to loss of much teaching time when they attempted to bring back order in the schoolyard. One teacher said:

"I don't wanna lie. Both teachers and learners were traumatised. We spent two weeks without lessons without good attendance"

This is substantiated by the response of Teacher B3 who said:

"The behaviour affected schooling because the teachers feared to attend classes"

This confirms literature as discussed in Chapter 2 that bad behaviour always affects the programme of teaching and learning (Ofsted, 2014; WCDoE, 2007:44). Teaching is always halted for a time to allow time for situations to be normal again. In some cases this can take a day or more. This was the case with school A. Teacher A1's response was:

"When learners came into the school, the gang members would surround the fence. We called the police and for 3 weeks, there was a lot of police coming in and out of the school"

This followed the killing of the learner in the schoolyard. Learners also confirmed that a lot of time is lost when teachers try to deal with learners. According to learners, learners who bunk classes always affect teaching and learning. Learner 1 said:

"When they have smoked, they don't listen in class and we are all affected"

Learner 4 explained how their lives are affected by fear:

"We are afraid of the groups, the BTK for example. They stop us from coming to school. When they fight out there, they also fight at school when they meet"

This statement explains the reason why learners bunk classes or are absent from school. Given the findings of literature as discussed in Chapter 2 and the findings of this study, one can conclude that teaching and learning are affected immensely by bad behaviour in schools. Again, the study confirms that the worst of behaviour experienced before 2005 according to Bucher and Manning (2005) has not changed over the years. Fortunately, the school is one community within the larger community (Turliuc *et al.*, 2013:1). This suggests that because a community is able to influence behaviour, schools can also set up the tone of the behaviour wanted in the schoolyard. This explains the action of one principal who tried to find the reason for bad behaviour in the community.

It is worth noting at this point that although learners experience such problems, in all the schools, learners' responses to the question on whether they knew of any penalty associated with a particular behaviour were the same. The researcher found that all learners were not in possession of the learners' code of conduct, it was not discussed with them and the contents thereof were not known. Learner 6 simply said:

"I know there is suspension, verbal warning and .. eh.. detainment"

However, the learners could not match these penalties with relevant offences. On the issue of broken families as the cause of bad behaviour, Principal 1 came to the realisation that many learners had lost parents as a result of COVID19 and other factors. As a result, some learners themselves headed families. Learners have to

take their siblings to crèche or let them leave for school before they themselves could leave for secondary schools where they would be accused of late-coming. Learner 13 emotionally confirmed that there are several things that are happening in schools which principals are not aware of. With lowered eyes she mentioned two things; bullying and the fact that many girls in school have children which they have to take to crèches before going to school.

4.4.1.3 Principals' reaction to bad behaviour

In a bid to heal the situations which all the principals agreed they were already beginning to win, two principals indicated that they had targeted the gang leaders. They engaged them in talks and tried to understand their situation. Principal 2 explained how the talks were fruitful. Principal 3 explained how he referred learners to various psychological centres through the SBST but that could not work for them. Psychologists and social workers complained of a long list of learners they had to attend to and they never came. The researcher came to the realisation that the principals who could deal with the situation effectively worked outside their working schedule. For example Principal 2 and 3 indicated that they had to take some learners to their own houses to try to instill in them a new character. Principal 1 added that he was not expecting immediate change. Learners were allowed to take drugs at a decreasing rate until they had finally quitted. This was an outstanding approach indeed. When asked if teachers would approach the problems the same way they did, all principals answered that no teacher would do it the same way they did.

4.4.2 Diligent protection of learners' rights

All South Africans have constitutional rights. The learners' democratic rights and limitations thereof were discussed in Chapter 2. The matter emerged again as a concern from the learners. They felt that their rights were not recognised or protected. Learner 8 put the group's concern in this way:

"I think the principal should talk time and again with the class captains every day. Class captains can report daily to the principal so that the principal can act, principal must take action"

This learner felt that a lot happens in the schoolyard that the RCL members are aware of, but the principal is too distanced from both the learners and the RCL. On a follow-up question, the learner indicated that this year they had not had any meeting with the principal. The only thing that they are expected to do is to report on teachers' non-attendance of classes through the use and signing of period registers.

This was also the case with School A. Learners were asked to suggest ways the principal can employ to prevent bad behaviour before it occurs. Learner 3 from School A boldly said:

"We want the principal to understand us. We want the principal to listen to us when we come with something. We want him to talk to the RCL. We have rights which we want the school to protect"

The follow-up question was asked. Learners were asked if they could say things they would like to bring to the attention of the principal. Another learner from School A had this to say:

"We are bullied here, we heard what is happening in matric camps, we do not get food. Some learners eat, some do not. If we write a test during the eating time...it's amen for the day"

Another learner also added:

"There is a teacher who is still using corporal punishment here, his class is always tense, principal knows but nothing is done"

A learner from School D also alluded to the problem associated with national schools nutrition programme (NSNP) at school. These were her words:

"There are learners who depend on the food we get from school, if in any way you miss it, you will eat the next day..."

This explains the importance of NSNP in our schools. Again, the researcher found that it is the learners who know more about the relational problems going on at school. After all, they are the ones who experience these problems. With this said, the researcher realised that there is a need for principals to work together with the RCL. Learners are in need of the principal. It becomes obvious that principals as highest authorities could be the most trusted by the learners. The learners' responses indicate that bullying is still silently prevalent in schools. It can only be discovered through learners' engagement with the principal; with reference to Chapter 2 where the case of the Limpopo learner reported the case to the principal and unfortunately the principal was slow to act. Learner 4 confirmed the findings of School 1 with regard to bullying:

"Principal did not do anything, no suspension. Learners were used to do these things. Teachers just spoke and did nothing. It was not done to the level we expected. Even when there is bullying nothing happened"

It appears that this is what the learners or the RCL would need; the principal should be reachable. Action is expected by the learners. It is the duty of the principal to handle and report bad behaviour amongst other things (South Africa, 2015). This can avoid repetition of reported incidences where learners fought against teachers (Montsho, 2018) and teachers reacted illegally (Morin, 2020). As Dhaliwal (2013) asserts, the principal should ensure that learners are cautioned about expected behaviour and consequently implement the code of conduct accordingly. It is in this note that the next theme was developed; uncompromised supervision of classes and all activities.

4.4.3 Uncompromised supervision of classes and all activities

A learner from School A and the principal of the same school raised the problems arising as a result of unsupervised study, classes and activities. According to a learner, teachers sometimes choose not to attend their classes. One principal, quoted verbatim, said:

"Some of the teachers also would choose when to come and when not to come"

What the principal said here confirms what the learner had already said. Lack of supervision in schools is mostly caused by absenteeism of teachers. According to Principal 1 this occurred on the pretext that as a school they have witnessed two deaths in the schoolyard. While there is evidence that some learners were engaged in fights in the presence of the teacher, it happened mostly when learners were left unattended. A fight which led to a killing of the first learner started in class and culminated during break, the time when learners were allowed some time for refreshing. The second killing in the schoolyard of the same school occurred when learners were not attended to during the time when teachers normally leave them for break and to change classes. Teacher A1 who witnessed the first incident said:

"In class, immediately after break, the learner just moved in and stabbed the learner who later died while awaiting emergency help"

This is evident of the fact that learners can do anything in a few minutes that they are not attended to or supervised in some way. This could explain the reason the principal of School B indicated that CCV cameras had been installed in selected places in the schoolyard to:

"...aid supervision and monitoring"

However, according to Principal 2, these fights originated in initiation schools and only took opportunity in a school environment. In School D, the principal expressed the power of visibility. She indicated that visibility helps her to monitor and supervise activities and programmes. A follow-up question was asked "Great, do you manage to always be around or how do you do it?" The principal answered:

"Ask Mr X (not the real name), the circuit manager, I never attend departmental meetings, I send my deputies. He once came here with Mr K (not the real name) and complained I do not attend trainings and workshops. I spend time in my school"

This statement is confirmed by the findings from observations. The principal was found in control of the meetings which the researcher managed to observe. She was

applauded throughout the meeting. The practice of visible management was also confirmed to be effective by Principal 2 who also indicated the reluctance to attend district and circuit meetings. These were his words:

"I am a teaching principal, they hold meetings during school hours"

This led the researcher to the conclusion that visibility is fruitful not only to curb behaviour but to assist class teachers and subject teachers who are expected to be in their classes. The very knowledge that the principal is around supports the teacher and learners alike. This is the finding that literature also supports. By moving around the principal exerts his or her availability for monitoring and support (Potter, n.d.). Potter (N.d.) further contends that, when continued, the visibility of the principal develops the culture and climate where unwanted behaviour succumbs as bonding, though professionally distant, is developed (Potter, n.d.).

4.4.4 Awareness campaigns and observance of holidays

A lot is happening in schools these days. As already explained in the discussion above, learners experience a lot that principals are not aware of. These challenges include bullying and abuse of drugs. These are the things that are not readily noticeable except when exposed by the learners themselves or the victim of such misconducts. One can relate to the incident related in Chapter 2. A learner from one of the secondary schools in Limpopo had reported her ordeal with the victimiser which had occurred repeatedly until finally she could not stand it anymore. It took decisive intention to disclose her ordeal to the highest official, the principal. Learner 3 gave evidence to this. According to her:

"There are learners who sell drugs and cigarettes in school. There are many drugs in the school... and we know that there is a policeman who uses learners to sell drugs. You cannot get it even when you search them..."

