Complex Dynamics of the School Governing Body in Using an Integrated Management Approach to Maintain Discipline among High School Learners

Hlengiwe Goodness Khanyile[a], & Kofi Nkonkonya Mpuangnan*[b]

* Corresponding author
E-mail: nkonkonya@gmail.com

a. Department of Educational Foundations, Faculty of Education, the University of Zululand, KwaDlangezwa, South Africa.

b. Department of Curriculum & Instructional Studies, Faculty of Education, the University of Zululand, KwaDlangezwa, South Africa.

How to cite
Khanyile, H. G., & Mpuangnan, K. N. (2024). Complex Dynamics of the School Governing Body in Using an Integrated Management Approach to Maintain Discipline among High School Learners. *Research in Educational Policy and Management*, *6*(2), 327-347. https://doi.org/10.46303/repam.2024.38

ABSTRACT

The introduction of the South African Schools Act 84 of 1996 (SASA) brought about a participatory decision-making approach to school governance and professional management. This approach established school governing bodies (SGBs) and significantly influenced their roles and functions. As a result of this shift, the principal is no longer the sole decision-maker in the school. The principal's role in school management and governance has shifted to focus on being the key figure most influenced by the participatory decision-making process and the primary implementer of School Governing Body (SGB) policies. This study explored the experiences of SGBs in using an integrated management approach to undertake their role in maintaining discipline in high schools in the context of multiple deprivations. This research employed a qualitative approach, using interviews and document analysis to collect data from a targeted group of participants including two teachers, four SGB members who are also parents, and two student leaders. The collected data were analyzed using thematic analysis, with the findings organized into relevant themes. The findings highlight key factors contributing to disciplinary challenges among learners in schools, including the absence of positive role models in the community, inadequate training for individuals managing disciplinary issues, unstable societal behaviours, dysfunctional family dynamics, and minimal parental involvement in their children's education. It was recommended that integrated management seminars be organized to educate all stakeholders on their roles in addressing learner discipline. Additionally, programs should be implemented to enhance parental involvement in schools. Furthermore, schools should collaborate with the community to address poverty effectively.

KEYWORDS

School Governing body; education policy; high school; multiple deprivations; integrated management approach; dysfunctional family; learner discipline.

INTRODUCTION

Over the past three decades of democracy in South Africa, the government has made efforts to tackle inequality, but the deep scars of apartheid still affect many communities. One of the most significant challenges today is the stark difference in the quality of education between rural and urban areas, primarily due to a lack of resources and issues related to discipline. The majority of South African students attend rural schools, which often means they receive a lower standard of education (Maringe & Moletsane, 2015). These schools face various types of marginalization and are frequently deprived of essential resources and services, such as reliable transportation, clean water, electricity, healthcare, and security, because of their remote locations. This is particularly evident in township and rural communities, where multiple forms of deprivation are common.

The South African Schools Act of 1996 (SASA) was introduced to promote an integrated management approach in education and bridge the gap between SGB and school leaders to improve the standard of education. Mohapi and Netshitangani (2018) established that integrated management between the School Governing Bodies (SGBs) and the school leaders can be achieved through stakeholder understanding of their roles, observance of boundaries, and good discipline.

The Constitution designates SGBs to govern and oversee schools, promote discipline, and mitigate academic challenges faced by learners. Therefore, the SGB is responsible for developing school policies that align with those of the DBE, while the school leaders are responsible for implementing and planning policies, including disciplinary policies (Botha, 2010). The study conducted by Khuzwayo (2007) revealed a concerning lack of clarity among SGB chairpersons and principals about their individual and collective leadership roles. This lack of understanding hinders collaborative efforts, which are crucial for a successful Ubuntu-inspired leadership approach. As highlighted by Basson and Mestry (2019), effective collaboration between SGBs and school leaders can lead to successful leadership outcomes and combat disciplinary issues within schools. Thus, SGB development can create an environment where all stakeholders can consider their practices and allow for constructive criticism, resulting in improved capacity (Dajani, 2014). Hence, efforts were made in Gauteng to train members of school governing bodies through the Matthew Goniwe School of Leadership and Governance. This training was aimed at providing them with the skills necessary to fulfil their functions under sections 20 and 21 of the South African Schools Act (SASA) (Mestry & Grobler, 2007), and an understanding of their oversight and support roles in maintaining discipline within schools.

Despite the effort mentioned earlier, there are still a few Schools Governing Bodies (SGBs) who are stepping up to take responsibility for disciplining learners. Furthermore, there is still a lack of research, especially in developing nations on how SGBs can address learner discipline in the face of various challenges. Consequently, this phenomenon remains largely unexplored (Maringe & Moletsane, 2015). This underscores the pressing need for improved educational quality across the entire spectrum in modern democratic South Africa (Mnyende,

2013). It is evident that to improve academic performance and reduce indiscipline in schools, School Governing Bodies (SGBs) and school leaders must work together with all stakeholders, allowing each of them to take on various leadership roles. This paper aims to examine the degree to which SGBs play a role in an integrated management approach to tackle learner discipline at high schools in the King Cetshwayo District, KwaZulu Natal Province (South Africa). This is in consideration of multiple socio-economic hardships and identifying any gaps in ensuring discipline in schools. This study is essential because it underlines the importance of creating and sustaining a safe and respectful learning environment. This is because maintaining discipline in schools requires a united effort from all stakeholders working together (Mpuangnan, Amegbanu & Padhan, 2021).

THEORETICAL FRAMEWORK

The study is grounded in the Ubuntu theoretical construct. The Ubuntu theoretical construct emphasizes interconnectedness, compassion, and shared humanity, rooted in the African philosophy that "a person is a person through other people (Kayange, 2023)." Ubuntu was deemed relevant in this paper because it aimed to understand the levels of community relationships in the School Governing Body to address learner discipline in Secondary schools in King Cetshwayo District.