The researcher could discern some confidence in the words and body language of a learner. The learner seemed to be very much concerned with the things which only learners can give evidence to. For safety's sake and to be in line with the ethical

restrictions, the issue of the policeman who sells drugs was not followed as it fell out of the researcher's scope. When asked what they would like the principal to do, learners had conflicting ideas. One learner from School D favoured expulsion of all learners who misbehave. A School C learner had this to say:

"Principal must take action, at random times...! think... em... police must come for search"

From School D fellow learners nodded when the other learner made the expression that:

"Sir, we will be happy if principal can be strict with behaviour...we want to see principal act when learners do not do right things"

These ideas affirm the need of the learners' code of conduct, which all four schools were in possession of. However, all learners confirmed that they had not seen it before. Exceptionally, the principal of School D had evidence of penalties meted out in line with the learners' code of conduct which learners would, unfortunately, only know about when they had committed offences. The learners were asked to say the things they think the school principal can do to influence behaviour. Amongst other things, learners raised up the importance of awareness campaigns. According to School B learners, the principal should ensure awareness campaigns are held. The principal is expected to ensure engagement with the RCL. One of the learners from School B put it in this way:

"Principal must talk to us, we have plans, we must make awareness campaigns in the school"

A School C learner mentioned that the principal can make use of social workers. However, the principal of School A was of the different view that all endeavours to engage departmental social workers had failed as a result of being fully booked. Social workers have a list of schools allocated to them. According to learners, awareness campaigns can be made throughout the year. Perhaps the problem of

bullying and drug abuse can subside if this can be carried out. When a follow-up question was posed, learners identified...

"...bullying, substance abuse, own rights, sexual relations, HIV and Aids"

These are the issues they would like to appear in the school calendar. Since some of the important occurrences are celebrated as holidays, observance of these days can be made at school to raise awareness among the learners. Literature has a lot to say about awareness in schools. In Chapter 2 the ideas of Mlangeni (2018:54) with regard to the matter were discussed and the dire need thereof is re-affirmed in this study.

4.4.5 The school principal as the communicator

Literature has a lot to say about the role of the principal. Both the managerial and leadership roles are discussed in the PAM document. The principal engages with learners, teachers, departmental officials and other stakeholders on issues pertaining to academic performance and learners' conduct (South Africa, 2015). The study led to the emergence of 'the role of the principal as the communicator' as a theme. Interviewed learners were adamant that the principal should always verbally engage with the RCL members. When asked about what they would expect from the principal with regard to bad behaviour, Learner 5 from School B was quick to say:

"Principal should speak to them... when that continues the higher level should be taken"

This learner referred to the first step she thought the principal should take when learners have erred. The feeling was that further action would be suitable if learners had been involved in talks before and were duly encouraged to adhere to expected behaviour. Learner 9 from School C answered the same question in this way:

"I think the principal should talk time and again with the class captains every day"

In this way the issue of the principal engaging with learners stood out as a theme. It is the response from the learner of School 2 that led to the phrasing of the theme as "the school principal as the communicator". The question required the learners to say things they thought the principal can do to influence good behaviour. The learner's answer was self-explanatory:

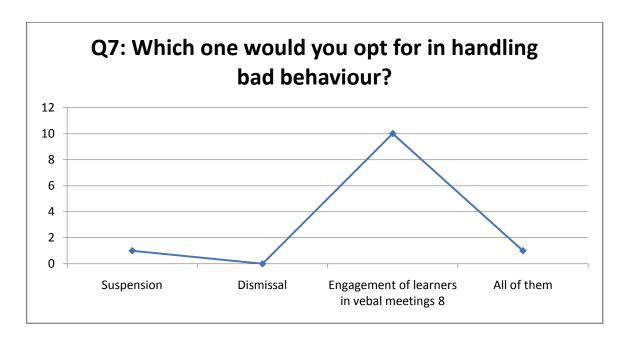
"Good communicator. Rebuke and scold learners. Principal must have cooperation with us. We don't want him to judge those learners.... He must listen to the learners' side of the story. According to me.. uhm...this is because learners find themselves in gangsterism without planning to"

Learners from Schools A, C and D also confirmed what the learners from School B have said. Learner 2 mentioned the name of the famous politician who was reportedly a learner at their school. According to the learner, the politician can be invited to talk to them. Learner 13 from School D added:

"To understand does not mean we should not be punished. We want punishment and motivation and understanding to go together... we want to be counselled"

This discussion shows how important verbal engagement with the learners is to them. By using the words "understand" and "counselled" the connotation of mutual verbal engagement is implied. Learners want the principal and teachers to talk to them with regard to things they experience. This means that learners may want penalties to be meted out on understanding of their socio-economic challenges. This brings the researcher to the conclusion that socio-economic challenges remain when punishment has been lifted. A question was posed to teachers on whether they would opt for suspension, dismissal or engagement of learners into meetings purposed to change learners' behaviour when called to react. Six out of eight teachers opted for the third option. One of these teachers indicated that all of these options are appropriate depending on the type of offence the learners have committed. The eighth Teacher, the one who indicated that she had lost control of class, chose dismissal as the way of standing for no-nonsense. Expressed in percentage, the following graph displays the need for engaging learners in verbal meetings with regard to bad behaviour in accordance with the teachers' responses.

Figure 4.4.2



As depicted by the graph, 80 percent of the teachers supported the idea of engaging learners in verbal negotiations. The interviewed teachers indicated that this is what they are already doing. This answers the question posed to teachers on what they are already doing to maintain order in classrooms and the school at large. In answering the question which asked teachers how they thought principals could influence learners, Teacher D7 put it in this way:

"...the teachers also help. We have teachers here who can talk to learners. Not every teacher though. And we have living evidence. A learner who was a gang member is currently doing third year at university"

This supports learners' views on the importance and value of communication. Principals also supported the idea that communication is the best method of influencing learners' behaviour. In fact, principals indicated that this is a strategy that is already in practice. When analysing learners' code of conduct documents from the four schools, the issue of verbal support was not found. Only a verbal warning which is to be followed by a written warning featured as one of the ways bad behaviour can be corrected. This indicates that teachers tend to wait for bad behaviour to occur before they can react. However, communication can be deemed a proactive measure

that needs not to be included in the learners' code of conduct. When asked whether they employ some strategic influence on learners' behaviour before or during the process of correction of behaviour, Principal 1 said:

"I motivate teachers so that they can in turn motivate the learners. I rely on my two deputies on this one. They organise motivators to motivate the learners"

Although the principal does not directly motivate the learners, the bottom line is that he consistently influences learners through the teachers. In the researcher's view, this still works because bureaucratic leadership allows for the line of management way of doing things (Botha, 2013). We shall remember that teachers are required to be in direct contact with learners (Jacobsz, 2015) as classroom managers and this makes direct motivation possible. Principals of School B and C indicated that they were doing it directly and this is in accordance with the view of Steyn and Van Niekerk (2012). Principal 3 was quick to show pictures of ceremonies held by the school where various speakers were invited to motivate the learners. She put it in this way:

"I believe a lot in motivation... Motivation is my strong point. I can turn the worst learner into somebody"

The principal went on to tell the researcher about a learner whom the public accused of murdering a peer out there but was acquitted by the court. Teachers could not attend to the learner and the learner himself had lost morale. According to the principal, it is motivation that changed the teachers' view of the situation and that pulled up the learner's self-esteem. Given all these, the principal should be a good communicator. This is also triangulated by the findings of observations (refer to table 4.6.1.). Principal 3 and 4 were observed conducting motivational sessions. Particular words were identified as used by Principal 3. Learners were encouraged to "focus", "avail one-self" and that "hard work pays-off". These words appear to be motivational and encouraging. Learners listened attentively with eyes glued to the principal. Principal 4 had called a gathering with the aim of making announcements; she was heard encouraging and motivating. A certain Dr Munroe was quoted saying cemeteries are the richest places where people slept with plans and visions which

were never pursued. The audience was lively and energetic. This further emphasised the power of learner empowerment. Since motivation and fulfilment of needs are closely related (Steyn & Van Niekerk, 2012), the motivating teacher or principal can be considered to be indirectly applying the principles of care and ethics as stipulated by Mampane (2018) and advanced by IE (Purkey & Novak, 2015).

4.4.6 Continual engagement of the RCL members in matters which relate directly to learners

All principals showed some interest in their learners' affairs. Principal 1 showed the researcher the device which senses the metal objects at the gate which the school thought it would help to curb violence which normally occurred in the schoolyard. The principal confirmed that it detected knives and dangerous weapons and learners carrying these were stopped at the gate. A learner from School A confirmed:

"...they are searched in the gate and ...ehm... there is a things that a principal uses which makes sound when you enter with a knife..but drugs cannot be stopped"

After realising the causes of bad behaviour in the school, the principal opted to engage culprits in serious talks and this was confirmed by a teacher of the same school. Principals from four schools confirmed that this worked for them. However, as the learner said, drugs could not be immediately detected.

Learners from the RCL had a different view. In all the four schools, they felt that they were not involved in matters which related directly to learners. As a matter of fact, these were the same learners who unanimously indicated that they were not provided with the learners' code of conduct, nor have they seen it in some way. The researcher found this to be a loophole in the management of schools as was discussed earlier and confirmed by Botha (2013). A learner from School C said:

"I think the principal should talk time and again with the class captains..."

This was confirmed by the learner from School 1 who put it in this way:

"We want him to talk to the RCL...we have rights which we want the school to protect"

Remarkably, fellow learners from the same group were quick to applaud those who raised these points. The researcher found this to be really essential since learners from the four schools, made exceptional remarks in favour of this idea. The researcher could establish that some of their ideas could help with school management like the themes developed in sections 4.4.4 and 4.4.5. This is congruent with the idea opined by Botha (2013:183) who raised the importance of engaging RCL in issues which concern learners' affairs.

4.4.7 Fostering and maintenance of the culture of teaching, learning and assessment

The teachers at all schools were posed with the question "As a class teacher how do you minimise occurrences of bad behaviour?" The question was purposed at discovering what teachers were already doing in the classroom. The answers provided depict the role of class teachers in managing learners' behaviour.

4.4.7.1 The role of class teachers in managing learners' behaviour

The teachers' answers led to the emergence of this theme. Notably, three teachers spoke about the impact of teaching, learning and assessment as a culture in schools while two teachers only alluded to the theme as:

"...doing my work"

The researcher assumed that the expression referred to teaching and learning. The words from Teacher B3 were found by the researcher to be remarkably notable:

"I for one... I prepare a lesson. No matter how much I know the subject I prepare myself. All lessons are accompanied by assessment to make sure that I minimise the problem..."

Teacher C6 also mentioned how teaching and learning helps to minimise bad behaviour:

"...I only keep teaching even though it is not working to the fullest..."

Teaching and learning were discussed in Chapter 1 as the sole reason for schooling. The finding of the researcher is that teaching, learning and assessment should not be compromised since despite them being the purposes of schooling, the researcher established that they can be executed consistently to minimise occurrences of bad behaviour in the classroom.

4.4.8 Strategic empowerment of learners

As discussed in Chapter 1, the researcher was able to locate literature which supports the fact that learners are worth empowerment in the same manner as teachers. This matter came up again as a theme as was referred to by the teachers of different schools and by the learners themselves.

4.4.8.1 The integrated approach to learner discipline

After detailing how they handled worst behaviour in their schools, principals were posed with this question: **Do you think that teachers would approach the misconduct the same way you did?** All principals were quick to point out that not all teachers would approach the problem the same way they did. Principal 3 indicated that she had one teacher who would approach the problem in the same manner that she did. According to the researcher's assessment, it was possible for teachers not to respond in the same way since the problems at hand were extreme in nature and normally called for the principal's attention. When asked if there were other alternatives to handle the problems facing their schools, Principals 2 and 4 indicated that the learners' code of conduct offers some ways on handling the behaviour. Principal 3 was of the view that she could have expelled the learners but indicated that that would have worsened matters. According to the learners' code of conduct, learners may be suspended or expelled if involved in violence. These principals opted to continually influence learners' behaviour. The fact that the optional way of

handling behaviour was mentioned as the employment of the learners' code of conduct indicates that through this policy, principals and teachers together can employ the integrated and uniform approach towards learners' discipline. To this effect Principal 1 considered involvement of all teachers as effective strategy:

"I had very strong deputies. The two deputies played a role. So slowly it built up"

He further indicated that the first step he took was to engage the teachers. He had realised that teachers were also demoralised by the gang wars which, through individual learners warred in the schoolyard. As a result he motivated the teachers so that in turn they would motivate the learners. Principal 4 also indicated that motivational sessions were the responsibility of the deputy principal. This is triangulated by the observation grid in table 4.6.1. Learners in Schools B and C were addressed by deputy principals. Again, as already discussed, teachers indirectly contribute towards maintenance of sound behaviour by attending to the learners, by teaching and assessing consistently.

4.4.8.2 Leadership training

Schools which experienced the highest rate of gangsterism had opportunities to enrol learners in training sessions offered by a non-governmental organisation called Columba. Principal 1 had this to say:

"I also enrolled them with Columba structure where leadership skills were taught. The training takes place out of school and the learners changed. Two learners changed altogether. When I talk about these learners I talk about learners who were leaders of rival gangs."

He continued to show that this change affected other gang members and they continued to improve in behaviour. The researcher was also able to discover that Columba also invited principals to take part along with learners in a two-week retreat. This meant that principals who attended the programmes could upon return practise what they learnt in schools to help other learners. Two teachers also referred to the

value of training that learners received through Columba training sessions. Teacher A1 was, however emotional when he indicated that:

"Unfortunately it is Columba that initiate training. We wait and sometimes the year goes by without training"

According to the participants, learners received two weeks training in matters relating to leadership and team-work. All the learners who had the opportunity to undergo training under Columba came back as different people. When they acquired some space, teachers also confirmed that they strategically targeted learners who were gang leaders and were impacted positively. This provides evidence that strategic empowerment can change learners' lives.

4.4.8.3 Co-curricular and extra-curricular structures

Principal 2 also mentioned something very important which related to learners' empowerment. He said:

"The learners who were gang members I started a club with them. The club was called 'Masters' and the seed grew. Some joined and left, joined and left because the influence in the community was stronger than our influence."

According to the principal, common tasks were given to the learners, food was provided and the learners began to change. This led to a changed school.

4.4.8.4 Counselling

Learners also called for counselling. They mentioned child-headed families, pregnant learners, learners who already had children and learners who are orphans as socio-economic factors that the principal may not be aware of. Principal 1 also discovered that:

"The other factor is broken families...children will find the role-models elsewhere...more often than not role-models do not model the kind of behaviour that we want"

Principal 2 supported this and added that the learner that he helped literally grew up in a family where the mother was physically and psychologically abused by the father. The mother left the relationship and the boy grew up under a careless father. Instead of supporting the mother, the learner found a role-model and hero in the abusive father. These acquired behavioural patterns manifested as bad behaviour and as bullying in the schoolyard. Drawing from the interviews, all these things would be solved if there was some sort of training and support of the affected learners. According to Mampane (2018), the principal's behaviour of caring, mentoring and counselling of learners is wrapped up in the principle known as 'in loco parentis'. According to Budirahanyu and Susan (2017), most behavioural patterns succumb when counselling and caring are consistently practised.

4.4.9 Strategic representation of community members in school structures

According to the interviews, Schools A, B and C experienced extreme fighting, stabbing and even death which came as a result of gangsterism. Offences committed were matters which could not be left for the school to solely attend to but police were involved as these incidents were pure criminal acts. However principals of Schools A and B made very notable contribution with regard to handling the matter in an effective way. Both Principal 1 and Teacher 3 confirmed that an immediate breakthrough was obtained through the strategic inclusion of community members in QLTC. When faced with gangsterism at its highest peak, having realised that the factional clashes originate from initiation schools, initiation schools' leaders were involved in table talks. It is these talks which led to the inclusion of initiation leaders in the QLTC structure. All matters concerning boys from initiation schools were quickly solved. This was also confirmed by Teacher C4 who said:

"I am not negative to my own tradition but some of these problems originate from initiation schools. I think people from various NGOs can join schools through the QLTC programme...do you know it?"

According to the teacher, QLTC offers unlimited membership to its massive committee. Every stakeholder can become a member to help with particular needs of learners. Perhaps when learners called for "therapy", "counselling", "immediate police reaction" and "campaigns" when interviewed, they were indirectly and unwittingly referring to QLTC services due to its proposed structure which is inclusive of members from each of the areas which affects learners, namely, police, social workers, health workers, etc (DBE, 2008). After all, Bronfenbrenner's theory holds that individuals' behavioural patterns can change to conform to that of a particular community or even renowned individuals (Botha, 2013).

4.4.10 Ethics of care and support

The findings of this study confirm the views of Mampane (2018) and findings of Smith and Amushigamo (2016) as discussed in Chapter 2. The study by Smith and Amushigamo (2016) was conducted in a different, non-violent area. Mampane (2018), Smith and Amushigamo (2016) found that relentless care and support as of parents to own children can better the behaviour of learners. This study re-affirms their findings and one can add that the ethics of care can be successfully applied in both violent and non-violent areas alike. Principal 3 emphasised the need of love for learners who misbehave. In her own words, taken verbatim she said:

"...these learners to me are like the laundry that I need to wash. The tougher the stain, the deeper the love as one would apply more soap and smear more of it on the stain"

According to this principal, the hearts of the learners with bad behaviour were melted by love. It is this love that led to the discovery of learners' socio-economic challenges which according to the principal, prompted misbehaviour. For example, one learner was frank enough to the principal and told his story. The findings of the principal prompted her immediate reaction to protect the learner even though he had already done various unacceptable things. This is the same principal who took learners, about 8 in number, to her home during the senior learners' camp. The principal boasts a few learners whom she helped to complete grade 12 at advanced ages. The

principal from School 2 also confirmed how ethics of care and support changed a learner who led a gang. The learner was invited to the principal's home every week for support. The results were astounding. Once more, Principal 4 cared about the learners. In the interview, he referred to the learner who is disabled whom he carried from the gate to class every day. Due to COVID19 regulations, the learner was dropped at the gate and after normal screening process the principal literally carried him to class. According to the principal, this practice affirms his leadership demands. The principal yearns for compliance, order, good conduct the same way he offers support and care.

The researcher could infer from the data provided that principles of care, understanding and consistent support can indeed attract positive behaviour from learners. According to the participants, learners who changed as a result of love impacted on them were the worst in behaviour. One can deduce from this that ethics of care, support and love are needed in schools. Important to note, these principals were able to achieve these without application of the learners' code of conduct which of course cannot be ruled out completely. In other words, the learners' code of conduct and the ethics of care can be applied together to attain lasting results.

4.5 DOCUMENT ANALYSIS

The researcher managed to acquire minutes of previous meetings from one school and the learners' codes of conduct documents from four schools. Additionally, extracts relating to learners' attendance were also provided by the four schools. There were no video clips of previous gatherings available in any of the schools.