According to Ubuntu, it is essential to uphold the ethical principles that guide people's moral decisions as demanded by the community. The philosophy suggests that people are shaped by their culture, social and moral norms, and interpersonal relationships, which collectively impact their lives (Etzioni, 1997). Furthermore, Rorty (1998) suggests that the determination of what is good and bad is based on the beliefs, myths, and narratives of the community rather than external texts. Consequently, there cannot be an absolute definition of social constructs, including unethical behaviour in families and society. Every context and culture has its own set of ethical principles that define moral conduct. Thus, universalist reason can be problematic because it disregards the diverse contextual and life experiences that individuals may have, as noted by Benhabib (2002). Ubuntu philosophy places great emphasis on the importance of respecting human and community relationships, which is central to the way of life in many African regions such as East, Central, and South Africa, according to Nussbaum's (2003) and Broodryk's (2006) research. The knowledge, customs, expressions, culture, principles, and convictions of Africans, passed down from one generation to another, are shared through relationships that promote the survival of individuals, communities, and spirituality (Muwanga-Zake, as cited in Mugumbate & Chereni, 2019). The idea that a person is defined by their relationships with others is most effectively summarised by the phrase "Umuntu ngumuntu Ngabantu" which is a South African term. This thought is also conveyed through Mbiti's (1990) statement, "Since I am we are" (p. 106). In the broader context of society, a family is considered as such because of the people who surround them (Palsule & Mkhize, as cited in Metz, 2018). Pobee (1979) suggests that a family is related by blood, and hence a people

exists because they belong to a specific family. This implies that a functional family plays a crucial role within a network of relationships and collaborates with others to promote the common good of the community (Msila, 2008). The African worldview is grounded in ethical conduct, which is an integral part of the Ubuntu ethic. As a result, the Ubuntu ethic outlines the acceptable and unacceptable behaviors in African contexts. Therefore, this study aims to evaluate how cultural perspectives shape the understanding of community involvement in the School Governing Body to address learner discipline.

Research Questions

What are the experiences of SGBs in maintaining learner discipline in high schools located in areas characterized by multiple deprivations?

LITERATURE REVIEW

Effective school management requires a shared understanding of the negative impact that disruptive behaviour can have on teaching and learning. To this end, involving parents and the wider community in the management of public schools has become increasingly important. Therefore, the School Governing Body (SGB) plays a critical role in establishing rules, consequences, and penalties for inappropriate behaviour. A well-organized school must maintain high standards of discipline, cultivate a positive culture that fosters learning, and ensure professional conduct among educators. Effective management practices and governance, as well as a complete absence of criminal activity and misconduct, are also essential (Mthiyane, 2013). In South Africa, the democratically elected SGBs mandated by the South African Schools Act have transformed the school management landscape, ensuring that parents, students (in high schools), non-teaching staff, and the school principal all have a voice in decision-making (Clarke, 2009). The parent serving as Chairperson is a key participant in this process.

The White Paper on education emphasizes the value of communities taking an active role in the management of their schools, while also acknowledging the crucial role that parents play in their children's education (Bray, 2005). Hence, the SGB has a range of responsibilities that are vital to the smooth running of a school. These include developing policies that prioritize the safety and discipline of learners, as well as ensuring the quality of education provided. In addition, the SGB must act in the best interests of the school and establish policies around school administration (Mncube,2007). According to experts in the field, such as Joubert and Bray (2007), the SGB plays a crucial role in maintaining discipline in schools. The Schools Act mandates that a Code of Conduct be developed for learners after consultation with all stakeholders, and this code must be consistent and regularly updated. However, it is also crucial that the SGB prioritizes the right of learners to a safe and healthy learning environment, free from physical or emotional harm (Clarke, 2007). As per the study conducted by Nieuwenhuis, Beckmann, and Prinsloo (2007) the school's Code of Conduct should align with human rights philosophies and encompass regulations, procedures, approvals, and disciplinary actions

grounded in natural justice. The School Governing Body (SGB) is charged with formulating the Code, while the principal, School Management Team (SMT), and educators who are present at the school daily are responsible for its execution. The Code functions as a means of upholding learner discipline democratically, with all learners expected to comply with it. However, the school also has a responsibility to provide a secure, supportive environment that fosters learners' growth and education. The school strives to address instances of learner misconduct, particularly in situations where students face multiple challenges. The school must communicate any misconduct to all relevant parties, particularly parents, as they play a vital role in their child's education. The law empowers School Governing Bodies (SGBs) to actively assist professional management teams, such as disciplinary committees, in managing cases of discipline. As such, in cases where learners habitually disregard school rules, the SGBs participate in the disciplinary hearing process outlined in their school's Code of Conduct. According to Beckmann and Prinsloo (2009), disciplinary proceedings must adhere to specific criteria, including the presence of a valid reason for disciplining a learner, adequate notice and access to representation and care, sufficient evidence of the misconduct, and an unbiased verdict. The SGB is responsible for creating a Code of Conduct to promote good behaviour and assist the principal, teachers, and staff members of the school in fulfilling their professional roles.

Undoubtedly, it is the responsibility of school principals, educators, and their SGBs to create and maintain a safe and disciplined environment within their schools, as prioritized by the Department of Basic Education. Squelch (2000) stresses the importance of a secure school environment for effective teaching and learning, while Joubert, de Waal, and Rossouw (2004) argue that discipline is crucial for a conducive atmosphere for learning and the safety of staff and learners. Gaustad (1992) also highlights the necessity of prioritizing the safety of all learners and educators. Without order and discipline, learners may become demotivated and stressed, leading to underachievement (Hill & Hill, 1994). Therefore, it is critical to establish a safe and happy learning environment in schools. Developing a Code of Conduct is fundamental to the effective functioning of the school, according to Blandford (1998). Educators who are unable to manage their classes will struggle to teach effectively in the absence of a Code of Conduct. To maintain discipline and order, written policies should be created with input from all relevant stakeholders, including educators, parents, community representatives, and learners (Gaustad, 1992). This collaborative approach is crucial for the success of any plan. Once established, the Code of Conduct must be communicated to all stakeholders, including staff members, learners, parents, and the community.

To ensure a well-functioning and manageable learning environment, it's crucial for schools to effectively communicate the rules and penalties for disruptive behaviour to staff members, learners, and parents. According to Elliot, Ebbutt, Bridge, Gibson, & Nias (1999), effective management of discipline is a critical responsibility for school management. All stakeholders must collaborate to establish and maintain discipline in their schools. Once the

rules have been communicated, consistent and fair enforcement is necessary to maintain learners' discipline. When disciplining learners, schools must adhere to specific administrative procedures outlined in Section 8-10 of the South African Schools Act. Additionally, providing a hearing process for learners to present their side of the story and establishing an appeal process can enhance the effectiveness of the discipline system. According to Gaustad (1992), perceptions of fairness from both students and parents are essential in the educational system. On the other hand, Ndamane (2008) believes that all stakeholders, including parents, should share responsibility for maintaining discipline in schools.