4.5.1 Minutes of previous disciplinary hearing meetings

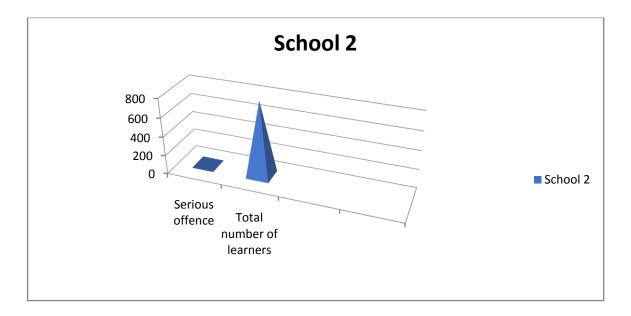
The minutes of previous meetings concerning disciplinary hearings were requested for analysis. The researcher was faced with a challenge that the SGBs of all schools had just been elected and consequently, two of the schools had not yet gone through the processes of official handing-over of official documents including minutes of previous meetings. Only one school was able to make disciplinary meeting minutes available for analysis. It was found that the school had only one case which was

declared the worst in the year 2021. The learner was suspended for being in possession of intoxicating substances. A notable remark extracted from the minutes was the expression that:

"...the verdict passed is simply to protect the learners' rights and your personal rights since you here, before the panel, accepts the guilt"

The remark is deemed crucial by the researcher since in their interviews learners called for their own rights to be recognised (refer to theme 4.4.2). The learner was suspended for seven consecutive school days. Practically, the impact of the learner's misconduct could not be much unless it was left unattended. The following graph depicts this reality.

Figure 4.5.1



4.5.2 School code of conduct

All of the four schools were found in possession of the fully developed learners' code of conduct documents. Informed by the IE's interest on developments of school policies and documents (Purkey & Novak, 2015), the researcher used two documents to analyse the learners' code of conduct documents. The documents were taken as standard documents for formulation and evaluation of the acceptable

learners' code of conduct. The first document was the official "guidelines for adoption of learners' code of conduct by the governing body" as well as the example of a complete learners' code of conduct which is downloadable from the national department of basic education website. The researcher's interest was on issues relating to learners' conduct and discipline. The following table displays the researcher's findings.

Table 4.5.2: Code of conduct analysis

	School rules			Disciplinary system					
Schools	General	General	Learners	Learners'	Offences	Disciplinary	Tribunal	Hearings	Researcher's
	principles	rules	' rights	attendance	grading	procedures	hearings	procedure	comment
School A	✓	✓	✓	✓	✓	√	✓	✓	Clear/detailed
School B	✓	√	√	✓	√	✓	√	✓	Clear/detailed
School C	✓	√	√	✓	√	✓	✓	✓	Clear/detailed
School D	✓	✓	✓	√	✓	√	✓	✓	Clear/detailed

The researcher established that all four schools were in possession of legal, signed learners' code of conduct documents. The researcher also realised that all aspects pertaining to the school rules and disciplinary system as required by the standard documents used for analysis were clearly covered and detailed. The general principles, rules and learners' rights were clearly stated. A learner would quickly realise that there were expected patterns of conduct and there were personal rights and rights of other learners to protect. The levels of misconducts and offences were clearly explained. The learner would know beforehand what a particular offence would lead to. The procedures for disciplinary hearings were detailed as required by SASA (South Africa 1996, s 8). All the documents also indicated that learners have a right to be represented in the hearing and could also offer their side of the story, the so-called 'audi alteram partem' policy.

4.5.3 Extract from SA-SAMS with regard to learners' attendance

The following table depicts the daily rate of learners' attendance in the four schools as compared to the attendance of the grade 12 learners.

Table 4.5.3: Learners attendance

	Attendance of learners in %					
Schools	Internal grades	Grade 12				
School A	93	99				
School B	90	95				
School C	86	100				
School D	80	100				

The researcher established that attendance of learners from internal grades of School C and D were low as compared to the attendance of 100 percent of their grade 12 learners. In these schools, it was interesting to discover that grade 12 learners received much of the concern. If you compare this with the observation grid in section 4.4, triangulation was found in the fact that it was in these schools where the researcher found that motivational sessions were held and motivational words were used energetically followed by the applause from learners. The attendance of internal grades learners in the same schools was, however lower than in Schools A and B. The researcher also found from the interviews that principals of Schools C and D personally picked up their grade 12 learners from their homes when they failed to attend any of the school programmes geared to assist them academically. The attendance rate of internal grades and grade 12 learners of Schools A and B did not leave a notable discrepancy. This could speak of equal efforts the schools put on all the learners. Interestingly, through interviews the researcher established that Schools A, B and C were affected immensely by gangsterism. Since School C had also experienced gangsterism and has been able to maintain a 100 percent grade 12 attendance rate, the researcher noted a possibility for School C to improve attendance of internal grades' learners. The researcher does not preclude the impact of COVID19 on general learners' attendance.

4.5.4 Pictures, video clips and school visions

Upon entrance into the schoolyard, one could realise that all the schools had boards placed on the administration blocks which read that dangerous weapons and toxic substances are not allowed in the schoolyard. This is in line with the ideas of Mlangeni (2018) and Kruger (2011) who opine that posters and walls can be used to

display cherished values and visions for continued reinforcement of positive behaviour in learners. Although the researcher realised that learners from all the four schools were not informed about the learners' code of conduct, the researcher established that they were informed about the instruments and tools which were not allowed in the schoolyard. This explains the reason why the learners from School A moved out of the schoolyard to fetch weapons before engaging in fighting. In this case, schools were found to have played their part. Schools B, C and D were found having school visions and missions displayed outside while School D had walls in the foyer and the principal's office adorned with the school visions and missions. School A's vision and mission were not publicly displayed but were found on the learners' code of conduct which learners were not in possession of. This indicates that learners in Schools B, C and D are exposed to the mission and the vision of the school. The learners are in knowledge of the direction that the school is geared to take in terms of the vision and mission of the school.

The researcher was not allowed to take pictures and videos in the schoolyard. However, Principal 4 was quick to take the researcher to the school wall where they pasted unique pictures of past events. The researcher was also referred to the school's official Facebook page which captures distinct school activities. The researcher was able to establish that the school fully engages in motivational functions, academic results celebrations and presentations of the learners' top ten achievers. These pictures and the observation grid in table 4.6.1 bear witness to the belief of the principal in the power of motivation as discussed in 4.4 above.

4.6 OBSERVATIONS

Observations were carried out to triangulate the findings of the interviews. The researcher participated in school activities as a participant-observer. Participation was, however somewhat limited as a result of active numbers of COVID19 cases in the Free State by then. Only certain activities were observed. The table below displays events or activities which were observed.

Table 4.6.1: Observation Grid

		School A	School B	School C	School D	School E
Observation		<u> </u>				
Items						
	Туре	Grade 12	Grade 12	Grade 12	Grade 8-11	X
Gathering		Geography	learners' camp	class of 2021		
		learners				
	Reason for	Grade 12	Camping rules	Motivational	Announcements	Χ
	gathering	learners	reading.	session		
		assembly				
	Responsibility	Principal	Deputy principal	Deputy	Principal	Х
				principal and		
				local minister		
	Points stressed	Camp	Encouragement of	Learners'	Envisaged parents	Х
		attendance	learners to ask	need to work	meeting where	
			parents to pay	hard	reports would be	
			outstanding camp		issued.	
			fees.			
	Evidence of	Talk to	Yes. "Learners	"Focus", "Avail	"Top ten learners	Х
	influencing	parents about	future", "ability to	oneself", "hard	would be	
	words	the	perform"	work pays-off"	announced",	
		importance of			quotes from Myles	
		payment for			Munroe made.	
		camp fee				
	General	Full verbal	Learners looked	Attentively	Lively and	Х
	behaviour of the	engagement	interested and	silent	energetic.	
	addressed	in the meeting	willing		Applauses made.	
Arrival of	Time of day:	Morning	Morning	Morning	Morning	X
learners	Morning					
	How late-	Late-coming	Late-coming not	Late-coming	Late-coming not	Х
	coming is	not controlled	controlled due to	not controlled	controlled due to	
	handled	due to long	long queues for	due to long	long queues for	
		queues for	learner daily	queues for	learner daily	
		learner daily	screening	learner daily	screening.	
		screening		screening.		
				School starts		
				when		
				screening is		
				done		
	Points stressed	Х	X	X	X	X
	Evidence of	Learners	Procedure of	Procedure of	Procedure of	Х
	influencing	encouraged to	screening carried	screening	screening carried	
	words	be honest with	out quietly.	carried out	out quietly.	
		filling-in of		quietly.		
		forms.				
	Evidence of	Learners who	Presence of	Screening	Screening process	Х
	care and	do not have	principal and	process		
	support	masks	other teachers			
		furnished with	was seen during			
		surgical	screening.			
		masks.				
		1	ı		ı	·

	Evidence of	Teachers on	Teachers on the	Teachers on	Teachers on the	Х
	influencing	the lines with	lines with learners	the lines with	lines with learners	
	behavior.	learners also	also screening	learners also	also screening	
		screening		screening		
Staff meetings						
Learner	Misconducts	Smoking	Carrying	Smoking	Late-coming	X
			intoxicating			
offences			substance			
	Hearings by	Х	X	Х	X	Х
	school					
	disciplinary					
	committee					
	Distinct actions	X	Principal's	Breaking-in	X	Х
Any notable			meeting with	had happened		
occurrences			parents of a	the previous		
			misbehaving girl.	night.		