Regulations mandate parents to participate in school activities and oversee their children's educational interests. Effective school leaders recognize the importance of community power dynamics and fostering positive relationships with parents. Ashkenazi (2002) recommends that schools prioritize involving parents as much as possible in their children's education. Patrikakou et al. (2005) advocate for schools to require all parents to sign a contract or agreement to ensure their support and involvement in their children's education. To promote high performance and good discipline, schools and parents should collaborate to develop a written plan that outlines shared responsibilities. This plan should be made readily available to parents of participating children, and schools should hold an annual gathering to update them on the plan. According to research by Joubert et al. (2004), parents play an essential role in establishing and maintaining discipline in schools. Ashkenazi (2002) also suggests that parents should be valued partners and instil important values in their children's upbringing. For this reason, parents must take responsibility for their children's behaviour (le Roux, 2005). Section 8 of the Schools Act formalizes parents' authority to collaborate with schools, allowing them to become active and meaningful partners in school governance rather than passive observers (Singh, Mbokodi, & Matsila, 2004).

However, learners who face various forms of deprivation will likely face obstacles in their education, which can impact the governance of their schools. These students often attend local schools that are also deprived in multiple ways. Thomson (2009) notes that rural people, particularly women and children, may have their voices silenced, making it difficult for School Governing Bodies (SGBs) to maintain order in the face of multiple deprivations. Even when rural women are selected as SGB members, they may not feel comfortable expressing their opinions due to environmental silencing. Additionally, illiteracy poses a challenge for SGB members who are unable to fully carry out their duties in the context of multiple deprivations. Maile (2002) suggests that illiteracy among SGB members, particularly parent governors, can contribute to their incompetence by limiting their access to relevant information. Van Wyk (2004) states that many SGBs, particularly in the context of multiple deprivations, lack the necessary skills and knowledge to exercise their authority. The ability of parent councils to manage schools depends on their skills, knowledge, and experience in governance, including the ability to maintain order.

According to Mncube (2010), a potential reason for parents' disinterest in joining School Governing Bodies (SGBs) could be their lack of familiarity with South African school education

policies, particularly the South African Schools Act, No. 84 of 1996. Mncube (2008) notes that the absence of SGB members in maintaining learner discipline in contexts of multiple deprivations can be attributed to principals who fail to empower them. Unfortunately, parent governors may not be contributing fully to governance matters because they lack the necessary skills to fulfil their allocated responsibilities. Mthiyane (2013) agrees with Mncube (2008) by pointing out that expecting SGB members to perform their duties efficiently without induction and appropriate and timely training is asking too much. Principals themselves may feel threatened by the idea of sharing their authority with SGB members, leading to a lack of partnership between principals and other SGB members, as suggested by Mestry (2006). However, some SGB members who work may face challenges attending meetings, which can affect discipline in schools. Nonetheless, it is unreasonable to expect working parents who are SGB members to fulfil that task, as noted by Wolhuter, Lemmer, and De Wet (2007). Many families have both parents working outside the home, making it difficult, if not impossible, for them to attend school gatherings.

Maintaining good governance can be a difficult task for those responsible. In a study on school governance challenges, Xaba (2004) found that some members of the School Governing Body (SGB) see themselves as "watchdogs" whose duty is to advocate for educators' concerns. Xaba notes that the way members are elected to the SGB, based on electoral support, complicates their roles. This means that they must serve their constituencies' interests, which can make it challenging to prioritize the school's best interests, particularly in cases of compromised learner discipline. Despite this, the SGB has to ensure discipline is enforced in the school while also working closely with the community to develop a positive relationship between the school and the home. According to Merfat (2015), building and promoting a resilient bond between the school and home is essential in addressing school indiscipline issues. However, a lack of parental involvement remains a significant obstacle to learner discipline (Chonco, 2019). Despite the challenges, it is crucial to instil good behaviour in children, and the family is the primary institution responsible for shaping a learner's behaviour at school (Noum, 2015).

Bankston and Zhou (2002) propose that parents should take a vital role in modelling behaviour, as well as mediating other issues that may amplify the risk of school-based violence, such as poverty, school absenteeism, and peer pressure. Learners' misconduct at school stems from their home environment (Oloyede & Adesina, 2013). It is assumed that parents' influence on their children's upbringing can lead to positive or negative outcomes. If parents engage in violent or illegal activities, it becomes challenging for their children to become good models and avoid such behaviour (Ward, 2002). Children who are exposed to indiscipline and violence at home, and whose caregivers demonstrate delinquent behavior, may suffer from poor family management. The family is the primary micro-system that shapes a child's socialization, and therefore the socio-economic factors within the family have a profound impact on the well-being of adolescents. Tiwani's (2010) case study on managing learner behaviour revealed that

living circumstances, such as council homes, informal settlements, and female- and grandparent-headed households, can influence a learner's behaviour. Family poverty has long been recognized as a significant issue affecting learners' academic success and contributing to youth misconduct (Petersen, 2005). When children blame other people for their family's suffering, they may turn to crime, drugs, and alcohol (SACE, 2001). Appropriate support structures and role models are often lacking in such circumstances, while the family's primary concern is survival.

According to Maringe and Moletsane (2015), when multiple deprivations occur, it suggests a convergence of unmet fundamental human needs. In particular, children require nurturing in a family environment that is warm and loving. However, factors such as divorce, separation, single-parent households, and strained parent-child relationships increase the likelihood of child abuse and abandonment (Mishra, 2012). Moreover, research by Le Roux and Mokhele (2011) and Edwards (2008) confirms that children from severely dysfunctional family structures experience considerable adjustment difficulties. This, in turn, can result in various interpersonal, emotional, and cognitive deficits, as well as disciplinary problems. Edwards (2008) goes on to suggest that parents who are withdrawn, neglectful, and emotionally distant risk shutting down their children's emotional development. It has been observed that children who have been neglected or ignored by their parents often bring their stress and anxiety to school, which can lead to disciplinary issues. According to Idu and Ojedapo (2011), there is a lack of knowledge among school administrators regarding this problem, and the impact of both parents and school leaders on student behaviour is an important factor contributing to discipline problems among students (Jensen, 2009). Research, including Coombs-Richardson and Tolson's (2005) findings, suggests that one's upbringing can greatly impact their behaviour and life outcomes. Belle (2018) argues that inconsistent guidance from family and societal structures can be a contributing factor to this issue. Today, many children have significant freedom and unstructured leisure time, often living with a single parent or constantly moving between stepfamilies and grandparents. As a result, they may struggle to adapt to the discipline and structure of school. While rules are intended to provide guidance and consequences for misbehaviour, some parents fail to instil them in their children. Mugabe and Maposa (2013) suggest that this may be because these parents did not grow up in nurturing environments themselves and struggled to connect with their children. Others may try to compensate for a lack of affection by giving their children money. However, Manning and Bucher (2013) argue that parents who use a laissez-faire approach to discipline can contribute to the disorder, indiscipline, and anti-social behaviour in their children. Consequently, learners who frequently witness conflict between their parents may mimic this behaviour with teachers as a way to express their pent-up anger and disappointment. When parents disagree with schools over disciplinary decisions, it can send mixed messages to their children, who may learn to play their parents against the school.

Thus, to foster a child's social, psychological, and academic growth, it is essential to cultivate a strong and nurturing parent-child relationship that aligns with the school's standards and promotes self-respect in all aspects of life. However, research by Watson and Bogotch (2015) suggests that working parents often struggle to support their children's academic and behavioural development at school due to time constraints. Similarly, Abidoye and Onweazu (2010) argue that parents may not always prioritize their children's ethical and academic performance due to competing responsibilities. To address these challenges, Joubert and Bray (2007) recommend that parents take responsibility for their child's behaviour both at home and in school. Magwa and Ngara (2014) further suggest that children from dysfunctional families may exhibit unsocial behaviour. Adigeb and Mbua (2015) adopt Bandura's social learning theory, which posits that children learn by imitating the behaviour of adults around them. Thus, parents should instil discipline in their children at a young age, as the saying goes, "Bend the fish while it's still fresh." Given the difficulty that schools face in disciplining learners, de Atouguia (2014) argues that parents must take on the responsibility of enforcing discipline in their children. Notably, research has shown that experiencing family violence is linked to subsequent criminal behaviour.

The behavior of children who display nonconformity is often connected to family environments where discipline is either too lax, overly harsh, or inconsistent. This can occur when parents are indifferent or even hostile towards their children, there is a lack of closeness between the mother and father, or when parents show little interest in their child's development. Additionally, inadequate involvement from mothers in school matters and a lack of parental supervision can also lead to student indiscipline and violence (le Roux & Mokhele, 2011). In South Africa, issues of school indiscipline and disruptions remain prevalent (Belle, 2018). Belle suggests that the historical backdrop of violence and disruption in South African education has conditioned children to handle conflicts through violent and destructive means. This behavior is mirrored in the way students voice their grievances in universities and the confrontational nature of debates in the South African parliament. These societal patterns of violence were significant factors in the Constitutional Court's decision on 18 September 2019 to ban corporal punishment at home, as rising incidents of gender-based violence were seen as contributing to learner indiscipline (Sibanda, 2019). Schools often serve as microcosms of society, reflecting its challenges; as societal issues of ill-discipline increase, they are similarly mirrored in schools (Brumley, 2012). This demonstrates that the actions and attitudes of some parents significantly contribute to fostering indiscipline among learners.

METHODOLOGY

This study utilized a qualitative research approach that focused on gathering insights from a diverse group of stakeholders in the King Cetshwayo District of KwaZulu-Natal Province. The study targeted teachers who are also SMTs, Representative Council of Learners (RCLs), and School Governing Bodies (SGBs) who are parents in Secondary schools, which included teachers

(SMT), parents, and learners. To achieve the objectives of the study, quota sampling was employed to select 8 members of the School Governing Body (SGB) in the King Cetshwayo District. In this study, the SGB is composed of teachers, directors, parents, and student leaders. To ensure representative sampling, 2 participants were selected from each of these groups: 2 teachers, 2 directors, 2 parents, and 2 student leaders. This method was chosen because the participants were uniquely qualified, with extensive experience and deep knowledge of the SGB's operations in the region. Their selection was crucial for gaining a comprehensive management perspective on addressing learner discipline, following the approach recommended by Henning et al. (2004). This careful selection ensured that the study gathered meaningful insights from those best equipped to contribute.

To collect data, semi-structured interview schedules were used. The questions were thoughtfully designed to explore various topics, including the implementation of a school code of conduct, parental involvement, and the level of support provided by the community to curb indiscipline issues. To ensure the validity of the instrument, the interview questions were given to three professors in education to check grammatical errors, internal validity and content. The questions were later modified based on the experts' suggestions. All the participants responded to the same interview question. Prior to data collection, the researchers were granted permission by the school management. The semi-structured interviews lasted around 45 minutes per participant. Participants gave their consent to have their responses recorded, which were then transcribed into a notebook.

The collected data were analysed by using a thematic approach. The thematic analysis was guided by an inductive approach, as described by Mpuangnan (2023), and involved a series of carefully executed steps:

- Data coding: The process began with organizing the collected data into broad sections such as the experiences of SGBs in maintaining learner discipline, and the challenges SGB face when ensuring discipline in schools. Each section was then assigned descriptive labels to aid in organization and analysis. To facilitate the organization and presentation of the data in alignment with emergent themes, unique codes were assigned to each of the eight participants (e.g., R1 to R8). These codes served as identifiers throughout the analysis process.

- Identifying Themes: After coding, the data were examined to identify recurring patterns and themes. shortage of good role models, inadequate training, unstable societal behaviour, absence of parental support, and high rate of absenteeism. The themes in this study include a shortage of good role models, inadequate training, unstable societal behaviour, absence of parental support, and a high rate of absenteeism.

- Organizing and describing themes: The identified themes were then organized into a coherent structure and supported by verbatim quotes. Each theme, along with its corresponding codes, was described in a clear and understandable way, ensuring that the data's meaning was effectively communicated.

- Interpreting findings: In the final step, the themes and codes were interpreted by the researcher. This involved exploring the significance of the findings, discussing their implications, and drawing conclusions that aligned with the study's goals.

RESULTS AND DISCUSSION

The experience of the School Governing Body when utilising an integrated management approach to maintain learner discipline within schools located in areas characterized by multiple deprivations. Under this broad theme, five sub-themes generated include the shortage of good role models in the community; inadequate training to deal with discipline and related issues; unstable societal behaviour and dysfunctional families; absence of parental support in the education of their children; and high rate of absenteeism.

Shortage of good role models in the community to maintain discipline in school

The absence of positive role models in society has left young people without strong examples to follow. Through feedback from participants, it has become clear that this shortage of good role models has had a detrimental effect on learner behaviour, particularly in the face of multiple challenges. The voices of participants paint a vivid picture of how the community's struggles impact discipline in schools. One participant noted that "the school is disadvantaged by the community's social standing, as most learners come from poor backgrounds and do not adhere to the Code of Conduct," highlighting how economic challenges affect students' behavior (R1). Adding to this, another participant pointed out that, despite a lack of positive role models, "the child may lack concentration because they are focusing on things that are not important. Sometimes, they may have role models who won't lead them anywhere, yet the child still imitates them to impress their peers," revealing how peer pressure can shape poor choices (R2). The hardships students face often push them to make difficult choices, as explained by another participant: "Because they can't survive on one meal from school, some of them don't have time for schoolwork on weekends because they go out and work. In the neighbourhood, it appears that you get more popular when you try the wrong ways of making a living, such as selling dagga and stealing, and these learners bring such influence on the school" (R3). Despite these challenges, there are still community members who strive to support the school. One participant shared, "People in our community are willing to help us. They inspect learners at the gate and even inside the school to search for their backpacks. If they find anything, the youngster involved will be taken for questioning, and disciplinary steps will be taken against him or her," showing a commitment to creating a safer and more disciplined environment (R4).