As explained in the introduction, research was limited to four schools, not five as envisaged. Once more, the researcher was not allowed to partake in staff meetings as FSDoE restricted participant-observation. Due to COVID19 regulations, the researcher was restricted to small gatherings of grade 12 learners, a principal's meeting with the parents of a misbehaving girl and a reports-issue meeting of internal grades in School D. The researcher had an opportunity to observe the arrival of learners in the morning. Generally speaking, in all the gatherings learners were duly encouraged to work hard. Late-coming was not controlled as a result of the processes of screening and hand-sanitisation which were carried out every morning. The notable occurrences which the researcher noted as reflex notes were the breaking made into the school premises which had taken place the previous night and the principal's meeting with the parents of the girl who had misbehaved. These had particular reference to the behaviour of learners. For example, it was found that the 'break-in' was led by a learner who is currently enrolled at the school. The findings from participant-observation have been discussed in various themes discussed above through the application of the principle of triangulation.

4.7 CHAPTER SUMMARY

Chapter 4 carefully detailed the carrying out of the processes of analysis of selectively relevant documents, observations and the interviews with principals, teachers and learners of selected schools. Tables, graphs, a grid and words were

used to aid explicit presentation of data. The names of participants were concealed for protection's sake and to detach the information from any possible link with a particular school. The chapter explored the themes which developed through data analysis from the theoretical part. Themes included the roles of the principals and teachers in shaping learners' behaviour in schools. It also exposed the needs the learners felt must be fulfilled to ensure their own wellbeing. Observations and document analysis were looked at to triangulate the findings of the interviews. The next chapter discloses the researcher's findings, conclusions and recommendations to the reader.

CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In the previous chapter data were analysed to expose the themes leading to the solution of the problem explained in Chapter 1. Data were presented in various ways to ensure that the research questions and objectives are addressed. This chapter is aimed at presenting the findings and conclusions based on the previous chapter. Recommendations are detailed and gaps opening up for further research are explained. The limitations which emerged during the process of the research are also explained and the chapter is closed with a conclusion.

5.2 SUMMARY OF RESEARCH FINDINGS

To address the problems and challenges exposed in Chapter 1, the researcher undertook a research which has been divided into five chapters. Every chapter details different aspects of the study which are interrelated in some way. Every chapter is a continuation of the previous one and all chapters build on the first one which exposes the rationale of the study. This section summarises all the chapters undertaken in the study to arrive at the given conclusions and recommendations.

5.2.1 Introduction and background

Chapter 1 of the study divulged the rationale of the study. The researcher had realised that some principals have been able to turn schools into havens of hope in the midst of violence and where the environment has not been conducive to effective schooling. Relevant literature was quoted to confirm that Motheo district experienced violence both in the schoolyard and in the community. The researcher also noted some schools in the district of Motheo which were able to change within a very short time after new principals have arrived. These principals were able to change the environment and charge it with the values leading to uncompromised teaching and learning. A notable aspect is that in an attempt to handle the situation, principals of these schools were able to turn troublesome students into cooperative fellows. In the

process, no learner was deregistered. Again, learners were not subjected to extreme penalties like suspension and dismissal. The researcher also unearthed the loophole in literature with regard to the principals' power to influence learners' behaviour. Literature was explored to find out roles which the stakeholders can play to impact positively on learners' behaviour. The researcher found out that several scholars allude to the power of influence with regard to learners' management. However, the lack was found in the fact that these authors only alluded to the need to shape learners' behaviour with limited empirical research done and in a general approach to schooling. The researcher found it necessary to research on 'principals' roles in learners' behaviour' as a distinct phenomenon and not in any way linking the study to academic performance. The need arose to add to the body of theory by this study. The study was purposed to address the following research questions:

Main research question

 What are the roles of the principals on learners' behaviour in selected secondary schools in Motheo education district, Free State Province?

Sub-research questions

- What are the factors contributing to learners' behaviour?
- What are the role-players in managing learners' behaviour?
- What are the attributes of learners' acceptable behaviour in secondary schools?
- How can learners' behaviour affect teaching and learning?
- How can principals mitigate learners' bad behaviour in secondary schools?

To address the problem the study was directed by the following aim and objectives.

Aim

To establish the roles of the principals on learners' behaviour.

Objectives

- To find out which factors in the school can contribute to learners' behaviour.
- To identify the various role-players who can manage learners' behaviour.
- To determine the attributes of learners' acceptable behaviour in secondary schools.
- To find out how learners' behaviour can affect teaching and learning.
- To find out the various ways which the principals can employ to mitigate learners' bad behaviour in secondary schools.

5.2.2 Theoretical and conceptual framework

Chapter 2 of the study looked at the various articles and the information provided by the national and provincial departments relating to the research title. Findings of previous researches and dissertations were also dissected to discover what is already known about the phenomenon under study. Firstly, the theory guiding the research was exposed. With the implementation of IE, the study took into consideration the people, places, policies, programmes and processes as important factors which need to be affected when seeking some ways of influencing learners' behaviour. The researcher also noted the fact that these five Ps could be touched while keeping the stakeholders without dismissing and deregistering learners.

The researcher found that the community is the principal source of influence in learners' lives. The community includes peers, parents, schools and role-models amongst other people. Learners copy from the community lifestyles which lead to bullying, gangsterism, drug abuse and physical violence in schools. Literature also notes that trivial negative practices and clashes can lead to physical violence and resultant truancy of learners and confirms further that bad behaviour can lead to disturbed teaching and learning programmes. Possible ways of minimising bad behaviour were also unearthed through literature. The power of uncompromised teaching and learning, the ineffectiveness of no-nonsense strategies with regard to unwanted behaviour were laid bare through the study of literature. Strategic classroom management was also discussed. The importance of school policies was

also looked into. The values of caring and support as applied by other schools and depicted in literature were dissected. The researcher also found from literature that learners have rights and that the laws of education attempt to guide teachers to establish schools where effective teaching and learning can take place. A discussion of the literature in Chapter 2 opened room for the study.

5.2.3 Research methodology

The necessity for a qualitative study was explained in Chapter 3. The researcher found the need to subject purposively selected participants to both one-on-one and focus-group interviews. The need for observations and document analysis was also detailed in Chapter 3. The researcher also showed that data would be collected and arranged through the strategies explained by Onwuegbuzie and Combs (2011). All the processes which led the researcher to answer the research questions were discussed in Chapter 3.

5.2.4 Data presentation and analysis

The processes of data collection, data presentation and analysis were discussed in Chapter 4. Data collected through interviews were funnelled into various themes and sub-themes. The following themes were among those discussed:

5.2.4.1 Schools provide educational service to the community

Schools serve the community. In turn, the community affects the lives and behaviour of the learners. We need to understand the composition and needs of the community for us to be able to understand factors which affect behaviour.

5.2.4.2 Diligent protection of learners

Learners have rights. These rights need to be acknowledged in schools where they do not affect the rights of fellow learners. Freedom to learn and freedom from violence are some of these rights. Violence and bullying can affect learners' rights while on the other hand perpetrators would be abusing their own rights.

5.2.4.3 Uncompromised supervision of classes and all activities

Many of the actions depicting extremely bad behaviour occurred when learners were not supervised or when learners were out of the classrooms. Supervision is mandatory. When the teachers are absent for some reasons their classes need to be supervised.

5.2.4.4 The school principal as the communicator

The school principal works with parents, teachers, learners and other stakeholders. With regard to learners, school principals may communicate their expectations with learners by employing various strategies.

5.2.4.5 Continual engagement of the RCL members in matters which relate directly to learners

The RCL members are not involved in many of the projects which schools organise whether they are academic, extra-curricular or co-curricular.

5.2.4.6 Fostering and maintenance of the culture of teaching, learning and assessment

Teachers at the selected schools assured the researcher of the positive impact that teaching, learning and assessment can have on learners' behaviour.

5.2.4.7 Strategic empowerment of learners

Learners can be psycho-socially affected by external influence. As a result, their behaviour can also be influenced when they are exposed to some strategic empowerment in schools.

5.2.4.8 Strategic representation of community members in school structures

Members of the community can be incorporated in the school programmes through relevant structures like the QLTC. In this way the whole community can be involved in the school programmes and events which are very likely to impact on the behaviour of children.

5.2.4.9 Ethics of care and support

When learners are taken care of and supported in issues which affect their learning, their behaviour is positively influenced. Learners' needs are various and directly affect their behaviour.

5.2.5 Conclusions and recommendations

Chapter 5 of the study summarises the five chapters of the research. The findings of the research in terms of literature and data analysis are explained. Chapter 5 further details the researcher's conclusions and recommendations based on the findings explained in Chapter 4. Suggestions for further research are also made in the chapter.

5.3 CONCLUDING REMARKS

The study employed the qualitative approach which collected data through interviews, document analysis and observations. After a careful analysis of data, the researcher arrived at the following conclusions.

5.3.1 Causes and factors which influence learners' behaviour

The researcher's engagement with the principals, learners and teachers revealed a shocking discovery about the origins of learners' behaviour. The researcher found that most of learners' forms of behaviour originate from the community. The community includes parents, churches, peers and the school. Gangsterism, drug abuse and initiation schools were established as the main factors which directly affect learners' behaviour. Although some learners are affected by bullying and

school violence in the schoolyard, the origin was traced back to the community and ongoing social interactions of learners and other people.

5.3.2 The use of learners' code of conduct

All schools are forced by law to establish the learners' code of conduct. By analysing school documents, particularly the learners' code of conduct, the study established that all schools do comply with the departmental requirement to develop a legal learners' code of conduct. Through the interviews it was discovered that the learners' code of conduct is developed for compliance only since learners from all selected schools were not in possession of personal copies thereof. Again, learners were also not aware of the expected behaviour in the schoolyard, the listed unwanted misconducts and relevant penalties.