The shortage of good role models in communities can deeply affect how discipline is maintained in schools, as seen in various studies. Ama et al. (2020) and Baehaqi and Murdiono (2020) point out that in rural and boarding schools, students often lack positive figures to look up to, making it harder to develop good behaviour. This is echoed in feedback from participants who observe that, without strong role models, many students are drawn to negative influences, lose focus on their studies, or mimic behaviours that won't benefit them in the long run. Sibanda

and Mpofu (2017) and Zondo and Mncube (2024) similarly highlight the difficulties teachers face when trying to enforce discipline in communities where negative behaviours, like theft or substance abuse, are common. On the other hand, Rezai-Rashti and Martino (2010) offer a glimmer of hope by showing how diverse role models, such as Black male teachers, can provide positive alternatives and challenge harmful stereotypes, suggesting that even a few positive figures can make a big difference. Despite the challenges, as one participant (R4) notes, there are still good people in the community who are dedicated to helping students stay on track. This shows that the presence of positive influences, however small, can counterbalance the negatives and guide students toward better choices. Together, these studies highlight how much of an impact role models can have on student behaviour and discipline in schools.

Inadequate training for SGB members impedes the maintenance of discipline in school

The lack of adequate training means many stakeholders feel ill-equipped to handle discipline-related issues effectively. Participants emphasized that most School Governing Body (SGB) members have not received sufficient training to address these concerns. This is reflected in R5's comment: "I haven't had any training. I had reservations because of what was going on at school. I can't use sweet talk or compel them to do anything. I must tell them the truth and avoid taking sides." R5's experience highlights the challenges of navigating school discipline without formal guidance. On the other hand, R6 shared a different perspective, feeling confident in his natural abilities to lead: "I believe I am a born leader. I employed my own tactics, which are working." Similarly, R7 agreed with the sentiment of not attending formal training but found other ways to manage: "I regret not being able to attend discipline training. I am someone who works closely with the community. I believe this truly helps me impose discipline, and being a parent helps me a lot." These comments suggest that while some members rely on personal skills and community connections, there is still a gap in formal training that could help standardize and strengthen their approach to school discipline.

SGB members play a key role in keeping order, but without the right skills and guidance, they often feel overwhelmed and unsure of what to do. Shole (2007) and Quan-Baffour and Arko-Achemfuor (2014) point out that many SGB members do not get enough training, which leaves them feeling unprepared and lacking confidence when it comes to managing student behaviour. This is reflected in R5's comment, where they admit feeling lost due to the lack of formal training. Similarly, R7 expresses regret about missing out on discipline training, believing it would have made a big difference in how they handle such matters. Setshogoe (2021) adds to this by highlighting that the Department of Education does not offer structured training programs for SGBs in certain areas, like the Northwest Province in South Africa, which affects how well they can manage their responsibilities, including discipline. However, Khanyile and Mpuangnan (2023) provide another angle by showing that some SGB members, like R6, use their natural leadership skills and personal approaches to fill this gap. While it's great that these individuals can rely on their instincts. It also means there is no consistent way of handling discipline, leading to mixed results. The results suggest that without proper training, SGB

members are left to figure things out on their own, which can lead to confusion and inconsistency in how discipline is managed in schools.

 Unstable societal behaviour and dysfunctional families cause indiscipline in school

Unstable societal behaviour often describes the actions of people who are mentally ill or facing severe poverty, while a dysfunctional family is marked by conflict, disobedience, and situations where children are often neglected or mistreated. Participants in the discussion pointed out that these conditions contribute to indiscipline in schools. This issue is evident in R8's observation: "The lack of integration between the school and the community makes it difficult to maintain appropriate discipline." R1 echoed this concern by suggesting that misbehaviour in schools is a reflection of what happens in the broader community. He noted, "Learning and discipline do not occur exclusively in schools. What is practised in schools should be practised by society in the form of an integrated connection." This implies that without a harmonious relationship between schools and their surrounding communities, enforcing discipline becomes a challenge. R2 highlighted another issue, noting that "some parents do not even know the whereabouts of the schools attended by their children because they live separately. When we phone the parent, they are unaware that their child is attending school here." This shows how disconnected some parents are from their children's education, making it harder to address behavioural issues. R3 emphasized the critical role of a stable family in guiding a child's behaviour: "The child requires a support structure, which is a family with both parents and siblings. If a youngster is in a position where there are no parents around to inform him or her that what he or she is doing is wrong, that child will make warped choices for the rest of his or her life." This underscores how a lack of parental involvement and guidance can leave children vulnerable to making poor decisions that affect their discipline both in and out of school.

Unstable family situations and challenging societal conditions can lead to discipline problems in schools. This is because, when children grow up in homes with a lot of conflicts, neglect, or inconsistent parenting, they often act out in school, showing aggressive or disruptive behaviours. Bashir et al. (2024) and Achiri (2024) found that these kinds of home environments make it harder for kids to behave well in class. This connects with what R1 said about how problems with discipline in schools often reflect broader community issues. If schools and communities don't work together, it becomes much harder to manage student behaviour effectively. Mathungeni (2024) supports this by pointing out that when parents are not involved or do not know what their kids are up to, it can lead to even bigger issues like crime in schools, echoing R2's concern about parents being out of touch with their children's school life. Tadros and Durante (2022) further emphasize that unstable family situations, especially those involving legal troubles, can have a negative impact on learners' behaviour and school performance. This ties into R3's view that having a stable and supportive family is crucial for helping children understand and follow rules.

The absence of parental support in the education of their children causes indiscipline in school

The lack of parental involvement is a major issue that contributes to student indiscipline. Many parents are busy working long hours to provide for their families, which leaves them with little to no time to engage with their children's education. This lack of supervision and accountability can negatively impact students' behaviour at school. R4 expressed this concern, saying, "The parents are working; they get up early every morning and return home in the evening, and they have no idea if their child attended school or not. So, I believe these are the obstacles because we need to communicate well with our parents." R4's concerns about the lack of guidance and support from parents are echoed by R5, who highlighted the lack of cooperation from some parents: "I have a child who does not do homework, and when I call the parents, they do not come to school." This illustrates the challenge faced by educators when parental engagement is minimal, making it difficult to address and correct student behaviour effectively. The absence of parental involvement not only affects students' discipline but also hampers efforts to build a strong partnership between the school and home to support the child's growth.

The above data show that a lack of parental support can lead to problems with student behaviour in schools. When parents are not involved in their children's education, it often results in issues like absenteeism and poor behaviour, as there's less supervision at home. For example, Cepada and Grepon (2020) found that when parents do not engage with their child's school life, it can lead to more absences and behavioural problems. This mirrors R4's frustration about working parents who don't keep track of whether their children go to school, resulting in a lack of accountability. Marcucci (2020) also highlights that when parental involvement is low, particularly in certain communities, it can make discipline issues worse, which aligns with R5's experience with unresponsive parents who do not address homework issues. Tom and Amah (2024) note that neglectful or harsh parenting can lead to students not following school rules, showing how a lack of supportive parenting impacts behaviour. On the flip side, Alfred et al. (2023) and Mokal and Ahmad (2023) emphasize that when parents are actively involved and supportive, students generally behave better and perform well in school. This suggests that strong parental engagement makes a positive difference.

Limitations

While the study shines a light on how socio-economic hardships contribute to indiscipline in schools, it may not fully consider other important factors that could be shaping student behaviour. Elements like the effectiveness of school policies, the role of teachers, and the influence of peers also play a significant part in how students behave. Without looking at these factors, we might miss a bigger picture of what really drives indiscipline in schools.

Even though the study captures the voices of School Governing Body (SGB) members, parents, and teachers, it may not fully reflect the experiences and perspectives of the students themselves or other members of the community. To truly understand the root causes of indiscipline, it is important to hear directly from the students about their experiences and

challenges. Future research should prioritize including student voices to gain deeper insights and develop more effective strategies.

Recommendations

Teachers and schools should actively connect with their communities to create a network that supports positive behaviour among students both at school and at home. This could involve organizing community meetings, visiting students' homes, and working with local leaders to address challenges together, ensuring everyone is on the same page.

Researchers should explore more about how different parenting styles and levels of involvement shape student behaviour and learning outcomes, especially in communities that are culturally diverse and have varied economic backgrounds.

Parents can make a big difference by being more involved in their children's education by attending school meetings, keeping an eye on homework, and staying in touch with teachers. Even small steps, like asking about their day or checking assignments, can have a positive impact.

Students should be helped to see how their choices affect themselves and those around them. Encouraging them to develop self-discipline and take responsibility for their actions can lead to better decision-making and a more positive school experience.

CONCLUSION

This study focused on the experience of the School Governing Body in using an Integrated Management Approach to maintain discipline among learners in school. It was found that schools in deprived areas face unique challenges when it comes to maintaining discipline, particularly when using an integrated management approach involving various stakeholders like the School Governing Body (SGB). One of the key challenges is the lack of positive role models in the community, which leaves young people without strong examples to inspire and guide them. Without these guiding figures, students may be drawn toward negative influences or behaviours. Moreover, many SGB members and stakeholders are not adequately trained to handle complex disciplinary issues, leaving them feeling overwhelmed and underprepared to support students effectively. This lack of training can lead to inconsistent discipline practices and a failure to create a stable and supportive environment in schools.

Adding to these challenges are the difficult social and family conditions that many students face. Some children come from unstable households where there is little guidance, and as a result, their behaviour can be unpredictable and disruptive in school. Many parents, who are often working long hours just to make ends meet, find it hard to stay engaged with their children's education, resulting in a lack of supervision and support. This disconnect can lead to students feeling alienated and disengaged from their schooling, causing some to skip school to earn money or, in some cases, enter precarious living arrangements like cohabitation. These intertwined issues range from societal and family dynamics to economic pressures. This makes

it challenging for schools to cultivate a disciplined and positive learning environment for their learners.

REFERENCES

Adigeb, A.P., & Mbua, A.P. (2015). Child abuse and students' academic performance in Boki local government area of Cross River State. *British Journal of Education*, *3*(3), 34-42.

Achiri, L. B. J. (2024). Shift in Parenting Roles and Anti-Social Behaviour in the Classroom: The Case of Adolescents in Public Secondary Schools in Bamenda III, Mezam Division. *International Journal of Formal Education,* 3(8), 231-246.

Alfred, M., Kiggundu, S. E. J., Musa, M., & Wamaungo, J. A. (2023). The Contribution of Parents Involvement towards Students' Academic Performance at Ugandan Certificate of Education in Public Secondary. *Journal of Social Work and Science Education,* 4(3), 1032-1052.

Ashkenazi, E. (2002). *Teacher-parent interaction in junior high schools in Israel*: *Negotiation and consent*. Unpublished doctoral thesis, University of South Africa, Pretoria.

Ama, H. A., Moorad, F. R., & Mukhopadyay, S. (2020). Stakeholders' perceptions of their roles in enhancing discipline in rural community schools. *Journal of Education Research and Rural Community Development,* 2(2), 1-18.

Baehaqi, M. L., & Murdiono, M. (2020). Strengthening Discipline Character of Students at Muhammadiyah Boarding-School (MBS) Muhiba Yogyakarta. *Dinamika Ilmu,* 20(1), 63-82.

Bankston, C.L., & Zhou, M. (2002). Social capital as process: The meanings and problems of a theoretical metaphor. *Sociological Inquiry*, 72(2), 285-317.

Bashir, I., Ilyas, Z., Awan, H., & Bushra, R. (2024). Impact of Dysfunctional Parenting on Aggression and Disruptive Behaviour among Children. *Academy of Education and Social Sciences Review,* 4(1), 32-43.

Basson, P. & Mestry, R. (2019). Collaboration between school management teams and governing bodies in effectively managing public primary school finances. *South African Journal of Education*, 39(2):Art. #1688, 11 pages.

Beckman, J., & Prinsloo, I. (2009). Legislation on school governors' power to appoint educators: Friend or foe. *South African Journal of Education*, *29*(2), 171-184.

Belle, L.J. (2018). The causes of a lack of discipline among secondary school learners in Mauritius. *Research Journal of Social Science*, *9*(1), 36-45.

Benhabib, S. (2002). *The claims of culture: Equality and diversity in the global era*. Princeton University Press. https://doi.org/10.2307/j.ctv346pnd

Blandford, S. (1998). *Managing discipline in schools*. London \: Routledge

Botha R.J. (2010). School effectiveness: Conceptualising divergent assessment approaches. *South African Journal of Education*, 30(4):605–620. https://doi.org/10.15700/saje.v30n4a391

Bray, E. (2005). Codes of conduct in public schools: A legal perspective. South African Journal of Education, 25(3), 133-138.