5.3.3 Development of school policies on violence and bullying

Schools do not have other policies which address learners' behaviour in the schoolyard other than the learners' code of conduct. School policies which could address distinct misconducts such as violence and bullying have not been formulated by schools.

5.3.4 The impact of learners' bad behaviour on teaching and learning

One-on-one and focus-group interviews with teachers and learners established that teaching and learning is usually affected by bad behaviour. Much of the teaching time is lost when teachers attempt to normalise odd situations and bad behaviour. In the classrooms, learners who absent themselves from schools or bunk classes always waste time as teachers need to catch-up with them before continuing to the next lesson.

5.3.5 The role of teachers in minimising occurrences of bad behaviour

Engagement with the teachers through one-on-one interviews led the researcher to conclude that the code of conduct is not used in schools and classrooms to minimise

occurrences of bad behaviour. Three activities in the classrooms, when not compromised in anyway and are done diligently, do help to minimise occurrences of bad behaviour. These activities are teaching, learning and assessment. The learning mood is established by practising these three activities in the classroom and possible occurrences of bad behaviour are consequently minimised. Teachers' punctuality in attendance of their respective classes and other activities leaves no room for bad behaviour. Through observations the researcher established that the teachers and principals in most schools motivate learners through formal and informal motivational sessions.

5.3.6 The role of principals in influencing positive behaviour in schools

Principals have distinct roles they play to influence positive behaviour in schools. The researcher established that principals do this sacrificially by using their own resources and time. Ethics of care and support are in place in schools. However, only individuals, mostly the principals, do put that into practice. There are no prescribed methods or guidelines used by principals to arrive at the desired end. Structures like SBSTs and the QLTCs are not used to the fullest in schools. The researcher was able to establish that minimal engagement of these structures is caused by long processes they call for whereas on the other hand principals look for immediate results.

5.3.7 Schools are not aware of underlying psycho-social experiences of learners

Through focus-group interviews, the researcher discovered that learners undergo serious psycho-social experiences which hamper schooling and encourage truancy and absenteeism. Many learners are affected by bullying in one way or another. Learners who are affected seldom report the cases and when they do, school teachers and principals do not have a binding common way of reaction. Again, many learners head families where parents have divorced or are dead. Still, more female learners have turned out to become parents while they are still at the school-going age. As a result, demands from the school such as mandatory punctuality lead to

absenteeism and truancy of learners. There are no programmes in schools specifically initiated to support learners.

5.4 RECOMMENDATIONS

Following the conclusions made. the researcher hereby presents the recommendations based on both the themes of the study and conclusions about the findings. The recommendations are purposed to address the problems at hand. Recommendations are hereby made to the provincial department of education, the district and circuit offices, the principals and the teachers. With the following recommendations, the roles that principals can play to positively influence learners' behaviour are laid bare. Furthermore, the teachers' management-related duties are strengthened to minimise further the occurrences of bad behaviour in their respective classes. As a result, the recommendations will establish behaviour which will be conducive to the climate of learning in the classroom.

5.4.1 The provincial department of education

5.4.1.1 Mandatory formulation and implementation of the policies which address violence and bullying

The provincial department of education should compel schools to draw and implement policies for addressing violence and bullying. The department should draw a framework for these policies which should give support to the affected learners. The policies should also provide guidance to educators and principals on ways to handle bullying and violence in schools. Sensitive issues like the confidentiality of the person who discloses bullying and violent actions should be covered in the policy. The provincial department should further establish a chain of monitoring both formulation and implementation of these policies through the district and circuit offices.

5.4.1.2 Toll-free numbers for reporting violence and bullying in schools

The provincial department should acquire the toll-free number through which learners can anonymously report cases of bullying and violence after they are reported to schools and they have established that principals have not reacted. The school policies on bullying and violence should bear these numbers.

5.4.1.3 Hiring more personnel for support structures in schools and circuit offices

When principals have managed to establish functional SBSTs and other structures in their schools, there should be enough personnel in the circuit office and district to immediately attend to the learners' needs and psycho-social challenges. This calls for an increased number of personnel in the district offices ready for duty.

5.4.2 District and circuit offices of the education department

5.4.2.1 Meetings should not be held during school hours

Both the district and circuit offices should shorten the length of meetings which are held during school time, minimise the number of weekly meetings they call principals to or hold meetings outside of the normal school hours. Alternatively, they should pick up a day in a week which they can set aside for weekly meetings. The purpose of this recommendation is to provide the principal with enough time to be in the schoolyard.

5.4.2.2 Monitoring of formulation and implementation of policies

The district and circuit offices should ensure that schools and the RCL should together formulate and implement policies on bullying and school violence.

5.4.2.3 Incorporating the RCLs in circuit issues

The circuit offices should establish circuit learners' representative councils. The year plan for meeting with this structure should be drawn and not compromised. Learners' voices must be heard in the meetings. Managing learners through learners'

representative councils will work for schools and the circuits. Violence and bullying will significantly subside.

5.4.2.4 Establishment of contracts with NGOs

The district should establish connections with relevant NGOs such as the Columba and other non-profit seeking organisations which help to develop learners' general values. Services of these organisations should be targeted for the most needy schools first, then move to other areas in accordance with the needs.

5.4.3 The school principal

5.4.3.1 The visibility of the principal

Principals should develop daily routines to allow their own visibility to be felt by all stakeholders as it is empirically rewarding for the principals to spend most of the time in the schoolyard not just in offices.

5.4.3.2 Strategic engagement of the principal with the RCL members

The RCL should be allowed to manage with the principal. Some of the learners' issues should be handled through the RCL. The school programmes and projects including cultural or sports events should be drawn with the RCL involved. Special meetings with the RCL should be arranged and included in the school calendar. Learners' opinions and ideas should be listened to and adopted where possible.

5.4.3.3 Extra-curricular and co-curricular

Principals should revive extra-curricular and co-curricular activities in the schoolyard. Soccer, netball, volleyball, debates, reading clubs and mental maths programmes are some of the co-curricular activities that should be brought into existence. The RCL should also be allowed to suggest activities that the school can hold.

5.4.3.4 Strategic handling of learners' psycho-social needs

The principal should ensure that the special school programmes which address learners' needs are developed. Programmes should be developed according to the needs. Some programmes will be proactive to learners' needs while room is left open for new programmes as needs arise. Principals should develop a reporting system where school structures like the SBST can report weekly on their findings. Principals should encourage extreme confidentiality from the teachers who are in charge of the programmes.

5.4.3.5 Formation of affinity groups

Learners should be required to join affinity groups in the school. These groups may not be groups envisaged and prescribed by the district but can be developed in accordance with the learners' needs. The RCL should be involved in determining the needs and the groups to be formed.

5.4.3.6 Strategic inclusion of community members in relevant school structures

The QLTC and the SBST allow for the inclusion of community members in the school programmes. Committees for QLTC and SBST should be developed to include almost all representatives from the community which include police, health officials, psychologists, tavern owners and owners of initiation schools. Principals should strategically influence membership to these structures by ensuring that all areas of learners' experiences are represented. Committees thus founded will undoubtedly affect learners' behaviour in positive ways.

5.4.3.7 Learners' strategic empowerment

Principals should expose learners to external NGOs' programmes designed to turn their lives around. The principal, through the help of teachers and SBST, should strategically select learners who should attend these programmes. Learners who are gang members should be selected for leadership training programmes.

5.4.4 The school teachers

5.4.4.1 Uncompromised teaching, learning and assessment

Principals should encourage teachers to plan and prepare thoroughly for every period that appears on personal timetables. Learners must link teachers with the subjects they teach more than any other thing. Teachers may not be in classes and do nothing. Three things should go together in the classroom, namely, teaching, learning and daily assessment. Teachers may not be late for class for no valid reasons. These will help to curb bad behaviour and minimise opportunities for emergent cases of bad behaviour.

5.4.4.2 Supervision of all events

Principals should encourage teachers to supervise every event delegated to their control. Assemblies and morning devotions should be attended by all the teachers where their religious rights are not compromised. All sports, academic and cultural events should be supervised. Teachers should keep an eye on possible evidences of bullying or emergent conflicts.

5.4.4.3 Observance of days

Principals and teachers should ensure that days such as Youth day, Women's day, Heritage day and 16 days of activism against women and children's abuse are observed at all costs. Information on the days should be placed on the school notice boards and conveyed in assemblies. One of the affinity groups explained in 5.4.3.5 should be the one that plans for celebrations and observances of special days.

5.5 RECOMMENDATIONS FOR FURTHER STUDY

The study established various influential roles of school principals in learners' behaviour. There are various phenomena that can be researched in relation to the power of influence by the principals, teachers, teacher unions, the RCL members and parents. Future researches could research on "the joint effort of teachers and the RCL members in ensuring a positive climate in the schoolyard". The roles of these

stakeholders on academic results, implementation of school programmes and curricular matters can still be researched further under the title "the joint engagement of the principal, the RCL, union members and learners on effective school programmes". This study established that learners' bad behaviour improves when unruly learners are subjected to leadership skills training programmes. This view can be researched further as a distinct phenomenon which could be titled as "exploration of the latent capability of learners behaving badly when exposed to leadership empowerment training". Lastly, the study leaves open the need for more researches on the possible link between learners' behaviour and academic performance.

5.6 LIMITATIONS OF THE STUDY

The study was conducted at a time when COVID19 infections were high. As a result, the country had been placed on the adjusted level 4 lockdown rules. Restrictions which were made directly affected the study. Observations were limited to particular events and morning arrivals only. The order that seemed prevalent in the gatherings during observations could be influenced by protocols where learners were required to remain wearing masks throughout the day. Again, social-distancing was likely to influence orderliness as learners kept one metre apart from one another. In addition to that, the movement of the screeners among the learners could also have helped with maintenance of order. As a result, what the researcher could refer to as extreme orderliness could somehow be misleading. Once more, the researcher had purposed to collect data through photo-shooting and video clips but both actions were not allowed. Only pre-taken photos were used from one school. Triangulation was limited to observations of selected events when the researcher had purposed to remain most of the time in schools. The study was conducted in four schools out of five envisaged. As a result findings attained may not precisely allow generalisation to other schools in RSA. Again, the findings of the study may only be transferrable to some schools since the researcher's purposed study was affected by COVID19. Consequently, not every avenue could be explored. Generally speaking, the research cannot be completely transferrable or generalised since it was conducted in only 4 schools of the Free State province where the contextual factors may be different from other districts and provinces.

5.7 SIGNIFICANCE OF THE STUDY

The study brings to the attention of the reader various important truths. The learners are individuals and every one of them is unique. Their individual lives are affected by personal problems and the surrounding environment. When perusing through this study, the reader will immediately realise that some problems may not be absolutely rooted out by punishment only. The unavoidable need for the influential role of the principal in learners' behaviour becomes distinct. Whilst it is inevitably necessary to apply relevant policies for a uniform approach to learners' problems, it becomes evident through the study that strategic influencing of lifestyles and behaviour is equally important. For example, learners who are subjected to punishment may be made to understand both the offence and punishment it attracts while on the other hand, their psycho-social challenges are also attended to through school-based structures. Once more, the significance of this study becomes obvious in the fact that all schools, private or public, township or city-based, functional or dysfunctional can elevate their dealings with learners by intentionally influencing them positively.

Furthermore, various stakeholders in the education sector are likely to benefit from this study. The education managers will find the findings as a framework on which relevant strategies could be based. In addition to that, the study will add information for further researches. Parents and the community as stakeholders will realise that the power of influence transcends social barriers and consequently provides a lasting effect. Lastly, SGBs, RCLs and SMTs as disciplinarians will realise that discipline can be carried out peacefully and fairly through just administrative action and sound procedural efforts.

5.8 CONCLUSION

In the study, the researcher was interested in investigating the principals' roles in learners' behaviour in selected secondary schools located in the district of Motheo in the Free State province. Relevant literature was studied to establish if the envisaged purpose of the study was covered or alluded to in some way. The researcher was moved by the gap in literature and the achievement of principals who managed to influence learners' behaviour in the environment characterised by gang-related

violence. The study employed qualitative measures to establish that the principal, with the help of teachers and RCL members can play significant roles to influence learners' behaviour. Together, education stakeholders can improve relevant school programmes, daily routines and strategies designed to meet learners' needs.

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UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2021/05/12 Ref: 2021/05/12/56956169/14/AM

Dear Mr SJ Mohokare Student No.:56956169

Decision: Ethics Approval from 2021/05/12 to 2024/05/12

Researcher(s): Name: Mr SJ Mohokare

E-mail address: 56956169@mylife.unisa.ac.za

Telephone: 0842632857

Supervisor(s): Name: Dr N. Ndou

E-mail address: ndoun@unisa.ac.za

Telephone: (012)4294468

Title of research:

Principals' influence on learner behaviour in secondary schools in violence-torn areas of Motheo district, Free State province.

Qualification: MEd EDUCATIONAL MANAGEMENT

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2021/05/12 to 2024/05/12.

The **medium risk** application was reviewed by the Ethics Review Committee on 2021/05/12 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

- The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
- The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



University of South Africa Prefer Street, Muddleneak Ridge City of Tahwane PO Box 392 UNISA 0003 South Africa Telephone: -27 12 429 3111 Facsimie: +27 12 429 4150 www.unisa.ac.as

- Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
- The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
- 5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
- 6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
- 7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics dearance.
- No field work activities may continue after the expiry date 2024/05/12.
 Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number 2021/05/12/56956169/14/AM should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,

Prof AT Motihabane CHAIRPERSON: CEDU RERC

mothat@unisa.ac.za

Prof PM Sebate EXECUTIVE DEAN Sebatpm@unisa.ac.za



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APPENDIX B: LETTER REQUESTING FSDoE TO CONDUCT RESEARCH



Request for permission to conduct research at selected schools in Motheo district.

Title of the research: Principals' influence on learner behaviour in secondary schools in violence-torn areas of Motheo district, Free State province.

Date: 14 April 2021

The District Manager Motheo district Bloemfontein Free State

Dear Sir/ Madam

I, Jim Mohokare, am doing research towards an MEd at the University of South Africa under supervision of Dr N. Ndou, who is a senior lecturer in the Department of Early Childhood Education. This letter serves as a request for permission to conduct a research on the topic stated above in the selected schools of Motheo district.

The aim of the study is to investigate ways that principals can employ to influence learner behaviour to mitigate occurrences of violence. The study will use observations, interviews and document analysis as data collection instruments. The study will benefit readers in unearthing various ways of applying influence in schools which can be applied together with school policies.

I aim to involve the principal, two teachers and learners. Potential risks to participants are discomfort and inconvenience. Again, protocols to minimize possible spreading of COVID19 have been taken care of. Ways of minimizing the possible risks have been attended to by the University. A certificate of ethics clearance has been granted and is attached to this letter.

There will be no reimbursement or any incentives for participation in the research. The feedback procedure will be provided to the district on request and the link to the downloading of the dissertation shall be provided on request.

Yours faithfully,						
Jim Mohokare						



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APPENDIX C: LETTER GRANTING PERMISSION TO CONDUCT RESEARCH

Enquirles: MZ Thango Ref, Research Permission: 5.J. Mohokère Tel. 082 537 2654 Ernal: MZ.Thango@fseducation.cov.za



1926 Section D Botshabelo 9781

Dear Mr. S.J. Mohokare

APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

Topic: Principals' influence on learner behaviour in violence-torn areas in Motheo district, Free State province.

- List of schools involved: Kgorathutho Secondary School, Ntumediseng Secondary School, Sechaba se Maketse Combined School, Seemahale Secondary School and Strydom Secondary School
- Target Population: Five principals, len teachers teaching in grades 8 to 12 and twenty Learners (Members of RCL) at the selected schools.
- 3. Period of research: From the date of signature of this letter until 30 September 2021. Please note that the department does not allow any research to be conducted during the fourth term (quarter) of the academic year. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension. The researcher is expected to request permission from the school principals to conduct research at schools.
- 4. The approval is subject to the following conditions:
 - 4.1 The collection of data should not interfere with the normal tuition time or teaching process,
 - 4.2 A bound copy of the research document should be submitted to the Free State Department of Education, Room 101, 1º Ficor, Thuto House, St. Andrew Street, Bloemfontein or can be emailed to the above mentioned email address.
 - 4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 4.4 The ethics documents must be adhered to in the discourse of your study in our department.
- Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely

Mr. J.S. Tladi

Adling DDG: Corporate Services

09/07/202/ DATE:

REŠĒVACH / PPLICATION BY \$1. NOHOKARE, PERKOSKICH LETTER 30 JUNE 2021. MOTHEO BUSTRICT Inting a Minuteg, Manarith Ni Nohy Dhintocita Pinota Tay XWING, Rinambateta, 9001. - Thuiro House, Room 101, IM Floor, St Andrew Street, Gloomforbida

www.lst.pefigue.ca

APPENDIX D: NOTICE TO DISTRICT DIRECTOR ON PLANNED RESEARCH

Enquiriss: M2 Thango Raf: Nothcallon of research: S.J. Mohokere Tel. 082 537 2554 Email: MZ Thango@fseducation.gov.za



District Director Motheo District

Dear Mr. Moloi

NOTIFICATION TO CONDUCT RESEARCH PROJECT IN YOUR DISTRICT BY S.J. MOHOKARE

The above mentioned candidate was granted permission to conduct research in your district as follows:

Topic: Principals' influence on learner behaviour in violence-torn areas in Motheo district, Free State province.

- List of schools involved: Kgorathutho Secondary School, Nturnediseng Secondary School, Sechaba se Maketse Combined School, Seemahale Secondary School and Strydom Secondary School.
- 2. Target Population: Five principals, ten leachers teaching in grades 8 to 12 and twenty Learners (Members of RCL) at the selected schools.
- 3. Period of research: From the date of signature of this letter until 30 September 2021. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours. The researcher is expected to request permission from the school principals to conduct research at schools.
- 4. Research benefits: The findings of the research will improve learners' behaviour even though the outer environment can be negative. Some principals have managed to turn schools into sociably influenced havens. This research will unearth their strategies for access by other principals. The findings can also be used together with school policies to address learners' problems without resorting to unwarranted expulsion. When unwarranted, expulsion only exposes a fearner to a more negative environment. Most importantly, the findings will further show the beauty of proactive engagement of the principal with learners to understand their socioeconomic needs before learners can develop unwanted behaviour.
- 5. Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the district.