Broodryk, J. (2006). *Ubuntu: Life coping skills from Africa*. Knowres Publishing,

Brumley, C. (2012). *Leadership standards in action: The school principal as servant-leader*. Lanham, MD: Rowman and Littlefield Education.

Cepada, C. M. P., & Grepon, B. G. S. (2020). Absenteeism and Parental Involvement in Home and School among Middle School Students of Public School in Northern Mindanao, Philippines: Basis for Intervention. *Online Submission,* 8(2), 17-37.

Chonco, D.S. (2019). *The effects of alternatives to corporal punishment to maintain learner discipline in secondary schools in King Cetshwayo District.* Doctoral thesis, University of Zululand, KwaDlangezwa.

Clarke, A. (2007). *The handbook of school management*. Cape Town: Kate McCallum.

Clarke, A. (2009). *The Handbook for school governors*. Cape Town: Kate McCallum

Coombs-Richardson, R., & Tolson, H. (2005). A comparison of values rankings for selected American and Australian teachers. *Journal of Research in International Education*, *4*(3), 263-277.

Dajani, M.F. (2014). Learning circles: Promoting collaborative learning culture for teacher professional development. *Arab World English Journal*, 5(3):142–153.

De Atouguia, D. (2014). *Adolescents' perspectives of discipline problems at a secondary school in Gauteng*. Master's dissertation, University of South Africa, Pretoria.

De Vos, A., Strydom, H., Fouché, C.B., & Delport, C.S.L. (2011). *Research at grass roots: For the social sciences and human service professions.* Pretoria: Van Schaik.

De Vos, A., Strydom, H., Fouché, C.B., & Delport, C.S.L. (2011). *Research at grass roots: For the social sciences and human service professions.* Pretoria: Van Schaik.

Edwards, C.H. (2008). *Classroom discipline and management* (5th ed.). Hoboken, NJ: Wiley.

Elliot, J., Ebbutt, D., Bridge, D., Gibson, R., & Nias, J. (1999). School accountability. London: Grant McIntyre.

Etzioni, A. (1997). *The New Golden Rule: Community and morality in a democratic Society.* Basic Books.

Gaustad, J. (1992). School discipline. *Eric Digest*, *78*, 1-5.

Guaraldo C.M.B. (1996). A ladder of community participation for underdeveloped countries. Habitat International 20(3):431-444. Available at https://doi.org/10.1016/0197-3975(96)00020-3

Henning, E., van Rensburg, W., & Smit, B. (2004). *Finding your way in qualitative research.* Pretoria: Van Schaik.

Henning, E., van Rensburg, W., & Smit, B. (2004). *Finding your way in qualitative research.* Pretoria: Van Schaik.

Hill, M.S., & Hill, F.W. (1994). *Creating safe schools.* London: SAGE.

Idu, A.P., & Ojedapo, D.O. (2011). Indiscipline in secondary schools: A cry to all stakeholders in education. Case study of a senior secondary school in improving discipline in senior secondary schools in Ghana. *Journal of Educational and Social Research*, *1*(4), 729-735.

Jensen, E. (2009). Startling secrets of high-achieving schools with high-poverty students. *How are kids from poverty different and what do the differences suggest we can do about it?* Retrieved 15 March 2015 from http://povertysuccess.com/Poverty- Success-Manual.pdf

Joubert, R., & Bray, E. (2007). *Public school governance in South Africa*. Pretoria: CELP. *Journal of Education*, *21*(3), 195-201.

Joubert, R., de Waal, E., & Rossouw, J.P. (2004). Discipline: Impact on access to equal educational opportunities. *Perspectives in Education*, *22*(3), 77-78.

Kayange, G. M. (2023). *Ubuntu Virtue Theory and Moral Character Formation: Critically Reconstructing Ubuntu for the African Educational Context*. Taylor & Francis.

Khanyile, H. G., & Mpuangnan, K. N. (2023). Dilemma of school management teams in balancing discipline and multiple deprivations among learners through integrated management approach. *Research in Educational Policy and Management,* 5(2), 312-327.

Khuzwayo, S. (2007). *Role relationships of school governing body chairpersons and principals in school governance in selected primary and secondary schools in the Kwamashu area*. MEd thesis. Pinetown, South Africa: University of KwaZulu-Natal.Available at http://ukzn- dspace.ukzn.ac.za/bitstream/handle/10413/920/Khu zwayo%20complete%20thesis.pdf?sequence=1&is Allowed=y. Accessed 1 August 2020

Le Roux, C.S., & Mokhele, P.R. (2011). The persistence of violence in South Africa's schools: In search of solutions. *Africa Education Review*. *8*(2), 318-335.

Le Roux, L. (2005). An educator's view. *Opinion*, *3*, p.

Leedy, P.D., & Ormrod, J.E. (2005). *Practical research. Planning and design* (8th ed.). Boston, MA: Merrill Prentice Hall.

Magwa, S., & Ngara, R. (2014). Learner indiscipline in schools. *Review of Arts and Humanities*, *3*(2), 79-88.

Mathungeni, R. N. (2024). Family factors contributing to high school crime at Nzhelele East Circuit, Vhembe District. I*nternational Journal of Research in Business and Social Science* (2147-4478), 13(3), 342-353.

Maile, S. (2002). Accountability: An essential aspect of school governance. *South African Journal of Education*, *22*(4), 326-331.

Marcucci, O. (2020). Parental involvement and the Black–White discipline gap: The role of parental social and cultural capital in American schools. *Education and Urban Society,* 52(1), 143-168.

Manning, M.L., & Bucher, K.T. (2013). *Classroom management: Models, applications and cases*. Upper Saddle River, NJ: Pearson Education.

Maringe, F., & Moletsane, R. (2015). Leading schools in circumstances of multiple deprivation in South Africa: Mapping some conceptual, contextual and research dimensions. *Educational Management and Leadership, 43*(3), 347-362.

Mbiti, J. S. (1990). *African Religions & Philosophy.* Heinemann.

Merfat, A.A. (2015). Educational leadership and common discipline issues of elementary school children and how to deal with them. *Journal of Education Practice*, *6*(13), 88-93.

Mestry, R. & Grobler, B. (2007). Collaboration and communication as effective strategies for parent involvement in public schools. *Educational Research and Review*, 2(7):176–185.

Mestry, R. (2006). The functions of school governing bodies in managing school finances. *South African Journal of Education*, *26*(1), 27-38.

Metz, T. (2018). An African theory of good leadership. *African Journal of Business Ethics*, *12*(2), 36–53. https://doi.org/10.15249/12-2-204

Mishra, A. (2012). *Essay on the importance of discipline*. Scholarship in Namibia, grab the opportunity and apply today. Eligible students get a scholarship: http://www.Publishing on articles.