Yours sincerely

Mr. J.S. Tladi

Acting DDG: Corporate Services

09/07/2021

RESEARCH MOTTFLOATION, S.J. MOHOWAKE, 30 JUNE 2021, NOTHER DESIRION Stralegic Panning, Research & Policy II rectorate Private Bag #20565, Blaemfordeln, 9380 - Thuso House, Roars 101, 🍱 Folia, Si Andrew Social, Blaemfordeln,

www.sdoeds.nov.zu

APPENDIX E: LETTER REQUESTING PRINCIPALS FOR PERMISSION TO CONDUCT RESEARCH



PO BOX 6106 BOTSHABELO, 9781

19 July 2021

The principal Secondary School MOTHEO DISTRICT FREE STATE						
Dear Sir/Madam						
REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SECONDARY SCHOOL.						
Title of the research: Principals' influence on learner behaviour in secondary schools in violence-torn areas of Motheo district, Free State province.						
I, Jim Mohokare, am doing research towards Med degree at the University of South Africa under supervision of Dr N. Ndou, who is a senior lecturer in the Department of Early Childhood Education. I hereby invite you to participate in my study entitled <i>Principals' influence on learner behaviour in secondary schools in violence-torn areas of Motheo district, Free State province</i> .						
The aim of the study is to investigate ways that principals influence learner behaviour to mitigate occurrences of violence. Your school has been selected because it is situated in an area where violence is rife. The study will use observations, interviews and document analysis as data collection instruments. The study may benefit in unearthing various ways of applying influence in schools which can be applied together with school policies.						
I aim to involve you as principal, two of your teachers and four of your learners. Potential risks to participants are discomfort and inconvenience.						
There will be no reimbursement or any incentives for participation in the research. The feedback procedure will entail a return visit by me for participants to view the analysis, findings and recommendations of the research.						
Yours faithfully,						
Jim Mohokare STUDENT NUMBER: 56956169 EMAIL: 56956169@mylife.unisa.ac.za Cell: 0842632867						



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APPENDIX F: LETTER REQUESTING PARENTS TO ASSENT TO LEARNERS' PARTICIPATION

1926 Section D Botshabelo 9781 7 July 2021

Dear parent

RE: PERMISSION LETTER INFORMATION SHEET WITH CONSENT FORM TO PARENTS

My name is Jim Mohokare and I am doing research towards an MEd degree under the supervision of Dr N. Ndou in the Department of Educational Management at the University of South Africa.

Your son is hereby invited to participate in my study entitled *Principals' influence on learner behaviour in secondary schools in violence-torn areas of Motheo district, Free State.*

The purpose of the study is to investigate ways that principals can employ to positively influence learner behaviour. A possible benefit of the study is improvement of learner behaviour. I hereby ask permission to include your child in this study because he/she is a member of the RCL. I expect to also have other children participating in the study.

If you allow your child to participate, I will request him/her to take part in a group interview. Permission is also asked to record the children as they participate in the study.

Any information that is obtained through your child's participation in connection with this study and can be identified with your child will remain confidential and will only be disclosed with your permission. His/her responses will not be linked to his/her or your name or the school's name in any written or verbal report based on this study. Such a report will be used for research purposes only.

There are no foreseeable risks to your child participating in the study, except perhaps discomfiture and inconvenience. Your child will receive no direct benefit from participating in the study; however, the study may possibly contribute to the body of educational theory. Neither your child nor you will receive any type of payment for their participation in this study.

Your child's participation in this study is voluntary. Your child may decline to participate or may withdraw from participation at any time. Withdrawal or refusal to participate will not affect him/her in any way. Similarly, you can agree to allow your child to be in the study and change your mind later without penalty.

The study will take place during regular classroom activities with the prior approval of the school and the child's teacher. However, if you do not want your child to participate, an alternative activity will be available.

In addition to your permission, your child must agree to participate in the study and you and your child are requested to sign this assent form. If your child does not wish to participate in the study, he or she will not be included and there will be no penalty. The information gathered from the study and from your child's participation in the study will be stored securely on a password-locked computer in my home and uploaded to One-Drive where it will be stored for five years after the study. Thereafter, records will be erased.

The benefits of this study are improvement of management of learners in secondary schools. Potential risks include inconvenience and lack of comfort. There will be no reimbursement or any incentive for participation in the research.

If you have questions about this study, please ask me or my study supervisor, Dr N. Ndou, Department of Early Childhood Education, College of Education, University of South Africa. My contact number is 084 263 2857 and my email address is mohokarejim@gmail.com.

The email address of my supervisor is ndoun@unisa.ac.za. Permission for the study has already been granted by the principal and the Ethics Review Committee of the College of Education, UNISA.

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow him or her to participate in the study. You may keep a copy of this letter. Your child is also required to sign the letter as an indication of him/her giving assent to participate.

Name of child:			
Sincerely			
Parent/guardian's name (Print)	Parent/guardian's signature	Date	
Researcher's name (Print)	Researcher's signature	Date	
Child's name (Print)	Child's signature	 Date	

INTERVIEW QUESTION

INTERVIEW TYPE: FACE TO FACE

TARGET: SCHOOL PRINCIPALS

SEMI STRUCTURED QUESTIONS

- 1. Can you recall the worst behaviour ever committed by learners in your school?
- 2. According to your own personal assessment, what could have caused the behaviour mentioned in 1.?
- 3. How has the behaviour affected schooling?
- 4. Can you explain how you handled this behaviour?
- 5. Do you think that teachers would approach the misconduct the same way you did?
- 6. Please elaborate on your answer to number 6?
- 7. Can you think of the optional ways you would have handled the problem?
- 8. Do you ever provide room for strategic influence on learners behaviour before or during the process of behaviour correction?
- 9. Please elaborate on your answer to number 8.
- 10. Is there anything you would like to say which was not alluded to in our interview?

INTERVIEW QUESTIONS

INTERVIEW TYPE: FACE TO FACE

TARGET: TEACHERS

SEMI- STRUCTURED QUESTIONS

- 1. Can you recall the incidents which involved the worst behaviour that took place in your school?
- 2. How did such behaviour impact on teaching and learning?
- 3. How was the worst behaviour handled?
- 4. According to your observation what could have caused the behaviour?
- 5. As a class teacher how do you minimize occurrences of bad behaviour in the classroom?
- 6. Do you directly involve the principal when you experience worst behaviour?
- 7. Which one would you opt for in handling bad behaviour?
- i. Suspension
- ii. Dismissal
- iii. Engagement of learners into meetings purposed to change their behaviour?
- 8. Please explain the reason for your choice in question 8?
- 9. Can you suggest ways the principal can employ to influence learners to behave well?
- 10. Is there anything you would want to say that we have not alluded to in our questions?

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FOCUS GROUP QUESTIONS

INTERVIEW TYPE: FACE TO FACE

TARGET: LEARNERS

SEMI- STRUCTURED QUESTIONS

- 1. Identify the behavioural pattern you think was the worst that you ever observed among the learners.
- 2. According to your experience, how does bad behaviour affect teaching and learning?
- 3. Can you say what the causes of behaviour mentioned in 1 are?
- 4. How was the behaviour mentioned in 1 or any other negative behavioural pattern handle by the school principal or teachers?
- 5. Do you have knowledge of some expected penalties explained in the school code of conduct?
- 6. If your answer to question 5 is yes, can you cite examples?
- 7. What do you expect from the school principal with regard to bad behaviour?
- 8. Can you suggest ways the principal can employ to prevent bad behaviour before it occurs?
- 9. The highest official in the school is the principal. How do you think the school principal can influence good behaviour of learners?
- 10. Is there anything with regard to bad behaviour that you would like to bring to my attention?

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APPENDIX J: OBSERVATION GRID

1

Observation grid

· I			D-4:	B 11-1	B
	Observation		Date		Description
				person. For	
				example,	
_				principal)	
1.	Gatherings	Туре			
Т		1. Morning			Size of gathering
		assembly			
		2. Study			
_		session			
\Box					Reason for gatherings
_					Who is responsible?
_					Points stressed
$oldsymbol{\bot}$					Evidence of influencing words
$oldsymbol{\bot}$					Behaviour of the addressed
2.	Arrival of learners	Morning			Period of arrival
\neg					How late-coming is handled
\neg					Points stressed
\neg					Evidence of influencing words
\neg					Evidence of care and support
\neg					Evidence of influencing behaviour
3.	Staff	Teachers			Agenda
	meetings				
\neg					Evidence of influencing words with regard to
					learners
П					Teachers' perspectives about learners' behaviour
$oldsymbol{\bot}$					performance etc.
	Learner offenses	Types			What happened?
\neg		i. Incidents			Explain seriousness of offense
		involving			
		misconducts			
		of learners			
ı		ii. Hearings by			
. 1		the school			
. 1		disciplinary			
		committee			
\Box					How is the matter attended to?
T					Indicate if measures were extreme, moderate or
					reasonable
					Expatiate on answer given above
5.	Any notable occurrences	Distinct actions/ occurrences			What is happening?
_					Possible cause of incidence

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DECLARATION OF EDITING

Editing * Proofreading * DTP

Meticulous attention to detail guaranteed!

Observatory-Johannesburg
Tel. 083 766 1190 Email: anniedesa456@gmail.com

20 May 2022

DECLARATION OF LANGUAGE EDIT

This serves to confirm that I have completed a language edit on the Master of Education dissertation "THE ROLE OF PRINCIPALS IN LEARNERS' BEHAVIOUR IN MOTHEO DISTRICT SECONDARY SCHOOLS, FREE STATE PROVINCE" by Sekhuthe Jim Mohokare.

I declare that I have edited and proofread this dissertation. My involvement was restricted to language usage and spelling, completeness and consistency, referencing style and formatting of headings, captions and table of contents as well as document formatting.

I did no structural re-writing of the content.

Sincerely

Annie de Sá

(Electronic signature withheld for security reasons)

Language Editor and Proof-reader