Mncube, V. (2008). Democratisation of education in South Africa: Issues of social justice and the voice of learners? *South African Journal of Education*, 28(1):77–90. Available at https://www.ajol.info/index.php/saje/article/view/2 5146. Accessed 30 November 2022

Mncube, V.S., Nzimakwe, T.I., & Naicker, I. (2010). Professional development of school principals in South Africa: Ace-school principals in addressing their needs & aspirations, *Journal of Education Studies, 9*(1), 119-138.

Mohapi, S.J., & Netshitangani, T. (2018). Views of parent governors' roles and responsibilities of rural schools in South Africa. *Cogent Social Sciences*, 4(1):1537056.

Mokal, M. N., & Ahmad, Z. (2023). The impact of positive parenting practices on children's education and behavioral change. *International Journal of Modern Languages and Applied Linguistics* (IJMAL), 7(3), 65-80.

Mpuangnan, K. (2023). Enhancing pedagogical strategies through technology integration in basic teacher education program. *Journal of Educational Management and Instruction* (JEMIN), 3(2), 106-125.

Mpuangnan K.N., and Dick-Segoe C. Adu A. G., Ennim F., (2022). School Improvement and Support Officer as curriculum leader in Pru East district- Ghana: roles, challenges, and the way forward. *Journal of Positive School Psychology;* Vol. 6, No. 3, p1337–1351

Msila, V. (2008). Ubuntu and school leadership. *Journal of Education, 44*(1), 67-84.

Mugabe, M. J., & Maposa, A.D. (2013). Methods of curbing learner misconduct in Zimbabwean secondary schools. *International Journal on New Trends in Education and Their Implications, 4*(4),111-122.

Mugumbate, J., & Chereni, A. (2019). Using African Ubuntu Theory in Social Work with Children in Zimbabwe. African Journals of Social Work, 9, 27-34

Myende, P. (2013). Sustaining school-community partnerships through effective communication. *Journal of Community Communication and Information Impact*, 18: 76-94.

Ndamani, P.L. (2008). Factors contributing to lack of discipline in selected secondary schools in the Mangaung area of Bloemfontein and possible solutions. *Interim: Interdisciplinary Journal, 7*(2), 177-197.

Noum, M. (2015). *The use of classroom management techniques to reduce discipline problems. A case study: First-year English language learners at Idressi Mohamed Secondary School, Foughala, Biskra*. Master's 'dissertation, Algeria: Ministry of Higher Education and Scientific Research.

Nussbaum, B. (2003). *Ubuntu:* Reflections of a South African on our common humanity. *Reflections: The SoL Journal*, *4*(4), 21–26. https://doi.org/10.1162/152417303322004175

Oloyede, E.O., & Adesina, A.D.O. (2013). Egalitarianism and classroom discipline: A prerequisite to successful instructional processes in Mathematics. *Global Advanced Research Journal of Educational Research and Review*, *2*(6), 139-143.

Patrikakou, E.N., Weissberg, R.P., Reeding, S., & Walberg, H.J. (Eds.). (2005). *School – family partnership for children's success.* New York: Teacher College Press.

Pobee, J.S. (1979). "Toward an African Theology." Nashville: Abingdon Press Rational Wiki. (2015). "Postmodernism." Available at http://rationalwiki.org/wiki/Postmodernism#Definition Accessed 5 September 2015

Quan-Baffour, K. P., & Arko-Achemfuor, A. (2014). Training school governing body members in three rural schools in Taung: Empowerment for good governance. *Studies of Tribes and Tribals,* 12(1), 171-178.

Rezai-Rashti, G. M., & Martino, W. J. (2010). Black male teachers as role models: Resisting the homogenizing impulse of gender and racial affiliation. *American Educational Research Journal,* 47(1), 37-64.

Sibanda, O.S. (2019). Ruling banning the spanking of children is both legally and morally sound, *Daily Maverick*, p.4.

Sibanda, L., & Mpofu, M. (2017). Positive discipline practices in schools: A case of Mzilikazi District secondary schools in Zimbabwe. *Journal of Educational and Social Research,* 7(3).

Rorty, R. (1998). *Achieving our country : Leftist thought in twentieth century America* (New Ed). Harvard University Press.

Setshogoe, M. R. (2021). Exploring the Requirement and Conduct of Financial Training Programmes for Training of School Governing Bodies by the Department of Education in the North West Province (Doctoral dissertation, North-West University (South Africa).

Singh, P., Mbokodi, S.M. & Matsila, V.T. (2004). Black parental involvement in education. *South African Journal of Education*, *24*(4), 301-307.

Shole, M. P. (2007). The impact of capacity building on school governing body parent members at public schools (Doctoral dissertation, University of Johannesburg).

Squelch, J.M. (2000). The right to administrative justice. *South African Journal of Education*. *20*(4), 308-313.

Tadros, E., & Durante, K. A. (2022). Coparenting, negative educational outcomes, and familial instability in justice-involved families. *International Journal of Offender Therapy and Comparative Criminology,* 66(2-3), 267-287.

Thomson, C. (2009). *Teachers' lived realities education reform and distance: A critical engagement*. Paper presented at the International Distance Education of Teachers in Africa (DETA) conference, Cape coast, Ghana, 3-6 August 2009.

Tiwani, S.V. (2010). *Managing learner behaviour: A collective case study of three effective secondary schools*. Master's dissertation, University of South Africa, Pretoria.

Tom, M. E., & Amah, T. N. (2024). Authoritarian And Neglectful Parenting Style as Correlate of Students_ Conformity to School Rules in Secondary Schools in Uyo Senatorial District, Nigeria. *International Journal of Innovative Education Research,* 12(1), 15-21.

Van Wyk, N. (2004). School governing bodies: the experiences of South African educators. *South African Journal of Education*, *24*(1), 49-54.

Ward, T. (2002). The Management of risk and the design of good lives. *A Journal of Australian Psychologist, 3*7(3), 172-179.

Watson, T.N., & Bogotch, I. (2015). Reframing parent involvement: What should urban school leaders do differently? *Leadership and Policy in Schools*, *14*(3), 257–278.

Wolhuter, C.C., Lemmer, E.M., & de Wet, N.C. (Eds.). (2007). *Comparative education: Education systems and contemporary issues.* Pretoria: Van Schaik.

Xaba, M.I. (2004). Governors or watchdogs? The role of educators in school governing bodies. *South African Journal of Education*, *24*(4), 313-316.

Zondo, S. S., & Mncube, V. S. (2024). Teachers' challenges in implementing a learner's code of conduct for positive discipline in schools. *South African Journal of Education,* 44(2), 1-10.